ATTACHMENT A1

PENNSYLVANIA SCHOOL LAWS AND RULES

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

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

ATTACHMENT A2

List of Pennsylvania Public Postsecondary Vocational Education Institutions

Admiral Peary AVTS	Hazleton Area Career Center
Beaver County CTC	Huntingdon County CTC
Bedford County Technical Center	*Indiana County Technology Center
Berks CTC	Jefferson County-DuBois AVTS
Bethlehem AVTS	Keystone Central CTC
Bucks County Technical High School	Lancaster County CTC
Butler County AVTS	Lawrence County CTC
Carbon Career & Technical Institute	*Lebanon County CTC
Career Institute of Technology	*Lehigh Career & Technical Institute
Central Montco Technical HS	Lenape Tech
*Central PA Institute of Science & Technology	Mercer County Career Center
Central Westmoreland CTC	Middle Bucks Institute of Technology
Chester County Technical College High School	Mifflin County Academy of Science and Tech
Clarion County Career Center	Mon Valley CTC
*Clearfield County CTC	Monroe Career & Tech Inst
Columbia-Montour AVTS	North Montco Tech Career Center
Crawford County CTC	Northern Tier Career Center
CTC of Lackawanna County	Northern Westmoreland CTC
Cumberland Perry AVTS	Northumberland County CTC
Dauphin County Technical School	Reading Muhlenberg CTC
Delaware County Technical High School	*Schuylkill Technology Centers
Eastern Center for Arts & Technology	Somerset County Technology Center
Eastern Westmoreland CTC	Steel Center AVTS
Erie County Technical School	SUN Area Technical Institute
Fayette County Career & Technical Instit	Susquehanna County CTC
Forbes Road CTC	Upper Bucks County Technical School
Franklin County CTC	Venango Technology Center
Fulton County AVTS	Western Area CTC
Greater Altoona CTC	Wilkes-Barre Area CTC
*Greater Johnstown CTC	*York Co School of Technology
Greene County CTC	

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

ATTACHMENT B1

ACCREDITATION GUIDELINES

for

Pennsylvania Public Postsecondary Vocational Education

September 2011
Revised May 2013

pennsylvania
DEPARTMENT OF EDUCATION

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us

pennsylvania
DEPARTMENT OF EDUCATION

Commonwealth of Pennsylvania
Tom Corbett, Governor

Department of Education
Ronald J. Tomalis, Secretary

Office of Elementary and Secondary Education
Carolyn C. Dumaresq, Ed.D, Deputy Secretary

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

Division of Adult and Postsecondary Career and Technical Education
Tamalee Brassington, Chief

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

For Inquiries Concerning Nondiscrimination in Employment:
Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
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For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:
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Required under Title 34, Sub Part B, Part 603.24
for the

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

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

Chapter 1 Objective of Program
Background, Scope, and Purpose of the Accreditation Pennsylvania Public Postsecondary Vocational Education.

1. Key reasons why this Accreditation Program is important to Pennsylvania's Education System:
    - To expand training opportunities for adult students
    - To meet the needs of individuals and the community
    - To enhance opportunities for workforce and economic development
    - To help the community reach its overall goals
    - To benchmark quality standards for program development, instruction, equipment, processes, and services for the purpose of making comparisons and improving the quality of adult education
    - To increase enrollment opportunities for institutions by being responsive to community needs and helping the institution be successful
    - To provide accreditation services not readily available to our institutions at a cost savings for institution systems and the state of Pennsylvania
    - To offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education
    - To enhance collaboration between institutions and PDE

2. The state agency, Pennsylvania State Board for Vocational Education, will be recognized by the Secretary of the U.S. Department of Education as the reliable authority for the quality of public postsecondary vocational education.

3. The Pennsylvania Department of Education establishes standards, policies and evaluation procedures that meet the requirements of both the U.S. Department of Education and are approved by the Pennsylvania State Board for Vocational Education.

4. The scope of accreditation is for any public career and technical centers that offer public postsecondary vocational education.

5. Pennsylvania Department of Education has an on-going infrastructure and relationship with career and technical centers. Therefore, much of the required data, information and knowledge of the potential applicant institution is available allowing for a more effective and efficient accreditation process for all beneficiaries.

Chapter 2 Roles of Organizations

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

1. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education has legal authorization and the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania Public Postsecondary Vocational Education programs and institutions in Pennsylvania.

2. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education approve programs, facilities, and general conduct of the public postsecondary vocational education programs.

3. Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body, Institutional Accreditation Advisory Group. The Institutional Accreditation Advisory Group provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board for Vocational Education process. (See Appendix, Exhibit Q)

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

Chapter 3 Requesting Accreditation/Re-Accreditation

Process for Requesting Accreditation/Re-Accreditation.

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

Chapter 4 Assistance to Applicant Institution

Process for assisting the applicant institution and conducting a self-study to tentatively confirm that the institution is worthy of accreditation. Note: All documents are made available electronically on Pennsylvania Department of Education's website at: http://www.education.state.pa.us/portal/server.pt/community/accreditation/7351.

a. The state accreditation coordinator will schedule a meeting with the career and technical center to review:
    - Standards and procedures of accreditation
        - Review ethical considerations
        - Describe the different accreditation scenarios and reports
        - Describe the appeal and complaint procedures
    - Mandatory self-study requirements before a site evaluation
    - Timeline between the program approval, self-study completion and submission, site evaluation and accreditation determination. (See Appendix, Exhibit D)
    - What to expect during a site evaluation
        - Overview of visit during opening session – welcome, introductions, outline of visit, protocol for visits and interviews
        - Evaluators break into assigned groups to review documents and data to support the institution's self-study and past operation if a reaccreditation
        - Tour of institution
        - Schedule of tours to off-site locations (Career Link, business partners)
        - Interview of key persons involved with the institution's postsecondary programs
        - Team meets to develop a preliminary report including scoring
        - Pennsylvania Department of Education staff provides an oral preliminary report that highlights some of the key findings
b. The institution staff may ask any questions or express any concerns regarding the accreditation process.
c. Technical assistance is available to give overall guidance on the federal, state and Pennsylvania Department of Education educational standards and the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines.*

Chapter 5 Program Approval

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

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

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

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

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

The formula is as follows:

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

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

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

Chapter 6 Self-Study
Institutions are required to send to Pennsylvania Department of Education a self-study binder (See Appendix, Exhibit C) The binder provides a "snap shot" of the institution's guidelines and procedures, and includes samples in each subcategory. Pennsylvania Department of Education assistance is provided to help the applicant institution conduct their preliminary self-study and to identify the necessary site evaluation data and information. While the purpose of the self-study is to guide the institution through a quality assessment of their programs and institution, the data collection and organization that results from this process saves time and creates efficiency during the actual site evaluation. The self-study also provides advance information for the site evaluation team. (See Appendix, Exhibits E, F, & G)

a. The institution works with Pennsylvania Department of Education on projected date for program approval, and submission of programs into the Career and Technical Education Information System.
b. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting an application requesting consideration for accreditation.
c. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting the self-study.

d. The State Accreditation Coordinator is available to the applicant institution to provide technical assistance, and provide overall guidance in regards to the self-study.
e. The institution will send the completed self-study to Pennsylvania Department of Education. Pennsylvania Department of Education staff will review the self-study, and determine if the institution is ready for a site evaluation.
f. If the institution is ready for a site evaluation, the State Accreditation Coordinator and the institution will determine the dates for the site evaluation.
g. Prior to the visit, the institution will be provided with the names and mailing addresses of the site evaluators who will be evaluating the institution. The institution is required to mail a self-study binder for review to the evaluator. (See more about Site Evaluators in Chapter 16)
h. If the institution is determined not to be prepared, the State Accreditation Coordinator will contact the institution to review the problem areas, and determine when they should resubmit for approval.
i. The self-study will be given to team members one (1) month before the site evaluation. Comments from team members are provided to the State Accreditation Coordinator regarding strengths and areas requiring review during the site evaluation. Comments are sent back to the State Accreditation Coordinator who compiles the comments into one report.
j. The State Accreditation Coordinator will compile the comments and send them to the institution for review.
k. The institution will gather evidence to address the evaluators' comments prior to the site evaluation.

Chapter 7 Site Evaluation

There is a two day minimum for site visits. Some institutions may require more days due to the number of programs offered and/or their locations. All lodging, travel and subsistence expenses for non-PDE evaluators are the responsibility of the institution.

a. The agenda will be determined by the institution and the State Accreditation Coordinator prior to the site evaluation to ensure timeliness and efficiency during the visit evaluation.
   The following is an example of a two day agenda:

Day One

8:00 am – 8:45 am	Breakfast (provided at institution) & overview of team expectations
8:45 am – 11:45 am	Team document review (three breakout rooms with PC workstations)
11:45 am – 12:30 pm	Lunch (provided at institution)
12:30 pm – 1:30 pm	Institution tour
1:30 pm – 3:30 pm	Onsite interview session and off-site visits (See Appendix, Exhibit K)

Day Two

8:00 am – 8:45 am	Breakfast (provided at institution)
8:45 am – 11:30 am	Team report compilation – document review and interview data consolidated into a preliminary report
11:30 am – 12:15 pm	Lunch (provided by institution)
12:15 pm – 1:15 pm	PDE evaluators team meeting – debriefing of preliminary findings
1:15 pm – 2:00 pm	Oral presentation to institution officials of preliminary findings
2:00 pm	Adjournment

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

It is important for the oral report to be well planned and guided by the following:

1. There should be a clear set of points to cover as this is to be considered a formal but preliminary report.
2. **The meeting is not a forum for debate**. At the completion of the oral preliminary report, clarification questions are permitted but there should be no in-depth discussion of or arguments about the findings.

Chapter 8 Written Report (See Appendix, Exhibit M)

a. The State Accreditation Coordinator will prepare a preliminary draft report. The preliminary draft report will be sent to the institution under review. The institution will have 30 business days after receipt of the preliminary draft report to respond to any findings and/or to file supplemental materials pertinent to the facts and conclusions contained in the written report.
b. If the institution is not responsive within the 30 business days, the preliminary draft report will be given to the Institutional Accreditation Advisory Group for review and consideration. The Institutional Accreditation Advisory Group will make a recommendation of accreditation status to Pennsylvania Department of Education.
c. If the institution is responsive with comments and/or supporting documentation within 30 business days, the State Accreditation Coordinator will review the comments and/or documentation provided, and will reconvene the original site team evaluators if necessary.
d. The State Accreditation Coordinator will update the preliminary draft report to include the evaluators' decision after considering the institution's comments.

e. The preliminary draft report with the evaluators' determination will be provided to the Institutional Accreditation Advisory Group.
f. The Institutional Accreditation Advisory Group may comment and will make a recommendation on accreditation status to Pennsylvania Department of Education through the resulting final draft report. (See more about the Institutional Accreditation Advisory Group in Appendix, Exhibit Q)
g. Pennsylvania Department of Education reviews the final draft report issued by the Institutional Accreditation Advisory Group, makes an accreditation status recommendation, and presents the final draft report and accreditation recommendation to the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education advises the Pennsylvania State Board for Vocational Education on its reasoning for accepting or rejecting the Institutional Accreditation Advisory Group accreditation recommendation.

Chapter 9 Accreditation Approval and Appeal Process

a. Pennsylvania Department of Education notifies the institution under review of Pennsylvania Department of Education's recommendation for accreditation status and informs the institution that the final draft report and accreditation recommendation will be presented to the Pennsylvania State Board for Vocational Education.
b. Pennsylvania State Board for Vocational Education distributes the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.
c. If the institution does not respond in writing and request a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then the final draft report will go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.
d. If the institution responds in writing and requests a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then Pennsylvania State Board for Vocational Education will provide written notice to the parties of receiving the appeal, assign a docket number and assign a hearing officer so that a hearing may be held to develop a full and accurate record for Pennsylvania State Board for Vocational Education's consideration.
e. The approval status of the institution or program will continue pending disposition of an appeal.
f. Pennsylvania State Board for Vocational Education will review the full record, discuss issues raised, and issue a written final decision, including a statement of it reasons therefor.

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

Chapter 10 Accreditation/Probationary with Stipulations/Denial Status Processes
Pennsylvania State Board for Vocational Education through Pennsylvania Department of Education has clearly defined the process and procedures for the Pennsylvania Public Postsecondary Vocational Education. Collectively, these guidelines include definitions and procedures for granting accreditation, granting re-accreditation or denying accreditation.

Accreditation scenarios are as follows:

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

  * Not Met and/or Beginning is defined as scoring a 0 or 1.

- Probationary Accreditation with Stipulations: The institution has no more than two "Not Met" and/or "Beginning" in a quality initiative which is not serious enough to deny accreditation. Pennsylvania Department of Education will send the institution a letter with a certificate stating the approval for Pennsylvania State Board for Vocational Education accreditation is for one (1) year. Pennsylvania Department of Education will clearly state what the issue(s) is and what action(s) is necessary to bring the institution into compliance. The institution is required to make the necessary corrective action(s) within one (1) year and to furnish a report to Pennsylvania Department of Education on each specific issue(s). A visit by the Pennsylvania Department of Education to the institution may or may not be necessary. If the institution is found to have corrected all issues, accreditation will be granted for four years from the date of the letter stating that they are in compliance. If the institution does not resolve its issues to the corrective action plan within one year, Pennsylvania State Board for Vocational Education will deny accreditation to the institution. The institution may wish to appeal this decision. The institution will have an

opportunity to re-apply for accreditation one (1) year from the date of the denial letter. (See Chapter 9)

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

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

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

Chapter 11 Complaint Procedure
Written complaint procedure for the applicant institution.

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

Chapter 12 Annual Operational Report

Annually, Pennsylvania State Board for Vocational Education accredited institutions will submit reports to Pennsylvania Department of Education. The reports are due August 31 of every year accredited. The reports cover each of the accreditation standards: organizational leadership; student stakeholder and public/community focus; administration, staff, faculty, and support services; learning-centered program design and delivery; learning-centered facilities and equipment; and organizational performance results. (See Appendix, Exhibit P)

a. The State Accreditation Coordinator will receive the reports, which will be date stamped when the report is received.
b. An initial review will be made to ensure materials have been submitted for each section of the report.
c. If material is lacking, the State Accreditation Coordinator will notify the institution and request additional information.
d. When a complete report has been received, the State Accreditation Coordinator will coordinate a review of the annual report with the Pennsylvania Department of Education staff assigned to accreditation.
e. During review of the annual report, staff will look for triggers indicating an area(s) of deficiency.
f. If materials are deficient and a trigger has been identified, the State Accreditation Coordinator and staff will review the materials and arrive at a consensus that a deficiency exists.
g. A letter notifying the institution that specific sections of the report are deficient will be prepared to outline the areas of deficiency. The letter will request that the institution provide additional evidence.
h. The State Accreditation Coordinator and staff will review the additional materials and arrive at a consensus on the sufficiency of the additional evidence.
i. The institution will be notified if they met the standards and will continue with full accreditation status or if it does not meet full accreditation.
j. If an institution does not meet full accreditation, the State Accreditation Coordinator will prepare a letter notifying the institution that it has not met the standards and does not meet full accreditation. The institution will be notified that it must submit a corrective action plan within 30 working days from the date of the letter. Additionally, the State Accreditation Coordinator will schedule a site visit. Pennsylvania Department of Education will be notified when an institution does not meet the standards.
k. The triggers that determine when a corrective action plan must be submitted are listed below.

Areas of Deficiency

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

<u>Organizational Leadership</u>

- Administration does not provide direction to the overall organization

- There is no future direction or implementation of a plan for Pennsylvania Public Postsecondary Vocational Education
- There is no review of the organization's performance
- Institution does not meet the regulatory requirements and public responsibilities

Student Stakeholder and Public/Community Focus

- Institution does not involve the community
- Institution does not use student and stakeholder satisfaction to improve Pennsylvania Public Postsecondary Vocational Education

Administration, Staff, Faculty, and Support Services

- Institution does not enact practices to achieve high performance
- Institution does not build a quality workforce
- Institution does not identify professional growth for administration, staff and facility
- Institution does not maintain a conducive environment for all employees

Learning-Centered Program Design and Delivery

- Institution does not establish methods and opportunities for student learning
- Institution does not provide opportunities for work-site learning
- Institution does not use methods for monitoring and tracking student learning
- Institution does not maintain process for providing student support
- Institution does not define/institute credit hours

Learning-Centered Facilities and Equipment

- Institution does not acquire equipment, tools, and instructional resources to support the program
- Institution does not provide a safe environment

Organizational Performance Results

- Institution does not track/utilize student evaluations
- Institution does not track/utilize employer evaluations
- Budget does not show growth
- Institution does not track/utilize administration, facility and staff evaluations

Chapter 13 Adding Programs After An Institution Has Been Accredited

Programs are approved through the Pennsylvania State Board for Vocational Education Career and Technical Education Information System. (See Chapter 5 Program Approval) New programs will be reviewed by the State Accreditation Coordinator and the program specialist in that area. When an institution is accredited, the Chief School Administer and Career and Technical Administrator/Supervisor sign an assurance which states: **The program(s) shall comply with all standards and criteria of the**

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

Chapter 14 Re-accreditation Process
Process for re-accreditation of an institution.

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

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

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

Re-Accreditation scenarios are as follows:

- Accreditation

- Probationary Accreditation with Stipulations

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

accreditation. Institutions have an opportunity to appeal this decision. (See Chapter 9) Institutions may re-apply for accreditation after one (1) year.

Chapter 15 Discontinuation of Pennsylvania Public Postsecondary Vocational Education Accreditation

Institutions wishing to discontinue their Pennsylvania Public Postsecondary Vocational Education accreditation prior to their five (5) year term must submit a letter to the Pennsylvania Department of Education with their request of termination, an effective termination date, and the institution's final annual report. Pennsylvania Department of Education will review the documentation. A letter will be sent to notify US Department of Education and the institution that Pennsylvania State Board for Vocational Education no longer recognizes the institution for Pennsylvania Public Postsecondary Vocational Education accreditation.

Chapter 16 Selection of Site Evaluators

Selection Process for Site-evaluators.

a. After a self-study of an institution is reviewed by the State Accreditation Coordinator, the State Accreditation Coordinator will begin the selection of the site evaluators. In accordance with the state nondiscriminatory policy, the State Accreditation Coordinator selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in vocational program evaluations. There are approximately nine (9) team members and the State Accreditation Coordinator. Additional team members are utilized as needed.
b. Pennsylvania Department of Education sends out communications to the institutions requesting evaluators. The communication includes specific information regarding the purpose of accreditation, expectations, and dates of the review. Anyone interested in serving as an evaluator is asked to contact the State Accreditation Coordinator with their interest and include their resume.
c. The State Accreditation Coordinator reviews the resumes, and selects candidates based on criteria listed in Chapter 19
d. Each candidate is given the requirements/expectations of his/her role, and must agree on the overall assignment. The selection process includes candidates from Pennsylvania Department of Education as well as those external to the Pennsylvania Department of Education.
e. Each site evaluation team member must read and sign a Conflict of Interest form. (See Appendix, Exhibit J)

Note:

The site evaluation team may include personnel from the Pennsylvania Department of Education, state-certified vocational teachers, teacher educators, teacher leaders, vocational administrators, non-educators, and

other classifications of individuals depending upon the nature and type of institution being evaluated.

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

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

Chapter 17 Training Site Evaluators

Training Process and Outline for Site-evaluators.

Step 1:

a. Requirements, logistical data and information about the applicant institution are provided to team members. This information includes a copy of the training schedule, the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*, the self-study evaluation instrument as completed by the institution, the site evaluation agenda, maps, and lodging information.
b. In addition to the actual site evaluation team members, alternate team members and observers will attend the training.
c. Training topics include:
    - How to prepare for the site evaluation
    - Review of the applicant institution's organizational profile
    - Conduct, conflict of interest and ethics of the team including confidentiality
    - Knowledge of what the applicant institution has prepared to date
    - How to evaluate a course of study for its sources of occupational analysis, performance objectives, competencies/skills learned, measures and results as specified in the self-study guidelines
    - Self-study guidelines
    - Review the Pennsylvania Public Postsecondary Vocational Education current data and information regarding the institution
    - Schedule during each day of the site evaluation
    - Tips for being a successful site evaluation team member
    - Tips for effective site evaluation interviews
    - What to assess, including questions to ask during the interviews with administration, staff, faculty, students, etc.

- What to assess, including questions to ask during classroom/laboratory visits
- How to suggest potential improvement strategies or innovations for consideration by the institution
- How to prepare individual reports for the State Accreditation Coordinator
- How to complete the Accreditation Process Evaluation Form for Pennsylvania Department of Education
- How to involve the institution in evaluating their experience with the accreditation process

d. Credit Hour Training:

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

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

Goals include:

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

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

Step 2:

The State Accreditation Coordinator determines the overall background and experience of each site evaluator such as (1) knowledge in the field of vocational education, (2) experience in vocational education program operations, (3) participation in vocational program evaluations.

Step 3:

The team members are given their individual assignments in advance of the site evaluation. The State Accreditation Coordinator facilitates the issuing of assignments.

Chapter 18 Evaluation of Pennsylvania Public Postsecondary Vocational Education System

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

Step 1:

a. The site evaluation team will assess their experience by completing an evaluation form and discuss the strengths of the process and opportunities for improvement with the State Accreditation Coordinator. (See Appendix, Exhibit N)
b. The applicant institution is asked to provide feedback on the accreditation process to the State Accreditation Coordinator. (See Appendix, Exhibit O)
c. Feedback is summarized and analyzed by Institutional Accreditation Advisory Group and Pennsylvania Department of Education leadership.

Step 2:

a. Annually, Pennsylvania Department of Education and the Institutional Accreditation Advisory Group will fully review the Pennsylvania State Board for Vocational Education accreditation regulations and standards. Pennsylvania Department of Education will send a questionnaire to all institutions' administrators as well as any persons serving as site evaluators during the year.
b. If any changes are to be made to the guidelines, standards or criteria Pennsylvania Department of Education will then ask for public comment. (See Chapter 18)
c. The Institutional Accreditation Advisory Group will review all public comments and the suggested changes and make recommendations to Pennsylvania Department of Education.
d. Final recommendations will be presented to the Pennsylvania State Board for Vocational Education for final approval.
e. Approved changes to the guidelines, standards and criteria are communicated to the public. (See Chapter 20)

Chapter 19 Innovation Encouragement

Encouragement of Innovation and Benchmarking

a. All institutions are required to submit periodic strategic plans to PDE that include their short- and long-term plans and how they plan to engage in new and innovative programs and learning methods. These plans are reviewed during the site evaluation for any content relating to adult education.

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

Chapter 20 Communication to Public

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

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

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Appendix, Exhibit A
Accreditation Application Form

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

ACCREDITATION APPLICATION FORM

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

Name of Institution:
Contact Person:
Position:
Mailing Address:
City, State, Zip:
Phone Number:
Fax Number:
E-Mail Address:
Web Address:

For current Academic Year 20 ____ / 20 ____

Number of Programs of 300 hours in length _____

Number of Programs of 600 or more hours in length _____

For next Academic Year 20____ / 20 ____

Number of projected programs of 300 hours in length _____

Number of projected programs of 600 or more hours in length _____

Is the institution's adult education program(s) currently accredited? _____

If yes, with which accrediting agency _____

When does accreditation expire? (Month/year)_____

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

_____ _____
Signature/Chief Administrative Officer Date

_____
E-mail address

_____ _____
Signature/Adult Education Coordinator Date

_____
E-mail address

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Appendix, Exhibit B
Program Approval Form

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT PROGRAM APPROVAL FORM

Please fill out one form per program to be accredited.
Please note that programs must be in existence for one (1) year to be considered for program approval.
Programs 300 hours or more are eligible for Low Interest Student Loans.
Programs 600 hours or more are eligible for Pell Grants.

Name of School:
Contact Name:
Contact Phone Number:
Name of Program:
Location where program will be offered:
CIP Code:
Length of Program (hours):

Labor Market Needs

Describe the current labor data which supports offering this program and how you work with local business and industry so that they may benefit from this program.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Planning

Describe how the Local Advisory Committee is involved in this program. Provide examples of recommendations they have made and how this feedback was used to improve the program.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Program Content and Industry Standards

Describe the local, regional or state need used to develop the program competencies and provide a list of technical tasks/competencies for this program.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Rationalize the student to teacher ratio.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

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

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Describe the equipment and supplies used in this program.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

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

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Accountability Standards

Provide a brief description of the end-of-program assessment given. Identify in the last year the number of adults in the program, the number who qualified as completers and the method used to gather information on their career after completion.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Certification

List the professional certificates or licenses which can be achieved by completing this program. Also, list in the last year the number of adults who received these certificates.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Describe the instructor's credentials for instructing this program.

Provided information accepted
Provided information accepted with recommendations
Provided information not accepted – written rational is provided with timeline for corrective action

Reviewed by:

Accreditation Coordinator: _____ **Date**_____

Please fill this form out for each program you wish to be accredited. Please remember that only programs which are more than 300 hours are eligible for Low Interest Student Loans and only programs 600 hours or more are eligible for Pell Grants.

Once you have completed an adult program approval form for each program, please mail them together and include one (1) catalog to the following address:

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

Program approval applications will be reviewed by the State Accreditation Coordinator and Program Specialists. The State Accreditation Coordinator will visit the institution to verify information is correct. This may be done either before or during the site visit. Institutions will receive a letter from Pennsylvania Department of Education listing all programs and notifying which have been approved.

If you have any questions regarding this form please call (717) 772-0814.

Appendix, Exhibit C
Applicant Institution Self-Study
Accreditation Self-study Categories

Name of Institution:

_____

Completion Date of Evaluation:

_____

Category A – Organizational Leadership:

The Standard
The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

No	Quality Initiatives
a.	**Provides direction to the overall organization:**
1.	Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution)
2.	What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes Pennsylvania Public Postsecondary Vocational Education in its scope?
3.	Is the overall vision/mission and Pennsylvania Public Postsecondary Vocational Education services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?
b.	**Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education and implements the plan:**
1.	Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?
2.	Does your strategic plan establish goals and objectives that include strategies for Pennsylvania Public Postsecondary Vocational Education are they timely and futuristic in scope?
3.	What are your Pennsylvania Public Postsecondary Vocational Education key strategic objectives, action plans, and timetables for accomplishing them?
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?
c.	**Reviews the organization's performance:**
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?
2.	Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and Pennsylvania Public Postsecondary Vocational Education commitments, and to make revisions and take corrective action? What are some recent

	accomplishments?
d.	**Meets its regulatory requirements and public responsibilities:**
1.	Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?
2.	Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?
3.	Does the school review its policies, directives, and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves?

Category B – Student, Stakeholder, and Public/Community Focus:

The Standard
The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for "listening and learning" from its constituents.

Each vocational program includes community involvement and promotes an understanding of the program's needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

The institution responds to questions and complaints in a timely and efficient manner.

No	Quality Initiatives
a.	**Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:**
1.	List your key advisory groups that are in place including their area of focus.
2.	Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?
3.	Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?
4.	Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?
5.	Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes Pennsylvania Public Postsecondary Vocational Education students?
6.	Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of Pennsylvania Public Postsecondary Vocational Education?
b.	**Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase Pennsylvania Public Postsecondary Vocational Education enrollment:**
1.	Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education?
2.	Are there easy access methods for students and stakeholders to contact and

	communicate to appropriate authorities?
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?
4.	Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Category C – Administration, Staff, Faculty and Support Services:

The Standard
The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to performance excellence.

The organization has methods of selecting, developing and retaining administration, staff, faculty and support services that meet the needs of Pennsylvania Public Postsecondary Vocational Education.

All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

No	Quality Initiatives
a.	**Enacts workforce practices that enable all employees to achieve high performance:**
1.	Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for Pennsylvania Public Postsecondary Vocational Education?
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?
b.	**Builds a quality workforce:**
1.	Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education identified?
2.	Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality Pennsylvania Public Postsecondary Vocational Education?
3.	Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?
c.	**Builds knowledge and skills, career development, for the administration, staff, and faculty:**
1.	Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved in Pennsylvania Public Postsecondary Vocational Education?
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?
3.	Are the institution's employees informed about Pennsylvania Public Postsecondary Vocational Education and the process used by the accreditation site-evaluation team,

	as well as how to conduct the self-study?
4.	Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?
5.	Are employees trained to participate as key individuals in Pennsylvania Public Postsecondary Vocational Education programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?
6.	Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)
d.	**Maintains a work environment conducive to the well-being of all employees and students:**
1.	Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?
2.	Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of Pennsylvania Public Postsecondary Vocational Education?
3.	Does workplace preparedness ensured for emergencies or disasters?
4.	Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

Category D – Learning-centered Program Design and Delivery:

The Standard
The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives and relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.

When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.

The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

No	Quality Initiatives
a.	**Establishes methods and opportunities for student learning:**
1.	Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task lists for each program?
2.	Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?
3.	As a function of the specific program, are students assessed, including the necessary

	core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?
4.	Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?
5.	Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students?
6.	Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?
7.	Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?
8.	Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?
9.	Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the Pennsylvania Public Postsecondary Vocational Education students?
10.	Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?
b.	**Provides opportunities for work-site learning:**
1.	Does each student have the opportunity to participate in work-site learning when appropriate to the program?
2.	Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?
3.	Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?
4.	Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?
c.	**Uses methods for monitoring and tracking student learning:**
1.	Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?
2.	Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?
3.	Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results?
4.	Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?
5.	Are students effectively assessed using oral, written and other performance methods?
d.	**Maintains processes for providing student support:**
1.	Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?
2.	Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate an all activities regardless of race, color, national origin, age gender, or disability?

3.	Are admissions policies and guidelines clearly stated, published, and made available to all Pennsylvania Public Postsecondary Vocational Education students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree, received, etc.
4.	Where applicable, are enrollment and class sizes in compliance with state standards?
5.	Does the institution inform students of the cost of the program and of any required equipment and supplies?
6.	If financial aid is available, is information about it provided to each individual?
7.	Does the institution ensure that qualified advisers counsel Pennsylvania Public Postsecondary Vocational Education students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?
e.	**Credit Hour Policies**
1.	How does the institution define a credit hour based on the credit/hour conversion?
2.	How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?
3.	How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

Category E – Learning-centered Facilities and Equipment:

The Standard
The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.

Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

a.	**Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:**
1.	Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective Pennsylvania Public Postsecondary Vocational Education?
2.	Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials).
3.	Are the quality and quantity of training stations appropriate for the number of students being served?
4.	Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

5.	Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?
6.	Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?
b.	**Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:**
1.	Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?
2.	Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment?
3.	Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?
4.	Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

Category F – Organizational Performance Results:

The Standard
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for Pennsylvania Public Postsecondary Vocational Education. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

No	Quality Results
a.	**Student learning and satisfaction results:**
1.	What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for Pennsylvania Public Postsecondary Vocational Education students?
2.	What is the institution's current information about attendance, dropout, and completion for the Pennsylvania Public Postsecondary Vocational Education programs?
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?
4.	What is the institution's current information on awards or recognition of special student achievement?
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CARs?
b.	**Public, community and employer satisfaction results:**
1.	What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?
3.	What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?
c.	**Budgetary and operational results:**

1.	What is the institution's current data and information about funding to the organization and grants to students?
2.	What is the institution's current information about staying within budget and budget growth?
3.	What is the institution's current information about new programs and program improvement?
4.	What is the institution's information on net cost per student?
d.	**Administration, faculty, and staff satisfaction results.**
1.	What is the institution's data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's data and information related to safety and overall well-being?
3.	What is the institution's data on individual employee training and development?

Questions for Pennsylvania Department of Education to address:

List your Questions and Concerns that need to be discussed with Pennsylvania Department of Education to ensure a successful site visit-evaluation, and that will ultimately lead to Pennsylvania Public Postsecondary Vocational Education accreditation. (Please number each question/concern according to the correct Prefix)

1.

2.

3.

Etc.

