

ATTACHMENT L1

Site Review – Indiana County Technology Center

Name of Institution: Indiana County Technology Center

Completion Date of Evaluation: September 9, 2013

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.

Quality Initiatives	
a.	Provides direction to the overall organization:
1.	<p>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)</p> <p>The ICTC’s administrative team is comprised of: Carol J. Fry – Administrative Director Randy Thornton – Business Manager Eric D. Palmer – Adult Education Coordinator Michael McDermott – Principal Dr. Diana Rupert – LPN Coordinator Doug Taylor – Maintenance Supervisor</p> <p>The ICTC also has an appointed Superintendent of Record that works close with the administrative team when necessary.</p> <p>The mission of the Indiana County Technology Center, an innovative regional career development and technology center, in partnership with our member districts and the community, is to provide all learners an environment that includes the integration of a challenging technical and academic education with an emphasis on the development of skills which provide the pathways to further education and employment in an ever-changing world.</p> <p>With the mission of the ICTC in mind, the administrative team holds regular “Admin Meetings” to ensure that our programs in secondary education, adult education, and LPN are continuing to move</p>

Site Review – Indiana County Technology Center

	<p>toward satisfying the greater mission of the ICTC. Each department administrator is tasked with setting goals each year during their annual performance evaluation. Periodically throughout the year, progress toward each department's goals is evaluated and a final goal assessment is conducted during the year's final evaluations. Acting as the negotiator for the Act 93 employees, the Adult Education Coordinator implemented a performance pay system linked to each employee's stated goals.</p> <p>As a small school, communication happens on a constant basis with conversations and "mini meetings" happening almost daily.</p> <p>Comments: Documentation was adequate and JOC appears to be updated regularly.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
<p>2.</p>	<p>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?</p> <p>The ICTC's mission, listed below, is inclusive of all learners, both adult and secondary.</p> <p>The mission of the Indiana County Technology Center, an innovative regional career development and technology center, in partnership with our member districts and the community, is to provide all learners an environment that includes the integration of a challenging technical and academic education with an emphasis on the development of skills which provide the pathways to further education and employment in an ever-changing world.</p> <p>Comments: ICTC vision and mission supports involving multiple stakeholders and regulatory requirements.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
<p>3.</p>	<p>Is the overall vision/mission and Pennsylvania Public Postsecondary Vocational Education services</p>

Site Review – Indiana County Technology Center

	<p>communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?</p> <p>The ICTC has regular engagement with all of our stakeholders and communicates its mission in both words and in actions. The mission is published on our website, in our catalogs, and on many of the documents that are used by our students.</p> <p>Comments: ICTC communicates their vision effectively to multiple stakeholders.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
b.	<p>Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education and implements the plan:</p>
1.	<p>Is your overall vision/mission and operations based on public/community needs and expectations of key customers and based on current data and information?</p> <p>The ICTC is works closely with local economic development agencies, government officials, and employers to ensure we are providing career training programs that meet local and regional workforce needs. Each year, we review the regions high priority occupation list and submit all programs for review to the Tri-County Workforce Investment Board (WIB). The WIB requires the submission of current occupational data for each program and comprehensively evaluates each submission.</p> <p>Additionally, outside of our career training programs, we use short term training to help meet the immediate needs of regional employers. For example, a wide array of safety training programs have been developed to satisfy the recent influx of gas and oil companies.</p> <p>Comments: It is apparent that ICTC works with the local community to develop effective career training programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

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?

The ICTC's Strategic Plan covers 2009 to 2015 and so it is nearing the end of its planning horizon. At the time the strategic plan was written, the ICTC's Adult Accreditation had only been in effect for a few months and much of the Adult training offered by the ICTC was in the form of short "hobby" courses. Much has changed in the Adult Education program at the ICTC since the report was approved in 2008 and this upcoming year will bring the submission of our new strategic plan which will more prominently feature the roll of Adult Education at the ICTC.

The ICTC's goals are as follows:

- Advocate the critical role of career and technical education for quality education and workforce development.
- Collaborate and partner with other education/community stakeholders to provide enhanced post-secondary opportunities for student success.
- Expand and develop quality adult education programs.
- Increase student achievement through the integration of academic and occupational standards.
- Integrate technology into the instruction practices and operations of the ICTC.
- Utilize all resources of the school in an artful manner.

The goals of the ICTC specifically address our adult education programs.

Comments: ICTC strategic plan clearly includes adult education programming.

Strengths:

Opportunities for Improvement:

Corrective Action:

3. What are your Pennsylvania Public Postsecondary Vocational Education key strategic objectives, action plans, and timetables for accomplishing them?

During the creation of the 2008 strategic plan, ICTC's Post-Secondary programs were in their infancy. Since implementing a new Adult Education Coordinator in March of 2009, the ICTC has moved away from "hobby" courses and concentrated on delivering quality career training programs that meet regional industry need. The ICTC remains committed to the idea that we must be responsive to industry. As the regions needs have changed, the ICTC has adapted its current offerings and created new programs to address industry's requirements. From the gas and oil industry to the medical field, the ICTC has continually addressed the demands of regional businesses.

Site Review – Indiana County Technology Center

Each year, the Adult Education Coordinator is tasked with developing goals for the upcoming year. Yearly goal setting allows flexibility in the dynamic world of post-secondary career and technical education. Goals are then evaluated at the end of each fiscal year and the coordinator is assessed on the attainment of those goals.

Comments: ICTC has made great strides in moving away from “hobby courses” to industry supported career training programs.

Strengths:

Opportunities for Improvement:

Corrective Action:

4. **What are your key measurements and performance indicators/targets that will identify successful completion, and are used to track the plan execution?**

The success of the ICTC’s Post-Secondary division is measured and quantified in many ways. First and foremost, Adult Education at the ICTC is financially self-sufficient. Administration believes strongly that the future success of the ICTC’s adult programs rests on their ability to remain self-sustaining. Monthly financial statements are provided by the business office and reviewed by the AE coordinator and the Administrative Director. Financial health is assessed at the program level, department level, and as a whole.

A second performance measure deals with student achievement. Each program has a unique grading system that assesses student success. Students are monitored for academic progress throughout their program and those falling behind place in probationary status and given remediation plans to encourage success.

Comments: ICTC effectively monitors student progress and provides remediation if necessary.

Strengths:

Opportunities for Improvement:

Corrective Action:

Site Review – Indiana County Technology Center

c.	Reviews the organization's performance:
1.	<p>Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?</p> <p>The ICTC administrative team, including the JOC, constantly monitors the financial health and programmatic performance. Understanding that fiscal self-sufficiency is critical to the long term success of the post-secondary programs, they remain priorities of the school's leadership. Frequent direct communication occurs between the Adult Education and LPN program coordinators and the business manager to ensure programs are in good financial health.</p> <p>The ICTC is audited each year according to standard school audit requirements has consistently met all requirements. Further, the ICTC's participation in Federal Financial Aid programs and other student assistance programs require additional reporting and monitoring as per each entities requirement.</p> <p>Comments: ICTC are in compliance with meeting its fiscal budget.</p> <p>Strengths: ICTC has shown significant increases in revenue since 2008.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>The ICTC's Joint Operating Committee is updated regularly through monthly board updates. Presentations have been made to the board periodically throughout the year to address specific objectives. Additionally, the ICTC's Professional Advisory Committee, consisting of all the member districts superintendents, participates in an annual day long retreat where a review of all aspects of post-secondary education occurs.</p> <p>Feedback is provided during all presentations and suggestions are evaluated and implemented when appropriate.</p> <p>In the past year, senior leadership was provided with an analysis of our increased staffing levels due to increased enrollment and voted to add two new full time positions to the Adult Education staff, Programs Supervisor and Financial Aid Coordinator. Recently, a new program has been commissioned for development. A partnership with Central Westmoreland Career and Technology Center to develop a</p>

Site Review – Indiana County Technology Center

	<p>partnership in the delivery of ICTC’s Medical Assistant Program.</p> <p>Comments: The ICTC Adult Education administration updates the JOC monthly.</p> <p>Strengths: ICTC has an annual retreat specifically to review post-secondary education.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
d.	Meets its regulatory requirements and public responsibilities:
1.	<p>Do you comply with Board policies and procedures and ensure the institution maintains the public’s trust in the integrity of the institution?</p> <p>ICTC’s administration and staff work together to ensure the organization is in compliance with regulatory requirements. Through the JOC, policies are created, updated, and modified as needed to ensure compliance with any and all regulatory or legislative changes.</p> <p>Additionally, ICTC’s participation in Federal Financial Aid programs requires a host of additional regulatory requirements. These requirements cover both fiscal and programmatic aspects of ICTC’s post-secondary programs. In order to increase our ability to comply with the regulations related to Federal Financial Aid and there student assistance programs, ICTC has added a full time Financial Aid Coordinator to aid in providing quality service to our students and ensure the school remains in compliance with the ever-changing regulations surrounding Federal Financial Aid.</p> <p>Comments: ICTC is in compliance with ensuring the public’s trust in the integrity of the institution.</p> <p>Strengths: ICTC recently hired a full-time Federal Financial Aid Coordinator.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>Extensive efforts have been taken to ensure ethical policies, practices, and any and all civil rights</p>

Site Review – Indiana County Technology Center

compliance issues are addressed. All handbooks, including employee and student books, include references to applicable ethics standards. Additionally, in program areas that have professional codes or ethics statements, these are contained in the program specific handbooks.

Hiring practices are fair and provide an equal opportunity to all applicants. Admissions policies for potential students also follow all equal opportunity requirements as indicated in Title VI, Title IX, and Section 504. The secondary Principal serves as the school's Civil Rights Officer.

There is also a clearly defined grievance policy to ensure that student complaints regarding ethical matters can be addressed quickly and in a diligent manner.

For employees, applicable disclosures are made available in the faculty workroom/break area on a large bulletin board.

Comments: ICTC follows all equal opportunity requirements.

Strengths:

Opportunities for Improvement: Grievance procedure for Adult Education should go beyond the Director. Grievance steps should include Chief School Administrator and JOC.

Corrective Action:

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 JOC, with the advisement of the superintendent of records and administrative leadership team, hold the responsibility of ensuring that all policies are in line with applicable laws and regulations. Further, the Financial Aid Coordinator ensures compliance with all laws surrounding Federal Financial Aid.

Comments: ICTC regularly reviews its school policies and directives.

Strengths:

Opportunities for Improvement:

Corrective Action:

Site Review – Indiana County Technology Center

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.

Quality Initiatives	
a.	<p>Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:</p>
1.	<p>List your key advisory groups that are in place including their area of focus.</p> <p>A list of each of our program’s OAC’s along with other guiding groups is provided as evidence.</p> <p>Comments: OAC committees are in place and provide guidance to the adult programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?</p> <p>Adult Education provides a catalog of all programs offered that is printed several times during the year with updates and new programs noted. These catalogs are also sent to the local CareerLink, OVR representatives, and other community groups. The ICTC attends local job and college fairs along with visiting area high schools to promote its post-secondary programs. Further, we participate in all forms of local advertising ranging from radio to newspaper.</p> <p>Comments: Vision/Mission statements are in evidence on all materials distributed by ICTC.</p> <p>Strengths:</p>

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?</p> <p>It is the philosophy of Adult Education to under promote and over deliver when it comes our education programs. Programs like our LPN program have a waiting list of admittance nearly every year. All of our tuitions are clearly advertised and our financial aid process and dedicated personal provide students with a clear picture of the expenses related to their training. Our career training programs are also listed on the CWDS website for ease of comparison with other post-secondary institutions.</p> <p>Comments: Materials distributed by ICTC are presented in an accurate and ethical manner.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>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?</p> <p><i>See Below</i></p> <p>Comments: Innovative teaching methods are used</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>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?</p> <p><i>See Below</i></p>