Appendix, Exhibit D
Accreditation Timeline

ACCREDITATION TIMELINE

- Career and Technical Center calls Pennsylvania Department of Education to express their interest
- Meet with Career and Technical Center to go over details of self-study
- Check in on school on monthly basis
- Career and Technical Center sends Pennsylvania Department of Education their self-study
- Pennsylvania Department of Education reviews self-study and decides if Career and Technical Center is ready to proceed
- If NO – Career and Technical Center continues to work on self-study
- If YES – Pennsylvania Department of Education gets possible dates for the site visit
- Pennsylvania Department of Education recruits accreditation team for a suitable date (9 team members)
- Pennsylvania Department of Education holds training session for accreditation team members
- Pennsylvania Department of Education informs Career and Technical Center of date for site visit
- Career and Technical Center sends self-study to each accreditation team member (address provided by Pennsylvania Department of Education)
- Examiner has thirty calendar days to review self-study, make comments, and then return to Pennsylvania Department of Education
- Pennsylvania Department of Education has two weeks to compile comments and send to Career and Technical Center
- Career and Technical Center has from the receipt of the site team comments to the site visit to gather answers to the site teams comments.
- Examiners commence on-site review
- Pennsylvania Department of Education compiles accreditation examiners reports, sends draft report to institution with 30 days to comment, draft report with any comments presented to Institutional Accreditation Advisory Group for recommendation of accreditation status, reviewed by Pennsylvania Department of Education then given to

Pennsylvania State Board for Vocational Education with recommendation of accreditation status, Pennsylvania State Board for Vocational Education will send to institution, institution may request hearing, final decision made by Pennsylvania State Board for Vocational Education.

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

Appendix, Exhibit E
Potential Confirming Materials
Furnished by the Applicant Institution

The following confirming materials are intended to be used by the site-evaluation team and the local self-study team as related to the Pennsylvania Public Postsecondary Vocational Education accreditation process. The accessibility of these materials to appropriate individuals is intended to expedite his/her work and to help verify and confirm the levels of quality of the applicant institution as related to Pennsylvania Public Postsecondary Vocational Education.

This list is for use by the local self-study team and the site-evaluation team. Some materials may be applicable to one or more of the standards, quality initiatives and questions to address as listed in the self-study guidelines.

Following is a summary of the self-study categories of standards and examples of related confirming materials that might be available during the accreditation process.

Category A – Organizational Leadership:

- Charter and legislative authorization
- List of governing board members, names and titles
- Policies of the governing board
- Organizational charts
- Vision, mission, and values
- Goals, objectives, targets and key measures
- Performance expectations in key results areas
- Methods of communicating to the public
- Documentation verifying that notice has been given in appropriate newspapers that this institution is applying for accreditation
- Strategic plans
- Profile of the local community, business/industry needs and population
- Marketing strategies
- Labor market and economic study results
- Fiscal budgets and budgeting strategies
- Copies of past, current and future budgets
- Student body statistics and enrollment trends
- Accreditation by other nationally recognized accrediting organizations
- Identification of advisory committees and minutes that link to leadership decisions
- Copies of contracts between the school and business/industry related to program offerings
- Copies of annual reports and other public notices
- Copies of regulatory/oversight agencies such as the Department of Education
- Ethical practices
- Civil rights compliance

Category B – Student, Stakeholder, and Public/Community Focus:

- List of advisory groups: names, title, professional and/or business affiliation
- Advisory groups for each program
- Minutes of advisory group meetings
- Examples of how advisory groups have influenced improvement
- Communication materials that are distributed to the public
- Examples of web site and email communications
- Formal plans for community relations
- System for receiving and processing complaints
- Satisfaction and dissatisfaction determination of the employers and community

Category C – Administration, Staff, Faculty and Support Services:

Faculty Handbook

- Appropriate certifications, licenses, qualifications of faculty and professional staff
- Student and teacher ratios
- Custodial services
- Plan for recruitment, resumes
- Plan for development and professional growth
- Plan for employee orientation
- Job descriptions
- Employee performance reviews

Category D – Learning-centered Program Design and Delivery:

- Student Handbook
- School catalogue of courses
- Recruiting materials and brochures
- Lists of student grant opportunities
- Financial aid records
- Copies of methods for developing a new program, current program improvement or dropping a program
- Occupational needs analysis for programs
- Pennsylvania Public Postsecondary Vocational Education course schedules, syllabi, duty/task list, competency list, and comprehensive outlines
- Work site learning methods
- Copies of methods for tracking learning: examinations, evaluations, grading practices
- Frequency of student evaluation
- Plan for placement of students
- Plan for follow-up of students
- Listings of potential employers and employment opportunities
- Expert review of program requirements such as: requirements for enrollment, program content, program length, program objectives, competency and skill evaluation, instructional aids, technology and equipment, method of confirming level of learning, and level of skill proficiency required by employers

- Consulted annual report adult results: academic grade point average, occupational grade point average, completions, placements, retention, passing rates, etc.
- Adult affidavit program registration
- Credit hour policies

Category E – Learning-centered Facilities and Equipment:

- Budgets for maintaining and improving learning centers
- Timing of acquiring equipment and supplies
- Plan for equipment maintenance
- Plan for facility maintenance
- Plan for facility custodial care
- Safety reports, inspections, injuries, etc.
- Security plan
- Equipment and supply inventories
- Plan for disposal of obsolete equipment

Category F – Organizational Performance Results:

- Positive trends in important areas that measure the quality of Pennsylvania Public Postsecondary Vocational Education
- Student grades, satisfactory and unsatisfactory completion, competencies completed
- Enrollment and retention rates
- Attendance and dropout rates
- Placement rates
- Number of diplomas, certificates, degrees, etc. issued
- Awards and/or recognition received
- New programs added and obsolete programs discontinued
- Levels of student, faculty, employer, public satisfaction or dissatisfaction
- Funding trends
- Costs per student trends
- Safety data and accident rates
- Faculty meeting applicable qualifications

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Appendix, Exhibit F
Data/Information and Analysis
Presentation Guidelines

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

Keep in mind that responses to Categories A, B, C, D, and E are the institution's approaches and methods and to what extent they are implemented. Category F is results and outcomes only and not written as a process.

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

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

Sample chart for summarizing the analysis of data and information.

Category A – Organizational Leadership, Prefix: Quality Initiative: ____
Strength:
Opportunity for Improvement:
Corrective Action Needed:

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Appendix, Exhibit G
Guidelines for Program and Instructor Qualifications

Guidelines provided by Pennsylvania Department of Education to be used as a guide when developing and delivering programs. In addition, there are recommendations for instructor qualifications.

Institutional or Program Qualifications Guidelines:

- Systematic program development and delivery process
- Occupational needs assessments
- Goals, objectives, course outlines, competency, and instructional plans for each program
- Use of advisory committee input and minutes of recent meetings
- Course quality requirements
- Student grades
- Student retention
- Student placement rates
- Student completion rates
- Enrollment levels and trends
- Student teacher ratios
- Job placement assistance activities
- Safety training and practices
- Facilities, equipment and supplies for programs
- Student admissions policies
- Student follow-up surveys
- Course descriptions provided to the public
- Marketing and public relations activities
- Methods for keeping curriculum current
- Nondiscrimination and educational equity policies
- Other factors that may impact program quality
- Industry credentials earned by students

Instructor's Suggested Qualifications:

- Education degree(s) and teaching qualifications
- Professional development
- Experience in the trade
- Industry certification(s), licenses, credentials
- Applicable life experiences
- Job descriptions for instructors
- In-service training and development accomplishments
- Appropriate credentials check of criminal histories
- Verification of references

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Appendix, Exhibit H
Sample Letter to
Potential Site-evaluation team members

Use Official Letter Head

Date:

Mr. Mrs. Dr. Jane Doe
XXXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXXX

Dear Jane:

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

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

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

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

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

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

Feel free to contact me at any time.

Sincerely,

State Accreditation Coordinator
Pennsylvania Department of Education

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Appendix, Exhibit I
Site-evaluation Team Member's
Background and Experience

Name: _____ Date: _____

JobTitle/Duties _____

Address: _____

Phone: _____ Fax: _____ e mail: _____

Please complete the following:

Education:

_____
_____
_____
_____

Experience with vocational/technical education:

_____
_____
_____
_____

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

_____
_____
_____
_____

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

_____
_____
_____
_____

Thank you --- Signed: _____

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

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Appendix, Exhibit J
Conflict of Interest Form

Ethics for the individual accreditation program team member...

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

Signed by the site-evaluation team member...

Name: _____ Date: _____

Please Print Name: _____

Name of Applicant Institution:

_____

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Appendix, Exhibit K
Interview Forms

Directions for conducting interviews:

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

The purpose of the interview is to determine the degree to which the individual segments of the organization are meeting the standards and fulfilling the quality initiatives. It is important to get input, facts, and perceptions about the performance of the segment. Your primary role is to verify and confirm what you have learned from the self-study results and any other input provided to you about the organization. This is to be used as the basis for the questions asked and the observations you make.

Following are some additional questions and an interview form you should use to engage in conversation, put the individual/group at ease, and that may lead to key input. Feel free to ask follow-up questions and add additional questions that are appropriate to the segment.

Vocational Teachers Interview

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

1. How do you gather information for curriculum planning and the design, improvement, and implementation of work-based learning as related to occupational needs and standards? How do business and industry participate?

2. Is there a specific program advisory group for your program? Describe their involvement?

3. How does your program support community and broader area labor market needs?

4. How do you keep your course content up to date with the latest technology and employer expectations?

5. What objectives, standards, measures and tracking instruments do you use to ensure that you are providing quality learning and achievement for your students?

6. How do you break down your program into credit hours?

7. Is your program certified and/or recognized by industry, professional trade associations or state licensing agencies? What type of credential opportunity are the students working toward?

8. What are your current strengths and opportunities for improvement as related to your program? Do you have a plan for pursuing changes and improvements?

Notes:

Counselor Interview

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

1. How do you assist Pennsylvania Public Postsecondary Vocational Education students when they are initially pursuing or looking into a program such as evaluation of career aspirations, the objectives of the program, knowledge, skills, competencies they will learn, prerequisites, costs, materials/equipment they might need, length of the program, financial aid available, etc.?

2. How do you help the student understand the relationship between program content and his/her future plans?

3. How do you help the student during his/her enrollment in a program?

4. What records and data do you collect for each Pennsylvania Public Postsecondary Vocational Education student?

5. How do you evaluate the student's satisfaction with his/her educational experience?

6. How do you follow up with employers to determine their satisfaction with individuals they hired from the school's programs?

7. What are your current strengths and opportunities for improvement as related to your counselor responsibilities? Do you have a plan for pursuing changes and improvements?

Notes:

Student Interview – Present Students

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

1. How would you describe your experience here at the school to another interested person?

2. Do you have a career plan and what assistance did you receive in developing it? Do you believe that you can achieve your learning outcomes within the hours assigned to your studies?

3. Do you feel challenged, are you learning appropriate knowledge and skills, and experiencing personal growth opportunities that are valuable to you currently and in the future?

4. Share your thoughts about the overall organization, structure, and planning as related to your learning experience?

5. Do you understand where you are in relationship to the course objectives and goals, i.e. your grade level or degree of success?

6. Were you given a course syllabus with an hour breakdown of your program?

7. Was it explained how this breakdown converts into credit hours?

8. How would you rate your level of satisfaction and explain why?

9. What are the current strengths and opportunities for improvement as related to your experience at the school? What are some changes you would make if you were in charge of the operation?

Notes:

School Administrator/Director Interview

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

1. How do you involve the community and advisory groups in sustaining and improving the quality of Pennsylvania Public Postsecondary Vocational Education programs?

2. How do you ensure that you are offering quality Pennsylvania Public Postsecondary Vocational Education opportunities to your students?

3. How do you implement the school's credit hour policy to comply with federal regulations?

4. Do you have adequate funding and budgets for providing quality Pennsylvania Public Postsecondary Vocational Education opportunities?

5. What key data and information do you collect/analyze and how are these results used to improve the school?

6. How do you sustain and improve the quality and performance of your employees, faculty, staff, and support personnel through development opportunities and performance evaluation?

7. What methods of communication do you use to inform the public and potential students of the programs and services available to them?

8. How do you use students and faculty to make changes/improvements in the overall operation of the school?

9. What are the current strengths and opportunities for improvement as related to your organization? Do you have a plan for pursuing changes and improvements?

Notes:

Business/Industry Representative Interview

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

1. How are you involved in helping the school set higher standards and offer higher levels of quality education for its students? For example: information about technology, course knowledge, skills, and content, equipment and supplies, teacher preparedness, etc.

2. How do you describe high achievement? What are your thoughts on how well the school is meeting these levels of quality achievement?

3. How important is it for the school to teach personal skills such as problem solving, team work, responsibility, leadership, etc.? What are your thoughts on how well the school is meeting these levels of education?

4. Describe the kind of service and assistance you receive in hiring students from the school? Your level of satisfaction?

5. Do you participate in a work-site program that is linked to the school? Describe your relationship with the school and your level of satisfaction?

6. What are the current strengths and opportunities for improvement as related to your relationship with the school? Do you have a plan and/or ideas for making changes and improvements?

Notes:

Careerlink Interview

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

1. What is the relationship between the Careerlink and the Career and Technical School?

2. What percent of the Careerlink training funds are used for programs at the Career and Technical School?

3. Does the Career and Technical School offer training programs which are in high demand by the Careerlink Center?

4. Does the Careerlink sit on any boards at the Career and Technical School?

5. Does the Career and Technical School sit on any program committees at the Careerlink?

6. What is the Careerlink's satisfaction with the training and placement of adults who have attended the Career and Technical Center through the Careerlink?

Notes:

Board Member Interview

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

1. How does the Board support the Pennsylvania Public Postsecondary Vocational Education initiatives of the school? For example: the involvement of the community and advisory groups, the setting of standards and quality initiatives that are challenging, two-way communication, administration, faculty and funding to operate a quality institution, etc.

2. What tracking system do you use for gauging the success of the school, i.e. measurements, goals, and objectives?

3. How do you evaluate the overall level of satisfaction that the school is achieving it goals and objectives in the area of Pennsylvania Public Postsecondary Vocational Education?

4. What are the current strengths and opportunities for improvement you feel should be mentioned? Do you have a plan and/or ideas for making changes and improvements?

Notes:

Appendix, Exhibit L
Scoring Guidelines

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

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

Scoring the Quality Initiatives:
For each standard/category (e.g. A, B...F) the applicant institution's self-evaluation team is expected to answer the subcategory/quality initiative questions (a, b...d) to the best of its ability and to score its performance according to the scoring guidelines. Each of the 21 quality initiatives are to be scored. While a number of questions in each subcategory are provided to guide the self-evaluation team, the scoring value for a subcategory is determined by the collective response to the questions in that subcategory.

Scoring in category A-E can level 0 – 3, scoring in category F can be level 0 - 4.

Narrative Responses to Questions:
The Meaning of "How" – The questions being asked imply that a method exists by asking "how." The applicant institution is expected to define the methods used to satisfy the requirements asked in this question and to briefly describe how these methods accomplish what is asked. The site-evaluation team will probe, verify, and clarify your responses during their visit.

Meaning of "What" Other questions may use the term what. For these questions, the applicant institution is expected to describe or provide an exhibit such as a table, list, or goal that satisfies the question.

Strengths– Scoring for category A - E can be 2 or 3, scoring for category F can be 2-4. (See the two scoring guidelines charts for more detail) Responses can be written in a bulleted format for each quality initiative as compared to the category standard. A strength can be a process, method, approach, or result that is an effective, systematic response to the basic or overall purpose of the standards and quality initiatives. It should meet the intended quality goal and be deployed/implemented in the important areas of the organization.

Opportunity for Improvement (OFI) - a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its

beginning stages of development as related to the standards and quality initiatives. Deficiencies are considered as < 2.

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

Level of Achievement	Description	Score
Not Met	No SYSTEMATIC APPROACH is evident; information is ANECDOTAL. (Critical approaches are poor – not evident or not functioning)	0
Beginning	The beginning of a SYSTEMATIC APPROACH to the BASIC PURPOSES of the category is evident. Major gaps exist in DEPLOYMENT that inhibits progress in achieving the BASIC PURPOSE of this category. (Approaches are fair – very basic & do not exist in most critical areas)	1
Functioning Well	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC PURPOSES of the category, is evident. The APPROACH is DEPLOYED, although some areas or work units are in early stages of deployment. (Approaches are good – effective & are functioning in most critical areas)	2
Strength	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the Overall Purpose of the category and your key organizational requirements are evident. The APPROACH is WELL-DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (approaches are outstanding – very strong, effective & functioning in nearly all critical areas)	3

Evaluator Scoring Guidelines for Categories F
These scoring bands represent the approaches and processes used by your organization to accomplish its objectives

Level	Description	Score
Not Met	There are no PERFORMANCE RESULTS or poor RESULTS in areas reported. (Results are poor – do not exist & are unimportant)	0
Beginning	There are some improvements and/or early good PERFORMANCE LEVELS in a few areas. RESULTS are not reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are fair – exist in a few critical areas & show a few improvements)	1
Basic Results Met	IMPROVEMENTS and/or good PERFORMANCE LEVELS are reported in many areas of importance to your organization's KEY requirements. RESULTS are reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are good – exist in many critical areas & show good improvement trends)	2
Strength	Improvement TRENDS and/or good PERFORMANCE LEVELS are reported for most areas of importance to your organization's KEY requirements. No pattern of adverse TRENDS and no poor PERFORMANCE LEVELS are evident in AREAS OF IMPORTANCE to your organization's KEY requirements. Organizational PERFORMANCE RESULTS address nearly all STUDENT, STAKEHOLDER, and PROCESS requirements. (Results are outstanding – exist in nearly all critical areas & show steady positive improvement trends)	3
Leadership & Role Modeling	Current PERFORMANCE is good to excellent in AREAS OF IMPORTANCE to your organization's KEY requirements. Many to most trends and/or current performance levels - evaluated against relevant comparisons and/or benchmarks - show areas of leadership and very good relative performance levels. (Results are best in class – show areas of leadership as evaluated against relevant comparisons)	4

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Appendix, Exhibit M
Written Report
Used by the Site-evaluation Team

Final Report Criteria: (these criteria should be used by the site-evaluation team as well as the State Accreditation Coordinator when completing the evaluation and writing a report)

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

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

Definitions:
Use the Standards and the quality initiatives as the basis for determining a strength, an opportunity for improvement, or a corrective action needed.

- A Strength can be a process, method, approach, or result that is effective, systematic, responsive to the basic or overall purpose of the Standards and quality initiatives and meeting its intended goal, or deployed/implemented in the important areas of the organization. The evaluator should write strengths when the organization is doing something well, creative, and/or deserves special recognition.

- An Opportunity for Improvement (OFI) can be a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its beginning stages of development as related to the standards and quality initiatives. The evaluator should write OFIs when the organization is only performing the initiative in a limited or in partial compliance. Any OFIs require a corrective action plan to be submitted annually. (See Chapter 10)

- A Corrective Action Needed must be addressed before the institution can be fully accredited. Here, the institution is not meeting the standard or quality initiative in a critical area of quality as related to Pennsylvania Public Postsecondary Vocational Education.

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Appendix, Exhibit N
Accreditation Process Evaluation Form
by the
Site-evaluation Team

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Accreditation Process Evaluation Form by the Site Evaluation Team

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

Institution: _____ Dates of Site-evaluation: _____

Evaluators (Optional): _____

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

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

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

3. Thanks for your input.

Evaluation of the Overall Accreditation System

No.	Evaluation Item	Scoring Level
1.	The method used for selecting you as a site-evaluation team member... **Comments: strengths/opportunities to improve…**	**5 4 3 2 1**
2.	The value of the pre-training provided to you as a member of the site-evaluation team… **Comments: strengths/opportunities to improve…**	**5 4 3 2 1**

3.	The materials the applicant career and technical center provided to you in advance of the site-evaluation such as the self-study results, documents from Pennsylvania Department of Education files, the Institution's Organizational Profile, etc... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
4.	Your qualifications and preparedness for your individual site-evaluation assignment... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
5.	The time you had been allotted to accomplish your assignments... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
6.	The applicant career and technology center preparedness to respond to the overall accreditation process such as completing the self-study, informed administration - faculty - staff - students, acceptance of your presence, abilities to provide responses to your questions/needs, etc... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**

7.	The quality of the amenities such as lodging, meals, overall hospitality, etc... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
8.	The preparation and ability of the chairperson and co-leaders to assist you as a team and as an individual evaluator such as communication, team work, establishing rapport, etc... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
9.	The preparation and ability of your peer evaluators to assist you as an individual evaluator such as communication, team work, integrity, ethics, etc... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
10.	Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process...	

Please return to the State Accreditation Coordinator prior to leaving the site.
Thank you and good luck in all your future endeavors

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Appendix, Exhibit O
Accreditation Process Evaluation Form
by the Institution

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

Accreditation Process Evaluation Form by the Applicant Institution

Institution: _____
Dates of Site-evaluation: _____

Evaluator's Name (Optional): _____

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

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

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

6. Thank you for your input.

Evaluation of the Overall Accreditation System

No.	Evaluation Item	Scoring Level
1.	The technical assistance and coaching provided to you prior to the actual site-evaluation... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
2.	The qualifications and preparedness of the site-evaluation team... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**

3.	The overall courtesy and professionalism of the site-evaluation team... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
4.	Your overall level of satisfaction with the accreditation process... **Comments: strengths/opportunities to improve...**	**5 4 3 2 1**
5.	What key improvements and/or changes do you recommend when conducting future accreditation processes for other career and technology centers?	
6.	Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process...	

Please mail competed form to:

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

Appendix, Exhibit P

THE PENNSYLVANIA DEPARTMENT OF EDUCATION

POST SECONDARY ACCREDITATION ANNUAL OPERATIONAL REPORT

The following is Annual Operational Report for Year 20____ - 20_____

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

Name of Institution: _____

Contact Person: _____

Position: _____

Mailing Address: _____

Phone Number: _____

Fax Number: _____

E-Mail Address: _____

Web Address: _____

For the current Academic Year 20 ____ / 20____

Number of programs of 300 - 599 hours in length ____ Number of programs of 600 or more hours in length _____

Is the CTC's adult education program(s) currently accredited with another agency? __Yes __No

If yes, with which accrediting agency _____

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

_____ _____
Signature/Chief Administrative Officer Date

_____
E-mail Address

_____ _____
Signature/Adult Education Coordinator Date

_____
E-Mail Address

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

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

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

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

1. Provide two Joint Operating Committee meeting minutes, in past year, discussing Pennsylvania Public Postsecondary Vocational Education
2. Provide evidence of Pennsylvania Public Postsecondary Vocational Education included in the Comprehensive Planning Tool
3. Provide evidence of administrative review of Pennsylvania Public Postsecondary Vocational Education performance including budget and PPVE objectives
4. Provide copy of Vision, Mission and EEO statements in various Pennsylvania Public Postsecondary Vocational Education documentation

B. Student, Stakeholder and Public/Community Focus
Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide copy of one Occupational Advisory Committee meeting minutes per program
2. Provide copy of complaint procedure
3. Provide copies of student and stakeholder satisfaction and analysis of survey results

C. Administration, Staff, Faculty and Support Services
Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide copy of job duties of those persons (administration, instructor, support staff, maintenance) directly involved in Pennsylvania Public Postsecondary Vocational Education
2. Provide qualifications of instructors, union and nonunion, in Pennsylvania Public Postsecondary Vocational Education programs
3. Provide professional development opportunities available to Pennsylvania Public Postsecondary Vocational Education, union and nonunion, instructors
4. Provide copy of emergency plan and other documentation that ensures the school addresses employee and student well being

D. Learning-Institutional Program Design and Delivery
Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide evidence of program development including occupational analysis, objectives, assessment, program design, delivery and technology based on stakeholder input
2. Provide evidence of the opportunity for work-site learning
3. Provide data on monitoring and student tracking of student enrolled in PPPVE programs i.e. grades, pass rates, credentials earned, placement, etc.
4. Provide copy of adult education catalog and handbook showing the PPPVE course descriptions with tuition and fees, admission and recruitment policies and guidelines, expectations, grading system, remediation opportunities, certifications and end of the program certificate. Do not provide adult short term documentation
5. Provide copy of credit hour policy

E. Learning-Institutional Facilities and Equipment
Provide an answer for each of the Quality Initiatives and provide supporting documentation. Documentation includes but not limited to:

1. Provide plan for purchase of equipment for Pennsylvania Public Postsecondary Vocational Education programs
2. Provide documentation that demonstrations adequate resources and training stations exist
3. Provide documentation that demonstrates the facilities include adequate training stations and are safe. This includes the noninstructional areas as well as storage.
4. Provide documentation that the facilities are adequate to meet the needs of students with disabilities and special needs

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

1. Provide copy of completed student satisfaction survey, one per program, and how data was utilized to update and improve programs
2. Provide student data that demonstrates student learning, special awards, attendance, dropout and certificates earned
3. Provide copy of competed employer evaluation, one per program, and how data was utilized to update and improve programs
4. Provide copy of budget to show overall growth and expansion in Pennsylvania Public Postsecondary Vocational Education programs including a breakdown of all revenues and expenditures. Show breakdown of students and their method of tuition and relate it to the overall budget and provide 3 year and 2 year default rates. Default rates can be found at: http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html
5. Provide copy of completed staff satisfaction surveys and how data was utilized to update and improve programs

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Appendix, Exhibit Q
Institutional Accreditation Advisory Group

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

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

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

Vision:

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

Mission:

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

Key Goals:

- Provide information to update, modify, expand, and improve the quality of career and technical education programs related to Pennsylvania Public Postsecondary Vocational Education.
- Support and strengthen the relationship between business, industry, the community and education.
- Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations.

- Assist in identifying needs, determining priorities, and reviewing and evaluating programs and systems related to the Pennsylvania State Board for Vocational Education's Accreditation program.

Qualifications:

- Knowledge in field of adult education
- Knowledge in field of vocational education
- Experience in industry
- Experience in assessment and evaluation

Representation of the Core Group:

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

Appendix, Exhibit R

Dear Institutional Director:

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

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

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

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

Sincerely,

Lee Burket, Ed.D.
Director

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Appendix, Exhibit S

Dear US Secretary of Education:

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

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

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

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

Sincerely,

Lee Burket, Ed.D.
Director

ATTACHMENT B2

2014 ADULT FOLLOW-UP REPORT

Program Area	CIP Code	CIP Title	Total Surveyed	Total Response	Employed (Related)	Employed Unrelated	Military	Pursuing Education	Total Gainfully Placed	Unemployed Looking	Unemployed Not Looking
Agriculture Education	010599	Ag/Domestic Animal Ser Ot	3	1	0	0	0	0	0	0	1
	010605	Landscaping/Grndskeeping	7	0	0	0	0	0	0	0	0
Agriculture Education TOTAL			**10**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**1**
Business Education	110901	Computer Network/Telecom	13	0	0	0	0	0	0	0	0
	510716	Medical Secretary	16	2	1	0	0	0	1	0	1
	520302	Accounting Technician	15	0	0	0	0	0	0	0	0
	520401	Adm Asst/Secr Sci Gen	83	4	0	0	0	0	0	0	4
	520407	Bus Automation/Data Entry	12	0	0	0	0	0	0	0	0
	520701	Entrepreneurial Studies	11	3	1	1	0	1	3	0	0
	521201	Mgmt Ino Systems Gen	49	7	2	0	0	1	3	0	4
	521299	Mgmt Info System/Ser Oth	226	36	9	11	0	3	23	3	10
Business Education TOTAL			**425**	**52**	**13**	**12**	**0**	**5**	**30**	**3**	**19**
Health Occupations Education	161603	Sign Language Translation	18	2	0	2	0	0	2	0	0
	510601	Dental Assistant	127	2	0	2	0	0	2	0	0
	510703	Health Unit Coord/Clerk	8	3	1	1	0	1	3	0	0
	510705	Medical Office Mgmt	108	9	2	4	0	0	6	3	0
	510707	Medical Records Tech	166	3	2	1	0	0	3	0	0
	510801	Medical/Clinical Asst	268	34	5	9	0	11	25	7	2
	510805	Pharmacy Tech/Asst	36	4	1	3	0	0	4	0	0
	510808	Veterinary Asst	14	1	0	0	0	1	1	0	0
	510899	Health/Med Assts Other	97	9	2	4	0	1	7	0	2
	510902	Electrocardiograph Tech	28	0	0	0	0	0	0	0	0
	511003	Hematology Technology	30	1	0	1	0	0	1	0	0
	511004	Clincal/Medical Lab Tech	11	0	0	0	0	0	0	0	0
	511009	Phlebotomy Technician	33	1	0	0	0	0	0	1	0
	511011	Dialysis Technologist	6	2	0	0	0	0	0	1	1
	511099	Clinical/Med Lab Tech Oth	15	1	0	1	0	0	1	0	0
	512099	Pharmacy Other	12	0	0	0	0	0	0	0	0
	512601	Health Aide	32	8	6	1	0	0	7	1	0
	512602	Home Health Aide	5	1	0	1	0	0	1	0	0
	513901	Practical Nurse (LPN)	1,842	159	85	24	1	26	136	16	7
	513902	Nurse Assistant/Aide	660	35	15	8	0	9	32	3	0
	513999	Practical Nrsng/Assist Ot	6	1	1	0	0	0	1	0	0
	519999	Health Prof/Rel Sci Oth	68	11	6	4	0	1	11	0	0
Health Occupations Ed TOTAL			**3,590**	**287**	**126**	**66**	**1**	**50**	**243**	**32**	**12**

2014 ADULT FOLLOW-UP REPORT

Program Area	CIP Code	CIP Title	Total Surveyed	Total Response	Employed (Related)	Employed Unrelated	Military	Pursuing Education	Total Gainfully Placed	Unemployed Looking	Unemployed Not Looking
Occupational Home Economics Education	120501	Baker/Pastry Chef	73	2	0	2	0	0	2	0	0
	120503	Culinary Art/Chef Train	22	4	2	1	0	0	3	0	1
	120508	Institutional Food Worker	141	10	6	4	0	0	10	0	0
	120599	Culinary Art/Rel Srv Oth	6	0	0	0	0	0	0	0	0
	190605	Home Furnish/Equip Instal	8	0	0	0	0	0	0	0	0
	190999	Apparel/Textiles Other	7	0	0	0	0	0	0	0	0
Occupational Home Economics Education TOTAL			**257**	**16**	**8**	**7**	**0**	**0**	**15**	**0**	**1**
Trade & Industrial Education	090799	Radio/TV/Digit Comm Oth	7	4	1	2	0	0	3	0	1
	100201	Photograph/Film/Video Tec	13	3	0	2	0	0	2	0	1
	100305	Graphic/Print Equip Gen	12	0	0	0	0	0	0	0	0
	110201	Computer Programming Gen	18	4	3	1	0	0	4	0	0
	120401	Cosmetology General	44	7	2	2	0	2	6	1	0
	120413	Cosmet/Barber Instructor	5	1	1	0	0	0	1	0	0
	120499	Cosmetology Other	2	0	0	0	0	0	0	0	0
	150303	Electronic/Comm Eng Tech	6	2	2	0	0	0	2	0	0
	150399	Elec/Electronic Tech Oth	49	9	3	4	0	1	8	1	0
	150403	Electromechanical Tech	18	3	2	1	0	0	3	0	0
	150506	Wastewater Treatment Tech	12	0	0	0	0	0	0	0	0
	150613	Manufacturing Technology	18	1	0	1	0	0	1	0	0
	150803	Automotive Engin Tech	30	3	2	1	0	0	3	0	0
	150903	Petroleum Technology	6	2	2	0	0	0	2	0	0
	151103	Hydraulic/Fluid Power Tec	18	3	1	2	0	0	3	0	0
	151202	Computer Technology	16	1	1	0	0	0	1	0	0
	151301	Drafting/Design Tech Gen	14	5	3	1	0	0	4	1	0
	151303	Architect Draft/CAD/CADD	3	0	0	0	0	0	0	0	0
	151399	Draft/Design Engineer Oth	15	3	1	1	0	0	2	1	0
	430107	Criminal Justice/Police	35	4	4	0	0	0	4	0	0
	460101	Mason/Masonry	5	0	0	0	0	0	0	0	0
	460201	Carpentry/Carpenter	156	5	0	1	0	0	1	0	4
	460301	Elec/Pwr Trans Instal Gen	30	1	1	0	0	0	1	0	0
	460302	Electrician	270	41	24	11	0	2	37	2	2
	460399	Elec/Pwr Trans Instal Oth	98	11	8	2	0	1	11	0	0
	460401	Bldg/Property Maintenance	33	3	0	3	0	0	3	0	0
	460408	Painter/Wall Coverer	32	4	2	2	0	0	4	0	0

2014 ADULT FOLLOW-UP REPORT

Program Area	CIP Code	CIP Title	Total Surveyed	Total Response	Employed (Related)	Employed Unrelated	Military	Pursuing Education	Total Gainfully Placed	Unemployed Looking	Unemployed Not Looking
	460499	Bldg/Constr Finish Oth	15	3	0	1	0	0	1	0	2
	460502	Pipefitting/Steamfitting	77	5	4	0	0	1	5	0	0
	460503	Plumbing	24	3	2	0	0	1	3	0	0
	460504	Well Drilling	42	5	2	1	0	2	5	0	0
	470000	Mechanics/Repairers Gen	9	0	0	0	0	0	0	0	0
	470201	Heating AC Refrig Mech	6	4	4	0	0	0	4	0	0
	470201	Heating AC Refrig Mech	364	36	22	8	0	1	31	2	3
	470302	Heavy Equip Maint Tech	35	1	0	1	0	0	1	0	0
	470303	Indust Mech Maint Tech	1	1	1	0	0	0	1	0	0
	470399	Indust Equip Maint Oth	5	3	1	1	0	0	2	1	0
	470408	Watchmaking/Jewelrymaking	6	0	0	0	0	0	0	0	0
	470603	Autobody Repair Tech	87	19	4	10	0	2	16	1	2
	470604	Automotive Mechanic Tech	2,998	209	159	30	1	2	192	6	11
	470605	Diesel Mechanics Tech	26	1	0	0	0	1	1	0	0
	470606	Small Engine Mech Tech	70	20	4	9	0	0	13	0	7
	470699	Vehicle Maint Tech Other	35	27	27	0	0	0	27	0	0
	479999	Mech/Repair Tech Other	475	7	4	1	0	0	5	0	2
	480501	Machine Tool Tech	249	22	12	5	1	2	20	1	1
	480506	Sheet Metal Tech	25	1	1	0	0	0	1	0	0
	480507	Tool/Die Maker/Tech	31	0	0	0	0	0	0	0	0
	480508	Welding Technology/Welder	853	83	22	36	0	14	72	2	9
	480510	CNC Machinist Technology	8	6	5	1	0	0	6	0	0
	480599	Precision Metal Wrkrs oth	19	3	1	1	0	1	3	0	0
	480703	Cabinetmaking/Millwork	27	7	0	2	0	0	2	0	5
	490202	Construction Equip Oper	107	8	4	0	1	0	5	3	0
	490205	Truck/Bus/Comm Vehic Oper	505	47	26	5	0	5	36	8	3
	490299	Ground Transportation Oth	175	6	2	3	0	1	6	0	0
	500708	Painting	15	0	0	0	0	0	0	0	0
Trade & Industrial Education TOTAL			**7,316**	**652**	**371**	**155**	**3**	**40**	**569**	**30**	**53**
Pennsylvania TOTAL			**11,598**	**1,008**	**518**	**240**	**4**	**95**	**857**	**65**	**86**

ATTACHMENT B3

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

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

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

INTRODUCTION

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

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

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

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

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

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

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

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

Pennsylvania State Board for Vocational Education

Pennsylvania Department of Education

Bureau of Career and Technical Education

STANDARDS AND PROCEDURES FOR PENNSYLVANIA PUBLIC POSTSECONDARY ACCREDITATION

SECTION I PROCEDURES

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

A. Definition of Career and Technical Institutions Eligible for Accreditation

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

B. Rationale for Institutional Accreditation

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

C. Period of Accreditation

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

D. Application Procedures

The Bureau of Career and Technical Education notifies all institutions in Pennsylvania that could potentially receive PPPVE Accreditation using their web site, seminars, professional development courses, and in-service programs. Institutions are given information regarding the accreditation service available to them. Institutions interested in PASBVE accreditation will have one on one meetings with the State Accreditation Coordinator (SAC) to discuss standards and procedures, an in-depth look at the self-study to include the 6 categories and subcategories, and the accreditation process as broken into five phases to include organizational assessment, development of responses to self-study with supporting documentation, on-site visit by accreditation team, results of accreditation process and annual reports. Institutions must have three (3) or more approved programs running with 300 hours or more for no less than one year to

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

E. Evaluation and Review Procedures

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

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

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

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

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

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

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

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

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

F. Accreditation Standard Categories

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

Category A-Organizational Leadership

Category B-Student, Stakeholder and Public/Community Focus

Category C- Administration, Staff, Faculty and Support Services Category D-Learning-Institution Program Design and Delivery

Category E- Learning-Institution Facilities and Equipment

Category F - Organizational Performance Results

G. Selection and Training of Evaluation Team Members

After the Applicant Institution notifies BCTE in writing of its desire for PPPVE Accreditation, the State Accreditation Coordinator (SAC) reviews the application and, as applicable, begins to select the ASIAE site-evaluation team members. In accordance with the state nondiscriminatory policy, BCTE selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in program evaluations. There are approximately nine (9) team members and the SAC. Additional team members are utilized as needed. Each candidate is given the requirements/expectations of his/her role, submits a resume to the SAC and must agree on the overall assignment. The selection process includes candidates from BCTE as well as those external to BCTE. The SAC reviews the resumes and selects candidates. Each site-evaluation team member must read and sign a Conflict of Interest form.

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

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

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

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

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

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

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

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

Training of Decision-Making Body (PASBVE Members) A presentation is made as new members are appointed to the State Board for Vocational Education to review the accreditation process, policies, and standards and to explain the PASBVE role in that process. Newly appointed board members receive this handbook on the accreditation process and standards during their initial training session.

H. Categories of Accreditation Status

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

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

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

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

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

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

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

I. Review of Accreditation Standards and Procedures

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

After all site-evaluations, the site-evaluation team evaluates their experience by completing an evaluation form, and discusses the strengths of the process and opportunities for improvement

with the SAC. The applicant institution is asked to provide feedback on the accreditation process to the SAC. Feedback is summarized and analyzed by BCTE leadership.

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

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

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

SECTION II STANDARDS AND MEASURES

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

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

A. The Standards and Measures

Category A- Organizational Leadership

Standard 1 The institution has a certified, qualified administrative staff that is responsible for establishing and administering the mission, goals and provide support services for all programs:

a) The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

b) The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

Measures Overall strategic plan, audited fiscal report, organizational chart

Category B-Student, Stakeholder and Public/Community Focus

Standard 2 The institution's assessment program is established during the program planning process and it involves students, business, industry and the community:

a) The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for "listening and learning" from its constituents.
b) Each vocational program includes community involvement and promotes an understanding of the program's needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

Measures Local labor market surveys, local business and industry trends, assessment plan, summaries of end-of-course evaluations and annual faculty evaluations

Category C- Administration, Staff, Faculty and Support Services

Standard 3 The administration, staff, faculty and support staff are qualified and are involved in the planning and implementation of each program:

a) The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to excellence in performance.
b) The organization has methods of selecting, developing and retaining administrators, staff, faculty and support services that meet needs of PPPVE.

c) All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

Measures Listing of professional development activities and certifications received by faculty, resumes of new faculty, Title IV program registry

Category D-Learning Institution Program Design and Delivery

Standard 4 The institution has a clear and concise written performance criteria for each program and it is communicated to the students. The content of the instruction is appropriate for the learning outcomes and each program is based on identified targeted audience needs:

a) The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives that relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.
b) When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.
c) The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

Measures Recruiting plan and materials, an assessment plan, assessment results impact programs, student placements and results of follow-up survey.

Category E- Learning-Institution Facilities and Equipment

Standard 5 The institution provides a learning environment and support services that enable students to achieve their individual and program goals:

a) The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.
b) Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

Measures Safety reports, accident reports, security plans, equipment is current or being upgraded

Category F - Organizational Performance Results

Standard 6 The system has an effective process that identifies learners who satisfactorily complete the requirements of a planned program of study:
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for PPVE.

a) The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

Measures Data summaries for each program regarding academic attainment, occupational skill attainment, completion, placement and retention

B. Monitoring Procedures

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

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

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

SECTION III APPEAL PROCEDURES

A. Appealing Accreditation Status

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

If the institution does not respond in writing and request a hearing within 30 business days after receipt of the final draft report and accreditation recommendation then the final draft report will

go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.

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

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

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

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

B. Complaint Procedures

Written complaint procedure for the applicant institution.

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

ATTACHMENT A
Self-study Form

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

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

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

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

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

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

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

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

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

Scoring the Quality Initiatives

For each standard/category (e.g. A, B…F) the applicant institution's self-evaluation team is expected to answer the subcategory/quality initiative questions (a, b…d) to the best of its ability and to score its performance according to the scoring guidelines. Each of the 21 quality initiatives are to be scored. While a number of questions in each subcategory are provided to guide the self-evaluation team, the scoring value for a subcategory is determined by the collective response to the questions in that subcategory.

Scoring in category A-E can level 0 – 3, scoring in category F can be level 0 - 4.

Narrative Responses to Questions

The Meaning of "How" – The questions being asked imply that a method exists by asking "how." The applicant institution is expected to define the methods used to satisfy the requirements asked in this question and to briefly describe how these methods accomplish what is asked. The site-evaluation team will probe, verify, and clarify your responses during their visit.

Meaning of "What" Other questions may use the term what. For these questions, the applicant institution is expected to describe or provide an exhibit such as a table, list, or goal that satisfies the question.

Strengths– Scoring for category A - E can be 2 or 3, scoring for category F can be 2-4. (See the two scoring guidelines charts for more detail) Responses can be written in a bulleted format for each quality initiative as compared to the category standard. A strength can be a process, method, approach, or result that is an effective, systematic response to the basic or overall purpose of the standards and quality initiatives. It should meet the intended quality goal and be deployed/implemented in the important areas of the organization.

Opportunity for Improvement (OFI) - a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its beginning stages of development as related to the standards and quality initiatives. Deficiencies are considered as < 2.

Evaluator Scoring Guidelines for Categories A through E.

These scoring bands represent the approaches and processes used by your organization to accomplish its objectives.

Level of Achievement	Description	Score
Not Met	No SYSTEMATIC APPROACH is evident; information is ANECDOTAL. (Critical approaches are Poor – not evident or not functioning)	0
Beginning	The beginning of a SYSTEMATIC APPROACH to the BASIC PURPOSES of the Category is evident. Major gaps exist in DEPLOYMENT that inhibits progress in achieving the BASIC PURPOSE of this Category. (Approaches are Fair – very basic & do not exist in most critical areas)	1
Functioning Well	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC PURPOSES of the Category, is evident. The APPROACH is DEPLOYED, although some areas or work units are in early stages of deployment. (Approaches are Good – effective & are functioning in most critical areas)	2
Strength	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the Overall Purpose of the Category and your key organizational requirements are evident. The APPROACH is WELL-DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (Approaches are Outstanding – very strong, effective & functioning in nearly all critical areas)	3

Evaluator Scoring Guidelines for Categories F

These scoring bands represent the approaches and processes used by your organization to accomplish its objectives

Level	Description	Score
Not Met	There are no PERFORMANCE RESULTS or poor RESULTS in areas reported. (Results are Poor – do not exist & are unimportant)	0
Beginning	There are some improvements and/or early good PERFORMANCE LEVELS in a few areas. RESULTS are not reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are Fair – exist in a few critical areas & show a few improvements)	1
Basic Results Met	IMPROVEMENTS and/or good PERFORMANCE LEVELS are reported in many areas of importance to your organization's KEY requirements. RESULTS are reported for many to most AREAS OF IMPORTANCE to your organization's KEY requirements. (Results are Good – exist in many critical areas & show good improvement trends)	2
Strength	Improvement TRENDS and/or good PERFORMANCE LEVELS are reported for most areas of importance to your organization's KEY requirements. No pattern of adverse TRENDS and no poor PERFORMANCE LEVELS are evident in AREAS OF IMPORTANCE to your organization's KEY requirements. Organizational PERFORMANCE RESULTS address nearly all STUDENT, STAKEHOLDER, and PROCESS requirements. (Results are Outstanding – exist in nearly all critical areas & show steady positive improvement trends)	3

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

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

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

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

- A Strength can be a process, method, approach, or result that is effective, systematic, responsive to the basic or overall purpose of the Standards and Quality Initiatives and meeting its intended goal, or deployed/implemented in the important areas of the organization. The evaluator should write strengths when the organization is doing something well, creative, and/or deserves special recognition.

- An Opportunity for Improvement (OFI) can be a process, method, approach, or result that is missing, not systematic, anecdotal, not meeting its intended goal, or only in its beginning stages of development as related to the Standards and Quality Initiatives. The evaluator should write OFIs when the organization is only performing the initiative in a limited or in partial compliance. Any OFIs require a corrective action plan to be submitted annually.

- A Corrective Action Needed must be addressed before the institution can be fully accredited. Here, the institution is not meeting the Standard or Quality Initiative in a critical area of quality as related to PPVE.

PPVE Accreditation Self-Study

Category A – Organizational Leadership:

The Standard...
The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

No.	Quality Initiatives
a.	**Provides direction to the overall organization:**
1.	Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution)
2.	What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope?
3.	Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?
b.	**Establishes the future direction for PPVE and implements the plan:**
1.	Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?
2.	Does your strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope?
3.	What are your PPVE key strategic objectives, action plans, and timetables for accomplishing them?
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?
c.	**Reviews the organization's performance:**
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?
2.	Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and to make revisions and take corrective action? What are some recent accomplishments?
d.	**Meets its regulatory requirements and public responsibilities:**
1.	Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?
2.	Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees?
3.	Does the school review its policies, directives, and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or

	negatively impact those constituents the institution serves?

Category B – Student, Stakeholder, and Public/Community Focus:

The Standard…
The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for "listening and learning" from its constituents.

Each vocational program includes community involvement and promotes an understanding of the program's needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

The institution responds to questions and complaints in a timely and efficient manner.

No	Quality Initiatives
a.	**Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:**
1.	List your key advisory groups that are in place including their area of focus.
2.	Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?
3.	Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?
4.	Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies?
5.	Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students?
6.	Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE ?
b.	**Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:**
1.	Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?
2.	Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?
4.	Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution?

Category C – Administration, Staff, Faculty and Support Services:

The Standard…
The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to performance excellence.

The organization has methods of selecting, developing and retaining administration, staff, faculty and support services that meet the needs of PPVE.

All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

No	Quality Initiatives
a.	**Enacts workforce practices that enable all employees to achieve high performance:**
1.	Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?
b.	**Builds a quality workforce:**
1.	Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?
2.	Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE?
3.	Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?
c.	**Builds knowledge and skills, career development, for the administration, staff, and faculty:**
1.	Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved in PPVE?
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?
3.	Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study?
4.	Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?
5.	Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?

6.	Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)
d.	**Maintains a work environment conducive to the well-being of all employees and students:**
1.	Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?
2.	Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE?
3.	Does workplace preparedness ensured for emergencies or disasters?
4.	Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?

Category D – Learning-institutional Program Design and Delivery:

The Standard...
The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives and relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.

When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.

The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

No	Quality Initiatives
a.	**Establishes methods and opportunities for student learning:**
1.	Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task lists for each program?
2.	Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships?
3.	As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select?
4.	Does the program design support the state-approved duty/task list and/or guidelines for

	the instructional program?
5.	Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students?
6.	Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience?
7.	Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?
8.	Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?
9.	Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPVE students?
10.	Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?
b.	**Provides opportunities for work-site learning:**
1.	Does each student have the opportunity to participate in work-site learning when appropriate to the program?
2.	Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary?
3.	Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school?
4.	Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations?
c.	**Uses methods for monitoring and tracking student learning:**
1.	Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course?
2.	Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?
3.	Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results?
4.	Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance?
5.	Are students effectively assessed using oral, written and other performance methods?
d.	**Maintains processes for providing student support:**
1.	Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills?
2.	Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate an all activities regardless of race, color, national origin, age gender, or disability?

3.	Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree, received, etc.
4.	Where applicable, are enrollment and class sizes in compliance with state standards?
5.	Does the institution inform students of the cost of the program and of any required equipment and supplies?
6.	If financial aid is available, is information about it provided to each individual?
7.	Does the institution ensure that qualified advisers counsel PPVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience?
e.	**Credit Hour Policies**
1.	How does the institution define a credit hour based on the credit/hour conversion?
2.	How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?
3.	How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?

Category E – Learning-institutional Facilities and Equipment:

The Standard…
The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.

Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

a.	**Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:**
1.	Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE?
2.	Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials).
3.	Are the quality and quantity of training stations appropriate for the number of students being served?
4.	Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?

5.	Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?
6.	Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor?
b.	**Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:**
1.	Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives?
2.	Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment?
3.	Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes?
4.	Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?

Category F – Organizational Performance Results:

The Standard...
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for PPVE. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

No	Quality Results
a.	**Student learning and satisfaction results:**
1.	What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students?
2.	What is the institution's current information about attendance, dropout, and completion for the PPVE programs?
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?
4.	What is the institution's current information on awards or recognition of special student achievement?
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CARs?
b.	**Public, community and employer satisfaction results:**
1.	What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?
3.	What is the institution's current data and information on student, faculty, and staff

	satisfaction and dissatisfaction?
c.	**Budgetary and operational results:**
1.	What is the institution's current data and information about funding to the organization and grants to students?
2.	What is the institution's current information about staying within budget and budget growth?
3.	What is the institution's current information about new programs and program improvement?
4.	What is the institution's information on net cost per student?
d.	**Administration, faculty, and staff satisfaction results.**
1.	What is the institution's data and information showing the levels of satisfaction or dissatisfaction?
2.	What is the institution's data and information related to safety and overall well-being?
3.	What is the institution's data on individual employee training and development?

Questions for BCTE to address:

List your Questions and Concerns that need to be discussed with BCTE to ensure a successful site visit-evaluation, and that will ultimately lead to PPVE accreditation. (Please number each question/concern according to the correct Prefix)

1.

2.

3.

Etc.

ATTACHMENT C1

See Attachment B1 – Chapter 5

ATTACHMENT C2

CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2014-2015

DATE : 1/15/2015

School Number **School Name, Address and Phone**
7032 Indiana County Technology Center, 441 Hamill Rd Indiana, PA 15701-1465 Phone: (724) 349-6700

CIP Code	Status	Date Submitted
46.0201 Carpentry/Carpenter	Approved	2/4/2013
CIP Cluster	**Program Type**	**Date Approved**
Architecture & Construction	Occupational- Adult Accreditation	2/4/2013
Program Area	**Program Hours**	**Start School Year**
Trade & Industrial Education	720	2010-2011

Specific Information:

Labor Market Needs:

The ICTC has instituted processes to analyze the local, regional and state labor market using the most current available data. Data sources include ONET, occupational advisory committees; local/county labor market statistics from the Indiana County Chamber of Commerce, the Center for Economic Development, the Tri-County WIB, and state provided data and uses this information to guide policy and resources. Curricula changes are voted on during the occupational advisory board meetings, spring and fall. Summaries of the occupational advisory committees are provided to the Adult Education Coordinator for review and if appropriate, to the JOC for review. In addition, the ICTC analyzes the data being supplied via industry consortiums, an outgrowth of the WIB's initiatives. The ICTC looks to local professional organizations and associations for guidance with industry standards developed by various governing bodies. The ICTC reviews its curriculum on a regular basis. Prior to the fall meeting of the occupational advisory committees, teachers research industry standards via the ONET system and review industry standards published by certifying agencies to validate program competencies. Instructors and school administrators gather information--ONET data, industry standards, consortia and WIB labor marketing data--to services in a variety of establishments.

Employment of carpenters is projected to grow 20 percent from 2010 to 2020, faster than the average for all occupations. Population growth should result in new-home construction—the largest segment employing carpenters—which will stimulate the need for many new workers. Demand for carpenters is expected to be driven by home remodeling needs as well.

The need to repair and replace roads and bridges also will spur some employment growth for carpenters. Much of this growth, however, depends on spending by federal and state governments as they attempt to upgrade existing infrastructure .

Construction of factories and powerplants also may result in some new jobs.

Offsetting growth, however, will be the increasing use of modular and prefabricated components. Roof assemblies, walls, stairs, and complete bathrooms are just a few of the prefabricated components that can be manufactured in a separate plant and then assembled onsite by carpenters. The prefabricated components replace the most labor intensive and time consuming onsite building activities.

Overall job prospects for carpenters should improve over the coming decade as construction activity rebounds from the recent recession.

The number of openings is expected to vary by geographic area. Because construction activity parallels the movement of people and businesses, areas of the country with the largest population increases will require the most carpenters.

Employment of carpenters, like that of many other construction workers, is sensitive to fluctuations in the economy. On the one hand, workers in these trades may experience periods of unemployment when the overall level of construction falls. On the other hand, peak periods of building activity may produce shortages of carpenters. Experienced carpenters should have the best job opportunities.

Planning:

All adult education programs at the Indiana County Technology Center (ICTC) are based on validated state and national industry standards and are adopted by our local occupational advisory committees in the form of course objectives and competencies consistent with our current curriculum structure focused on these standards. This program has an occupational advisory board comprised of 15-20 individuals inclusive of multiple industry partners, former students, and in most cases a post-secondary representative and academic representatives from area school districts. This composition speaks to both the academic and technical needs of the curriculum. Representatives from the area school districts then become a voice for the academic requirements, while the post-secondary representatives express knowledge, skills, and competencies necessary for success. Industry representatives, in addition to serving on the occupational advisory committees, become guest speakers for adult classes and provide plant tours. Our industry partners hire students at various stages of their academic program. They also provide shadowing opportunities and participate in local industry consortia sponsored by the Tri-County Workforce Investment Board (WIB).

Program Content and Industry Standards:

Careful consideration and planning is done when considering new program and/or new initiatives. The ICTC has instituted processes to analyze the local, regional and state labor market using the most current available data. Data sources include ONET, Occupational Advisory Committees local/county labor market statistics from the Indiana County Chamber of Commerce, the Center for Economic Development, the Tri-County Workforce Investment Board and data contained on paworkforce.com website to guide program development in the adult education programs.

CARP SAFETY PRACTICES/OCCUPATIONAL ORIENTATION
CARP Identify, explain and demonstrate general safety practices and procedures
CARP Identify, explain and demonstrate general hand tool safety
CARP Identify, explain and demonstrate general portable power tool safety
CARP Identify, explain and demonstrate all construction industry safety practices and procedures
CARP Demonstrate knowledge of electrical safety and hazards
CARP Demonstrate knowledge of excavation safety and hazards
CARP Demonstrate knowledge of scaffold safety, hazards and the ability to construct scafford
CARP Demonstrate knowledge of stairway and ladder safety and hazards
CARP Demonstrate knowledge of the need for protective equipment
CARP Follow procedures & demonstrate knowledge of materials handling in reference to material safety data sheets, storage use & disposal safety & hazards
CARP Explain and demonstrate proper/safe rigging procedures
CARP Identify and follow all OSHA safety standards at the construction site per OSHA 500 Ten Hour Training
CARP THE USE AND CARE OF HAND TOOLS
CARP Demonstrate the ability to properly use and identify measuring and marking tools
CARP Demonstrate the ability to properly use and identify small hand tools
CARP Demonstrate the ability to properly use and identify boring and cutting tools and sawing tools
CARP Demonstrate the ability to properly use and identify fastening and dismantling tools
CARP Demonstrate the ability to sharpen cutting tools
CARP Demonstrate the ability and proper use of digging tools
CARP Demonstrate the ability and proper use of fastening tools.
CARP Demonstrate the ability and proper use of cutting and sharp tools.
CARP Demonstrate the ability and proper use of ladders.
CARP Demonstrate the ability and proper use of finishing tools
CARP Demonstrate the ability to properly maintain hand tools.
CARP THE USE AND CARE OF PORTABLE POWER TOOLS

CARP Demonstrate the safe use of portable electric drill
CARP Demonstrate the safe use of portable electric bayonet saw
CARP Demonstrate the safe use of portable electric circular saw
CARP Demonstrate the safe use of portable electric router
CARP Demonstrate the safe use of portable electric finishing sander

CARP Demonstrate the safe use of portable electric belt sander
CARP Demonstrate the safe use of portable electric planer
CARP Demonstrate the ability to safely use pneumatic tool systems
CARP Demonstrate the ability to safely use portable electric power tools
CARP Demonstrate the ability to maintain electric power tools
CARP Demonstrate the ability to maintain pneumatic power tools
CARP THE USE AND CARE/MAINTENANCE OF STATIONARY POWER TOOLS
CARP Demonstrate the ability to safely use the radial arm saw
CARP Demonstrate the ability to safely use the jointer
CARP Demonstrate the ability to safely use the planer
CARP Demonstrate the ability to safely use the table saw
CARP Demonstrate the ability to safely use the band saw
CARP Demonstrate the ability to safely use the drill press
CARP Demonstrate the ability to safely use the pedestal sander
CARP Demonstrate the ability to safely use the miter saw
CARP Demonstrate the proper use of the bending brake
CARP Demonstrate the safe use of the oscillating spindle sander
CARP Demonstrate the ability to properly use stationary electric power tools
CARP RELATED WOOD AND WOOD PRODUCTS
CARP Describe hardwood and softwood properties
CARP Describe moisture affects, grading, species
CARP Describe engineered panels
CARP Describe non-structural panels
CARP Explain the types and use of engineered lumber
CARP FASTENERS
CARP Identify nails, screws, bolts and staples
CARP Identify anchors and connectors

CARP Identify adhesives
CARP SITE PREPARATION AND BUILDING LAYOUT
CARP Choose correct considerations used in laying out building lines and factors pertinent to site layout
CARP Demonstrate the ability to layout building lines using the 3-4-5 (Pythagorean Theory) method and check squareness by measuring diagonals
CARP Demonstrate the ability to accurately set up and use the transit level to establish elevations and grades from benchmarks
CARP Demonstrate the ability to properly acquire a building permit
CARP Determine location of utilities, physical features and initiate PA one call
CARP Demonstrate the ability to properly erect batter boards
CARP FOOTING/FOUNDATIONS AND CONCRETE CONSTRUCTION
CARP Demonstrate the ability to determine footer type
CARP Demonstrate the ability to construct forms for footings, walks and driveways
CARP Demonstrate the ability to layout and construct footers
CARP Demonstrate the ability to layout and construct concrete forms for concrete slabs
CARP Demonstrate the ability to establish footer lines and elevations
CARP Demonstrate the ability to properly use leveling and layout tools
CARP Describe the composition of concrete and factors affecting its strength, durability, and workability
CARP Demonstrate the ability to layout foundations
CARP Explain the reasons for reinforcing concrete and describe the materials used
CARP Demonstrate the ability to properly install reinforcing bars
CARP Explain techniques used for the proper placement and curing of concrete
CARP Demonstrate the ability to properly erect vertical and horizontal framework
CARP FLOOR FRAMING
CARP Determine methods used to fasten sill plates
CARP Describe platform, balloon and post and beam framing and modular systems
CARP Describe several energy and material conservation framing methods
CARP Demonstrate the ability to build and install girders, erect column, and layout sills
CARP Demonstrate the ability to properly measure, layout and install floor joist (TJI, dimension lumber)

CARP Demonstrate the ability to properly measure frame floor openings
CARP Demonstrate the ability to properly layout and apply subflooring
CARP Demonstrate the ability to properly measure and install sill plates.
CARP Demonstrate the ability to properly install fasteners used in floor framing
CARP Demonstrate the ability to properly measure and install joists for a cantilever floor.

CARP Demonstrate the ability to properly layout and construct cross and solid bridging.
CARP WALL AND CEILING FRAMING
CARP Identify and describe the function of each part of the wall frame
CARP Determine the lengths of wall components
CARP Demonstrate the ability to measure and layout the wall plates for partition intersections, openings, outside corner studs and construct a wall
CARP Demonstrate the ability to properly measure, layout and construct door openings
CARP Demonstrate the ability to properly erect and temporarily brace a wall section plumb and straight
CARP Describe the function of and install blocking and backing
CARP Demonstrate the ability to measure, layout and apply exterior wall sheathing
CARP Demonstrate the ability to properly measure, layout, cut, and install ceiling joist
CARP Demonstrate the ability to identify and describe the components of nonstructural steel wall framing and properly install metal studs
CARP Determine fastening methods used during wall construction.
CARP Demonstrate the ability to properly install fasteners used in wall construction.
CARP Demonstrate the ability to properly select and install various types of insulation.
CARP Demonstrate the ability to properly measure, layout and construct door openings.
CARP Demonstrate the ability to properly measure, layout and construct window openings.
CARP Demonstrate the ability to properly measure, layout and construct solid headers.
CARP TEMPORARY WORK PLATFORMS
CARP Identify scaffolds and components
CARP Safely erect and use ladders
CARP Safely set up and use saw horses
CARP Build a saw horse
CARP Build a safe staging area using roof brackets
CARP Set up and use pump jacks and ladder jacks
CARP ROOF FRAMING
CARP Layout and cut common rafters
CARP Describe roof types and define roof terms
CARP Demonstrate the ability to measure, layout and cut hip, valley rafters and truss rafters
CARP Demonstrate the ability to properly measure, layout, cut and perform the safe and proper procedure to erect a trussed roof
CARP Demonstrate the ability to properly measure, layout, cut and apply roof sheathing
CARP Layout, cut and install gable studding and gable overhang
CARP Demonstrate the ability to properly measure, layout, cut, fram and install dormers

CARP Determine fastening methods used in roof construction
CARP Demonstrate the ability to properly measure, layout, cut and install roof openings
CARP Demonstrate the ability to properly install fasteners used in roof construction.
CARP Demonstrate the ability to properly measure, layout, cut and install a ridgeboard.
CARP Demonstrate the ability to properly measure, layout, cut and install brace roof trusses.
CARP WINDOWS AND DOORS
CARP Recognize the most popular window types and identify parts of each
CARP Demonstrate the ability to properly measure, layout and install various types of windows
CARP Demonstrate the ability to measure, layout and install pre-hung exterior doors
CARP Describe the standard designs and sizes of doors
CARP Properly install locksets in doors
CARP Properly install inside jambs for garage door
CARP ROOFING
CARP Demonstrate the ability to measure, layout, cut and apply roofing felt underlayment

CARP Demonstrate the ability to measure, layout, cut and install shingles
CARP Describe and apply flashing to valleys, sidewalls, chimneys and other roof obstructions
CARP Demonstrate the ability to measure, cut and install roof ventilation and capping
CARP SIDING AND DECKS
CARP Describe the shapes, sizes and materials used as siding
CARP Demonstrate the ability to prepare corners, openings and sidewall for siding
CARP Demonstrate the ability to properly measure and apply horizontal and vertical siding
CARP Demonstrate the ability to apply wood shingles and shakes to sidewalls
CARP Demonstrate the ability to properly measure, layout, describe and install various types of cornices, soffit and fascias
CARP Demonstrate the ability to properly measure, layout and install gutters and downspouts
CARP Describe the construction of and kinds of materials used in decks
CARP Demonstrate the ability to layout and install footings, supporting posts, girders, and joists for a deck
CARP Demonstrate the ability to measure, layout, cut and apply decking materials
CARP Demonstrate the ability to properly measure, layout and install house wrap
CARP Demonstrate the ability to properly install fasteners used in exterior finishing operations.
CARP Determine fastening methods used during exterior finishing operations
CARP Demonstrate the ability to properly measure, layout and install an exterior set of stairs.
CARP INSULATION AND WALL FINISH

CARP Describe how insulation works and define insulating terms and requirements
CARP Demonstrate the ability to select and properly install various kinds of insulation
CARP State the purpose of vapor retarders
CARP Describe sizes, kinds and uses of gypsum panels
CARP Demonstrate the ability to properly measure, layout and apply gypsum board to interior walls and ceilings
CARP Demonstrate the ability to conceal gypsum board fasteners, corner beads, joints with tape and compound
CARP Demonstrate the ability to measure, layout, cut and apply various patterns of solid lumber wall paneling
CARP INTERIOR FINISH
CARP Determine fastening methods used during interior finishing operations
CARP Identify the components of a suspended ceiling system
CARP Demonstrate the ability to properly measure, layout and install suspended and tile ceilings
CARP Demonstrate the ability to apply ceiling and wall molding
CARP Demonstrate the ability to properly measure, layout and install baseboard, basecap and shoe
CARP Demonstrate the ability to properly measure, layout and install window trim, including stools, aprons and casings and hardware
CARP Install closet shelves and hanging rod
CARP Demonstrate the ability to properly measure, layout and install hardwood, tile and block flooring
CARP Demonstrate the ability to properly install fasteners used in interior finishing operations.
CARP Demonstrate the ability to properly measure, layout and install interior doors.
CARP Demonstrate the ability to properly measure, layout and install door, trim, casings and hardware.
CARP Demonstrate the ability to properly measure, layout and install windows.
CARP STAIR FRAMING
CARP Define terms used in stair framing
CARP Demonstrate the ability to properly measure, layout and install an interior stair carriage and frame a straight stairway
CARP Fabricate/install stair components
CARP Layout, dado, and assemble a housed-stringer staircase
CARP Demonstrate the ability to properly apply finish to open and closed stairways
CARP Demonstrate the ability to properly measure, layout and install post to post balustrade system
CARP Demonstrate the ability to understand procedures for installing attic stairs, curved stairways, prefabricated stair units
CARP CABINETS AND COUNTERTOPS
CARP Install manufactured cabinets & tops
CARP Install cabinet hardware
CARP Fabricate and install laminated surfaces

CARP EMERGING TECHNOLOGY

CARP Research and evaluate emerging technology
CARP ESTIMATION
CARP Demonstrate the ability to correctly estimate the amount of bricks needed to complete a given task
CARP Demonstrate the ability to correctly estimate the amount of block needed to complete a given task
CARP Demonstrate the ability to correctly estimate quantities of concrete needed to complete a given task
CARP Demonstrate the ability to correctly estimate the materials needed for walls and ceiling framing
CARP Demonstrate the ability to correctly estimate the cost and amount of materials needed to finish an interior wall
CARP Demonstrate the ability to correctly estimate the material amount and cost needed to construct a floor
CARP Demonstrate the ability to correctly estimate the cost and amount of roof framing material
CARP BLUEPRINT READING
CARP Demonstrate the ability to read and interpret blueprints
CARP Demonstrate the ability to read, interpret and comprehend standard symbols and abbreviations
CARP Demonstrate the ability to read and interpret building specifications
CARP Demonstrate the ability to read and interpret plot plans
CARP Demonstrate the ability to read and interpret foundation plans
CARP Demonstrate the ability to read and interpret elevation plans
CARP Demonstrate the ability to read and interpret details and section views
CARP Demonstrate the ability to read and interpret floor, wall and roof framing plans
CARP Demonstrate the ability to read, interpret, define and explain building codes and zoning laws
CARP Demonstrate the ability to read and interpret Americans with Disabilities Act (ADA) regulations

Rationalize the student to teacher ratio:

Teacher/Student ratio for students in each class of the program is based upon the following:
(a) size of the shop area
(b) equipment/computers available
One instructor and one instructional assistant are used to teach this class. A maximum of 25 students can be enrolled in each session.