Site Review – Indiana County Technology Center

	<p>Comments: Advisory groups are in place and have a wide variety of members. Meetings occur twice a year.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Multiple templates are used. Suggestion to use one template for all adult programs.</p> <p>Corrective Action:</p>
6.	<p>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?</p> <p>Each program which enrolls post-secondary students is guided by an occupational advisory committee. These committee's meet at least twice per year and are comprised of a mix of industry professionals, fellow educators, administrators, past and current students, and other pertinent individuals. Agendas are created by the school's program leaders in consultation with the committee chair and are reviewed by administration. Typically, agendas will cover a number standard items including curriculum, equipment, and employment while also address issues that are current and relevant to the program. A review of program equipment is always encouraged and recommendations for additional or upgraded equipment are noted. Our programs which consist solely of adult students have unique OAC's. Those programs that are Intergenerational often share OAC members but take time at the conclusion of the Secondary meeting to address issues that are specific to our adult enrollees. Minutes of the meetings are submitted to the Adult Education Coordinator for review. Committee recommendations are taken forward for administrative consideration. Those items which are deemed financially feasible and academically beneficial are then prioritized for implementation. Our OAC's are utilized in many ways to ensure program and student success. For example, our Medical Assistant OAC not only serves to guide the academic and competency components of the program, but many members also participate in student mock interviews, facility tours, externships sites, and guest speakers in our programs. This in depth involvement of our OAC ensures they are vested in the success of our program and students. Successful OAC's are those that make an impact on the program each meeting. Under performing OAC's are analyzed and new members are recruited to ensure the composition of the group remains diverse and supportive. Currently, our Cosmetology OAC is undergoing restructuring due to low membership. Our program supervisor is being sent into the community to meet other industry professionals and recruit a strong team of OAC members to help ensure we are offering solid program.</p> <p>Comments: Minutes are taken and retained of all adult advisory meetings. Minutes are reviewed by administrations and acted upon when appropriate.</p> <p>Strengths:</p>

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
b.	<p>Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase Pennsylvania Public Postsecondary Vocational Education enrollment:</p>
1.	<p>Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education?</p> <p>The ICTC utilizes a number of different methods for assessing student and stakeholder feedback. For students currently enrolled, instructor/program evaluations are conducted periodically to ensure student expectations are being met. These evaluations are conducted by individuals not associated with the program and the results are not available to the program instructors until they have issued grades to the students. The procedure has been modeled after the one used for faculty evaluations at IUP.</p> <p>In some program areas, such as our Medical Assistant program, follow up surveys are conducted with the student and their employer to ensure that the program prepared the student for the workforce.</p> <p>Comments: Surveys are collected from students upon completion of the program. Minutes from OCA meetings are also collected and reviewed.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Need to develop a better system for analyzing comments to help develop programs.</p> <p>Corrective Action:</p>
2.	<p>Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?</p> <p>The Adult Education office at the ICTC utilizes an open door policy and is in constant contact with our students. The office, which was recently relocated, is in the buildings main lobby for easy access by students and stakeholders. The office hours are convenient for both our day and evening students (9am to 9pm M-TR, 9am to 4pm on Friday). The extensive office hours makes it easy to contact AE staff in person, by phone, or by email (admissions@ictc.edu).</p> <p>The AE office maintains coverage of the office through creative staffing methods. Two full time employees, the Programs Supervisor and Adult Education Coordinator, split coverage of the office. Additionally, up to 40 hours of coverage by part-time student workers from the Indiana University of PA have been approved by the JOC to assist in fielding inquiries and managing the office.</p> <p>The ICTC's Practical Nursing program also provides coverage for their office with a full time</p>

Site Review – Indiana County Technology Center

	<p>coordinator and full time secretary. Further, Adult Education has recently hired a full time financial aid coordinator that is available daily to work with current, incoming, and potential students to determine their financial assistance packages. The recent addition of the full time positions noted above, along with the additional coverage provided by IUP student workers, and has drastically improved our communication with students and stakeholders.</p> <p>Comments: Evidence provided shows timely telephone and electronic responses to inquiries regarding adult education.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?</p> <p>The recent addition of two full time positions in Adult Education (Programs Supervisor and Financial Aid Coordinator) along with up to 40 additional hours of coverage by IUP student workers has provided a dramatic improvement in the offices response time to students. The ICTC strives to return simple correspondence within one working day and more complicated matters are addressed within three days.</p> <p>Additionally, Adult Education has a grievance policy to address student issues that cannot be resolved within their program area.</p> <p>Comments: Students and stakeholders are given prompt feedback to all inquiries. Response time is usually between 24 to 48 hours.</p> <p>Strengths:</p> <p>Opportunities for Improvement: MA survey has question of prompt feedback. This should be on all surveys.</p> <p>Corrective Action:</p>
4.	<p>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?</p>

Site Review – Indiana County Technology Center

The ICTC has both informal and formal methods for students and stakeholders to provide feedback to Adult Education staff. Formally, the ICTC has a well-defined grievance policy that students can follow to address their issues. Students are encouraged to work within their program areas to resolve. Very few formal grievances have been issued.

Administration encourages less serious issues to be first addressed at the classroom level, then with the program supervisor, finally the issue can be referred to the AE coordinator.

Comments: ICTC has a formal complaint and grievance policy procedure in place that allows students and stakeholders to file appropriately. Resolutions are made in the best interest of both parties.

Strengths:

Opportunities for Improvement:

Corrective Action:

Site Review – Indiana County Technology Center

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.

Quality Initiatives	
a.	Enacts workforce practices that enable all employees to achieve high performance:
1.	<p>Does the institution have a sufficient number of administrative, faculties, and support personnel to provide the necessary support for Pennsylvania Public Postsecondary Vocational Education?</p> <p>First, it is important to note that the ICTC acts as one school. While there is a distinction between our adult and secondary student programs and activities, there is a strong mentality that the ICTC is ONE school promoting a unified mission. Administrators, faculty, and staff all work together to full the ICTC’s mission on both secondary and post-secondary levels. From the business office to our secondary faculty members, all are vested in the success of the school as a whole.</p> <p>In recent years the growth in ICTC’s post-secondary programs had put increased demands on Administrators and Staff. Due to these increased demands, the JOC has provided additional resources to help ensure superior service to our students and the long term success of our programs. Two full time positions have been added, along with 40 hours of IUP student office assistance to ensure office and phone coverage was maintained.</p> <p>In terms of structure, Adult Education at the ICTC is led by the Adult Education Coordinator, a Programs Supervisor, 40 hours of secretarial coverage, and a Full Time Financial Aid Coordinator. The Coordinator is responsible for program development, evaluations, budgeting, interviewing, and other administrative duties. The Programs Supervisor is responsible for student admissions, scheduling, and other daily operations.</p> <p>Each program area has a Program Supervisor or Lead Instructor that assumes responsibility of their respective area and instructors. They report to the Programs Supervisor. Smaller programs may be staffed by part-time employees while larger programs such as practical nursing and cosmetology have full time supervisors.</p> <p>Comments: ICTC does appear to have a sufficient number of employees to provide support.</p>

Site Review – Indiana County Technology Center

	<p>Strengths: Added a Programs Supervisor position and hired a Financial Aid Coordinator.</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?</p> <p>The ICTC takes great pride in its facilities and grounds. A full time maintenance supervisor is available during the day and two full time custodians are available each evening until 10pm. I would hope that upon a tour of our facility, it will become evident that the ICTC provides a superior setting for career and technical education.</p> <p>Comments: ICTC provides adequate custodial services.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?</p> <p>A sampling of Job Descriptions is provided for reference. The addition of two new full time positions in Adult Education brought about the revision of several key positions which are included for reference.</p> <p>Comments: ICTC clearly defines the duties and responsibilities for staff. Job descriptions are very detailed.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

b.	Builds a quality workforce:
1.	<p>Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education identified?</p> <p>The ICTC seeks the recommendation of our current staff and instructors, OAC's, and industry and education professionals when assembling a job description for our Adult Education instructors. Gaining multiple perspectives when compiling the necessary skills of our instructors and staff allows the ICTC to create robust job descriptions and qualifications.</p> <p>Comments: ICTC has a thorough hiring process for its potential adult education instructors and staff. ICTC includes their adult education instructors with many of the day to day operations of the school. AE instructors are invited to attend school events, included in staff emails, and are encouraged to attend secondary instructor meetings.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>Recruiting – When recruiting new instructors and staff, multiple methods are used to ensure an adequate candidate pool is identified. Ads are run in local newspapers, online forums, with the local CareerLink. We also contact our OAC members to help broaden our search.</p> <p>Hiring – The ICTC hires faculty and staff for various job tasks and durations. Many instructors and part time temporary staff members are engaged to teach specialized subjects or provided routine service to the AE office. These employees are interviewed by the AE Coordinator and a subject matter expert to ensure competency in the area needed and recommended to the Director and JOC for approval.</p> <p>Other faculty and staff positions that will be with the ICTC for a substantial duration or on a full time basis are subjected to a more stringent interview process. Typically, the AE Coordinator, Administrative Director, and a subject matter expert are involved in structured interviews. Often times multiple rounds of interviews are conducted and a demonstration of skills that are necessary before a recommendation is sent to the JOC. The JOC, which is ultimately responsible for all hiring decisions, has shown respect to the interview process by approving candidate recommendations,</p>

Site Review – Indiana County Technology Center

Retaining – The ICTC prides itself on being a true community of learning where our instructors and staff feel supported and empowered to do their best. Once hired employees are evaluated to ensure they are performing at an acceptable level. They are also evaluated to ensure that any areas of concern can be addressed through targeted professional development. Full time employees are evaluated by the AE Coordinator each year and are expected to submit individual goals that they hope to accomplish in the coming year.

Instructors and staff at the ICTC are competitively compensated at rates that are often times similar to what an industry professional would make. In the past, instructor employment was contingent upon sufficient enrollment in our program areas. Recently, the ICTC has been moving toward ensuring program consistency by maintaining instructors during low enrollment periods. Our full time employees are provided a competitive salary, benefits, and vacation time.

Comments: ICTC appears to have a strong interest in hiring effective knowledgeable instructors. Full-time instructors are put through a more stringent hiring process than part-time employees.

Strengths:

Opportunities for Improvement:

Corrective Action:

3. **Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?**

As a small school, performance feedback is often given on a daily basis in an informal way to ensure small problems do not “snowball”. Close contact is maintained with all instructors and staff and weekly meetings are held with staff and program leads to ensure open communication is occurring between all programs.

Formal staff and administrative evaluations are conducted annually. Additional evaluation meetings are held periodically when required to address specific issues. Each year, employees are also required to submit goal statements to ensure a forward looking perspective.

A more comprehensive AE instructor evaluation system has recently been developed to ensure proper appraisal of our instructional staff. Instructor observations occur in either a prompted or unprompted circumstances. The observations can be conducted by a number of individuals including the

Site Review – Indiana County Technology Center

	<p>Administrative Director, AE Coordinator, Programs Supervisor, and Program Supervisor. The new method aims to better help identify where our instructors are in need of professional development opportunities.</p> <p>Comments: AE instructors are evaluated regularly to ensure they are providing effective teaching practices. Instructors create their own program goals and are evaluated based on how well they meet those goals.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
c.	<p>Builds knowledge and skills, career development, for the administration, staff, and faculty:</p>
1.	<p>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?</p> <p>As stated in the previous section, evaluation procedures are in place for administration, faculty, and staff. These performance evaluations are used as a base for recommending professional development opportunities. All AE personnel are encouraged to bring professional development opportunities to the attention of administration.</p> <p>Comments: Procedures are in place for performance evaluations and professional growth of all adult education staff.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?</p> <p>The identification of development opportunities is a two way street at the ICTC. Administration</p>

Site Review – Indiana County Technology Center

identifies board opportunities that support the mission of the organization. These opportunities are designed for all faculties and help to reinforce the common goals of the ICTC.

On a program level, the AE Coordinator and Programs Supervisor pass along development opportunities to faculty to let them evaluate the merit of different trainings. Further, instructors are encouraged to bring opportunities to the attention of the Administration. The use of professional memberships is encouraged in all program areas as well as attendance at regional and national conferences. Professional memberships often provide a consolidated source for current training topics and interest areas.