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

Various textbooks according to areas of specialty are required materials. Theory and clinical books provide a basis of knowledge and reference to the students as they are adding to their knowledge base. These textbooks are ordered through ICTC and students are able to purchase all needed books and supplies though the school. Handouts, PowerPoint presentations and safety training and simulation models are utilized to supplement textbooks. Many texts also are supplemented by DVD's and other online resources, depending upon the class. A state-of-the-art clinical area is available to students enrolled in this program.

Describe the equipment and supplies used in this program:

All classrooms are equipped with ceiling mounted projectors with laptop computers. Equipment and tools used include wood workbenches, metal organizers, air compressor drill press, pedestal grinder, motorized miter box, table saw, planer (24") jointer (8'), woodworking lathe, wood band saw, belt/disc sander, woodworking tool cabinet, wet/dry vacuum, motorized box miter, miter saw cross cut; delta radial arm saw, delta unisaw, powermatic 180 planer, powermatic 2415 band saw, powermatic 112001 accessory, miscellaneous carpentry tools, metal magazine rack, wood easel, step ladder, stacking chairs, porter cable plunge router.

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

Safety practices are taught and practiced in course of study. OAC do a safety inspection at both their fall and spring meetings and give recommendations. Each area within the building has an individualized safety monitoring form used at least semi-annually to assess classroom and equipment safety in the program area. Each classroom contains a wall mounted emergency checklist detailing how to evacuate, behave or perform during a wide range of emergency situations. Instructors review safety procedures and evacuation paths with all students as a part of their first day of class.

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Accountability Standards:

Evaluation of the program and instructors are reviewed at least annually or upon completion of each class via course and instructor evaluations. The Adult Education Coordinator reviews and signs off on every program evaluation. Exit interviews are held where the instructor or the Adult Education Coordinator surveys the students to determine student satisfaction and to ascertain suggestions. This evaluation is followed-up by a six month and one year post graduation survey. Employer surveys are also utilized to get feedback from business and industry.

Certification:

The Indiana County Technology Center's Carpentry is listed on the PA CareerLink and is listed on the Adult Affadavit submitted to the PA Department of Education. Students who complete the Carpentry program will be awarded a Diploma.

Describe the instructor's credentials for instructing this programMark:

All instructors providing classroom training are formally trained educators (Instructional I or II) industry credentialed professionals who have attained the requisite skill level (minimum of three years in their profession, most 15-20 years), including formal training in their area of expertise.

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DATE : 1/15/2015

School Number **School Name, Address and Phone**

5168 York Co School of Technology, 2179 South Queen Street York, PA 17402-4628 Phone: (717) 741-0820

CIP Code	Status	Date Submitted
48.0508 Welding Technology/Welder	Approved	12/29/2010
CIP Cluster	**Program Type**	**Date Approved**
Manufacturing	Occupational- Adult Accreditation	2/22/2011
Program Area	**Program Hours**	**Start School Year**
Trade & Industrial Education	722	2010-2011

Specific Information:

Labor Market Needs:

Employment is projected to experience little or no change over the next decade. Good job opportunities are expected for skilled welders because some employers are reporting difficulty finding qualified workers. Employment of welders, cutters, solderers, and brazers is expected to experience little or no change, declining by about 2 percent over the 2008–18 decade, while employment of welding, soldering, and brazing machine setters, operators, and tenders is expected to decline moderately by about 7 percent over the same decade. Continued enhancements in productivity and increased automation will reduce the need for welders, although the outlook for welders in manufacturing is stronger than that for other occupations in this industry because of the importance and versatility of welding as a manufacturing process. The basic skills of welding are the same across industries, so welders can easily shift from one industry to another, depending on where they are needed most. For example, welders laid off in the automotive manufacturing industry may be able to find work in the oil and gas industry, although the shift may require relocating. Automation will affect welders and welding machine operators differently than other manufacturing occupations. Semi-automated and automated welding machines can be used for many types of welds, but welders still are needed to operate the machines and to inspect the weld and make adjustments. In addition, much of the work in custom applications is difficult or impossible to automate. This type of work includes manufacturing small batches of items, construction work, and making repairs in factories. Job prospects for welders will vary with the welder's skill level. Prospects should be good for welders trained in the latest technologies. Welding schools report that graduates have little difficulty finding work, and many welding employers report difficulty finding properly skilled welders. However, welders without up-to-date training may face competition for job openings. For all welders, prospects will be better for workers who are willing to relocate to different parts of the country.

Median wages of welders, cutters, solderers, and brazers were $16.13 an hour in May 2008. The middle 50 percent earned between $13.20 and $19.61. The lowest 10 percent earned less than $10.85, and the top 10 percent earned more than $24.38. The range of wages of welders reflects the wide range of skill levels in the occupation. Median hourly wages of welders, cutters, solderers, and brazers in the industries employing the largest numbers of them were as follows:

Other general purpose machinery manufacturing $16.34
Agriculture, construction, and mining machinery manufacturing 16.28
Commercial and industrial machinery and equipment (except automotive and electronic) repair and maintenance 15.93
Architectural and structural metals manufacturing 15.05
Motor vehicle body and trailer manufacturing 14.73

Median wages of welding, soldering, and brazing machine setters, operators, and tenders were $15.20 an hour in May 2008. The middle 50 percent earned between $12.62 and $18.63. The lowest 10 percent earned less than $10.47, and the top 10 percent earned more than $23.92. Median wages in motor vehicle parts manufacturing, the industry employing these workers in the largest numbers, were $15.34 an hour in May 2008. About 20 percent of welders belong to labor unions; the particular unions that welders belong to depend on the industry and company in which the welder is employed.

Planning:

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FOR SCHOOL YEAR 2014-2015

DATE : 1/15/2015

An Occupational Advisory Committee (OAC) meets annually to review and evaluate industry trends, standards and innovations in the business field. The market for skilled welders is goes as the economy goes and as the industry's use of technology advances. Welding is essential to manufacturing, construction, computers, electronics and automobile and aircraft production. Essentially welders are needed in nearly every community in the nation and the world. The welding profession is crucial for the success of the metal fabrication industry. The Welding Technology Program at the York County School of Technology offers expert training to beginning welders as well as a chance for experienced welders to upgrade their skills. Welding skills are related to a wide range of industries and are an essential element in every day life. While professionals do more computing and specialized work than they have in the past, the need for highly skilled generalists continues to grow. The OAC makes recommendations on trends in the industry and advise the program on such things as curriculum, textbooks and other resource materials and innovative techniques and emerging methodologies in the field.

Program Content and Industry Standards:

The Welding Technology Program is a competency based program which familiarizes a wide range of welding processes. Initially, the program begins with Arc welding (using the oxy-acetylene cutting process, manual and semi-automatic). It covers Shielded Metal Arc welding (stick) including safety; striking an arc, joint design (flat position). It also covers out-of-position techniques for horizontal, vertical and overhead welding of steel. Theory includes electrode angles, amperage adjustment and techniques based on AWS standards. Another unit covered is MIG/Fluxcore. Students learn the proper set—up and adjustment of Gas Metal Arc welding (MIG) and FCAW (Fluxcore) equipment. Theory includes joint design fundamentals and welding techniques used in flat, horizontal and vertical welding of low carbon steel based on AWS standards. Students learn the basics of GAS Tungsten Arc welding (TIG). This unit concentrates on developing hand-eye coordination skills which is required for this process. It includes joint design and set up of the machine and components, types of electrodes, gases and filler wires based on AWS standards. Pipe Welding (Open Root 6010/Fill 7018 or TIG Open Root/Fill 7018) is covered. Student will learn to do an open root weldment in a variety of positions; this includes cutting, fitting and welding. Maintenance Welding is covered with the module being designed for those who would like to learn a specific welding application for auto body work, plumbing, and general repair, or hobby. Students learn gas welding or a combination of techniques using a curriculum that can be adjusted to meet the specific needs of individuals or customized for specific company or industry requirements. Students learn to read and interpret blueprints and symbols used in the welding field, including developing sketches and drawings, case harden and temper them. While safety issues are covered throughout the entire program and within each welding process, a OSHA-authorized instructor covers Introduction to OSHA, Means of Egress & Fire Protection, Electrical Safety, Walking Surfaces, Personal Protection Equipment, Hazardous Communication (Right to Know), Hazardous Materials and students, upon completion of the safety unit, will receive an OSHA Approval card. Also included in the program is one course which addresses the soft skills needed to be successful in any business or occupation; Professional Business Success

Rationalize the student to teacher ratio:

The student to instructor ratio for welding technology is about 12 students to one instructor. We believe it is important to maintain a low student to teacher ratio which is conducive for learning; YCST is committed to maintaining class sizes where students are able to receive superior instruction and adequate hands-on training and experience.

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

In each class a textbook (or some identified resource material) is used to guide students through the learning objectives and skill sets that are inherent to the program of study. In classes with clinical components, skills are demonstrated; sometimes videos are used to augment the introduction of a particular concept. Overhead projectors are available to the instructors for use with PowerPoint presentations for theory and clinical components of the subject matter. Use of technology makes it possible for students to access and view educational web sites and obtain information that might be difficult to demonstrate or view in a normal classroom setting. Guest speakers are used; sometimes off-site tours are conducted, where applicable and appropriate. Each student purchases welding apparel and accessories as identified in the course outline/syllabus.

Describe the equipment and supplies used in this program:

CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT ACCREDITATION PROGRAM PROFILE
FOR SCHOOL YEAR 2014-2015

DATE : 1/15/2015

The York County School of Technology has in its welding shop 50 welding booths, mostly stick, but some TIG and MIG welders. The shop has a wide assortment of hand tools, a plasma cutter, natural gas torch, a guided bend tester, a horizontal band saw and track assembly. It is a state-of -the-art welding shop which has been certified by the American Welders Society (AWS).

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

Safety is of the utmost importance in this program as students are exposed to new learning techniques and hands on experiences, highly flammable gases and commercial equipment. Welding helmets, welding jackets, welding gloves, safety glasses, ear plugs, skull caps and tools are required. All students must wear cotton clothes including long sleeve shirt or jacket, full length pants (no cuffs or holes), skull cap/do rag and work boots. Regular safety inspections are conducted and documented as a part of the Occupational Advisory Board meetings and also these kinds of assessments are made on a daily basis by the instructors at the start and close of each class.

Accountability Standards:

Safety assessments are an important part of the Welding Technology program with each student being evaluated before they begin hands-on work training in the welding laboratory. Inasmuch as Welding Technology is a competency-based program and assessment of student performance is the basis on which individuals are able to advance or complete their program of study. Welding certification testing is available to students who wish to take the next step—certification by the American Welding Society.

Certification:

Students enrolled in the Welding Technology Program at the York County School of Technology are awarded a certificate of completion for each module they complete. At the close of the program having completed all the coursework included in the program, students receive a Diploma in the Welding Technology Program. Interested students are also able to take a number of welding certification tests (this is not required nor is it a part of their program of study) which will result in certification by the Welder Training and Testing Institute (WTTI). All tests are administered by an AWS Certified Weld Inspector (CWI).

Describe the instructor's credentials for instructing this programMark:

Welding Instructors at the York County School of Technology are professionals highly skilled and regarded in their industry; the Adult Education Welding Technology's instructional staff has worked many years in this particular field and are recognized by their peers and the companies employing them as exceptionally skilled welders and educators. Several are Certified Weld Inspectors certified by Welder Training & Testing Institute (WTTI).

ATTACHMENT D1

333 Market Street
Harrisburg, PA 17126

Phone – (717) 783-6860
betmarshal@pa.gov

Beth Marshall

Experience

2000-2005 Dauphin County Technical School Harrisburg, PA

Continuing Education Coordinator

- Created and implemented training courses for adult students
- Worked with dislocated workers and wrote customized job training grants for local businesses.
- Maintained budget for all continuing education courses

2005-2006 Penn State - Harrisburg Harrisburg, PA

Workforce Education Coordinator

- Met with employers to discuss Penn State offering to their employees Management and Supervisor courses
- Set up training plans and budgets for training
- Organized and oversaw training

2007-2008 Pennsylvania Department of Education Harrisburg, PA

Career and Technical Advisor I

- Assisted Accreditation Coordinator
- Maintained listing of Industry Certifications offered by the Career and Technical Schools
- Helped maintain the Pennsylvania CIP Codes (programs) as offered by the Career and Technical Centers

2008-Current Pennsylvania Department of Education Harrisburg, PA

Career and Technical Advisor II

- Coordinator for PPVE Accreditation
- Maintain all PA CIP Codes as offered by Career and Technical Centers
- Oversee testing of potential vocational instructors in Career and Technical Centers
- Maintain list of reportable Industry Credentials offered to CTE students

Education

1991-1993 Harrisburg Area Community College Harrisburg, PA

- A.A. Criminal Justice

1996-1997 Penn State – Harrisburg Middletown, PA

- B.A. Criminal Justice

Specialties

Proficient in MS Word, MS Excel, MS Access, MS Powerpoint, MS Outlook and MS Desktop Publisher.

Commonwealth of Pennsylvania

STD-370

POSITION DESCRIPTION

Last Name	First Name	MI	Personnel Number
Garnes	David	C	00445753

Job Title	Job Code	Working Title	Position Number
Car and Tech Ed Advr 2	22440	Car and Tech Ed Advr 2	00052565

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

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

Start Time	End Time	Hours/Week	Days Worked (Check all that apply)	Explain any schedule variations:
8:30 a.m.	5:00 p.m.	37.5	S ☐ M ☑ T ☑ W ☑ T ☑ F ☑ S ☐	

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

This position is responsible to provide leadership in coordination and facilitation of designated major projects and related assignments within the Division of Adult and Postsecondary Career and Technical Education. The focus is to coordinate the creation and maintenance of the statewide articulation agreement and Technical Institutes and enhance and improve the delivery of career and technical education services and related training programs through the involvement of business and educational partnerships.
This position also provides leadership and technical assistance in the Nurse Aide Training Program for the Omnibus Budget Reconciliation Act (OBRA) of 1987 and Act 14 of 1997 Nurse Aide Residence Abuse Prevention to local operators of programs that train nurse assistants intended for employment in health care institutions.

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

Assure a skilled workforce through quality career and technical education (CTE).

Develop criteria for Perkins IV required statewide articulation agreement and process the agreement. (#1)

Form statewide committee of stake holders (secondary, postsecondary, and association) to continue review of articulation agreement.

Develop policies for Perkins secondary and postsecondary recipients to implement the articulation agreement. (#2)

Establish and maintain a statewide articulation agreement between the CTCs and/or Community Colleges and institutions of higher education to satisify the Programs of Study (POS) Perkins requirement. (#3)

Serve as the division representative with the Workforce Investment Act (WIA) on their CareerLink

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

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

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

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

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

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

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

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

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

Develop the application for the establishment for TIs.

Develop policies for TIs to apply for program approval.

Develop policies for TIs to submit student and program data.

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

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

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

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

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

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

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

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

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

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

Major assignments are received by oral and written communication by division manager. This position is the point of reference for all aspects of the Technical Institutes program, i.e. application/termination process, articulation agremeent program approval, strategic plan. This position also schedules and participates in partnerships-related meetings and activities, preparing and submitting updates to the division manager.
Provides technical assistance to the sponsors and/or instructors of nurse aide training and competency evaluation programs to ensure they are meeting the federal regulations of OBRA and the state regulations of Act 14.
Reviews the nurse aide training and competency evaluation programs on site to ensure compliance with federal and state regulations.

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

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

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

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

CERTIFICATION

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

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

Commonwealth of Pennsylvania

STD-370

POSITION DESCRIPTION

Last Name	First Name	MI	Personnel Number
Lubomski	James	M	00715665

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

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

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

Start Time	End Time	Hours/Week	Days Worked (Check all that apply)							Explain any schedule variations:
			S	M	T	W	T	F	S	
7:30 a.m.	4:00 p.m.	37.5	☐	☑	☑	☑	☑	☑	☐	Alternate Work Schedule

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

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

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

Assist in the development, implementation and maintenances of career and technical education goals for the Division of Adult and Postsecondary Education. Implement practices that support the bureau's plan for categories of academic rigor, industry relevance, postsecondary transition, and state leadership and capacity.
Analyze existing research to include the Career and Technical Education Information System (CATS), and PIMS in the support of the development, maintenance and implementation of quality career and technical education practices including program of study, statewide articulation, nurse aide training programs, and accreditation. (#1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CERTIFICATION

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

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

ATTACHMENT D2

See Attachment B3

ATTACHMENT E1

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

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

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

ATTACHMENT E2

Pennsylvania Department of Education
Bureau of Career and Technical Education

FY Budget
Comparative Summary

Budget by Division		FY2012	FY2013	Change
Director's Office				
Federal Funds		747,630	444,708	-302,922
State Funds		311,226	377,640	66,414
	Subtotal	$1,058,856	$822,348	-$236,508
Division of Data Aanalysis, Assessment & Contracts				
Federal Funds		1,061,085	660,056	-401,029
State Funds		155,613	125,880	-29,733
	Subtotal	$1,216,698	$785,936	-$430,762
Division of Program Standards & Quality Assurance				
Federal Funds		727,510	649,436	-78,074
State Funds		207,484	377,640	170,156
	Subtotal	$934,994	$1,027,076	$92,082
Division of Professional Development & Support Services				
Federal Funds		363,755	352,964	-10,791
State Funds		363,097	377,640	14,543
	Subtotal	$726,852	$730,604	$3,752
Division of Adult & Postsecondary CTE				
Federal Funds		478,300	278,846	-199,454
State Funds		103,742	62,940	-40,802
	Subtotal	$582,042	$341,786	-$240,256
	TOTALS	$4,519,442	$3,707,750	-$811,692

ATTACHMENT F1

See Attachment B1 – Chapter 16 & 17

ATTACHMENT F2

pennsylvania
DEPARTMENT OF EDUCATION

October 22, 2014

Dear CTE Administrator:

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

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

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

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

The following are dates for the accreditation site review:

Accreditation Site Review for Reading Muhlenberg Career and Technology Center

Evaluator Training	**November 18, 2014**	**1:00pm – 5:00pm**
Site Evaluation	**November 19, 2014**	**8:00am – 5:00pm**
Site Evaluation	**November 20, 2014**	**8:00am – 2:00pm**

***Please submit your interest by Wednesday, November 5, 2014.**

Bureau of Career and Technical Education
333 Market Street | Harrisburg, PA 17126 | 717.787.5530 | F 717.783.6672 | www.education.state.pa.us

The orientation/training for the evaluators:

- Participants will be given an overview of the training sessions for the day.
- The purpose of the evaluation process.
- Components of participant process.
- Conflict of interest form.
- The Accreditation Team Assessment process.
- Component of the self-study.
- Standards.
- Organize the Committee into small teams.
- Make teams assignment
- Review any concerns regarding the self-study assessment and document submitted by the school along with supporting materials.
- The on-site process will be introduced.

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

Sincerely,

Lee Burket

Lee Burket, Ed.D.
Director

ATTACHMENT F3

Eric D. Palmer

444 Church Street, Indiana, PA 15701
www.linkedin.com/in/ericdanielpalmer
Phone: (814) 335-0902, E-mail: ericdanielpalmer@gmail.com

Post Secondary Administrator

Post-secondary school administrator with a focus on using data driven decision-making to set the strategic direction of educational activities and make sound financial decisions. Experience in university, college, career & technical, and continuing education settings.

Experience

- Indiana County Technology Center — March 2010 to Present

  Adult Education Coordinator
  - Supervise over 17 full time equivalent instructors and staff
  - Increased annual revenue over 100% while holding expenses to a 40% increase
  - Direct Federal Financial Aid processes for select adult education programs
  - Develop industry training focused on the emerging Marcellus Shale play
  - Increase the profitability of all adult programs offered

- Department of Management, Indiana University of PA — August 2007 to May 2013

  Director, ExcEL Center
  - Create the IUP's Excellence in Entrepreneurial Leadership Center
  - Obtained and manage a $180,000 grant funded budget
  - Develop new coursework including a University-Wide Minor in entrepreneurship
  - Direct students, University faculty, and business professionals in assisting businesses
  - Conduct the Idea to Investment workshop series, focused on student entrepreneurs
  - Accompanied 15 students to Bangalore, India to participate in a business competition

- Adjunct Instructor of Management — August 2007 to Present
  - Teach general management, small business management, & entrepreneurship courses
  - Develop and deliver modules in IUP's MBA Certificate Program
  - Conduct a Center for Rural Pennsylvania grant funded research project ($50,000)
  - Authored (Jointly) a journal article in Entrepreneurial Executive (Peer-Reviewed)

- Small Business Development Center (SBDC), Indiana University of PA

  Business Consultant — August 2007 to Present
  - Aided SBDC in obtaining a 50% increase in funding; including federal grants
  - Conduct SBDC client consulting sessions, and various educational seminars
  - Prepare business plans, feasibility studies, and economic impact analyses
  - Implement the directives of the Indiana County Keystone Innovation Zone

  Intern and Graduate Assistant — January 2006 to August 2007
  - Developed pro-forma income and cash flow statements and balance sheets
  - Established a QuickBooks training program for students and SBDC clients
  - Completed a USDA Value Added Producer Grant application

Experience (Con't)

- Micale Construction Services Inc. — June 2002 to January 2006
  Managerial Assistant, Residential Division — December 2004 to August 2006
  - Developed cost estimation spreadsheets
  - Negotiated construction material prices with suppliers
  - Performed costing of residential housing development project

Activities

- Indiana County Revolving Loan Fund — May 2011 to Current
  Loan Review Committee Member
  - Analyze loan applications on behalf of Indiana County Board of Commissioners
  - Make recommendations for approval or denial of loan applications

- Junior Achievement of Western PA — April 2009 to Current
  Chairperson - Advisory Board – Indiana County
  - Actively pursue fundraising opportunities
  - Conduct a one week entrepreneurship high school summer camp in Indiana County
  - Coordinate 30+ Junior Achievement college student volunteers in local high schools

- Alliance for Business and Education Leadership (A.B.E.L.) — August 2008 to January 2013
  Education Co-Chair - Leadership Board
  - Participate in the A.B.E.L. high school student Mentorship Program
  - Provide leadership to the organization through strategic planning

Education

- Indiana University of Pennsylvania, Indiana, PA — August 2007
  Masters of Business Administration
  Cumulative Graduate GPA: 3.91

- Indiana University of Pennsylvania, Indiana, PA — May 2006
  Bachelor of Science, Business Management with a concentration in Small Business Management and Entrepreneurship
  Minors in Applied Statistics and Accounting
  Cumulative Undergraduate GPA: 3.94 – **Summa Cum Laude**

Honors and Awards

- Awarded Small Business Management and Entrepreneurship Student of the Year (Senior)
- Recipient of the Graduate Merit Scholarship (MBA)
- Recipient of IUP Dean's Award for Sponsored Research for Center for Rural PA Grant
- Advisor – 2009 National Small Business Institute Case of the Year (Graduate Level)
- Recipient (Jointly) of Academic Excellence and Innovation Award of $5,000

ATTACHMENT F4

Conflict of Interest Form

Ethics for the individual accreditation program team member...

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

Signed by the Site-evaluation Team Member...

Name: _____ Date: 9-30-13

Please Print Name: Eric Palmer

Name of Institution to be accredited:

Clearfield CTC

ATTACHMENT F5

PDE- 390 (01-06)

PDE ADMINISTRATIVE POLICY

Commonwealth of Pennsylvania

Department of Education

SUBJECT: Equal Employment Opportunity (EEO) Policy	NUMBER: 1999-09 Revised)	
REVISION DATE: February 17, 2014 EXPIRATION DATE: December 31, 2016	DISTRIBUTION: All PDE Employees	BY DIRECTION OF: Nichole F. Duffy, Deputy Secretary of Administration Signature and Date

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

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

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

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

PROCEDURES:

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

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

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

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

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

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

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

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

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

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

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

ATTACHMENTS (3)

(1) Executive Order (EO) 2003-10, *Equal Employment Opportunity (EEO) Policy*, dated July 28, 2003.

(2) Management Directive (MD) 410.11, *Commonwealth's Equal Employment Outreach, and Employment Counseling Program*, dated May 8, 1997.

(3) PDE Administrative Policy 2012-01, *Disability-Related Employment Policy*, dated March 15, 2012.

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

IT IS ALSO AVAILABLE ELECTRONICALLY ON *INSIDE PDE* BY CLICKING ON EITHER OF THESE LINKS: *"GETTING MY JOB DONE"* OR *"MY WORKPLACE EXPERIENCE."*

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S OFFICE
EXECUTIVE ORDER

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

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

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

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

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

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

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

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

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

Attachment 1

2. **Responsibility for implementing equal employment opportunity.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MANAGEMENT DIRECTIVE

410.11
Number

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S OFFICE

Subject:

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

By Direction Of: Thomas G. Paese, Secretary of Administration

Date: May 8, 1997

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

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

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

3. POLICY.

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

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

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

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

4. OBJECTIVES.

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

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

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

Attachment 2

d. Identify the essential elements of the statewide recruitment efforts addressed in this directive.

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

5. RESPONSIBILITIES.

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

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

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

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

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

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

c. State Civil Service Commission shall:

(1) Administer and coordinate the statewide program for recruitment for classified service positions.

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

(3) Provide employment counseling to candidates.

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

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

d. Bureau of State Employment shall:

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

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

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

e. Agency Heads shall:

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

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

f. Equal Opportunity Managers/Specialists shall:

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

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

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

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

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

g. Personnel Officers shall:

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

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

6. PROCEDURES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTACHMENT F6

READING MUHLENBERG SITE REVIEW

Training Agenda

11/18/2014

- Welcome – Introduction of Team Members
- Overview of Accreditation and Guidelines
- Conflict of Interest
- Teams:
    - Group 1 (A & C) – Mary Lou Lebo, Eric Palmer
    - Group 2 (B & F) – Megan Bundy, Tamalee Brassington
    - Group 3 (D & E) - Dave Smith, Marlin Wagner
- Potential Confirming Materials
- Scoring Guidelines
- Schedule
- Interviews to be conducted during site review
    - Group 1 – Director, Adult Instructor, Careerlink
    - Group 2 – JOC Member, Business
    - Group 3 – Business, Counselor, Adult Student
- Questions, Comments
- Assemble into teams to review/discuss sections

ATTACHMENT G1

See Attachment B1 – Exhibit Q

ATTACHMENT G2

Institutional Accreditation Advisory Group Members

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

ATTACHMENT G3

STUART J. SAVIN Ed.D.
102 Dunharrow Dr.,
Lancaster PA 17601
717-490-6485h 717-380-4532c
sjsavin@yahoo.com

EDUCATION

DOCTORATE in Education, *EDUCATION LEADERSHIP*
Oregon State University, Corvallis, OR. 2008
MASTER of SCIENCE *in EDUCATION ADMINISTRATION, (K-12 ADMINISTRATION)*
State University of New York, New Paltz, NY. 1998
BACHELOR DEGREE
The University of Connecticut, Storrs, Connecticut 1991

Profile

- Extensive Senior level Educational Administrative Leadership and Management experience in multi-facetted, multi-campus organizations.
- Faculty and Curricular Experience with Adult and Continuing education, including assessment and measurement of student outcomes, implementing new curricula, and curriculum development, designed to meet education standards and goals for technical, academic and transfer programming.
- Educational supervision experience (K-12 and Post Secondary) including faculty assessment, hiring, credential evaluation and staff professional development design and implementation.
- In-depth Academic & Career and Technical program accreditation and compliance experience.
- Progressively increasing role and responsibility in community relations, business and industry relations, marketing, fundraising, and procuring corporate and industry donations.
- Currently certified in Pennsylvania for Vocational 1 and eligible to be issued a Director of Vocational Education certificate by PDE with letter of employment as per PDE Alternative Administrator procedures Adopted 12/22/11 by PDE.

K-12 RELATED EXPERIENCE

Full Time Faculty
Chester County IU Technical College High School — Currently
Faculty member teaching Engine Technology

La Academia, a Public Charter School — **2008 - 2010**
Secondary School Education Board Vice-President. As the board vice president I focused on evaluation of curriculum, development of educational objectives and goals, finance as well as policies and procedures; specifically outcomes and assessments, metrics and measurements in respect to state standards and testing. Alignment of financial practices with state guidelines and the development of policies and procedures in response to changes with state statutes.

Harrisburg Area Community College — **2006 - 2010**
Regional campus executive with responsibility to develop and grow high school based dual enrollment programs in compliance with state curricular and instructor certification standards (for

over 1000 students). Measured and modified programs based on assessment data in partnership with school districts. Actively worked with 17 public and 3 private k-12 districts/schools in the development, assessment and implementation of the curriculum at various high schools. Typically interfaced with the district superintendent, assistant superintendent and high school principal for these programs

Portland Community College **2001 -2006**
Administrative oversight for high school based college calculus offered in the high school. Ensuring alignment with state curriculum standards and college transfer standards. Also responsible for developing and cultivating high school instructors for qualification under the sate wide Perkins Grant (Tech Prep) to offer dual enrollment credit for high school classes

South Seattle Community College **1999 - 2001**
Developed, implemented, and had direct administrative oversight for high school based vocational courses offered at the community college campus

Tappan Zee High School **1997 - 1998**
Hired as a consultant to evaluate vocational department and curriculum in respect to newly released state curriculum and industry guidelines. Developed plan for modernizing program including faculty development/mentoring, creating new curriculum, fostering industry connections, and budgetary recommendations in accordance with district policy.

NATEF (National Automotive Technicians Education Foundation) **1998 – Present**
Evaluation Team Leader for secondary school specialized program certification. Responsible for leading on site evaluation teams to review high school based vocational programs and curriculum for compliance with specialized program certification standards, state curricular and instructor standards and compliance with state and local policies.

COLLEGE EXPERIENCE

Cuyamaca College
College President, **2010**
Served as the college president for a comprehensive urban college with enrollments approaching 10,000 and over 300 staff, responsible for leading, directing and supervising the College. Ensuring that the colleges programs and operations were in compliance with various rules, regulations, policies and legal requirements. Provided institutional leadership to advance the college's mission, developing and fostering relationships within the greater community as well as developing and fostering career and educational opportunities for our students. Provided oversight in the ongoing development, implementation, and management of the College's $26 million budget to ensure fiscal integrity of the College. Reporting to me were the Vice President of Instruction, Vice President of Student Service, Vice President of Administrative Services and the Executive Dean of Institutional Advancement. As part of a greater district, I also fostered and developed relationships across the district. Facilitating communication and understanding of perspectives among faculty, staff, students, community members, the Chancellor and Governing Board. As President I represented the college at the district Board of Trustee meetings, worked closely with the Chancellor and the Chancellors cabinet in accomplishing the District's and colleges overall mission and strategic plan.
(resigned after unexpected injury and subsequent recovery period, completely recovered now)

Accomplishments

- Hosted Annual Foundation Gala and Celebration
- Hired the Vice President of Instruction, and an interim Vice President of Student Services
- Developed the preliminary FY 11 budget and enrollment forecast

Harrisburg Area Community College
Vice President for the Lancaster Campus **2006 - 2010**

Served as the campus executive officer for the Lancaster campus, a campus of over 5000 students and 200 staff bordering on the urban rural boundary. (This campus had a substantial set of allied health programs), responsible for directing the over all operations of the campus which included oversight of a $24 million budget, sitting on President's Cabinet, participating at Board of Trustee's meetings and sub committees. As the senior executive for the campus my direct reports included the Campus Executive Dean of Academic Affairs, Campus Dean of Student Affairs, Campus Executive Director of Business and Administrative Services (including security and facilities), Campus Development Officer, Campus Director of Human resources and Campus Workforce Sales Manager. In this role I was responsible for collaboratively setting the broad campus goals including developing comprehensive campus credit and non-credit programs and services (including high school based dual enrollment programming) meeting the county's needs. This was done through strategic planning and direction setting for the campus by actively working with both internal and external stakeholders, committees, faculty, staff, students and many ad hoc committees. My role also included being active in the community, and representing the college locally, including advocating on behalf of the College at the local and at the state level. This community activity included developing collaborative partnerships in the community and state that leveraged and enhance programs offered by the campus as well as the establishment and maintenance of working relationships with other post-secondary institutions, secondary schools including career and technology centers in the area. I also ensured that student support services and programs were in place to meet the complex personal, academic and learning support needs of a culturally and ethnically diverse student population. Another part of my community work included leading and participating in fund raising and development activities as we built towards a major gifts campaign for the Lancaster campus.

Accomplishments

- Led in the development and creation of a permanent location for displaying Art on campus.
- Led in the development and implementation of a long rang fiscal planning model for campus.
- Collaboratively led the development and implementation of new programming and scheduled offerings designed to meet the needs of adult and traditional students as well as our educational partners. Resulting in enrollment growth by over 1000 students in three years.
- Led in the development and implementation of a campus scholarship development plan, in conjunction with a college wide major gifts campaign. In my 1st year, solicited and received significant scholarship donations, before public phase of campaign.
- In partnership with key business, community and industry leaders as well as the college foundation developed a Lancaster campus community relations committee. A committee with the primary task of cultivating new relationships (friend raising) with individuals and organizations in Lancaster county eventually leading toward the major gifts campaign.
- Developed internal campus constituency group to provide advisory input on the operation of

the campus. This group includes members of the management team, faculty, staff and student representatives.

- Led the development and implementation of a "One Stop" student services welcome center model as a pilot for the college.
- In partnership with county commissioner implemented a scholarship opportunity funded by the county focusing on agricultural college courses. Brought before full county board of commissioners for unanimous approval and funding.
- Facilitated the implementation of an accelerated degree program and four year degree completer programs on campus.
- Fostered the development of relationships and opportunities for a number of off campus class locations within the community.
- Led the expansion of the child care facility on campus, thus enabling more students to meet their educational goals by providing addition daycare slots.

Portland Community College
Dean, Mathematics, Manufacturing and Transportation Division **2001 - 2006**

As the Dean for Mathematics, Manufacturing and Technology Division my role was to provide leadership and management for eight separate liberal arts, transfer and professional technical programs offering both degrees and certificates at a college campus that served the urban, rural and agricultural communities. My role including the preparation and oversight of a $4.4 million operating budget. The division faculty and student enrollments were about equally split between Liberal Arts / Transfer Programs and Professional Technical Programs (Mathematics including pre-college/developmental, Computer Science, Diesel, CAT Think Big, Welding, Aviation Maintenance, Aviation Science, Automotive Collision) with a total of over 1400 FTE per year. My leadership role included developing short and long-range goals, providing assistance and guidance with subject area curriculum committees, high school and four-year college articulation agreements, Tech Prep Alignment, implementing classes in high schools, preparing faculty teaching assignments, development of quarterly class schedules and classroom assignments in accordance with established district policy. I also provided leadership in the development and use of appropriate instructional delivery systems, maintained relationships with business, labor, industry, governmental agencies, community organizations, educational institutions and developed contract/grant funded training related to division programs. My position also included responsibility for advisory and related committees for professional technical programs, maintaining appropriate college records, ensuring compliance with college policies, procedures and accreditation compliance as well as developing and fostering career and educational opportunities for our students. This position included the supervision and evaluation of 30 full time faculty, eight classified staff and over 70 part-time faculty. As part of this supervision I organized, developed and implement staff professional development activities as well as actively collaborated with student services.

Accomplishments

- Led the implementation of new industry sponsored and funded degree program which included an initial six figure foundation donation and reoccurring substantial annual corporate gifts to the foundation in support of the program (totaled ~$250,000 the 1st year)
- Aided in securing a new collective bargaining agreement as a management member for classified contract negotiation team. Member of faculty contract negotiation sub-committee focusing on faculty assessment.

- Managed National Science Foundation Grant (approx. $500,000), A partnership with our welding program faculty, four year faculty and industry. Secured over $164,000 in new equipment through matching funds and industry partnerships (donations).
- Developed grant funded ($240,000) incumbent worker training program in partnership with local industry, college contract training division and the Work Force Investment Board.
- Campus and district lead on diversity hire initiative, district chair for initial ad-hoc diversity hire Committee.
- Member of campus wide facility bond committee responsible for the selection of a general contractor for construction and the evaluation of design and plans for the new building and remodel.
- Accreditation Liaison with two smaller colleges during full scale accreditation process and visit.

South Seattle Community College
Dean of Instruction, Technical Education Division **1999 - 2001**

As a Dean in the Technical Education division I provided administrative and educational leadership and management for six degree and certificate programs as well as short-term training, workforce, contract training and apprenticeship training (Automotive, Automotive Collision, Commercial Truck Driving, Diesel, Machining and Welding). Monitored overall program effectiveness, worked with the faculty to develop and implement curriculum, evaluated faculty, developed and assigned teaching schedules based on enrollment management and within the guidelines of the collective bargaining agreement. Developed and fostered partnerships with the community, businesses, industry and K-12 schools, including implementing high school vocational courses. Developed contract and grant funded training related to division programs. Supervised the department budget ($2 million). Maintained close and effective liaisons with the other units of the college, local higher education institutions, secondary schools, businesses and labor, and worked closely with union apprenticeship programs. Worked with local education consortiums such as Tech Prep to develop, secure and implement grants.

Accomplishments:

- Developed and implemented six figure state grant funded worker re-training programs in partnership with community based organizations, local businesses and the state, including welfare to work styled training programs, short-term contract training programs utilizing Work Keys™.
- Led an initiative in partnership faculty, local business and advisory boards to revise curriculum structure to better meet industry/student needs, resulting in substantial increase in completion rate. Develop short term certificates which included general education courses thus building certificate/degree pathways for students.
- Member of campus accreditation assessment and outcomes implementation team. Our work resulted in an accreditation commendation for outcomes assessment.
- Developed close relations with local labor and industry organizations, resulting in revising apprenticeship training agreements and curriculum based on industry needs, which in turn led to excellent business and industry relations and partnerships resulting in numerous corporate gifts and donations.
- Developed high school contract training for technical programs utilizing a "running start" model, thus allowing college credits to be used towards high school completion.

- Revised Tech-Prep agreement with area schools facilitating easier transfer and entry into college, resulting in stronger "2+2" tech prep connections, which lead to higher numbers of students transitioning from high school to college.

Rockland Community College
Director of Chrysler Apprenticeship Program,
Department/Program Coordinator
Full Time Tenured Faculty (Assistant Professor) **1994 - 1999**

As a full time faculty member in the automotive technology program and head of the department I managed and instructed in an automotive program with three nationally accredited/certified automotive program options, while maintaining a tenured faculty position. Responsible for budget, staffing, curriculum development, delivering classroom instruction, developing industry partnerships, soliciting corporate donations, student advisement, job placement, staff development and clerical staff direction. Implemented new and innovative recruiting and marketing strategies resulting in 80% enrollment growth.

Accomplishments:

- Developed partnerships with admissions department and area high schools resulting in increased enrollment by as much as 30% per semester, totaling 80% growth in four years.
- Fostered excellent business and industry relations and partnerships resulting in corporate donations in excess of $450,000.
- Increased student job placement rate by 50% through active local business partnerships and out reach.
- Increased diversity in student population through multicultural recruiting.
- Updated curriculum and created new curriculum resulting in state certificates for students. Achieved national accreditation / certifications for the automotive programs through NATEF.
- Developed policy and procedures manual for department. Instituted evaluation and mentoring process resulting in additional faculty certifications and improved student satisfaction.

TEACHING EXPERIENCE

Full Time Faculty
Chester County IU Technical College High School — Currently
Faculty member teaching Engine Technology

Full Time Tenured Faculty (Assistant Professor)
Rockland Community College, Suffern NY — 1994 - 1999
Full time faculty member in the automotive technology department

Part Time Faculty — 2004 - 2006
DeVry University and DeVry's Keller Graduate School of Management
Portland Oregon
Part time instructor, courses taught in a distance-learning and hybrid format, included Graduate level Leadership and Organizational Behavior and Undergraduate Marketing.

Part Time Sailing Instructor
BaySail, Havre De Grace MD — Currently
J World Annapolis, Annapolis MD — 2007 - 2008
Windworks Sailing Center, Seattle WA — 2000 - 2007

ACCREDITATION AND COMPLIANCE EXPERIENCE

Middle States Commission on Higher Education 2007 - 2010
Evaluation team member for full-scale visit. Team member for focused follow up visit.

Northwest Commission on Colleges and Universities 2001 - 2006
Evaluation team member for full-scale visits for both two and four year institutions.

National Automotive Technicians Education Foundation 1998 - present
Evaluation Team Leader on numerous secondary and post-secondary specialized program certification evaluations visits, for both initial certification and re-certification

Participant as both faculty and administrator for self-study process, 1994 - 2011
accreditation visits, reports, compliance review and follow up reports at numerous institutions.

Compliance 1994 - 2011
Extensive experience in ensuring curriculum, program, and institutional compliance with state, federal and specialized program regulations/certifications across a wide range of programming including academic, technical, workforce and allied health programs.

AWARDS

"*Outstanding Automotive Educator, 1997*" Greater New York Automotive Dealers Association
Certificate of Recognition - Scholastic Excellence 1998, Rockland Community College
Certificate of Recognition - Scholarly Publications 1997, Rockland Community College

LICENSES AND CERTIFICATIONS

United States Coast Guard Merchant Marine Officer **Masters license**
Commercial Drivers License **(CDL)**
Automotive Service Excellence **(ASE)** *Certification in Automotive and Truck*
National Automotive Technicians Education Foundation **(NATEF)** *Evaluation Team Leader*
US Sailing Certified instructor for Basic Keel Boat, Basic Cruising and Bareboat Cruising

GRANTS /CONTRACTS /DONATIONS

Throughout my career I have been very effective in soliciting, received, managed and developed close to $2,500,000 in foundation donations, scholarship funds, industry matching (funds and equipment), equipment donations, grants and training contracts including:

Foundation Scholarship experience: On behalf of the college foundation, solicited and received significant six figure scholarship donations. Implemented a foundation based scholarship utilizing vending machine commission.
Donations: Developed relations with corporations resulting in over $1,000,000 in corporate donations, equipment and scholarship funds.
National Science Foundation Grant: Managed $500,000 grant for infusing math/science into the curriculum.
State of Oregon Work Force Development Grant: Developed and co-wrote $240,000 grant to train incumbent workforce in partnership with local heavy industrial manufacturer.
Tech Prep Consortium Grant work: Member of Tech Prep consortium that secured a $250,000 seed money grant for transportation skill standards and transportation academy.
Writing in the Technologies Grant: Partner in Writing in the Technologies grant project.

Welding Contract Training: Developed, marketed and implemented credit based contract training for welfare to work program partnering with community based organizations. **Automotive Contract Training:** Developed and implemented contract based training partnership between high school district and community college. Program allowed students to earn high school and college credit.
Commercial Truck Driving Contract Training: Developed and implemented contract based training for the Pacific Maritime Association.
Displaced worker contract training: Partnered with state workforce training center to develop and offer numerous credit can non-credit based worker re-training programs.

LEADERSHIP TRAINING, PROFESSIONAL DEVELOPMENT AND SEMINARS

Executive Leadership Institute, League for Innovation in the Community College
Future Leaders Institute, American Association of Community Colleges
Media Relations Training
Leadership Lancaster
Civil Treatment, *Fair Employment Rights and Responsibilities*
Creating the New American Intercultural Campus: The Leadership Role
Community College Leadership Program
Ethics and the Law Seminar
Legal Issues in Higher Education
Employment Law Issues

PROFESSIONAL LEADERSHIP

- Middle States Commission on Higher Education (team member for accreditation visits)
- Northwest Commission for Colleges and Universities (team member for accreditation visits)
- Evaluation Team Leader (ETL) for the National Automotive Technicians Education Foundation
- Member of Washington State Comm. Coll. Technical Deans Council
- College representative on Regional Tech Prep consortium
- College Representative on Regional Manufacturing consortium
- College Representative on Regional Transportation Skills Standards consortium
- Congressional Educational Advisory Committee 20th District New York

SERVICE TO COMMUNITY

- Education Committee, Harrisburg Regional Chamber
- Governmental Relations Committee, Harrisburg Regional Chamber
- Education Committee, West Shore Chamber
- College representative to San Diego and Imperial County Community Colleges Association
- Board of Directors Cuyamaca College Foundation
- Lancaster County Workforce Investment Board, Youth Council Committee
- United Way of Lancaster County, Community Assessment Committee
- Board of Directors, Leadership Lancaster
- School Board (Board Vice President), La Academia Charter School
- Board of Directors, North Museum
- Board Member, Lancaster County Economic Development Finance Corporation

- Board of Directors Lancaster County Higher Education Work Group
- Lancaster County Center of Excellence in Production Agriculture advisory council
- Member NAACP, Lancaster Chapter
- Rotary, Lancaster Chapter
- Advisory board member, Bergen County Vocational High School, Hackensack, NJ.
- Advisory board member, Thomas Edison High School, Queens, NY.

PROFESSIONAL SERVICE

- Member, Chancellors Cabinet
- Member, Presidents Cabinet
- Member, Lancaster Campus Community Relations Committee
- Member, Lancaster Campus Advisory Committee
- Campus, representative to College Board of Trustees meetings
- Member, College Major Gifts Campaign steering committee
- Member, Classified contract negotiation team
- Member, Faculty contract negotiation team sub committee on assessment
- Member, confidential and management compensation committee
- Member, College Internal Diversity Committee
- Chair, Diversity Faculty Hire committee
- Co-Chair, Computer Technology leaders committee
- Member, District strategic planning council
- Co-Chair, college accreditation self study sub committee
- Member, Classified collective bargaining advisory team
- Member, district wide assessment committee
- Member, district wide strategic planning committee
- Member, district wide faculty professional leave / Sabbatical committee
- Member, Curriculum and Instruction Committee
- Member, Retention, Tenure and Promotion Committee
- Co-Chair, Faculty Senate General Education Committee
- Member, Enrollment, Retention and Recruitment Task Force
- Founding member, Internet WEB page Committee
- Founding member, Academic Computer Committee
- Faculty Senate Representative
- Member, Presidential Task Force on General Education
- Member, Marketing Committee

BUSINESS AND INDUSTRY EXPERIENCE

YTI Career Institute
Campus President, Capital Region Campus **2011**
Responsibilities:
As campus president I was the senior executive for the campus with direct oversight and management of the six key areas on campus: Admissions, Accounting, Financial Aid, Education, Career Services, and Human Resources. The campus was primarily a Health Care and Computer career focused campus. In my role I was responsible for all fiscal matters including developing the FY 12 budget and enrollment model as well as providing detailed analysis of monthly revenue and expenditures. I was also responsible for building and maintaining relationships with external

constituencies including fostering and developing partnerships focused on career placements and externship opportunities. In this role I also identified and implemented school based strategies to support student outcomes and stimulate growth while maintaining compliance with state, federal and accreditations requirements. This included representing the school in matters pertaining to State Licensure, Accreditation, and with the U.S. Department of Education. Part of my leadership role was to foster and ensure an environment of outstanding customer service for all staff, students and business partners. This included identifying and resolving student, staff, or procedural problems and issues, writing school policy and receiving required or requested feedback as well as disseminating new or revised policy information. Another part of my role was hiring, developing and retaining employees to support students and the mission of the school through a supportive, participative management style. The programs at this campus were: Respiratory Therapy, Dental Assisting, Medical Assistant, Medical Billing & Coding, Computers & Networking, Pharmacy Technician and Massage Therapy. *(Due to economic constraints at the corporate level I was laid off during an economic restructuring)*

Accomplishments:

- Streamlined staffing in alignment with fiscal needs
- Developed FY 12 budget and enrollment forces/model
- Utilized coalition building and effective leadership to increase employee moral

Echlin, Inc., Automotive Controls Corporation
Technical Services Manager **1992 - 1994**
Managed, developed and conducted advanced training seminars. Provided in-depth technical assistance to customers and sales dept. Prepared technical reports on diagnostic procedures. Responsible for preparing budgets and other reports as necessary.

Echlin, Inc., Automotive Controls Corporation
Technical Training Specialist **1992 - 1994**
Developed and conducted training seminars on computerized automotive electronic engine and driveline control systems. Designed sales/marketing program to introduce new products.

1989 – 1990 Returned to college as a non-traditional student to complete my bachelors degree.
1982 – 1989 Working in various technical and management roles within the transportation industry.

CONSULTING EXPERIENCE

APEX Technical School 1996 - 1998
Hired to coordinate curricular restructuring of post-secondary school leading toward national certification and the implementation of collegiate standards.

Wyeth Ayerst, Pharmaceuticals Division 1998
Hired to evaluate fleet of vehicles for six-year replacement plan. Developed replacement plan, conducted replacement cost analysis and projection.

ATTACHMENT G4

Institutional Accreditation Advisory Group
May 1, 2014
Agenda

1. Welcome
2. Review Preliminary Draft Report for Greater Johnstown CTC and Clearfield CTC
3. Re-Accreditations for 2014-2015
    A. Lehigh CTC
    B. York County School of Technology
4. Accreditations for 2014-2015
    A. Huntingdon CTC
    B. Reading Muhlenberg CTC
5. Complaints
6. New Annual Report
7. Open Discussion
8. Dates for upcoming meetings
9. Adjourn

MINUTES
INSTITUTIONAL ACCREDITATION ADVISORY GROUP

333 Market Street / 11th Floor
Harrisburg, PA 17126

May 1, 2014

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

Attending:

Beth Marshall	Lee Burket	Tamalee Brassington	Stuart Savin
David Garnes	Andrew Laub	Hilary Thomas	Jackie Cullen
Patricia Bicanich	Todd Taylor		

Absent but Responded via Email:

David Garnes Marlin Wagner

Absent:

Hope Harrison

BUREAU OF CAREER AND TECHNICAL EDUCATION

Beth Marshall presented to the committee the Preliminary Draft Report for Clearfield County Career and Technology Center in response to their request for continued Pennsylvania Public Postsecondary Vocational Education Accreditation. Beth stated that there were corrective action items within the original Preliminary Draft Report of which Clearfield responded to within the 30 day time frame. The original teams reviewed the responses and adjusted the scoring if needed. Patricia stated some concern over the center using survey money as their means for getting feedback from students and staff. She believes that survey money collects IP addresses and therefore the response would not really be anonymous. Stuart responded with Todd confirming that most schools utilize survey monkey as their assessment tool and that they have gotten better results than with the traditional paper and pencil method. Since there were corrective action items, Todd stated that through the Annual Reports, BCTE monitors those sections to ensure that the center complies with the guidelines.

Beth presented to the committee the Preliminary Draft Report for Greater Johnstown Career and Technology Center in response to their request for continued Pennsylvania Public Postsecondary Vocational Education Accreditation. There were no comments regarding the report.

COMPLAINTS

There were no complaints brought forth to neither BCTE nor the PA State Board for Vocational Education regarding PPPVE Accreditation.

ANNUAL REPORT

The Annual Report was revised last year and agreed upon by the committee. At that time the committee recommended waiting until the 13-14 reporting year before implementing the new format to give the centers enough time to make the change. Repot with the new format are due August 31, 2014.

ACTION ITEMS

A motion to make a recommendation status of Accreditation for Clearfield County Career and Technology Center to the Pennsylvania State Board for Vocational Education was made by Todd Taylor and seconded by Patricia Bicanich.

VOTE: All present were in favor as indicated by unanimous voice vote. All absent but responded via email were in favor as indicated by unanimous email vote.

A motion to make a recommendation status of Accreditation for Greater Johnstown Career and Technology Center to the Pennsylvania State Board for Vocational Education was made by Stewart Savin and seconded by Todd Taylor.

VOTE: All present were in favor as indicated by unanimous voice vote. All absent but responded via email were in favor as indicated by unanimous email vote.

UP COMING REVIEWS

Re-Accreditations 2014-2015– Lehigh Career and Technical Institute

York County School of Technology

Accreditation Site Reviews 2014-2015 – Reading Muhlenberg CTC

Huntingdon County CTC

FUTURE MEETINGS

Next meeting will be scheduled for February 2015

ADJOURNMENT

There being no further items of business the meeting was adjourned at 11:30 a.m.

ATTACHMENT H1

Regulations Regarding the Pennsylvania State Board for Vocation Education

24 P.S. § 18-1801- Definitions

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

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

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

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

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

24 P.S. § 26-2602-B - Membership

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

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

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

(c) An appointed member who fails to attend three (3) consecutive board meetings shall forfeit his or her membership on the board, unless the board chairman, upon written request from the member, determines that the member should be excused from a meeting or meetings for reasons of illness or the death of an immediate family member. (d)(1) The Governor shall designate, to serve at his pleasure, a member as chairman of the board. (2) The chairman of the board, or a member of the board designated by the chairman, shall be an ex officio member of the Professional Standards and Practices Commission, without voting privileges.

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

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

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

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

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

ATTACHMENT H2

State Board Member Bios

APPOINTED MEMBERS
(appointed by Governor & confirmed by Senate; 6-year terms)

James Agras
- Council of Higher Education
- Chair, Vocational-Technical Education Committee
- CEO, Triangle Tech Group
- Member of the State Board since June 1996 *(current term ended October 1, 2014)*

Honorable Carol Aichele
- Council of Basic Education
- Secretary of the Commonwealth
- Served on the Chester County Board of Commissioners; Past Chair, Council of Trustees, West Chester University; Former member, Board of Directors, Delaware Valley Friends School; School Director/Board President, Tredyffrin-Easttown School District; former elementary and middle school math and science teacher
- Member of the State Board since October 2013 *(term ends October 1, 2018)*

Dr. Jay Badams
- Council of Basic Education
- Superintendent, Erie School District
- Former Superintendent, Wattsburg Area SD (Sept. 2007–Jan. 2009); previously spent 15 years with the Erie School District serving in the following capacities: special education teacher, assessment specialist, associate dean of Collegiate Academy, curriculum coordinator at both elementary and secondary levels, and director of high schools; prior to entering education, served in U.S. Army's 82nd Airborne Division and as an Account Manager with Eastman Kodak Company
- Member of the State Board since March 2014 *(term ends October 1, 2019)*

Dr. James Barker
- Chairman, Council of Basic Education
- Executive Director, Pennsylvania Digital Learning Network; Former Superintendent, Erie School District (1993-2010)
- Member of the State Board since October 1999 *(term ends October 1, 2018)*

Sandra Dungee Glenn
- Council of Higher Education
- Chair, Teacher and School Leader Effectiveness Committee
- Interim CEO, Harambee Institute for Science and Technology Charter School
- Former Senior Policy Advisor, Sen. Vincent Hughes; Past President & CEO, American Cities Foundation; Former Member, School Reform Commission, Philadelphia School District (2002-2007); Former Chief of Staff, Congressman Chaka Fattah (1991-1994)
- Member of the State Board since June 2009 *(term ends October 1, 2015)*

James Grandon, Jr.
- Chairman, Council of Higher Education
- Former owner & President, Jack Gaughan Realtors Council of Higher Education
- Chairman, Board of Directors, Harrisburg Area Community College Foundation
- Member of the State Board since October 2012 *(term ends October 1, 2016)*

Kirk Hallett
- Council of Basic Education
- Chairman, Ad Hoc Committee on Private School Accreditation

- Founder and Director, The Joshua Group (mentoring and support program for at-risk youth in Harrisburg)
- Member of the State Board since October 2010 *(term ends October 1, 2016)*

Honorable Maureen Lally-Green

- Council of Basic Education
- Chair, Committee on Financial Recovery (Chapter 18)
- Director, Office for Church Relations, Catholic Diocese of Pittsburgh; Adjunct Professor of Law, Duquesne University School of Law
- Former Pennsylvania Superior Court Judge
- Member of the State Board since February 2012 *(term ends October 1, 2017)*

Dr. Francis Michelini

- Council of Higher Education (former Council Chairman)
- Retired
- Former President, teacher & researcher at Wilkes College; former member, Governor's Science Advisory Committee
- Member of the State Board since June 1995 *(current term ended October 1, 2012)*

Jonathan Peri

- Council of Higher Education
- Chairman, School and University Safety Committee
- Member, Charter School Appeal Board & Member, Tuition Account Program Advisory Board
- Vice President and General Counsel, Neumann University
- Former Special Prosecutor, Delaware County District Attorney's Office
- Currently pursuing PhD in organizational leadership with education concentration
- Member of the State Board since October 2010 *(term ends October 1, 2016)*

Mollie O'Connell Phillips

- Council of Basic Education
- Retired
- Former middle school guidance counselor (1986-25) and teacher (1971-86) in Wyoming Valley West SD; Co-Leader/School Coordinator, Penn State Cooperative Extension PROSPER Grant at Wyoming Valley West Middle School; Adjunct Professor, Kings College ('08-'09); Executive Board Member, Luzerne County Academic Assessment Tracking System ('00-'08)
- Member of the State Board since December 1997 *(terms ends October 1, 2015)*

Dr. Colleen Sheehan

- Council of Basic Education
- Professor, Department of Political Science, Villanova University & Director, The Matthew J. Ryan Center for the Study of Free Institutions and the Public Good, Villanova University
- Former State Representative (R-149-Montgomery County) (1995-96)
- Member of the State Board since October 2013 *(terms ends October 1, 2019)*

Craig Snider

- Council of Higher Education
- Executive Director, The Snider Foundation
- Former senior management professional in sports, entertainment and real estate industries
- Member, Public Affairs Council, Union League of Philadelphia; Board Member, Hillel of Greater Philadelphia; Board Member, David Horowitz Freedom Center; Board Member, Middle East Forum; Board Member, The Ed Snider Youth Hockey Foundation
- Member of the State Board since November 2011 *(terms ends October 1, 2019)*

Karen Farmer White

- Council of Basic Education
- Chair, Student Health and Wellness Committee
- Education Consultant
- Former Managing Director of Public Finance, Mesirow Financial; Former Vice President of Education at WQED Multimedia; Former Executive Director, Program to Aid Citizen Enterprise (PACE); held administrative and faculty positions at Community College of Allegheny County
- Board of Trustees, Seton Hill University; Board of Trustees, Point Park University
- Member of the State Board since May 2004 *(term ends October 1, 2015)*

Dr. A. Lee Williams

- Council of Higher Education
- Chair, Academic Standards/Chapter 4 Committee
- Chairperson, Department of Elementary/Early Childhood Education, Slippery Rock University
- Former teacher (secondary English & Reading Specialist); had been active in National Council of Teachers of English and International Reading Association
- Member of the State Board since April 2008 *(current term ended October 1, 2014)*

Larry Wittig

- Chairman, State Board of Education
- President, Board of Directors, Tamaqua Area School District School (since 1995)
- Senior Partner, Wittig CPAs; President, Tamaqua Transfer & Recycling Inc.; President, Environment Awareness Corp. Inc.
- Board of Trustees, Philadelphia University
- Member of the State Board since June 2001 *(term ends October 1, 2017)*

LEGISLATIVE MEMBERS

(serve as voting members as long as they hold the role of Chairman or Minority Chairman of the House or Senate Education Committee, or are designated by the Committee Chair)

Sen. Mike Folmer
Sen. Andrew Dinniman
Rep. Paul Clymer
Rep. James Roebuck

STUDENT MEMBERS

(2 high school and 2 postsecondary students serve two-year terms as non-voting advisory members; supported by private grant funds)

Bruce Grover

- Senior Student Member, Council of Higher Education (selected to represent PASSHE sector)
- Attends California University of Pennsylvania
- Two-year term as student member ends May 2015

Teresa Lebo

- Junior Student Member, Council of Higher Education (selected to represent propriety sector)
- Attends Central Penn College
- Two-year term as student member ends May 2016

Donald LeCompte

- Junior Student Member, Council of Basic Education
- Attends East Stroudsburg North High School
- Two-year term as student member ends May 2016

State Board Member Bios

Justin Reynolds

- Senior Student Member, Council of Basic Education
- Attends Pennridge High School
- Two-year term as a student member ends May 2015

EX-OFFICIO MEMBER

(serves as a non-voting advisory member per role as Chair of the PSPC, or designee of the PSPC Chair)

Gilbert Griffiths, Chairman, Professional Standards and Practices Commission

ATTACHMENT H3

MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION

333 Market Street | 1st Floor
Harrisburg, PA 17126

September 11, 2014

The meeting was called to order at 8:35 a.m. by Council of Basic Education Chairman James Barker.