As administration, faculty, and staff complete their yearly evaluation and submit their goals, they are also asked to identify what resources will be necessary to successfully implement their goals. If additional skills are required, faculty is encouraged to indicate their training needs alongside their respective goals.

Comments: There is evidence of both professional development and professional memberships among staff.

Strengths:

Opportunities for Improvement:

Corrective Action:

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?**

Employees have a keen understanding of the importance of ICTC's Adult Accreditation. Each program supervisor has been given a copy of all the accreditation material, especially the self-study material, and is tasked with going over the material with their teaching staff. Each area was actively involved in the preparation of the material contained in this self-study and has been made aware of the importance of the pending site visit.

Everyone understands that the core of the ICTC's success in delivering our Adult Education programs is our ability to offer students competitive financial aid packages for our accredited programs.

Comments: The ICTC staff has been informed of the importance of accreditation.

Site Review – Indiana County Technology Center

	<p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?</p> <p>As outlined in the previous section, ICTC’s hiring procedure ensures that qualified faculty are hired, evaluated, and retained. In fields where specific credentials are required, the ICTC ensures that all requirements are met by individual faculty members.</p> <p>Comments: ICTC is compliant with hiring qualified individuals.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>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?</p> <p>Beyond employee’s job descriptions, which were discussed in the previous section, each program area at the ICTC has a program specific handbook that aids faculty in becoming familiar with the program area’s requirements. Additionally, the Program Supervisor is assigned to work with new faculty to assimilate them to their position and expectations.</p> <p>Comments: ICTC is compliant in this area. The specific program handbooks are a good idea.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

6.	<p>Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)</p> <p>Attached are examples of some of the professional develop opportunities that our faculty and staff have participated in.</p> <p>Comments: Examples of professional development are evident and ICTC is compliant.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
d.	<p>Maintains a work environment conducive to the well-being of all employees and students:</p>
1.	<p>Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?</p> <p>The ICTC takes workplace health, safety, security, and ergonomics seriously. The ICTC has a standing safety committee that meets to address HSE concerns. The committee presents all recommendations to administration for consideration. Just this year, the ICTC has engaged outside contractors to assess the security of the facility and implement enhanced security measures.</p> <p>Additionally, the ICTC is member of the National Safety Council, a training center for Medic First Aid, and employs instructors qualified to teach various OSHA certification programs.</p> <p>Further, our OAC meetings include a program area walk through where safety issues are noted by members and forwarded to the administration for review.</p> <p>Comments: ICTC is compliant – there is evidence of safety committee meetings and qualified and certified staff in the areas of health and safety.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

2.	<p>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?</p> <p>The AE Coordinator is always available and receptive to recommendations for improvements that will increase employee satisfaction and learning effectiveness. During the Coordinator's first year at the ICTC, many suggestions were made on ways to increase the effectiveness and satisfaction of the AE faculty and staff. In direct response to these requests, many dramatic changes have occurred to increase the employee satisfaction.</p> <p>First and foremost, the building has been reconfigured to provide more visibility and accessibility to adult education offices. Additional offices were built to accommodate the growth of AE's staff and instructors. Permanent office space has been dedicated to growing programs, such as our Medical Assistant program and Gas & Oil training programs. Classrooms have been upgraded with new computers, new projectors, TV's, and instructional equipment. These improvements, while they benefit the entire school, have been funded by Adult Education revenue.</p> <p>In each office area, new furniture, computers, and office management equipment was purchased to ensure staff and instructor satisfaction. A tour of the building will demonstrate that the Program Supervisors and instructors have well-furnished offices appointed with up to date computers, and office equipment.</p> <p>All faculty and staff members are well aware that suggestions for improvements are taken seriously.</p> <p>Comments: Surveys are collected from students upon completion of the program. Evaluations of staff allow for the discussion of improvements in the programs and school as a whole.</p> <p>Strengths: Building upgrades have been funded by Adult Ed.</p> <p>Opportunities for Improvement: Need to work on formalizing student surveys for all adult education programs using the PN program as an example.</p> <p>Corrective Action:</p>
3.	<p>Does workplace preparedness ensured for emergencies or disasters?</p> <p>The ICTC has a detailed plan for responding to emergencies of various types. Drills are conducted to ensure that they procedures will be successfully carried out in the advent of an emergency.</p>

Site Review – Indiana County Technology Center

	<p>Additionally, with the renewed threat to school shootings, all employees, including AE faculty and staff have participated in specific active shooter training.</p> <p>Comments: An emergency plan is evident.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?</p> <p>As mentioned above, open lines of communication between administration, faculty, staff, and students ensure that issues effecting student well-being and satisfaction are addressed promptly. Many of our programs also support a “student club” that often addresses the faculty and administration with student concerns.</p> <p>The ICTC encourages diversity welcomes all community residents to participate in its programs and activities. The ICTC does not discriminate in its activities, programs, or employment practices on the basis of race, color, national origin, sex, handicap, age, or religion. This statement is prominently displayed in nearly all recruiting and promotional materials.</p> <p>Comments: There is evidence to support a student club.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?</p> <p>Every effort is made to ensure all ICTC employees are supported. Full time employees are offered a competitive benefits package which includes health, vision, dental programs. For some instructors, this negotiation of salary and benefits is conducted through the collective bargaining agreement. For ICTC’s hourly employees, individual wage rates are set based on the position and experience of the</p>

Site Review – Indiana County Technology Center

candidate. An employee handbook has been developed which outlines many of the services, benefits, and polices that have been enacted to support our employees.

Comments: Employee handbook is evident and covers employee benefits.

Strengths:

Opportunities for Improvement:

Corrective Action:

DRAFT - DRAFT REPORT

Site Review – Indiana County Technology Center

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.