Attending:

James Agras
Carol Aichele
Jay Badams
James Barker
Wendy Beetlestone
Sandra Dungee Glenn *(via phone)*
James Grandon
Kirk Hallett
Donald LeCompte
Jonathan Peri
Mollie Phillips *(via phone)*
Justin Reynolds
Colleen Sheehan *(via phone)*
Craig Snider
Karen Farmer White
A. Lee Williams

The minutes of the July 10, 2014 meeting of the State Board for Vocational Education were approved on a **Grandon/Williams** motion.

COMMITTEE REPORT
VOCATIONAL-TECHNICAL EDUCATION COMMITTEE

James Agras, Committee Chairman, provided an update on activity from the September 10, 2014, meeting of the Vocational-Technical Education Committee. Mr. Agras reported that the Committee acted to approve accreditation applications from Greater Johnstown Career and Technology Center and Clearfield County Career and Technology Center and recommends approval of the applications by the full Board. He noted that the Department also made a positive recommendation of each application for re-accreditation.

Mr. Agras said the Committee also approved the Connellsville Area School District's petition for recognition as a single district Career and Technology Center and that the Committee recommends positive action on it by the full Board. He said the petition is being presented to close the loop on the transition of CTE service delivery that occurred in 2001 when the North Fayette Area Vocational Technical School was dissolved. At that time, appropriate steps were not taken to consider Connellsville for approval as a single district provider of CTE programs for its students.

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

Dr. Lee Burket, Director, highlighted the following items from the written report prepared by the Bureau of Career and Technical Education (BCTE):

Perkins IV

Perkins IV Local Plan applications for 2014-15 continue to require program offerings aligned to industry standards and also must address state developed Programs of Study (POS) aligned with state High Priority Occupations (HPO). All POS must include a statewide articulation agreement signed by the Department and postsecondary Perkins recipients. Local Plans for 2014-15 were due by August 31, 2014. All 2014-15 Perkins recipients must file an action plan based on a "root cause analysis" for each performance indicator the recipient did not meet and all applications must document an approvable POS for which each postsecondary recipient partner has signed the Perkins statewide articulation agreement(s).

Program Approval

The Program Standards and Quality Assurance Division will visit 44 schools with approved programs to complete an approved evaluation of each program. Each visit is conducted by a team of volunteers from other schools, supervised by Bureau staff program specialists. Volunteers review each approved career and technical education program at the school to ensure each program is meeting levels of performance on each performance indicator and is complying with applicable regulations.

There were 72 requests for new career and technical education programs submitted for approval for the 2014-15 school year. Department staff are reviewing the requests and schools will be notified if their programs are approved.

Career Counseling

BCTE continues to provide training sessions to educate school counselors and administrators on five goals of career counseling: 1) demonstrate the rationale and power of effectively using counselors in the central mission of each school by building relationships with all students over time; 2) provide an overview and application of the tools and resources available in the Pennsylvania Guide to the American School Counselor Association Model; 3) work in groups with all three levels of school counselors to begin the development of their K-12 guidance plan; 4) develop business/community and postsecondary stakeholder relationships that will enhance K-12 career development that will include development of resources and experiences for all students; and, 5) begin integration of the Career Education and Work academic standards throughout the K-12 system. Thus far, 18 out of 29 Intermediate Units, 113 school districts and 21 career and technical centers have been involved in the trainings and have either initiated or completed a K-12 career counseling program.

PUBLIC COMMENT

Jackie Cullen, Executive Director of the Pennsylvania Association of Career and Technical Administrators, commended the Board and the Department on its accreditation process. Ms. Cullen also commended Dr. Burket for her work in making Pennsylvania the first state in the country to have statewide articulation agreements under Perkins IV.

ACTION ITEMS

RE-ACCREDITATION OF CLEARFIELD COUNTY CAREER AND TECHNOLOGY CENTER

A motion to approve re-accreditation of Clearfield County Career and Technology Center's postsecondary programs for a five-year period was made by James Agras and seconded by James Grandon.

VOTE: All were in favor as indicated by unanimous vote.

RE-ACCREDITATION OF GREATER JOHNSTOWN CAREER AND TECHNOLOGY CENTER

A motion to approve re-accreditation of Greater Johnstown Career and Technology Center's postsecondary programs was made by James Agras and seconded by Mollie Phillips.

VOTE: All were in favor as indicated by unanimous vote.

PETITION OF THE CONNELLSVILLE AREA SCHOOL DISTRICT SEEKING STATUS AS A SINGLE DISTRICT CAREER AND TECHNOLOGY CENTER

A motion to approve the petition of the Connellsville Area School District seeking status as a single district career and technology center was made by James Agras and seconded by Craig Snider.

VOTE: All were in favor as indicated by unanimous vote.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 8:50 a.m. on a **Williams/Snider** motion.

Stephanie Jones

Stephanie Jones
Administrative Assistant

ATTACHMENT I1

See Attachment B1 – Chapter 9 & 10

ATTACHMENT I2

COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

September 12, 2014

Mrs. Carol Kakabar
Chief School Administrator
Greater Johnstown Career and Technology Center
445 Schoolhouse Road
Johnstown, PA 15904

Dear Mrs. Kakabar:

I am pleased to inform you that the State Board for Vocational Education on September 11, 2014 renewed the accreditation of Greater Johnstown Career and Technology Center for a five-year period, ending September 11, 2019. The Board's unanimous approval followed recommendations by the Department of Education and the Board's Standing Committee on Vocational-Technical Education.

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

Sincerely,

Karen Molchanow

Karen Molchanow
Executive Director

cc: Gregory Dunlap
Office of General Counsel

Larry Wittig
State Board of Education

Rita Perez
Acting Deputy Secretary, Elementary and Secondary Education

Dr. Lee Burket
Director, Bureau of Career and Technical Education

333 Market Street, 1st Floor | Harrisburg, PA 17126-0333 | 717.787.3787 | Fax 717.787.7306 | EMAIL: ra-stateboardofed@state.pa.us

COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

MAY 16 2014

May 15, 2014

Ms. Carol Fry
Director, Indiana County Technology Center
441 Hamill Road
Indiana, PA 15701

Dear Ms. Fry:

I am pleased to inform you that the State Board for Vocational Education on May 15, 2014 renewed the accreditation of Indiana County Technology Center for a five-year period, ending May 15, 2019. The Board's unanimous approval followed recommendations by the Department of Education and the Board's Standing Committee on Vocational-Technical Education.

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

Sincerely,

Karen Molchanow
Executive Director

cc: Gregory Dunlap
Office of General Counsel

Larry Wittig
State Board of Education

Rita Perez
Acting Deputy Secretary, Elementary and Secondary Education

Dr. Lee Burket
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ATTACHMENT J1

See Attachment B1 – Chapter 6, 7, 16 & 17

ATTACHMENT J2

Accreditation Self-Study – Evaluator Review

Name of Institution: Greater Johnstown Career & Technology Center

Category A – Organizational Leadership:

The Standard…
The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

No.	Quality Initiatives
a.	**Provides direction to the overall organization:**
1.	Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution) The Administrative team of the Greater Johnstown Career and Technology Center (GJCTC) develops and disseminates the values, direction and performance expectations for Adult Education students and staff through written policies and verbal and written communications. Administrative staff serves as an example for students and instructors by displaying the values and behaviors consistent with the philosophy of the school. Policies and guidelines for instructors that reflect the organizational philosophy are in the Adult Education Instructor Handbook and the Practical Nursing Faculty Handbook. Student handbooks are given to each student and are reviewed at an orientation session to ensure that students are apprised of school policies. All handbooks are reviewed annually and approved by the Joint Operating Committee (JOC). Communication is achieved through formal meetings and informal weekly discussions with program supervisors and course instructors. Information is presented and program progression and student performance is discussed. Each member of the administrative staff has a one-to-one meeting with the Administrative Director weekly, and administrative team meetings are held monthly. The Supervisor of Adult Education regularly visits program areas to meet with students and instructors. She also holds meetings at the beginning of each school year and throughout the year with instructors. The Practical Nursing Faculty Organization, which includes student representatives, meets formally regarding student and faculty performance. JOC meetings are held monthly. The Supervisor of Adult Education attends every meeting to obtain up-to-date information and give monthly reports on Adult Education matters to the JOC. Information on JOC meetings is distributed in monthly JOC Highlights sent via email to all GJCTC staff members. 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. The GJCTC Organizational Chart clearly defines the relationship of Adult Education to the overall organization of the school. The administrative team members that are responsible for the adult education programs are: John S. Augustine II Administrative Director Tricia Rummel Supervisor of Adult Education Tricia Monahan Practical Nursing Coordinator Exhibits: Articles of Agreement Administrative Team Meeting Agenda Adult Education Exit Interview Form Beginning of School Instructor Meeting Letter Instructor Meeting Sign-In Sheet JOC Highlights and Attached Adult Education Monthly Newsletter GJCTC Organizational Chart Exhibits at Site Visit: Adult Education Instructor Handbook Practical Nursing Faculty Handbook Administrative Team Member list Cambria County Business and Education Consortia Meeting Minutes Cambria/Somerset County Manufacturing Consortia Meeting Minutes Adult Education PACTA Meeting Minutes Adult Education Monthly Reports **Comments:**
2.	What is the organization's official vision and mission that clearly reflects its overall purpose of existence and implies/includes PPVE in its scope? The mission statement of the GJCTC is "Ensure student achievement in career and technical education." The vision statement is "Be a model for Career Pathways and Business Education Partnerships." Both of these statements clearly reflect the purpose and mission of the school and direct the overall operations of the secondary and postsecondary programs. The mission and vision of GJCTC address vocational instruction and community involvement for all school programs and includes the scope of PPVE. Exhibit: Mission Statement/Vision Statement from GJCTC Adult Education Program Catalog Exhibit at Site Visit: Mission Statement/Vision Statement from GJCTC Website **Comments:** -Why was the mission statement developed? -How often is it revisited?

3.	Is the overall vision/mission and PPVE services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students? The mission and vision statements are communicated to stakeholders via program catalogs and brochures, faculty and student handbooks, discussion at occupational advisory committee meetings, open houses, and advertisements. The school website (gjctc.org) includes the mission statement for stakeholders to review. The mission and vision statements are included in PowerPoint presentations used in recruitment at open houses, career fairs, and the annual Showcase for Commerce. Mission and vision statements are reviewed at faculty meetings during the school year. The mission of the school is communicated to prospective students via conversations, interviews and program orientation sessions. The statements are also covered in orientation sessions with admitted students at the beginning of each program. The adult education department works closely with the CareerLink and the mission and vision of the GJCTC is familiar to that agency. The mission and vision statements are displayed in the Adult Education office and other locations in the building. Exhibits: Mission Statement/Vision Statement from GJCTC Website Exhibit at Site Visit: Adult Education Program Catalog Adult Education Student Handbook Practical Nursing Program Student Handbook **Comments:** -Good communication strategies.
b.	**Establishes the future direction for PPVE and implements the plan:**
1.	Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information? Programs offered at GJCTC are geared to meet the needs of the community surrounding Johnstown and the satellite campuses. Input from the community is obtained through a Local Advisory Committee (LAC) which meets annually. At these meetings, business leaders, community agencies, and school representatives meet to discuss program offerings, community needs, employment trends, and educational practices. Additionally, each program area has an occupational advisory committee (OAC) that is comprised of members specific to that occupational area. The OACs meet two times per year and discuss educational and employment issues related to their respective programs. The Adult Education Career Counselor is a member of the Business and Education Consortium for Cambria County. This consortium is comprised of representatives from area businesses and schools who meet to discuss community needs, foster relationships, and encourage a collaborative approach to meeting employment and education needs. The Supervisor of Adult Education is an active member of the Cambria/Somerset Counties Manufacturing Consortium and the Cambria/Somerset Counties Safety Consortium. The consortia are directed by the Johnstown Area Regional Industries (JARI), the area economic development agency, and comprised of local manufacturing companies. This group meets bi-monthly to discuss topics related to manufacturing, employment needs, training needs, etc.

	The Practical Nursing Coordinator is a member of the Cambria/Somerset Counties Healthcare Consortium, also directed by JARI. This group meets regularly to discuss topics related to the needs of local healthcare agencies. All of the programs at GJCTC that prepare students for high priority occupations are registered on the Commonwealth Workforce Development System (CWDS) and are eligible for funding through the Workforce Investment Act and Trade Adjustment Act. These same programs are on the most current High Priority Occupations List developed by the Department of Labor. Annually, these programs must be registered and meet or exceed the thresholds set for completion and job placement rates to be re-approved for funding. New program offerings are developed after a need from the community has been established and meetings are held to determine the feasibility of implementing a new program. For example, in 2008, representatives from JARI approached GJCTC about offering machinist training for local businesses. A needs assessment was completed and meetings were held to determine the need in the area and what was needed in terms of equipment, supplies, etc. Classes started operating in GJCTC's machine shop in February 2009. Exhibits: Local Occupational Advisory Committee Member List and Agenda Business and Education Consortia Meeting Minutes CWDS Approved Program List Employer Support Letter-Machinist Training Program Exhibits at Site Visit: High Priority Occupation List Needs Assessment Materials for Machinist Program Cambria/Somerset County Manufacturing Consortia Meeting Minutes Cambria/Somerset County Healthcare Consortia Meeting Minutes **Comments:** -Have there been other programs started from the machinist initiative? -LAC seems limited
2.	Does your strategic plan establish goals and objectives that include strategies for PPVE, are they timely and futuristic in scope? The goals and objectives in the Strategic Plan identify competencies for all vocational students. Adult Education is included in the scope of the Strategic Plan. Exhibits at Site Visit: Strategic Plan **Comments:** -Need to review strategic plan on site
3.	What are your PPVE key strategic objectives, action plans, and timetables for accomplishing them? GJCTC's goal is to continue to provide adult education students with Title IV funding. This goal is made possible through the school's full accreditation for public postsecondary vocational

	education (PPVE) under the authority of the Pennsylvania State Board for Vocational Education (PSBVE). GJCTC was initially accredited in 2008. Prior to accreditation through PPVE, GJCTC was accredited through the Council on Occupational Education (COE). The goals and objectives in the Strategic Plan identify competencies for all vocational students. Adult Education is included in the scope of the Strategic Plan. Exhibits: PPVE Approval Letter (May 30, 2008) Copy of *Certificate of Accreditation* Exhibits at Site Visit: Strategic Plan **Comments:** -Need to review strategic plan on site
4.	What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution? Successful completion of the student performance and overall program success is tracked and evaluated using many different methods. Completion of theory components of the adult education programs are maintained through written and computerized grade records. Students are informed of theory progress at regular intervals during the programs. Laboratory activities are observed and graded by the program instructor. Competence based student performance evaluations are used to record student progress in the program areas for industry training and in the clinical settings for practical nursing. For example, in the mobile equipment operations program, student competency is evaluated after training is completed on each piece of equipment. Students in the Practical Nursing Program receive formative and summative clinical evaluation during and after completion of each level in the program. Verbal feedback is given to students by the clinical instructors on an ongoing basis. Many programs at GJCTC have been using the National Center for Construction and Education Research (NCCER) curriculum. This curriculum includes both a core curriculum and a program-specific curriculum and provides a nationally recognized industry credential to all students who successfully complete each module. Students in the Municipal Police Academy must successfully pass regular examinations written by the Municipal Police Officers Education and Training Commission as a MPOETC requirement. All Adult Education Students are provided with either a trimester or semester based grade report during the school year. Other performance indicators are completion and graduation rates, placement statistics, and licensure rates as applicable for all adult programs. These statistics are collected, compiled and recorded by the Adult Education Career Counselor.

	All programs at GJCTC provide students the opportunity to attain a National Skill Standard and Credential. All students in the Mobile Equipment Operations program are provided the opportunity to test for their Class A CDL license. Students, with few exceptions, are successful in obtaining CDL licensure. Graduates of the Practical Nursing Program are qualified to take the NCLEX-PN licensure examination. The current pass rate for the Practical Nursing Program as listed on the Pennsylvania State Board of Nursing website is 89.33%. Students in the Welding & Metal Fabrication Program are qualified to test for multiple American Welding Society (AWS) certifications. Students in the Heating and Air Conditioning Program are eligible to take the EPA certification test. The Machinist Technology Program is approved to offer the NIMS certification exams. Exhibits: Mobile Equipment Operations Program Performance Evaluations Practical Nursing Program Clinical Evaluation - Level I List of National Skill Standards for Each Program Area Student Completion Rates Exhibits at Site Visit: NIMS On-Site Evaluation Agenda Student Follow up phone log List of Students who Received a National Skill Standard **Comments:** -Plans for additional certifications? -What is the grad reporting system? -AYES/NATEF – Auto Repair? -Construction – PBA? -Program enrollment for 2011-12 and 2012-13?
c.	**Reviews the organization's performance:**
1.	Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities? Every fiscal year, a budget for each of the adult education programs is developed by the Supervisor of Adult Education, Practical Nursing Coordinator and the Director of the Policy Academy in correlation to the instructional/supportive and administrative needs of the 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. Exhibits: Workforce Development/Adult Education Budget 2012-2013 Fiscal Year Statement of Revenues and Expenditures by Operational Unit Monthly Financial Report Summary of Auditor's Results - Auditor's Report for Fiscal Year Ending June 30, 2011 Exhibits at Site Visit: Auditor's Report for Fiscal Year Ending June 30, 2011 **Comments:** -Need to review auditor's reports on site. -Summary of reports looks great
2.	Do senior leaders regularly review the school's progress to assure it is reaching its goals, objectives and PPVE commitments, and to make revisions and take corrective action? What are some recent accomplishments? Senior leaders review the school's progress frequently throughout each school year. Students regularly evaluate courses during the program and in exit interviews following program completion. Results are compiled and reviewed by the Supervisor of Adult Education, the Director of the Police Academy and the Practical Nursing Coordinator. Evaluations are reviewed by the Administrative Director as needed. Personal phone calls are made to graduates approximately six months after program completion to determine what progress the individual has made in obtaining employment. All of these phone calls are logged and the results are recorded. Evaluations are also sent to employers to ascertain the quality of GJCTCs programs, and provide an opportunity for local employers to give feedback and offer suggestions for improvement. Program instructors and supervisors read and discuss student evaluations on an ongoing basis at staff meetings. If changes or interventions need to occur immediately, the matter is discussed personally with appropriate individuals. Program evaluations are used to revise and improve curriculum and instructional delivery continually. Practical Nursing Graduates performance is measured by completion rates, job placement rates and licensure rates (NCLEX-PN) and are reported to approval and accrediting agencies annually as a means of monitoring the program success. Annual reports are completed for PPVE and the Pennsylvania State Board of Nursing. Program review has led to the following recent accomplishments: Continued Approval of Programs on CWDS Veteran's Administration Re-Approval of Programs Continuation of Customized Job Training Programs

	High Pass Rates for CDL Operators and NCLEX-PN Licensure Awarding of a $200,000 Grant for Tuition Assistance for Adult Students in Practical Nursing and Machining Technology from the Pennsylvania Department of Labor and Industry Status as One of Only Three Approved Weatherization Training Centers in Pennsylvania Successful Accreditation through PPVE Exhibits: Adult Education Mid-Point Confidential Interview Survey Adult Education Exit Interview (Pre-Graduation) Form Commonwealth Workforce Development System Approved Program List Veterans Education Approval Letter PPVE Approval Letter (May 30, 2008) Copy of *Certificate of Accreditation* Student Completion Rates Employer Survey Exhibits at Site Visit: Summaries of Mid Point Interview Surveys – From Postsecondary Programs Award Letter for Pennsylvania Department of Labor & Industry Grant Tuition Assistance Grant Award Letter for Pennsylvania Department of Labor & Industry Grant Weatherization Program **Comments:** "High Pass Rates" – what are they?
d.	**Meets its regulatory requirements and public responsibilities:**
1.	Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution? All personnel are required to follow the GJCTC policies and procedures as approved by the Joint Operating Committee (JOC) and defined in the GJCTC Policy Handbook. The administrative team regularly attends JOC monthly meetings and keeps abreast of any policy or procedure changes. JOC meetings are advertised and open to the public. All program brochures and handbooks are regularly reviewed by program supervisors and instructors for accuracy, consistency and clarity. The institution adheres to the information presented in the written publications and applies the policies and procedures in an equitable and nondiscriminatory manner. Exhibit: JOC Meeting Minutes JOC Highlights Exhibit at Site Visit: GJCTC Policy Handbook **Comments:**

2.	Is the institution conducting its operations in a fair and ethical manner and have evidence of following the state's ethical policies, practices, and civil rights compliance with particular attention to those factors affecting students and employees? The non-discrimination policy statement is in the GJCTC Policy Manual, program brochures and student handbooks. The policy is also on the School 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. Exhibits: Non-Discrimination Policy as Printed in GJCTC Program Catalogs and Student Handbooks Non-Discrimination Information – GJCTC Website Adult Education Grievance Policy Practical Nursing Program Grievance Policy Exhibits at Site Visit: GJCTC Policy Manual No. 103 – Non-Discrimination In School and Classroom Practices and Report form for Complaints of Discrimination GJCTC Policy Manual No. 104 - Non-Discrimination in Employment/Contract Practices and Report form Handouts from October 2011 Inservice Training Handouts from August 2010 Inservice Training **Comments:** -Has GJCTC had any OCR complaints filed?
3.	Does the school review its policies, directives, and practices to ensure that they reflect the requirements of the applicable laws and regulations, and do not unfairly or negatively impact those constituents the institution serves? The School is a member of PSBA which notifies the School on recent legislation and policy changes. Regular, formal review of policies, procedures, directives and practices is accomplished through the Strategic Plan, Student Handbook review and regular administrative team meetings. Program instructors have input into new policies that are adopted. Student handbooks are annually approved by the JOC. Major program revisions are taken to the JOC for input and approval. Exhibit: JOC Meeting Minutes – Adoption of Postsecondary Student Handbook **Comments:** -When was the policy manual last updated?

Category B – Student, Stakeholder, and Public/Community Focus:

The Standard…
The organization determines requirements, expectations, and preferences of students, stakeholder, and markets. It builds relationships with students and community members and determines the key factors that attract students and partners to educational services and programs. It has formal methods for "listening and learning" from its constituents.

Each vocational program includes community involvement and promotes an understanding of the program's needs and accomplishments to the community. Each program has an active program advisory committee that is broadly representative of the business and industrial community it serves.

The institution responds to questions and complaints in a timely and efficient manner.

No	Quality Initiatives
a.	**Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:**
1.	List your key advisory groups that are in place including their area of focus. GJCTC has several key advisory groups: the Local Advisory Committee (LAC), the Occupational Advisory Committees (OAC), the Municipal Police Officers Education & Training Commission (MPOETC), and the Professional Advisory Committee (PAC). The Local Advisory Committee (LAC) meets annually with the goal of obtaining input from the community. At these meetings, business leaders, community agencies, and school representatives meet to discuss program offerings, community needs, employment trends, and educational practices. All postsecondary programs and secondary programs with intergenerational students have Occupational Advisory Committees (OAC) that are comprised of business and industry representatives, administrators, former students, and instructors. These committees meet regularly to maintain communication between industry and education. Administrators, instructors, faculty and counselors remain current with the new practices in business and the area's occupational needs. Educators provide industry members with program updates, curriculum development and equipment upgrades. The Municipal Police Academy meets quarterly with the MPOETC to discuss curriculum updates, current legislative issues, and program concerns. The Municipal Police Academy does not have an Occupational Advisory Committee as MPOETC acts in that capacity. The Professional Advisory Committee (PAC) is comprised of the seven sending school superintendents and the GJCTC Administrative Director. The PAC meets monthly to advise the JOC and GJCTC Administrative Director concerning the educational programming, operational details, and policies of the school. Exhibits: Local Occupational Advisory Committee Member List and Agenda Mobile Equipment Operations Program OAC Minutes Health Assistant Program OAC Minutes PAC Minutes

	the Municipal Police Officers Education & Training Commission Quarterly Commission Meeting Minutes Exhibit at Site Visit: Additional Meeting Minutes **Comments:** -Need to see OAC Member List including titles -Need to see PAC Minutes - For the Health Assistant OAC, need to see minutes vs. a memo to show actual community involvement. Who is making the recommendations?
2.	Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public? The school's mission statement is published in the program brochures, flyers and catalogs. Advertisements in local newspapers, radio stations, and television stations focus on the quality career and technical education at GJCTC. A budget specifically for advertising and public relations is managed by the Supervisor of Adult Education and used to promote the adult education programs. The school's website contains the mission and vision statements and addresses the services available for adult students. The school reaches out to the public via open houses (held twice per year) and has had live coverage from local radio stations. School personnel attend job and career fairs and maintain contact with local WIB boards and community agencies to promote the programs and services available to adult students. Personnel also participate in community activities, such as the Chamber of Commerce events, Business and Education Consortia meetings, etc. Exhibits: Mission Statement/Vision Statement from GJCTC Adult Education Program Catalog Newspaper Advertisement Newspaper Advertisement for Open House Television Advertising Proposal GJCTC Website Homepage Exhibits at Site Visit: Registrations for Career Fairs Showcase for Commerce Registration Radio commercial Script Billboard Proof Newspaper Ads **Comments:** -Need to view Television Advertisement -Need to see proof of contact with WIB & Community Agencies -Need to see Business & Education Consortia meeting minutes
3.	Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner? The individual program instructors, the career counselor, the program supervisors, and the

	Administrative Director review all printed materials on a regular, ongoing basis for currency and accuracy. Revisions are made as necessary and program materials are printed with the date of the revision indicated. New student handbooks are printed at the beginning of every program year reflecting any program changes, policy additions, or changes in tuition and fees. Each program has a *Tuition, Fees, and Expenses Sheet* (TFES) which is updated annually. The TFES is given to prospective students at the time of the registration interview and outlines all of the costs that will be incurred when enrolling in a program. The Joint Operating Committee reviews and approves the postsecondary and Practical Nursing student handbook annually. Exhibits: Individual Program Advertising Flyer-Heating & Air Conditioning Technology TFES Sheet-Electrical Technology JOC Meeting Minutes – Approval of Student Handbook **Comments:** -Need to see examples of media other than printed materials (TV & Radio)
4.	Are program advisory committees used to encourage innovative teaching methods and program objectives/content that meet the needs of individual students for the current and future labor market and to incorporate new technologies? Occupational Advisory Committee members act in an advisory capacity in the review of curriculum, methods of instruction, and program equipment at each regularly scheduled meeting. A graduate or current student from each program is a member of most advisory committees and gives input from a student's perspective. Equipment used in program instruction is reviewed and suggestions for additional equipment and supplies that would augment the curriculum are discussed. Feedback on graduate performance is obtained and the current labor needs of the community are addressed. Industry committee members provide information on new methods and technologies used in industry, current job openings and wages, and upcoming trends in the field. Exhibit: Construction Technology Program OAC Minutes Exhibits at Site Visit: OAC Minutes from all Programs **Comments:** -Need to see graduate or current student is a member of OAC
5.	Do you ensure there is an advisory committee that is formally organized, and meets at least once annually for each program that includes PPVE students? OAC Meetings are held regularly for secondary and postsecondary programs. Every year a dinner meeting is held for every program and its members. Additionally, each program instructor holds one meeting separately during the year. Rules and regulations for advisory committees are formulated and presented for review at committee meetings. Bylaws for the Practical Nursing Advisory Committee define purpose, membership and functions. The Municipal Police Academy is governed by Municipal Police Officers Education and Training

	Commission (MPOETC). Exhibits: OAC Invitation Letter Practical Nursing Program Advisory Committee Bylaws Exhibits at Site Visit: OAC Member Commendation Letter **Comments:** -Like how OAC Invitation Letter includes a response to committee's recommendation from previous year's meeting.
6.	Do you ensure there are adequate records of advisory committee meetings? Do you track how they have been effective and where their input has been acted upon in sustaining and improving the quality of PPVE ? Minutes for advisory committee meetings are on file with the program supervisors and are reviewed by advisory committee members at the next meeting. Each program supervisor reviews the minutes and meets with his/her instructors to discuss and possibly implement suggested changes. Recommendations, actions, and any follow-ups from each meeting are noted at the next meeting or before as needed. Exhibit: Child Development & Education Program OAC Minutes Mobile Equipment Operations OAC Agenda Exhibit at Site Visit: Welding Program OAC Meeting Summary **Comments:** -Need a clean copy of Mobile Equipment Operations OAC Agenda. Notes on side are distracting and make it difficult to read the agenda.
b.	**Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:**
1.	Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE? Input from both students and community members is both collected and reviewed regularly by GJCTC staff. Students in adult education programs complete evaluations after they complete the first half of their respective training program. They also have an exit interview with the Education Career Counselor prior to graduation. During the exit interview, the student completes a written evaluation and also has the opportunity to offer comments and suggestions to the counselor. Both the mid-term evaluations and the exit interview evaluations are reviewed by the program supervisor and typed in a summary form for review by the instructors. Students are encouraged to bring any concerns or suggestions to the Career Counselor or program supervisor during their program.

	Exhibits: Practical Nursing Program Student Evaluation Form Adult Education Program Student Mid-Point Interview Summary Form Adult Education Exit Interview Summary Form Exhibit at Site Visit: Examples of the Summarized Student Evaluations Comments: -Need to see examples of Community Members Input
2.	Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities? Enrolled or prospective students can contact the Adult Education Office from 7:30 AM to 8:00 PM Monday through Thursday and 7:30 AM – 4:00 PM on Friday throughout the academic year. Summer hours are 8:00 AM – 3:00 PM Monday through Friday. Several direct outside telephone lines are available for individuals who want to call the school. Contact can also be made via voice mail, email and fax to program supervisors, instructors and secretaries. Contact numbers and the school website are listed on program publications as appropriate. Interested individuals can also send an email request to staff members through the website. These requests are responded to immediately. A specific phone number has also been designated as the "advertisement line" and is printed on all newspaper ads and included on all radio commercials. An 800 number is available for individuals outside the local area code. These phone numbers ring directly to an individual who can answer any questions a person may have regarding the programs offered at GJCTC. Students have contact with program instructors and access to program supervisors during school hours. An open door policy exists for students to contact the Career Counselor and program supervisors. Exhibits: Contact Information in the Adult Education Program Catalog Contact Information on the GJCTC Website Newspaper Advertisement **Comments:**
3.	Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time? Adult education staff (instructors, program supervisors, career counselor, and secretaries) address program inquiries and concerns daily. Current, former, and prospective students receive prompt, immediate attention to any questions, requests or concerns. Typical response time is less than 24 hours to most requests and questions. The secretarial staff mails program catalogs and flyers to interested students and responds to telephone or email inquiries in a timely fashion. Calls and walk-in inquiries are logged on the *Information Inquiry Request Sheet.*

	Exhibits: Information Inquiry Request Sheet Email Inquiries Exhibit at Site Visit: Binder of Email Inquiries **Comments:** - Is there evidence that a response was made to these inquiries?
4.	Do you collect and analyze complaints from students and stakeholders and take corrective action as appropriate? Is there a method to aggregate this information to determine the most frequent issues for actionable resolution? Program evaluations are summarized and reviewed by each program supervisor, the career counselor, and the program instructors. Changes are implemented based on the evaluations. When necessary, the program supervisor meets with students who have problems or complaints. However, most issues are quickly resolved at the instructor level. Although written complaints are infrequent, the Student Grievance Procedure, located in the Student Handbooks, provides students with a formal procedure for addressing grievances. Any grievances filed are kept in the appropriate program supervisor's office. Exhibit: Adult Education Student Grievance Procedure **Comments:**

Category C – Administration, Staff, Faculty and Support Services:

The Standard…
The organization has quality work systems, learning and motivation practices, and well-being procedures that support a climate conducive to performance excellence.

The organization has methods of selecting, developing and retaining administration, staff, faculty and support services that meet the needs of PPVE.

All personnel have the appropriate education along with recent work experience that enables them to relate their instructional or other responsibilities to service, business or industrial methodology.

No	Quality Initiatives
a.	**Enacts workforce practices that enable all employees to achieve high performance:**
1.	Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE? The Adult Education Department at GJCTC is comprised of the following staff: The Administrative Director (secondary and postsecondary programs), Supervisor of Adult Education, Practical Nursing Coordinator, Director of the Municipal Police Academy, Adult Education Career Counselor, secretarial staff, and both full-time and part-time instructors. Exhibit: Listing of Personnel **Comments:**
2.	Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution? Adequate custodial services are made available. The maintenance department of GJCTC consists of the Supervisor of Building and Grounds, the Grounds Keeper Supervisor and four full-time custodial staff and four part-time cleaners. Custodial coverage is provided from 6:30 AM to 11:00 PM Monday through Friday. Custodial staff is available for any scheduled activities outside of normal operating hours with advanced notice. One custodian is scheduled for 1st shift during the 187 day school year. All others are 2nd shift and work on assigned areas on a rotating schedule. During the summer months six workers are on 1st shift and 2 remain on 2nd shift. **Comments:**
3.	Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined? The duties and responsibilities for each administrative, instructional, and support staff employee are included in their written position descriptions. Each position description includes the necessary qualifications, position classification, supervisor, and duties and responsibilities.

	Exhibits: Job Description – Supervisor of Adult Education Job Description – Postsecondary Instructor Exhibit at Site Visit: Additional Job Descriptions **Comments:** -Job descriptions for PN Coordinator, career counselor and secretarial staff
b.	**Builds a quality workforce:**
1.	Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified? The duties and responsibilities for each administrative, instructional, and support staff employee are defined in the individual position descriptions. Each position description includes the necessary qualifications, position classification, supervisor, and duties and responsibilities. Certain adult programs, such as Practical Nursing and Nurse Aide, have position requirements specified by approving and accrediting bodies. MPOETC requires all Police Academy instructors to attend an instructor development program and an advanced instructor development. Instructors teaching the CDL courses must have a Class A license and a valid medical card. Qualifications for available positions are detailed in advertisements used in recruitment. Exhibits: Job Description - Practical Nursing Instructor Help Wanted Advertisement –Instructor Position Openings Exhibit at Site Visit: Various Help Wanted Advertisements **Comments:**
2.	Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE? Applicants are recruited through advertisements in newspapers that serve the area. Recruitment is also done through internet postings and personal referrals. Applicants are interviewed using a team approach with the program supervisor, program instructor/s and/or the placement counselor conducting the initial interview. When a candidate is selected by the team, the Administrative Director conducts a second interview as appropriate. This practice allows the interviewing team and the Administrative Director to assess the candidate's qualifications for the position. An interview summary form is used to rate the candidates. Selected applicants must be approved for hire by the JOC. Following approval, a criminal record check (PSP), child abuse clearance and FBI Federal Criminal History are required. Secondary instructional staff must also acquire Act 48 credits. Municipal Police Academy instructors who are veterans must present a DD-214 form prior to employment. Verification of licensure and liability insurance is required for Practical Nursing faculty. Instructors teaching the CDL courses must have a Class A license and a valid

	medical card. Orientation for new employees is done by program supervisors and instructors. Continuing education is encouraged and supported by the adult education budget. Notification of workshops and in-service education opportunities are made available to faculty through written and verbal methods. Many part-time instructors are currently working in industry and they receive continuing education at their current job. At the May 2012 JOC meeting, hourly rate increases were approved for adult education instructors. The increases will occur over 3 years and instructors will be earning $20-$23 per hour. Exhibit: Interview Rating Sheet List of Interview Questions New Employee Checklist-Adult Education Exhibit at Site Visit: Continuing Education Registrations and Certificates of Completion Criminal Clearance Forms JOC Meeting Highlights **Comments:** -Can we see an agenda for new employee overview
3.	Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished? Instructors are evaluated annually by program supervisors. Written performance evaluations are reviewed with instructors following evaluation. Each instructor then has the opportunity to respond to the review. Informal reviews are done regularly when the program supervisor visits the classroom or speaks to the students about their experiences with the program. Postsecondary students evaluate programs two times during their enrollment. Students evaluate faculty following each course in the Practical Nursing Program. Written student evaluations are compiled and results are given to the faculty. Peer evaluations are also utilized for evaluation and feedback for faculty in the Practical Nursing Program. MPOETC requires that the Director of the Police Academy evaluates and monitors classroom instruction regularly. Exhibits: Instructor Visitation/Evaluation Form Practical Nursing Program Peer Evaluation Form Student Program Mid-Point Confidential Interview Summary Exhibit at Site Visit: Exit Interview Form Instructor Visitation/Evaluation Form (completed) **Comments:**

	-Good
c.	**Builds knowledge and skills, career development, for the administration, staff, and faculty:**
1.	Does the institution have appropriate procedures for performance evaluation that identifies professional growth needs of all administration, faculty, staff and other key employees delivering or involved in PPVE? The Supervisor of Adult Education meets regularly with the postsecondary instructors to determine their individual training needs. These meetings, in addition to the annual performance evaluations and program evaluations done by the students are used to help determine areas for professional growth. Secondary program instructors who teach postsecondary students in the intergenerational programs must meet the Act 48 requirements for professional educators. The Supervisor of Adult Education is a member of PACTA and attends the adult education conference every year. She also maintains her Act 48 credits/hours through attendance at workshops, conferences, and trainings. Postsecondary Instructors who teach specific certification programs (OSHA, MSHA, etc.) maintain their credentials annually, or as needed. Practical Nursing instructors attend in-service education programs at the clinical facilities and attend conferences and continuing education programs as time and budget permits. A record of professional development is maintained for faculty in the Practical Nursing Program. A professional development policy for Practical Nursing faculty is in the Faculty Handbook. All instructors in the Municipal Police Academy who are certified police officers are required to attend a mandatory twelve hour in-service annually. Exhibits: Instructor Professional Development Certificates Exhibits at Site Visit: PACTA Agenda PA Partners Conference Registration Instructor Professional Development Certificates **Comments:** -How is progress tracked toward satisfying a professional development need? -Is there a form for documenting identified professional development needs of postsecondary instructors?
2.	Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers? Each program's goals and objectives are determined by individual need, input from the occupational advisory groups, or other governing bodies (such as the Municipal Police Officers Education Training Commission). All staff is encouraged to attend professional educational activities and licensure and certification training. Staff is encouraged to take short term courses, such as Basic and Intermediate Computer Skills, Microsoft Word, and Microsoft

	Excel, offered by Adult Education free of charge. Staff receives notifications and advertisements for continuing education and training through the school as well as at home. In February 2009, GJCTC established a training partnership with Lockheed Martin Aeroparts (LMAP). LMAP sent all of its newly hired structural assemblers to GJCTC to be trained and certified on specific skills needed in the aircraft industry. One of GJCTC's adult education instructors was trained and certified to offer this program. Exhibits: PA Partners Conference Registration Lockheed Martin Training Program Certification List Exhibits at Site Visit: Instructor Professional Development Certificates **Comments:** -Has instructors put up to speed to -What professional development did he/she undergo?
3.	Are the institution's employees informed about the Accreditation System of Institutions for Adult Education (ASIAE) and the process used by the accreditation site-evaluation team, as well as how to conduct the self-study? All school personnel have been notified about the ASIAE process. At their annual instructor meeting, the evening postsecondary instructors and the intergenerational instructors were made aware of the process and their roles and responsibilities. The administrative director informed the Joint Operating Committee at its monthly meeting in April 2012 of GJCTC's decision to pursue re-accreditation through the Pennsylvania Department of Education. Communication regarding this endeavor has been conducted regularly through email, meetings, and phone calls. Faculty and staff have been regularly apprised of the progress of the self study report and the upcoming accreditation visit. Exhibits: Director's Report – April 24, 2012 Exhibits at Site Visit: Memorandum to Adult Education Staff PDE Accreditation Meeting Agenda and Minutes Monthly Report-Adult Education Administrative Staff Meeting Agenda **Comments:** -Need to review on-site exhibits
4.	Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field? All administrative staff are Master's prepared and/or have appropriate administrative certification in their area of responsibility. Instructors in the Mobile Equipment Operations Program have a Class A commercial driver's license and, in some cases, third party

	examiners certification. Adult education instructors in other areas also hold certifications such as a Home Technology Integrator Instructor, NFPA 70E certification, Master Plumber licenses, and American Welding Society certifications. All of the instructors in the Municipal Police Academy are certified police officers, retired officers, or in the law enforcement field. Secondary program instructors who teach postsecondary students in the intergenerational programs must meet the Act 48 requirements for professional educators. All faculty in the Practical Nursing Program have a BSN or MSN degrees. All are licensed registered nurses in Pennsylvania. As vacancies in staff and faculty occur, candidates are hired based on education, qualifications and experience. Exhibit: Adult Education Staff Listing **Comments:** -List of certifications by individuals? We have teacher certs.
5.	Are employees trained to participate as key individuals in PPVE programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment? All postsecondary instructors and the Intergenerational program instructors attend an annual instructor meeting, the new student orientation, and numerous informal meetings throughout the program year. Instructors are also provided with an Instructor Handbook, which contains policies and procedures for the programs. New instructors are oriented to the classroom and program areas prior to assuming teaching responsibilities. All staff members are also given written job descriptions at the time of hire. The Practical Nursing Program has an Orientation checklist for orientation of new faculty. Newly hired faculty are given assistance in preparation for classroom teaching and are oriented to the clinical area by other faculty prior to teaching on the clinical area. Instructors hired in the Municipal Police Academy are given assistance in classroom preparation and expected to have attended the MPOETC Instructor Development Program prior to hire. Exhibits: Meeting Agendas Position Descriptions Exhibit at Site Visit: Adult Education Instructor Handbook New Instructor Induction Plan **Comments:**

6.	Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.) Individual instructors and staff maintain memberships, certifications, licenses, and certificates in their personal records. In some cases, copies of these items, along with professional development activities, are recorded in each individual's personnel file. Staff members holding Pennsylvania instructional certificates complete Act 48 requirements. Practical Nursing maintains a Faculty Development record for faculty. Advanced instructor development from MPOETC is required for all instructors in the Municipal Police Academy to maintain their certification. All instructors are also required to teach in the basic Act 120 curriculum to maintain their MPOETC certification. The JOC approves requests for conference attendance as appropriate and written reports following approved conferences are reported in the JOC highlights and are on file with the JOC meeting minutes. Exhibits: JOC Highlights Act 48 Report Form Exhibits at Site Visit: Mobile Equipment Operations Instructor Class A License MPOETC Advanced Instructor Development Certificate Instructor Professional Development Certificates **Comments:** -Professional development needs?
d.	**Maintains a work environment conducive to the well-being of all employees and students:**
1.	Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students? 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. All instructors and administrators have an Emergency Procedure Manual either in their program area or office. Safety signage is posted in all postsecondary program areas, and each instructor completes a Safety Checklist at the beginning of the program year. Instructors are also provided with first aid kits, eye wash stations, and blank copies of Accident Reports. During the school year, the high school nurse is available to handle any medical issues or emergencies. Information on emergency drills is included in the student handbooks and is covered in orientation sessions. The school nurse sends memos on health and wellness issues to staff and arranges various

	health screenings and related wellness activities. Exhibits: Safety Committee Meeting Agenda Completed Safety Checklist Accident Report Wellness Memo Exhibits at Site Visit: Safety and Health Committee Purpose and Operation Emergency Procedure Manual Additional Completed Safety Checklists Additional Wellness Memos Additional Safety Committee Information **Comments:** -Are MSDS statistics up to date?
2.	Is the level of employee and student well-being and satisfaction assessed? How are necessary improvements determined and made that will improve the work environment and effectiveness of PPVE? Student satisfaction is addressed through evaluations of course and clinical experiences and exit interviews. The results are collected and feedback is given to the instructor. Students are encouraged to bring concerns to the program supervisor or the Adult Education Career Counselor. The Occupational Advisory Committees meet on a regular basis and address student safety and program satisfaction as a part of the agendas. The administrative staff walk through the program areas regularly when classes are in session. Any safety issues or program needs are addressed immediately. Proper equipment functioning is addressed on an ongoing basis. Need for repair or replacement of equipment is submitted to program supervisors. The Administrative Director conducts yearly staff surveys using a positive delta format. Exhibits: Adult Education Exit Interview Form Positive Delta Form **Comments:** – need further explanation of the Positive Delta Form
3.	Does workplace preparedness ensured for emergencies or disasters? Workplace preparedness is addressed in the Emergency Procedure Manual. Regular fire drills, weather emergency drills and lockdowns are held throughout the school year. Weather alert radios are located in the Business Office and the Adult Education Office. Staff members are CPR/AED Certified. An AED is located on the first floor with simple instructions on operation.

	Exhibit: Lockdown Procedure Exhibit at Site Visit: Emergency Procedure Manual **Comments:** -Table top exercises? -Active shooter or other drills? -Where is the emergency evaluation site? -Review emergency procedure manual on-site
4.	Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce? Employee and student input is considered in determining factors that affect employees and students. Efforts are made to recruit and admit students and employ faculty that represent diversity reflective of the geographical area. GJCTC is an Equal Opportunity Employer in the hiring practices for employees and the admission policies for students. Exhibit: Standard Application for Teaching Positions in Pennsylvania Public Schools Nondiscrimination Policy from the Adult Education Program Catalog **Comments:** -Climate survey? -Wellness initiatives?
5.	Does the institution adequately support the need of its employees in the areas of services, benefits, and policies? The administrative staff, secondary instructors, and some adult education instructors hold full-time, salaried positions with medical benefits, vacation time, and paid sick leave. The secretarial staff are full-time, hourly personnel and are entitled to medical benefits, vacation time, and paid sick leave. Policies of employment are reflective of the collective bargaining union and are described in the contract. The Career Counselor and some of the adult education instructors are considered at-will, hourly employees. In addition, some Practical Nursing Program instructors are part-time hourly employees. They are paid an hourly wage and do not receive medical benefits, vacation time, or paid sick leave. At the May 2012 JOC meeting, hourly rate increases were approved for adult education instructors. The increases will occur over 3 years and instructors will be earning $20-$23 per hour. Exhibits: Administrative/Supervisory Benefits

	Exhibit at Site Visit: Collective Bargaining Agreement JOC Meeting Highlights **Comments:**

Category D – Learning-centered Program Design and Delivery:

The Standard…
The institution has defined programs that impart knowledge and develop skills that are essential for success in meeting the students' pre-determined learning objectives and relate to vocational knowledge and skill requirements. Each program is properly planned and structured and is being implemented in an effective manner.

When needed work-site learning and employability skills training are made available to students. All programs are appropriately supervised, aligned with regular classroom instruction, have a plan outlining the training activities, and meet the legal requirements. In addition, each program has a monitoring system that is fair and based upon identified criteria.

The teaching load varies with the program and is based upon the number and kinds of students, the specific skills to be taught, the size of the facility, and the method of instruction used. Reasonable enrollment limits are maintained in order to ensure that program objectives are met in an efficient and effective manner.

No	Quality Initiatives
a.	**Establishes methods and opportunities for student learning:**
1.	Is an occupational analysis done to determine the need for a program and to identify specific program objectives, content and duty/task lists for each program? Program need is determined by assessing occupational need on the High Priority Occupation (HPO) list for Pennsylvania. The HPO list is a critical tool in determining the viability of a training program for the Southern Alleghenies region and the state. Regular communication with the local Workforce Investment Board is a key factor in determining the type of programming offered at GJCTC, as well as each program's objectives. GJCTC also has a close relationship with the local economic development agency, Johnstown Area Regional Industries (JARI), who keeps the school abreast of local training and skill needs. In 2008, GJCTC began the process of reopening its machining program based on a request from JARI and local employers. After holding a meeting and gathering information for a needs assessment, the administrative staff decided to make an investment into revitalizing the vacant machine shop. Several short-term programs for adults were run, and in the 2010-2011 program year the program was open as a full-time option for both high school students and adults. Job placement is monitored to evaluate the number of graduates who are employed in the area of program study or an area related to the program focus to ensure the program is viable. Occupational Advisory Committees contribute feedback on employment status of program graduates, as well as the employment trends and needed training courses/programs in the area. Members of the Occupational Advisory Committees review program objectives and content to ensure currency with the employment settings. Equipment is reviewed at the meetings to ascertain that the program areas and laboratories use up-to-date materials to prepare graduates. Program competencies for each program are reviewed for accuracy and currency with the work settings. MPOETC determines the number of Municipal Police Academies in Pennsylvania. This commission distributes the objectives, curriculum and competencies as defined in Act 120 for all police academies.

	Exhibit: High Priority Occupations for Southern Alleghenies Workforce Investment Area Lockheed Martin AeroParts Support Letters Aerofab, Inc. Support Letter Exhibits at Site Visit: Municipal Police Education and Training Law – Act 120 Machine Shop Needs Assessment Meeting Agenda Statewide High Priority Occupations Mobile Equipment Operations Program Syllabus **Comments:** -Supply a 2012 HPO list aligned with adult programs offered at the GJCTC. -HPO List – please highlight the relevant GJCTC adult programs on the list. -Lockhead-Martin letter is generated for support of secondary students. Is there support for adults? - It would be useful to have GJCTC's adult programs highlighted on the HPO list and also have the programs that are not on the HPO noted. -Both letters of support only reference "secondary students" Additional documentation from ONET or other resources may be beneficial.
2.	Is instruction directed toward appropriate and clearly formulated objectives with input from students, faculty, staff, public, community, employers, advisory groups and business and industry partnerships? Program objectives and instructional methods are formulated by faculty and program supervisors and are reviewed by the GJCTC employees and the Occupational Advisory Committees on a regular basis. Students in each program evaluate all aspects of the curriculum and the instructional staff at selected points during the course and at the end of the program. The evaluations are reviewed by the program supervisors and instructors and are used to make revisions and improvements in the programs. Employers are surveyed following graduation with graduate permission. Returned employer surveys give information on the strengths and weaknesses of the graduate and are used in evaluation of the program content, objectives, and teaching methods. Adult Education staff members are in regular attendance at all JARI sponsored consortia meetings to maintain abreast of programming needs. MPOETC distributes the objectives, curriculum and competencies as defined in Act 120 for all police academies. Exhibit: GJCTC Adult Education Employer Survey Manufacturing Consortium Agenda Exhibits at Site Visit: Adult Education Mid-Point Evaluation and Exit Interview Form Completed Employer Surveys **Comments:** -Explain and show evidence of what GJCTC does with the information gained from the

	employer data and feedback. - A completed employer survey should be provided. OAC minutes showing discussion about curriculum related items would be beneficial. Summary of results from employer surveys or other evaluations could be provided.
3.	As a function of the specific program, are students assessed, including the necessary core academic skills? Are they given appropriate support or remediation, if applicable, to assure their success in the program they select? 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. Instructor availability for remedial help is announced at the beginning of the courses. Carl Perkins funds are available for instructional support for adult students. This option for occupational enhancement is made known to students at the beginning of the program. Instructors suggest remediation for "at risk" students and students attend this instructional support if needed. Instructors in the Mobile Equipment Operations Program complete an "Instructor's Daily Activity Log" to track the daily activities and progress of their students. The Practical Nursing Program utilizes the Assessment Technologies Institute, LLC assessment and remediation program for nursing students. The program has a variety of instruction and remediation methods to augment the curriculum. Reports for each computer and written assessment identify areas of strength and areas of weakness for individual students and also for the group of students. Group reports provide feedback to faculty to identify and improve weaknesses in the curriculum. Exhibits: Mobile Equipment Operations Program Performance Evaluation Heating and Air Conditioning Technology Program Written Examination Instructional Support/Occupational Enhancement Attendance Sheet Performance Profile Sheet Exhibits at Site Visit: Electrical Technology Program Written Exams Assessment Technologies Institute Information Instructor's Daily Activity Log **Comments:** -Interviews will validate the remedial support and assessment process. - No mention of academic support in evaluations. - Completed forms should be shown. -Do catalogs or other printed material indicate that remediation is available? -Is there an Academic Progress policy?
4.	Does the program design support the state-approved duty/task list and/or guidelines for the

	instructional program? Adult Education programs prepare students to achieve state and industry licensure/certifications and enter the workforce quickly. The Practical Nursing Program prepares graduates to take the NCLEX-PN. The Mobile Equipment Operations Program prepares students for their Class A CDL license and additional credentials. Students in the Welding Program can earn several American Welding Society (AWS) certifications. The Electrical Technology Program prepares graduates for the Home Technology Integrator (HTI) certification, ARC Flash, and OSHA 10 certifications and the Heating & Air Conditioning Program includes the EPA refrigerant certification and OSHA 10 as well. Additionally, many postsecondary programs are using the National Center for Construction Education Research (NCCER) and receiving certification cards for the core curriculum and appropriate levels. The Municipal Police Academy prepares graduates to take the Commonwealth of Pennsylvania Municipal Police Officers' Certification test. The Practical Nursing Program follows rules, regulations and recommendations from the Pennsylvania State Board of Nursing. Municipal Police Academy strictly follows the rules and guidelines as established by MPOETC. Intergenerational students are enrolled in secondary programs which are reviewed and approved by the PA Department of Education. Exhibit: American Welding Society Certification NCCER Student Transcript GJCTC National Skills Certification List Exhibit at Site Visit: Various Program Certifications and Credentials Mobile Equipment Operations Program Design **Comments:** -Provide a list of all adult programs offered at GJCTC and an Adult Programs Catalog - A sampling of current year Program of Study competency lists should be provided for intergenerational programs. -A sampling of duty/task lists from non-intergenerational programs would also display that the objective is being met.
5.	Does instructional planning provide sufficient opportunity for students to experience vocational learning leading to knowledge, skills and competencies needed for employment and meeting the pre-determined needs of individual students? The total hours for each program are adequate to allow students to master the content and competencies for that program. The programs have academic and clinical/technical content divided into courses and units that are designed from simple to complex and thereby foster progressive competencies. Since the classes are small, instructors can offer individualized attention for students to maximize their learning.

	The Adult Education Career Counselor is available to speak with students about student concerns regarding academic or technical performance. Planning for students with individual instructional needs is done on an individual basis. Students with identified learning needs are accommodated as much as possible. Exhibits: Electrical Technology Program Clock Hour Chart Practical Nursing Program Curriculum Plan Exhibits at Site Visit: Program Clock Hour Charts and Program Design Summaries **Comments:**
6.	Is each student given the opportunity and encouragement to become actively involved in leadership, personal development, and positive concept of self and others, and to attain problem solving and communication skills as part of their learning experience? Each program offers students opportunities to develop personally, vocationally and professionally throughout the course. The student receives feedback in the form of formal evaluation from the instructor on a regular basis. Informal feedback is also given as the course progresses. Students are encouraged to adopt positive work behaviors and ethics throughout the programs and are provided with good role models as instructors. Intergenerational students have participated in the Skills USA competition at the postsecondary level. Classes in the Practical Nursing Program have a Student Organization which provides students with opportunities to develop leadership and team building skills and to perform community service. Each class decides how their organization will function to meet the needs and desires of the class. Classes have organized and participated in blood drives, sending supplies to military units abroad, helping needy families at holiday times, etc. Mobile Equipment Operations students select a daily crew leader to serve as the student supervisor of the current project for the day. Employers frequently serve as guest speakers in programs and students attend field trips relative to their area of study. The speakers talk about company employment needs, appropriate work behaviors and ethics, and the application procedure. Exhibits: Practical Nursing Program Student Organization Bylaws Exhibit at Site Visit: Summary of Heating & Air Conditioning Program Field Trip Skills USA Postsecondary Awards **Comments:** -Provide a current roster of adult students participating in CTSO's - Are adult students active in Skills or other school wide clubs? -Provide a sampling of student club meeting minutes.

7.	Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing? Curriculum plans and schedules are given to all students in the adult education programs. Grades for all courses are recorded on permanent records. Students are informed of their progress and counseled as needed. The Education Career Counselor is available to meet with students to discuss any problems they may be having. At the time of the registration interview, students are given all promotional information for their chosen area of study. Additionally, instructors provide students with a program outline. Students in the Practical Nursing Program are given the competencies that are expected at the beginning of the clinical rotation. Progress is written on student evaluations which are reviewed with the student. Evaluations are kept on file until the student completes the course or passes the licensing or certifying examination as applicable. Students in the Practical Nursing Program may be placed on a probationary plan for unsatisfactory progress in theory or clinical. The probationary plan contains a plan for performance improvement in the area identified as unsatisfactory. Exhibits: Practical Nursing Program Nursing Fundamentals Syllabi Practical Nursing Program Level I Clinical Evaluation - Student Copy Mobile Equipment Operations Program Schedule Exhibits at Site Visit: Adult Education Program Descriptions Electrical Technology Curriculum Breakdown Program Clock Hour Charts **Comments:** -Provide a sample student portfolio of clinical site record keeping and evaluations given
8.	Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas? The programs are clustered with similar program areas providing an integrated environment for learning. The Practical Nursing Program is located in the health occupation wing of the school and is in close proximity to the Nursing Assistant Program and the Biotechnology Program. The construction related programs are located in the wing with all other building trades programs. All of the auto programs share the same wing of the building, as do the metals programs (welding and machining). Exhibit: GJCTC School Map **Comments:** -Provide sample Competency Task Lists used for intergenerational students enrolled in GJCTC programs - Any co-teaching? - Aside from physical location, can any other evidence of collaboration between programs or subject areas be provided?

9.	Are resources other than school faculty, such as employers and community partners, used to support and/or teach knowledge and skills to the PPVE students? All of GJCTC's programs utilize members of the community as a teaching resource. For example, representatives from DM Bowman, PA One Call, Schneider International, and the Operating Engineers speak to our Mobile Equipment Operations students. Students in the Electrical Technology program tour the Pepsi plant, and the students in the Heating & Air Conditioning Program visit Conemaugh Hospital to view their heating and cooling systems. American Heart Association members teach CPR to the Practical Nursing students. Guest speakers from businesses and clinical settings present information on specialty areas to students. Agents from the Federal Bureau of Investigation (FBI), the Bureau of Alcohol, Tobacco and Firearms (BATF), the National Drug Intelligence Center (NDIC), and the Cambria County Drug Task Force present information on their specialized areas of law enforcement to students in the Municipal Police Academy. Exhibits: Business Cards from Guest Speakers Exhibits at Site Visit: Schneider International Recruitment Materials **Comments:** -Provide a list of guest speakers used in GJCTC Adult programs. - Provide a sampling of current OAC member lists for various programs.
10.	Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner? The adult education programs strive to offer state-of-the art technologies in their instruction of students. Approved adult education budgets include monies for supplies, books and equipment. Grants have enabled the programs to purchase new equipment to be used in program areas and laboratories. Equipment updates include Vital Sim units for mannequins for the Practical Nursing Program, new furnaces and air conditioning units in the Heating and Air Conditioning Program, new CNC and manual machines in the machining program, and new heavy equipment in the Mobile Equipment Operations Program. The Electrical Technology Program acquired a solar-wind trainer for use in its program. All adult education programs have full access to the equipment and supplies available in the secondary programs. Exhibits: 2011-2012 Workforce Development/Adult Education Budget Federal Equipment Inventory Forms Exhibits at Site Visit: Photographs of New Equipment Federal Equipment Inventory Form-Education Department General Administrative Regulations-EDGAR

	Comments: -Provide sample purchase orders from 2012-2013 and accompanying GJCTC board minutes showing approval of same purchases in the GJCTC Practical Nursing Program. - Nice breakdown
b.	**Provides opportunities for work-site learning:**
1.	Does each student have the opportunity to participate in work-site learning when appropriate to the program? Students in the postsecondary programs at GJCTC are provided with simulated work experiences in the program areas. This is accomplished through instructor designed projects that are emulative of what experiences students will have in the workforce. Students in the Construction Trades programs have built several homes through a partnership with a local realtor. Several of the local police departments provide ride-along opportunities for students in the Municipal Police Academy. Students make contact with the police departments to avail themselves of this learning experience. Students in the Practical Nursing Program have 832 hours of clinical instruction under the supervision of an instructor during the 1,603 hour program. Acute and long term care settings are utilized for clinical experiences. Students have progressive objectives for attainment of knowledge and skill during the clinical component of the program. There are no paid work experiences for adult students. Exhibits on Site: Photographs of Student Projects **Comments:** -Provide a sample student portfolio of clinical site record keeping and evaluations given for objectives for attainment of knowledge and skill during the clinical component of the program. - No evidence in binder - Are intergenerational students or any other students provided with the ability to participate in Co-op?
2.	Are there signed records indicating the condition of the student/employer relationship during the work-site learning experience including the student, teacher, employer and others as necessary? Written contractual agreements for clinical sites used in the Practical Nursing Program are reviewed yearly by the JOC and each clinical facility used for student experience. Following review by the school and the clinical facility, the contracts are signed by each party and are kept on file in the program supervisor's office. Exhibit: Practical Nursing Program Clinical Agency Contract – Conemaugh Health System **Comments:** -Provide a sample student portfolio of PN clinical site record keeping with supervisor

	evaluations. - What about intergenerational programs? - Is this the only clinical contract the LPN program has?
3.	Are the work-site learning objectives documented and a plan outlining the training activities maintained that is based on validated industry standards and approved/authorized by the provider and the school? Practical Nursing clinical objectives for students are communicated to the administration and the staff of the clinical facility prior to each rotation. Clinical evaluation tools are compared with evaluations from other Practical Nursing programs when updating or revision is necessary to facilitate consistency with state-wide program practices. Evaluation of clinical competencies and evaluation forms is a component of the Systematic Plan for Evaluation and is regularly reviewed at Faculty Organization Meetings. Exhibit: Practical Nursing Program Clinical Agency Contract – Church of the Brethren Home **Comments:** - Provide a sample student portfolio of PN clinical site instruction skills/competencies and evaluation/ grades obtained for skills/competencies completed at the clinical site. - What about intergenerational programs? - The provided contract does not address learning objectives or a training plan for the work site learning experience.
4.	Is the work-site learning process properly monitored by the instructor? Is there involvement of the instructor with the employer and are there written evaluations? Instructors in the Practical Nursing Program are on the clinical unit with the student at all times when care is directly provided to the client/patient. Supervision is given as needed. As student competency progresses, the instructor determines what activities the student can perform without supervision. The instructor is responsible to ensure that all care is done appropriately and safely. Communication among staff employed at the clinical facility, instructors and students is on-going throughout the experience. Clinical facility staff communicates frequently with instructors and students as the staff retains the primary responsibility for patient care. Written evaluations on clinical performance are done regularly, are reviewed and signed by the students, and kept in the student's file according to the Records Management Policy. Exhibits: Practical Nursing Program Clinical Evaluation Form – Level II Practical Nursing Program Records Management Policy **Comments:** -Provide evaluations of clinical site skills/competencies more recent than the 2006 sample in the exhibits sent to PDE. - What about intergenerational programs? -Is worksite learning available in any other program area? Evidence?

c.	**Uses methods for monitoring and tracking student learning:**
1.	Is an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place? Does it accurately reflect student achievement during and at the end of the course? In the postsecondary programs, each student's progress is evaluated on a semester basis. Students are given a grade report sheet upon completion of the semester. An official transcript is mailed to each student at the completion of the course and kept on file at GJCTC. Students are also provided feedback during the course through written examinations and performance evaluations. Exhibits: Heating & Air Conditioning Program Permanent Record Electrical Technology Permanent Record Exhibits at Site Visit: Health Assistant Program Grade Report Mobile Equipment Operations Performance Evaluation **Comments:** -Provide samples of how students are tracked throughout both an intergenerational and adult only program. - How are competencies tracked for each student during the program? Does GJCTC have an academic progress policy for adult students?
2.	Is a well-defined and written grading system in use and shared with each student at the initial start up of the course? The grading system for both the classroom and clinical instruction is printed in the student handbooks that are given to the students at their initial interview and during the orientation session. The academic policies are covered in depth and each student signs that he/she has received the program publications and understands the policies and procedures of the program. Exhibits: Program Grading Policies Program Interview Summary and Acknowledgment of Understanding **Comments:** -Provide complete copy of the GJCTC Adult Programs Handbook explaining the grading system used for both PN and intergenerational adult programs. - A completed acknowledgement from should be provided.
3.	Are clear measures used such as grades, tasks completed, competencies reached, objectives met, occupational skills achieved, knowledge learned, etc. What measures or combination of measures are used and do they accurately reflect student results? Theory grades are derived from written examinations and quizzes, as applicable, in each program. Students who are not making satisfactory progress in theory are counseled by the

	instructor. Options for remediation are discussed. Grades are recorded on each student's permanent grade record and permanent transcript at the end of the trimester and upon program completion for all programs. Competencies and skills are assessed through instructor evaluation of student performance. Instructors observe student performance in program areas and labs to monitor progressive attainment of skills and competencies. Feedback is given to students on an ongoing basis. Performance checklists and written evaluations record the student's progress. Mobile Equipment Operations Program instructors evaluate each student's progress on each piece of mobile equipment using a performance evaluation. Practical Nursing students are evaluated on the clinical units using the clinical student evaluation forms. Exhibits: Practical Nursing Program Clinical Evaluation Form – Level III Mobile Equipment Operations Program Performance Evaluation – Basic Dozer Operation **Comments:** -Provide copies of current student tracking for competencies achieved in both the PN and intergenerational adult programs - Would like to see an intergenerational student competency list - Duty/task lists for various programs should be provided. (completed or partially completed)
4.	Is there evidence that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance? All postsecondary and intergenerational students are graded using theory grades and performance evaluations. Students need to pass both theory and competency performance with a satisfactory grade/rating to complete the program. All postsecondary programs use written examinations to assess theoretical knowledge. Mobile Equipment Operations performance evaluations take place outside of the school on various pieces of heavy equipment. All of the other program instructors evaluate students on specific work-related projects in the program areas. Practical Nursing evaluates students in clinical settings. Exhibits at Site Visit: Various Program Evaluations **Comments:** -Provide copies of current student evaluations for competencies achieved in both the PN and intergenerational adult programs having clinical or work-based performance. - Would like to see an intergenerational theory and performance evaluation system
5.	Are students effectively assessed using oral, written and other performance methods? Student knowledge is assessed using oral, written and competency-based performance evaluations. Verbal feedback is given to students in all venues of the educational process. Written evaluation utilizes quizzes, tests, and projects in the evaluation of students. Practical Nursing uses written Nursing Care Plans as part of clinical evaluation. Electrical Technology Program students are evaluated on work-related projects in the program area.