Quality Initiatives	
a.	Establishes methods and opportunities for student learning:
1.	<p>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?</p> <p>As part of the Adult Accreditation process, the ICTC must submit each program for approval. The approval form requires that the need for the program be established by demonstrating a strong demand for the skills the program delivers. Further the following items must be addressed for each submitted program:</p> <ul style="list-style-type: none"> • Labor Market Needs • Planning • Program Content and Industry Standards • Student Teacher Ratio • Material Utilization • Equipment and Supplies • Safety Practices • Accountability Standards • Certification • Instructor Credentials <p>Comments: County, Region and state labor market data are addressed. Program content and industry standards are acceptable (POS task lists/ or State Board of Nursing, or State Board of Cosmetology). Student to Teacher Ratio there is only 8-10 intergenerational students in the entire school/ 450 secondary students. Materials utilized are program specific. Equipment and supplies are listed specific to the POS. Safety Practices were observed on the facility safety tour. Student accountability standards</p>

Site Review – Indiana County Technology Center

	<p>are addressed in the Practical Nursing Handbook. Policies and Procedures Handbook for Cosmetology also addresses the student accountability. Certifications appropriate, and identified in the ICTC Programs and Courses catalogue. Instructor Credentials (minimum three years' experience in their respective field) in their profession, plus formal training in their field of expertise. Interviews revealed that the programs are meeting the needs in the labor market. Equipment parallels that which is being used in industry.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Identify ICTC Programs and Courses Booklet with Adult Education on front cover.</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>Each program area at the ICTC has a clearly defined curriculum that follows either the state mandated program of study, industry protocol, or a combination of both. All program areas have an Occupational Advisory Committee that is comprised of faculty, staff, industry professionals, current and past students, and other interested parties. The advisory committees provide feedback on the programs objectives two times per year to ensure that the most current information is being delivered to our students.</p> <p>Our program areas also have handbooks which outline the curriculum in order to ensure the student is aware of the programs content. The program handbooks contain a plethora of information about the student's course of study.</p> <p>Comments: Machining Technology POS has an OAC committee comprised of faculty, staff, industry professionals, and a current student. Minutes include new items discussed with respect to changes in curriculum, new curriculum and program content information.</p> <p>Strengths: OAC member surveys OAC Participant Survey is a great source for feedback from OAC members and giving input into the Cosmetology and Allied Health Program. Can this model be adapted school-wide?</p> <p>Opportunities for Improvement: Standardize the format for OAC committee meeting minutes to include the name of the Program and CIP Code in the heading. Standardize the template for meeting</p>

Site Review – Indiana County Technology Center

	<p>minutes to reflect Adult Education issues and discussions. Interviews also revealed that Business and Industry Representative from Indian Haven also sits on the ICTC OAC Advisory Board for Medical Assistant program.</p> <p>Corrective Action:</p>
3.	<p>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?</p> <p>In the initial weeks of most programs, student's basic academic skills are assessed. ICTC's student population is very diverse and our instructors have experience in dealing with students at all levels of learning abilities.</p> <p>Some of our program areas, such as the Practical Nursing program, require entrance testing to ensure that a student's basic skills are at the minimum level necessary to ensure they can be successful in the program.</p> <p>For other programs, we utilize our Satisfactory Academic Progress policy. Students who are not making academic progress are identified and offered a remediation plan to help encourage their success. Individual remediation plans are developed by the Programs Supervisor in conjunction with the students instructors. Areas of concern are indicated and a plan of action is put in place to assure the student receives help in their weak subjects.</p> <p>Due to our relatively small class sizes, individual attention is often able to be afforded to our students which dramatically increase their chances for success. If the student is sponsored by CareerTrack or the Office of Vocational Rehabilitation, these agencies are often willing to offer assistance also.</p> <p>Comments: Example shown was in Practical Nursing program and was acceptable. Student interview shows that remediation is available and encouraged.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggest administration of a learning styles survey to help guide instruction and methodology.</p> <p>Corrective Action:</p>
4.	<p>Does the program design support the state-approved duty/task list and/or guidelines for the</p>

Site Review – Indiana County Technology Center

	<p>instructional program?</p> <p>All accredited programs have gone through the PDE approval process for each year they are offered, thus they follow the state approved guidelines.</p> <p>Comments: Cosmetology and LPN Programs are regulated by curriculum delivery under PA state regulations. All other adult education programs have developed task/duty lists aligned with industry standards.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>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?</p> <p>Each program is designed to provide students with the skills necessary to practice (at minimum) at the entry level for their intended occupation. Courses are designed in such a way that students will gain foundational competencies and then build upon those skills to acquire more advanced abilities. Ultimately, if the student is successful in the program, they will have progressed in skill level to the point needed for employment in his/her chosen field.</p> <p>Comments: Task lists are aligned to industry standards, allowing students the skills, knowledge and competencies needed for the workplace.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Include OAC approval of curriculum utilizing a standardized template with a motion to approve the program's curriculum annually.</p> <p>Corrective Action:</p>
6.	<p>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?</p>

Site Review – Indiana County Technology Center

At the core of ICTC's programs is a curriculum designed to aid our students in becoming competent in their chosen field. Beyond that, the ICTC's instructors and staff believe that we are not only teaching skills, but helping our students to become well rounded individuals. To support this mission, each of our programs has a student club where students can sharpen their leadership skills and increase their sense of positive self-image. Through club activities, students raise money to go on fieldtrips and to industry conferences and participate in volunteer activities. These club activities let the students grow as individuals in way that pure classroom learning may not allow for.

While student clubs are assigned a faculty advisor, it is the students who are responsible for the activities and events that it engages in. This autonomy forces students outside of their comfort zone and helps them to develop better problem solving and communication skills.

Comments: Opportunity for students to participate is provided.

Strengths: From the samples reviewed, the ICTC does a great job in student leadership activities/field trips.

Opportunities for Improvement: Suggest inclusion of leadership organizations/ student clubs, such as HOSA or Skills USA in the ICTC Adult Programs and Courses Handbook. Suggest involving adult students enrolled in intergenerational programs in CTSO.

Corrective Action:

7. **Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?**

Each of our post-secondary programs has a defined curriculum and delivery system that is conducive to student learning and doing. All of our programs include a mix of classroom theory learning and hands on competency training. Exposure to industry is also an important component of our programs and measures are taken to ensure all students have learning opportunities outside of our routine instruction.

Comments: A mix of clinical and theory learning is evident from the Program task lists and LPN lesson plans reviewed by the team, and lesson plans from medical assisting.

Strengths:

Opportunities for Improvement:

Site Review – Indiana County Technology Center

	<p>Corrective Action:</p>
<p>8.</p>	<p>Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?</p> <p>The ICTC is a unified school. The ICTC is also a small school which allows for frequent and meaningful communication between administration, faculty, and staff. The ability to communicate between programs has brought about many opportunities for multiple program areas to participate in events and trainings as a group. For example, our secondary and adult cosmetology students have come together on many occasions for trainings, product demonstrations, and guest speakers. Our post-secondary medical assistant students and our secondary health occupations students have taken joint field trips. Students in our construction cluster have worked jointly on many projects.</p> <p>Comments: Due to the few number of intergenerational students currently enrolled in the ICTC programs, this is an area that can be further developed as intergenerational enrollment increases.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
<p>9.</p>	<p>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?</p> <p>ICTC's programs are all driven by industry demand. With that in mind, all of our programs work closely with industry to provide our students with exposure to the "real world". In some areas, such as our Medical Assistant program, frequent guest speakers are brought in to engage the students in real world scenarios. In other areas, such a Cosmetology, product representatives and practicing stylists give demonstrations to ensure students have exposure to the latest trends in the profession.</p> <p>In 2013, the ICTC was recognized by the PA Department of Education when it received the Education Workforce Leadership Award for its partnership with Clark Metal Products. This year, the Clark Metal and H&W Global hosted secondary and post-secondary students from the ICTC for a tour of their facilities and a lecture on changing workforce demands in the manufacturing field.</p>

Site Review – Indiana County Technology Center

The ICTC continually seeks opportunities to further our students' exposure to employers and community partners to support and teach skills to our students.

Comments: The ICTC does a great job in bringing outside speakers into the program areas.

Strengths: Clark Metal Products Company Partnership with ICTC was recognized by the PDE as an Education Workforce Leadership Award in 2013. Externships at ICTC are well-rounded interviews reflect that externships meet industry expectations.

Opportunities for Improvement:

Corrective Action:

10. **Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?**

The ICTC provides up to date technology in all of its programs both inside and outside of the classroom. Adult students at the ICTC all receive an ictc.edu email account that is based on the Google gmail system. This provides students with not only a professional email address, but also the ability to take advantage of the same services available to other college students. The .edu web address allows our students to purchase software and electronics and discounted student rates from many vendors.

Further, the ICTC provides additional technology services, such as cloud based file storage, a calendar system, and peer to peer chat capabilities which are all coupled with our email service. For students who cannot afford pricey word processing software, the Google Docs feature allows for the creation of spreadsheets, text documents, and presentations at no cost.

Our Practical Nursing program is utilizing "Moodle" to deliver students online content and course management. Further, we are using a Polycom system to deliver instruction through a live video and audio feed to our Steel Center satellite location in Pittsburgh.

Currently, the ICTC is investigating the use of IPADS in our Medical Assisting program. The IPADS would be pre-loaded with the courses text books and medical software for incoming students. The use of IPADS would reduce the costs of textbooks to our students, expose them to technology that will be used in the medical field, and allow them to take ownership of the device itself for their own use.

Comments: Evidence provided supports that programs use current technology.

Strengths:

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
b.	Provides opportunities for work-site learning:
1.	<p>Does each student have the opportunity to participate in work-site learning when appropriate to the program?</p> <p>Post-Secondary students in many program areas have both structured and unstructured ways to participate in work-site learning experiences. For example, our Medical Assistant students have a mandatory externship experience that is an integral component of their curriculum. Students will spend 160 hours at an extern facility under the direct supervision of an on-site medical professional. Students must document exposure to a number of different aspects of the profession and fulfill other requirements outlined in their “Externship Handbook”. The ICTC has dramatically grown in the number of partnering externship sites that are available to our students (list provided).</p> <p>Our Practical Nursing students also have a required curriculum component that takes them on “rotations” at medical facilities where they practice what they have learned in a real world setting.</p> <p>Comments: Yes, documentation provided shows over 20 sites listed for MA externships.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>The ICTC maintains contracts with all our Post-Secondary externship sites. Students are also provided guidance on their expectations through classroom lessons, site supervision, and/or a detailed handbook.</p> <p>Comments: Contracts reviewed with externship sites are signed and appropriate.</p> <p>Strengths:</p>

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>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?</p> <p>See Contracts and Externship Handbook</p> <p>Comments: Documentation from the MA program externship COSM Center for Orthopedic and Sports Medicine mid-point student assessment and final evaluation. Interviews confirm the validation of work-site objectives being met.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>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?</p> <p>All worksite learning opportunities are closely monitored by our instructors. For example, in our Medical Assistant program a detailed and systematic approach has been developed to assure feedback at various points during the student's experience. Written evaluations are mandatory and become a graded component of the student's work-site experience.</p> <p>Comments: Documentation shows that work-site learning process is properly monitored. Interview at the Communities at Indian Haven support that work-site learning process is properly monitored by the ICTC instructor</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
c.	<p>Uses methods for monitoring and tracking student learning:</p>

Site Review – Indiana County Technology Center

<p>1.</p>	<p>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?</p> <p>Each program at the ICTC utilizes a unique competency based assessment structure that is designed to assess the students' abilities in their respective career area. Instructors document student skill attainment and progress through various methods depending on the program area.</p> <p>Assessment methods are designed to assure student competency of both theoretical and hands on skill portions of a program areas curriculum. In many programs, industries certifications are earned that demonstrate through third party testing that students are competent in their area. Further, in areas such as Cosmetology and Practical Nursing, students are assessed by taking a State Board examination that certifies their skill level upon completion.</p> <p>Comments: Documents reviewed show compliance of an efficient and effective student learning tracking system for monitoring and documenting individual student progress in place.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
<p>2.</p>	<p>Is a well-defined and written grading system in use and shared with each student at the initial startup of the course?</p> <p>Student expectations are clearly noted during program orientation. Examples of detailed program handbooks are attached which demonstrate the level of detail in which the students are informed of their expectations during the program.</p> <p>Comments: An Academic Progress Policy is in place and is program specific and meets the requirements.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