	Competency based standards as defined by the National Rifle Association, MPOETC, and PPCT Defensive Tactics are utilized as the measurement of student knowledge and performance in the Municipal Police Academy. Exhibit: Practical Nursing Program Nursing Care Plan Format Exhibit at Site Visit: Heating and Air Conditioning Technology Written Evaluation **Comments:** -Mention National Rifle Association – would like to see the evaluation of a student? - Copies of completed exams, student presentations, or other evaluation instruments could be provided.
d.	**Maintains processes for providing student support:**
1.	Are well-defined course descriptions reviewed with each student at the beginning of the course that reflect the overall objectives of the course and, is it explained how the course content relates to occupational skills? Course descriptions are available in the program catalogs and on the website. When a potential student inquires about one of the programs, he/she is provided with a catalog and asked to review the course descriptions. These descriptions are then reviewed with each student during their pre-entrance interview with a member of the adult education staff. The course descriptions are also reviewed at program orientation sessions held prior to the start of class in each program area. The instructional and administrative staff reviews the course descriptions regularly. MOPETC updates Municipal Police Academy course descriptions with input from the Academy Directors on an on-going basis. Exhibits: Adult Education Course Descriptions Exhibit at Site Visit: Adult Education Program Catalog **Comments:** -Provide complete copy of the GJCTC Adult Programs Handbook
2.	Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate an all activities regardless of race, color, national origin, age, gender, or disability? The postsecondary programs at GJCTC are designed to appeal to a wide range of students with different career aspirations. Students of all races, color, national origin, ages, and genders are welcome to take advantage of the training opportunities offered at GJCTC. Disabilities are evaluated on an individual basis according to program requirements and reasonable accommodations are made if possible. The Non-Discrimination Policy is printed in both the program catalog and student handbook.

	Exhibits: Adult Education Non-Discrimination Policy Promotional Materials **Comments:** -Provide complete copy of the GJCTC Adult Programs Handbook, and the GJCTC Financial Aid Handbook.
3.	Are admissions policies and guidelines clearly stated, published, and made available to all PPVE students prior to enrollment that include such items as: prerequisites for enrollment, expectations for successful completion of a course, the type of report/feedback or grading system used, individual help/coaching available during the course, ethical responsibilities of the student, and the type of certificate, certification, diploma, degree, received, etc. Admission policies, pre-entrance requirements, testing requirements where applicable, refund policies, program outcomes, grading systems, student obligations, and the type of diploma or certificate awarded are published in a variety of printed documents given to the student prior to enrollment. Students sign that they have received the program information and understand the policies and procedures that apply to their specific program. Exhibits: Admission Policy Graduation Requirements Exhibit at Site Visit: Program Summary and Acknowledgment of Understanding Adult Education Program Catalog **Comments:** -Admissions policy indicates that applicants must meet the requirements of the specific program. Please provide program specific requirements be provided?
4.	Where applicable, are enrollment and class sizes in compliance with state standards? The maximum number of students enrolled in most postsecondary programs is determined by the availability of work stations or equipment. Program enrollment is also governed by acceptable instructor to student ratio. For example, in the Mobile Equipment Operations Program, truck driving training is limited to four students per instructor. Safety is also considered when determining how many students to accept into a program. Availability of clinical facilities for student experience is a determining factor for enrollment in the Practical Nursing Program. The Practical Nursing Program complies with approval and accrediting body recommendations for student to instructor clinical ratios. **Comments:** -Provide a copy of the current GJCTC adult program student enrollment with numbers of adult student currently enrolled in each program - No evidence provided in binder

5.	Does the institution inform students of the cost of the program and of any required equipment and supplies? All students are informed of the cost of the tuition, lab fees, and related expenses upon inquiry and during their student interview and orientation session prior to admission. The *Net Price Calculator* tool is available on the GJCTC website under the Adult Education tab. Exhibits: Various Program Tuition, Fees and Expenses Sheets Exhibits at Site Visit: Various Program Tuition, Fees and Expenses Sheets—for all Adult Programs **Comments:** -Provide Program Tuition, Fees and Expenses Sheets for all GJCTC Adult Programs
6.	If financial aid is available, is information about it provided to each individual? Financial aid is available in the form of Federal Pell Grants and Stafford Loans to students enrolled in all postsecondary programs. Students also receive tuition assistance through funding sources such as TAA (Trade Adjustment Act), WIA (Workforce Investment Act), OVR (Office of Vocational Rehabilitation), and Veteran's Education Benefits. Information on financial aid is presented in the Adult Education Catalog and on the website. Each prospective student is provided financial aid information during their registration interview. The Financial Aid Officer is present at all program orientation sessions to give a presentation on financial aid and is available to answer questions. The phone number listed on all printed materials includes the menu option for individuals to speak directly with the Financial Aid Officer. Exhibits: Financial Aid Information - Adult Education Program Catalog Financial Aid Information – GJCTC Website Exhibits at Site Visit: Financial Aid Handbook **Comments:**
7.	Does the institution ensure that qualified advisers counsel PPVE students on how and where to find jobs and assist in placement in occupations related to the students' training and life experience? A part-time Adult Education Career Counselor is on staff to advise students on various counseling matters and the job search process. The Career Counselor teaches a course to students on resume preparation and interviewing skills prior to graduation. The Career Counselor also works with local companies who are looking to hire program graduates. Employment opportunity memos or postings on student bulletin boards also make student aware of job availability. This information is also detailed for the students in a job posting binder that is kept in the Adult Education Office.

	Exhibits: Job Placement Activities Sheet Employment Opportunity Information Exhibits at Site Visit: Resume Writing, Interviewing, and Job Seeking Skills Manual Job Posting Binder Adult Education Career Counselor Position Description **Comments:** -Provide data on where GJCTC adult program completers have been placed in the workforce during 2012-13.
e.	**Credit Hour Policies**
1.	How does the institution define a credit hour based on the credit/hour conversion? The institution defines a credit hour as a sixty—minute, trade and/or technology--related unit of instruction, based on the SBVE conversion formula, relating to each course taken during the term of a fulltime program. **Comments:** - No evidence provided in binder.
2.	How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement? Each fulltime program has a structured curriculum composed of a group courses which are, generally, competency or task based. The courses are then divided into appropriate segments of theory (Classroom Lecture), lab (shop/lab), and/or internship/externship hours. Each segment has tasks to be completed during instructor-based timelines. The tasks composed of measurable projects, processes, tests, and other methods, many of which are required by certificating agencies which require performance/achievement standards for students in the program. The instructor verifies learning outcomes and student achievement based on standards imposed certificating agencies and/or the instructor. Effective for the 2012-2013 program year, all students are informed of GJCTC's Clock Hour/Credit Hour Policy at the program orientation held before the start of each new program. Exhibits: Assorted Clock/Credit Hour Charts for Postsecondary Programs Clock Hour/Credit Hour Conversion Policy **Comments:**
3.	How does the institution separate the number of hours for direct instruction, lab, and out-of class work? The instructor, with the assistance of institution administration, a local advisory committee and/or other educational resources, develops a structured program curriculum. These parties collaborate on what may work best to attain successful student achievement, relative to hours

	spent in the program. The total program hours are divided using the SBVE model of theory, lab, and internship/externship hours. It must be noted that in some cases, certificating agencies will require a specified number of theory, lab and internship/externship hours be applied to the program. The institution follows the SBVE clock hour to credit conversion model. Exhibits at Site Visit: Clock/Credit Hour charts for each Postsecondary Program Area **Comments:**

Category E – Learning-centered Facilities and Equipment:

The Standard...
The availability and proper use of instructional equipment is evident in conducting quality occupational training. Adequate equipment, materials, supplies, reference texts, teaching resources, audiovisual aids, automation, etc. are made available for instructional purposes. Teachers use a variety of instructional materials and methods in accordance with student needs and the objectives of the program.

Physical facilities provide adequate space and utilities in classroom and laboratory areas that are safe and promote quality instruction as related to the program's objectives. Both instructional and non-instructional areas such as storage, restrooms, and offices are adequate for the number of students and staff. Special consideration is given to meeting the needs of students with disabilities as well as providing for the special needs of co-educational classes.

a.	**Acquires proper equipment, materials and adequate supplies and makes them available to support the instructional program objectives and to meet the needs of individual students:**
1.	Are adequate funds made available for purchasing and replacing equipment, tools, materials and supplies in accordance with the institution's planning objectives and acceptable business and industry practices to ensure safe, quality and effective PPVE? 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. Recently, the Mobile Equipment Operations program has acquired a backhoe, a skid loader, a mini excavator, and a dump truck for use by the students to support the curriculum. The Supervisor of Adult Education submits the Carl Perkins postsecondary budget annually. Equipment purchases for adult programs are included within the Perkins grant budget. Students in most postsecondary programs are required to purchase their own books and tools prior to starting class. A list of required books and tools is on the Tuition, Fees and Expenses sheet and is discussed at their student interview. Books and supplies are included in tuition for the Municipal Police Academy. Exhibits: 2012-2013 Workforce Development/Adult Education Budget Perkins Budget Electrical Technology Program Tuition, Fees and Expenses Sheet Exhibits at Site Visit: Health Assistant Program Tuition, Fees and Expenses sheet Perkins Budget

	Equipment Purchase Orders EDGAR Forms Pictures of Heavy Equipment **Comments:**
2.	Do the equipment, tools, materials and supplies meet the competency based instructional needs of the curriculum (e.g. hand tools, computers, computer software, audiovisual equipment, reference materials, and consumable materials). 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 LCD projectors for instructional purposes. The Practical Nursing Program has library reference materials available for student use at all locations. The other postsecondary programs have reference materials located within their program areas. Exhibits: Heating and Air Conditioning Technology Tuition, Fees, and Expenses Sheet Program Purchase Orders **Comments:** -Provide Equipment Lists for GJCTC Practical Nursing, HVAC and Diesel Programs. - On-site evaluation of equipment is necessary.
3.	Are the quality and quantity of training stations appropriate for the number of students being served? Enrollment in any course requiring training stations is based on the ability to provide ample training time for the students. For example, enrollment in the Welding & Metal Fabrication Program is limited to twelve students because there are twelve welding booths available. Program instructors work with the program supervisors to determine when training stations need upgraded or replaced. Program areas are routinely inspected and the need for upgrades is determined by the faculty and administration. All adult education programs have full access to the equipment and supplies available in the secondary programs. **Comments:** -Provide a copy of the current GJCTC adult program student enrollment with numbers of adult student currently enrolled in each program - No evidence provided in binder. - Provide most recent enrollment numbers of each program with adult students.
4.	Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place? The Capital Asset Policy is found in the school's Policy Manual. This policy deals with

	maintaining equipment, replacing equipment, and disposing of equipment. Program instructors annually review and inspect equipment to determine repair or replacement needs. Program areas are on a rotation schedule for new equipment through Carl Perkins funding. Any training equipment used in the Municipal Police Academy provided by MPOETC is inventoried on an annual basis and reported to MPOETC. Exhibits: Fixed Asset Inventory Memo Capital Asset Policy Fixed Asset Inventory Form Exhibits at Site Visit: MPOETC Inventory **Comments:** - Provide a completed fixed asset inventory form.
5.	Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education? All instructors are required to submit purchase order requisitions for any supplies and materials they need prior to or during the class. The instructor and/or maintenance staff immediately remove any unsafe equipment from the classroom/program area. Before any new equipment is ordered, the instructors and program supervisors discuss the importance and relevance of the equipment to the curriculum and if the purchase is within budgetary considerations. Exhibit: Purchase Order Requisition **Comments:** -Would like to see another example besides the salt spreader – something pertaining to safety in a classroom. - Provide OAC minutes indicating equipment is requested and subsequent admin approval and requisition to ensure timely purchase.
6.	Does the institution ensure that equipment and supplies meet appropriate safety requirements, that safety features are in place and that safety instruction is planned, presented, demonstrated and practiced by the instructor? Program instructors routinely inspect all equipment to determine that it meets safety standards. All programs stress safety and include safety instruction in the beginning of the course. Safety is stressed throughout instruction and students are often tested on safety competencies. Students and instructors are required to wear appropriate safety apparel (hard hats, safety glasses, work boots) during laboratory and/or hands-on activities. Instructors are required to be present in the classroom or program areas any time students are using tools or operating equipment. Safety procedures are given to the instructors at the start of every program year and safety signs are displayed in all program areas. Safety in the clinical experiences for Practical Nursing students is stressed on a daily basis.

	Standard precautions are practiced with patients/clients in all settings, MSDS sheets are on all clinical units, and the instructor ensures that students have proper knowledge and operation of any equipment before use. 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. Students in the Mobile Equipment Operations program are issued safety green t-shirts to be worn to class every day. These t-shirts are designed to keep the students visible while operating equipment. Students are also required to complete pre-trip inspections on every piece of equipment that is used daily. Accident report forms are available in the Adult Education office and the program areas. The accident rate for instructors and students is exceptionally low. Each OAC meeting begins with a safety inspection. Exhibits: Safety Checklist Heating & Air Conditioning Program Shop Rules and Student Expectations Exhibits at Site Visit: Heating & Air Conditioning Program Shop "NO's" Safety Signs Daily Operator's Report for Mobile Equipment Command Post Range Rules and Regulations – Municipal Police Academy Safety Checklists for Various Program Areas OAC meeting agenda **Comments:** -Provide a tour of the GJCTC building to PDE. - Would like to see results of a safety quiz.
b.	**Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:**
1.	Are physical facilities established that include adequate space and utilities in classrooms and laboratories, and provide for safe and quality instruction to meet the program objectives? Each classroom and program area is designed to support the activities required of the program. Desks or workbenches are provided, as well as appropriate equipment and instructional aides (computers, LCD projectors, VCR/DVD players). Lighting, heating and ventilation are adequate in all areas. GJCTC complies with local building codes and all ADA regulations. **Comments:** -Provide a tour of the GJCTC building to PDE. - No evidence provided in binder. - Onsite evaluation is necessary.

2.	Does the institution ensure that instructional and non-instructional areas, including storage areas, restrooms, and offices are adequate for the number of students and staff? Is space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment? 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. **Comments:** -Provide a tour of the GJCTC building to PDE. - No evidence provided in binder. - Onsite evaluation is necessary.
3.	Does the institution ensure that facilities are adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes? GJCTC complies with all ADA requirements to meet the needs of students with disabilities. The main doors are equipped with an automatic opener for handicapped students and an elevator provides access to the second floor. Restrooms are handicap accessible. The registration forms and student information sheets request students to identify any special needs they have that may require accommodations. Reasonable accommodations are implemented to meet individual needs when possible. The Civil Rights Checklist for the latest compliance review addresses building compliance with regulations. Exhibit: Adult Education Registration Exhibit at Site Visit: Civil Rights Checklist for On-Site Compliance Review **Comments:** - How do they meet the needs of students with disabilities? - Onsite evaluation is necessary.
4.	Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction? The maintenance staff maintains the building and grounds on a daily basis. Safety issues are reported to the Supervisor of Building and Grounds for action. Facilities renovation and improvements are typically done when school is not in session. **Comments:** -Provide a tour of the GJCTC building to PDE. - No evidence provided in binder. - Onsite evaluation is necessary.

Category F – Organizational Performance Results:

The Standard…
The overall performance of the organization and student learning results are tracked using key measures that lead to clear results for PPVE. The results show that the organization is successful in meeting its mission/vision, goals, and objectives.

No	Quality Results
a.	**Student learning and satisfaction results:**
1.	What is the institution's current data that shows results in the areas of student learning such as grades, satisfactory completion, competencies completed, or improvement in knowledge and skill for PPVE students? The Adult Education programs record each student's grades and program completion status on his/her transcript, which is placed in his/her permanent record. Student biographical information, program completion information, and program start/end dates for all postsecondary programs are reported to the Pennsylvania Department of Education (PDE) on the PIMS report and in the school's student database, ClassMate. Program enrollment, completer, graduate, licensure, and employment information is continually gathered for evaluation purposes and is reported to PDE in the annual accreditation report. Adult students are also prepared to earn additional national skill certifications in addition to their postsecondary diploma. Graduates of the Practical Nursing Program are qualified to take the NCLEX-PN licensure examination. The current pass rate for the Practical Nursing Program as listed on the Pennsylvania State Board of Nursing website is 89.33%. The Municipal Police Academy reports student data to MPOETC within ten days of program completion as per requirements. Exhibits: Student Completion Rates Student Transcript Exhibits at Site Visit: PAAPSA report PDE Accreditation Annual Report National List of Students who Received a National Skill Standard **Comments:** -Need to see current Student Completion Rate (provided 2009-2010). -What is the third item listed under "Exhibits at Site Visit"? Just lists National.
2.	What is the institution's current information about attendance, dropout, and completion for the PPVE programs?

	Information regarding student attendance, dropout, and completion rates are maintained for each program area. The Career Counselor and program instructors counsel students who are frequently absent from classes. Aggregate data on attendance, dropout, and completion rates are recorded in the School's student database, Classmate. Exhibits: Daily Attendance Sheet Student Attendance Report Exhibits at Site Visit: Program Enrollment Report Student Attendance Letter **Comments:** -Need to see Attendance Policy including definition of Excused Absence.
3.	What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students? GJCTC issues a postsecondary diploma to successful graduates. Students in short-term classes receive a certificate of completion. The number of graduates for each class is maintained by the program supervisors and is reported annually to PDE in the annual accreditation report. Exhibits: Program Enrollment Report Exhibits at Site Visit: Certificate of Completion – Basic Computers Diploma – Mobile Equipment Operations Program PDE Accreditation Annual Report **Comments:** -Program Enrollment Report needs to include type of award (diploma, certificate or degree). -Need to see current Program Enrollment Report.
4.	What is the institution's current information on awards or recognition of special student achievement? Eligible students are issued Exemplary Attendance Awards and/or Exemplary Performance Awards at the graduation ceremony. The Practical Nursing Program presents valedictorian and salutatorian awards for theory performance in addition to attendance awards. Municipal Police Academy presents awards for academic achievement, highest gun range average, and most improved shooter. Over the past two years, adult students in the Machining Technology program have attended the Skills USA competition and earned a second place award. Exhibits: Criteria for Exemplary Attendance Awards Criteria for Exemplary Performance Awards

	Exhibits at Site Visit: Exemplary Attendance Award Exemplary Performance Award **Comments: Need to see award/recognition of achievement on site.** -Need to see award/recognition of achievement on site. -Need to see Skills USA Award. -Need to see list of awards in graduation/awards ceremony program.
5.	What are the institution's results from tracking the Adult Affidavit Program Registration and CATs? Twenty-nine programs are registered on the Adult Affidavit report. Enrollment in the current Adult Education programs has remained increased over the past five years due to the addition of the intergenerational programs and a major marketing campaign, including radio ads, television ads, and a jingle. Practical Nursing enrollment has increased mainly due to the establishment of a satellite campus in Monroeville. Exhibit: Adult Affidavit (CATS) Report Email Exhibit at Site Visit: Adult Affidavit (CATS) Report **Comments:** -Need to see enrollment numbers over the past five years.
b.	**Public, community and employer satisfaction results:**
1.	What is the institution's current data and information showing the levels of satisfaction or dissatisfaction? At the completion of each course and program, the student completes an evaluation of the instructor, curriculum, facility, equipment and clinical experience as applicable. The forms are collated and reviewed by the program supervisors. Program supervisors meet with instructors and review the composite summary of the student evaluations. The Supervisor of Adult Education, the Practical Nursing Coordinator and the Director of the Municipal Police Academy maintain frequent contact with employers of program graduates in the local area through personal discussions and the Employer Surveys sent out. The employers give feedback regarding the performance of graduates. Employers are invited to visit students in the classes to discuss employment opportunities. Many employers recruit at the school on a yearly basis. For the 2010-2011 program year, the overall completion rate for all postsecondary programs was 86%. Exhibits: Student Evaluation Summary Completed Employer Evaluation

	Student Completion Rates Exhibits at Site Visit: Student Evaluation Summaries Employer Surveys Student Follow-up Phone Log **Comments:** -Need to see 2010-2011 Student Completion Rates since provided in Exhibit 2010-11 Adult Ed Student Evaluation Summary.
2.	What is the institution's current data and information on enrollment, retention, student placement, and employer feedback? Student enrollment, retention, and placement are reported on the PDE annual accreditation report. This information is also required for re-approval of programs on the Statewide Eligible Training Provider's List (through the Workforce Investment Board). The Career Counselor gathers all student placement information through phone calls, letters, personal inquiries, etc. and records this information for evaluation. Employer feedback is obtained via surveys, phone contact and personal contact with employers. GJCTC recently complied with PDE's request to send follow-up letters to individuals who completed an adult education program. Exhibits: Program and Student Placement Report Program Enrollment Report CWDS Approved Program List Exhibits at Site Visit: Student Follow-up Phone Log **Comments:** -Need to see data reported to CWDS. -Need to see PDE Annual Accreditation Report.
3.	What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction? Information concerning student satisfaction is gathered from the evaluation forms and exit interviews. Instructors are given the opportunity to discuss issues, concerns, or program achievements at faculty meetings or by speaking to the program supervisor directly. The Administrative Director conducts yearly staff surveys using a positive delta format. Exhibit: Positive Delta Form **Comments:** -Need to include Student Evaluation Form and Student Exit Interview. -Need to see completed Positive/Delta Form or Summary of Responses. - Completed Form?

c.	Budgetary and operational results:
1.	What is the institution's current data and information about funding to the organization and grants to students? GJCTC is approved through the Pennsylvania Department of Education accreditation to offer financial aid in the form of Pell Grants and Stafford Student Loans. Students receiving funding through Veteran's benefits, Office of Vocational Rehabilitation, Workforce Investment Board, or Trade Adjustment Act funding are also eligible to enroll in GJCTC programs. A report is generated annually that reflects the Title IV Aid that was received by eligible students and is audited by GJCTC local auditors. The Practical Nursing Program has received annual Pennsylvania Higher Education Foundations grants since 2001 for tuition assistance for students. Additionally, GJCTC was awarded a tuition assistance grant for Practical Nursing and the Machine Shop from the Pennsylvania Department of Labor and Industry. Exhibit: Letter from Pennsylvania Department of Labor and Industry Exhibits at Site Visit: Sample page - Title IV Aid Report PELL Sample page - Title IV Aid Report Loans **Comments:** -Need to see budget or report which shows amount of funds from Veteran's, OVR, WIB & TAA
2.	What is the institution's current information about staying within budget and budget growth? Monthly financial reports are generated and reviewed by the Business Manager to insure programs are expending funds according to their line item budgets. Budget growth is determined by program needs and number of students enrolled. Budget transfers between programs are generated if needed to allow for budget growth by program. Annually, during the budget preparation process, program offerings are reviewed to determine the budget needs for adult education. A financial audit is completed at the end of the fiscal year. Exhibit: Statement of Revenues and Expenditures by Operational Unit Monthly Financial Report Exhibit at Site Visit: Auditor's Report **Comments:**
3.	What is the institution's current information about new programs and program improvement? The program supervisors and instructors meet formally during the annual instructor meeting and informally through weekly conversations to discuss program improvements or suggestions for new programs. Program improvement is also based on the results of the student evaluation surveys, Occupational Advisory Committee suggestions, and feedback from employers. The Supervisor of Adult Education attends the PACTA Adult Education Coordinator's meeting every year. The Practical Nursing Coordinator attends the Pennsylvania Association of

	Practical Nursing Administrators (PAPNA) biannual meetings. These meetings provide current information regarding state-wide practices and trends in career and technical education. The Director of the Municipal Police Academy participates in the quarterly meetings of the MPOETC. These meetings provide information regarding police training and legislative issues. Exhibit at Site Visit: PACTA Adult Education Coordinator's Meeting Agenda **Comments:** -Need PAPNA Agenda. -Need MPOETC Agenda.
4.	What is the institution's information on net cost per student? Annually each program's expenditures, less offsetting revenues, are calculated according to enrollments to produce a net cost per student to include overhead costs. **Comments:** -Need Program Expenditures which includes calculation of Net Cost Per Student.
d.	**Administration, faculty, and staff satisfaction results.**
1.	What is the institution's data and information showing the levels of satisfaction or dissatisfaction? Faculty members have the opportunity to discuss their feelings of satisfaction or dissatisfaction during instructor meetings or private meetings with the program supervisor. The Administrative Director conducts yearly staff surveys using a positive delta format. **Comments:** -Need minutes from Instructor Meetings. -Need summary of Positive Delta surveys.
2.	What is the institution's data and information related to safety and overall well-being? GJCTC has a Safety Committee consisting of secondary and postsecondary instructors and staff. An Accident Report is completed for students and staff if an accident, even minor, occurs. Incidents that involve issues related to safety and inappropriate student conduct are reported to administration via a Student Incident Report. These are kept on file in the Adult Education office. Students are required to complete an Emergency Notification Form upon registration. Each OAC meeting begins with a safety inspection. Exhibits: Student Accident Report Student Incident Report Emergency Notification Form OAC meeting agenda

	Comments: -Need Safety Committee Meeting member list, agenda and minutes. -Missing OCA agenda
3.	What is the institution's data on individual employee training and development? Training and development of instructors and staff are encouraged by administration and program supervisors. Records of individual employee training are either maintained by the employee (part-time postsecondary instructors) or are placed in their personnel file. Instructors who are required to have or maintain specific degrees, licenses, certifications, Act 48 credits, etc. must provide official evidence of those for their employee record. The Municipal Police Academy instructors are required to attend an Advanced Instructor Development two-day program and are encouraged to attend continuing education courses available through MPOETC and other law enforcement agencies. Professional development money has been budgeted in the 2012-2013 Perkins grant. Exhibits: Act 48 Record MPOETC Advanced Instructor Development Certificate Exhibit at Site Visit: Various Employee Training Records 2012-2013 Perkins Grant Budget **Comments:** -Need to see Professional Development form that instructors complete to receive Act 48 credit.

ATTACHMENT J3

CLEARFIELD TECHNOLOGY CENTERS ACCREDITATION SITE REVIEW
Schedule for October 8 - 10, 2013

Tuesday, October 8, 2013:

1:00 PM – 2:00 PM Evaluator Training

2:00 PM – 4:00 PM Breakout Reviews

Wednesday, October 9, 2013:

9:00 AM – 9:30 AM Tour

9:30 AM – 11:30 PM Breakout Reviews

11:30 PM – 12:30 PM Lunch (provided at school)

12:30 PM – 4:00 PM Team Breakout Sessions & Interviews

Thursday, October 10, 2013:

9:00 AM – 12:15 PM Team Breakout sessions

12:15 PM – 1:15 PM Lunch (provided at school)

1:15 PM – 2:00 PM Team document review and compilation of data

2:00 PM – 2:15 PM Presentation of Preliminary Findings

Interview/Tour	9-Oct	A&C	B&F	D&E
Vocational Teacher	Debbie Gmerek (Cosmetology Instructor)	2:30		
Counselor	Molly Sheeder		1:30	
Adult Student	Kenneth Baney (Electronics)		2:00	
School Director	Lois Richards	1:30		
Board Member	Phillip Carr			3:15
Business/Industry	TD Fabricating, Matt Duncan (Owner)			1:30
Business/Industry	Mountain Laurel Nursing Home, Michelle Canter(Director of Nursing)		3:00	
Careerlink	Shawn Evans (Business Service Rep.) and Todd Vanderberg (Site Admin.)	2:00		

ATTACHMENT K1

The Standard…
The institution's leaders address the organization's values, purpose, focus, and performance expectations, as well as its focus on students and stakeholders, including student learning, faculty/staff, organizational learning, regulatory requirements, and public responsibilities.

The organization develops strategic plans including the vision, mission, and values, clear objectives, designs and implements specific action plans and performance expectations, and tracks improvement towards the objectives.

No.	Quality Initiatives
a.	**Provides direction to the overall organization:**
1.	Does the administrative team set and disseminate values, direction, and performance expectations? Is two-way communications ensured on these items? (List the names and job titles of the administrative team for the applicant institution) Answer: The administrative team sets and disseminates values, direction and performance expectations for all programs involved with providing adult education through numerous means. Student evaluations, instructor feedback, advisory board meetings, and conversations with adult students, employers, and local business leaders ensure two-way communications at all levels. Faculty in-service days, along with informal faculty and staff meetings, held monthly after each Joint Operating Committee (JOC) meeting, keep all personnel up-to-date on all issues. Weekly Administrative Updates are sent via email to all school personnel by the Executive Director. 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: Lois A. Richards — Executive Director William Weaver — Assistant Director

	Kathie Pearcy	Business Manager
	Holly R. Ryan	Adult Education/Marketing Coordinator
	Holly Bressler	Adult Education Administrative Assistant
	Elsie Maurer	Practical Nursing Program Director
	Heather Williams	PN Clerical Assistant
	Frank Walk	Computer Technician
	Jerome Mick	Computer Technician Assistant
	Evidence A.a.1: Organizational Chart	
	Evidence Onsite: Articles of Agreement Administrative Update JOC Monthly Board Report Adult Program Evaluations Faculty and Staff Handbook-"Faculty and Staff Meetings"- Page #10 Minutes of Practical Nursing Student Government Association Practical Nursing Student Handbook	