3.	<p>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?</p> <p>Various evaluation methods are used in each program area to assess the students' attainment of both theoretical and hands on portions of their curriculum. A sampling of assessment documents is included demonstrating the various evaluation methods and the grading structure behind those methods.</p> <p>Comments: A combination of measures is used. Site is currently investigating the purchase of student management software.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>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?</p> <p>The ICTC's Medical Assistant program is a good example of a program that utilizes both school assessment methods and work-site evaluations of student skills. Documentation of this is provided in Self Study Section D.b</p> <p>Comments: Documentation shows that the students' attainment of objectives is measured by an evaluation system that includes both school based and, when appropriate, work-site based performance interviews.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>Are students effectively assessed using oral, written and other performance methods?</p> <p>In order to assess our students understanding of all curriculum items, various assessment methods are utilized. These methods include tests, presentations, projects, demonstration of skills, and research</p>

Site Review – Indiana County Technology Center

	<p>reports. The use of a number of different assess methods assures that students truly comprehend their subject matter.</p> <p>Comments: A variety of assessments and surveys are used These methods include tests, presentations, and projects, demonstration of skills, journals, and externship evaluation log sheets.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
d.	<p>Maintains processes for providing student support:</p>
1.	<p>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?</p> <p>Orientation sessions occur in each program area. As provided in section D.a, handbooks are reviewed to ensure students understand the overall objectives of the program and how they related to their future occupations.</p> <p>Comments: Student interview and externship counselor orientation support evidence that the student is fully informed 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</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>A copy of the most recent catalog of programs is attached. It demonstrates the many opportunities available at the ICTC for post-secondary learning. All our materials include a statement of non-</p>

Site Review – Indiana County Technology Center

	<p>discrimination.</p> <p>Comments: Recruitment materials offer a broad range of career opportunities and a statement of non-discrimination appears in the ICTC Programs and Courses booklet.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Single Flyers marketing Adult programs such as MA or Cosmetology also require the non-discrimination statement.</p> <p>Corrective Action:</p>
3.	<p>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.</p> <p>The ICTC has developed an enrollment agreement that outlines many of the above mentioned topics. Students are also provided with a copy of the program specific handbook to review in order to become familiar with the expectations of the individual programs. Many students tour our facility and meet with our instructors to assure that the ICTC is the rite fit for them prior to enrolling.</p> <p>Comments: Admissions policies and guidelines clearly stated, published, and made available to all Pennsylvania Public Postsecondary Vocational Education students prior to enrollment.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>Where applicable, are enrollment and class sizes in compliance with state standards?</p> <p>The ICTC complies with all guidelines pertaining to enrollment capacities in our programs. As a small school, enrollment capacity is rarely an issue we face.</p>

Site Review – Indiana County Technology Center

	<p>Comments: Enrollment and class sizes are in compliance with state standards</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>Does the institution inform students of the cost of the program and of any required equipment and supplies?</p> <p>ICTC's enrollment agreement clearly states the full cost of our programs. Students must sign the enrollment agreement before they are considered officially enrolled in the ICTC.</p> <p>Comments: ICTC's enrollment agreement clearly states the full cost of the programs any required equipment and supplies.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
6.	<p>If financial aid is available, is information about it provided to each individual?</p> <p>The addition of a Full Time Financial Aid Coordinator has dramatically increased the ability of the ICTC to communicate with our potential and enrolled students regarding the cost of the ICTC's programs. Students are presented with detailed financial aid award letters which clearly show the costs of the program, the estimated financial aid award package, and any other aid the student may be receiving. Students always have the ability to meet with our FA Coordinator to discuss payment options, award levels, and special circumstances related to financial situation.</p> <p>Comments: Financial Aid information is provided to each individual in the ICTC Programs and Courses Catalog and other program marketing materials.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p>

Site Review – Indiana County Technology Center

	<p>Corrective Action:</p>
7.	<p>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?</p> <p>At the program level, our Program Supervisors and instructors work with our students to aid them in obtaining employment. The Adult Education Office is often sent job postings and open positions which are forwarded to our program leaders to disseminate to students. Our OAC’s are often involved in student placement through their specific program area.</p> <p>Comments: A job opening email system is in place and job postings and open positions which are emailed and forwarded to our program leaders to students. Student interview confirmed that students are notified of job openings by email.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
e.	<p>Credit Hour Policies</p>
1.	<p>How does the institution define a credit hour based on the credit/hour conversion?</p> <p>See Attachment</p> <p>Comments: Credit hour is defined as 37.5 clock hours, with a minimum of 30 hours per classroom instruction.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?</p>

Site Review – Indiana County Technology Center

	<p>See Attachment</p> <p>Comments: The ICTC does approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement across all programs having adult students.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?</p> <p>See Attachment</p> <p>Comments: One semester/trimester credit hour is equal to at least 37.5 Clock hours of instructions, including a minimum of 30 clock hours of classroom instruction or direct faculty instruction.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

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.

Quality Initiatives	
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.	<p>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?</p> <p>The ICTC prides itself on providing current equipment, tools, materials, and supplies for all of its program areas. The equipment in each is maintained in good working order. Requests for new equipment, supplies, or resources can be made in several ways. First, faculty is always welcome to bring their needs to the attention of administration. Second, equipment and supply recommendations made by each program area OAC are forwarded to administration for consideration.</p> <p>Each year during the budget process these items are considered and placed into the context of the all of ICTC's needs. The AE Coordinator, Administrative Director, and Business manager work together to prioritize the requests and decide which requests will be fulfilled. Fortunately, the additionally revenue provided to the ICTC by the Adult Education programs have allowed for many equipment purchases and upgrades over the past three years.</p> <p>A tour of our program areas will demonstrate that our program areas are well stocked with equipment, supplies, and other amenities. It will also show that equipment is in good repair and our classrooms are well equipped. This demonstrates adequate resources are budgeted to these areas.</p> <p>Comments: Equipment viewed in program areas on the facility tour is generally sufficient to meet the</p>

Site Review – Indiana County Technology Center

	<p>training needs. Equipment inventory listings are consistent with equipment needs in the various program of study offered as viewed by industry.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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).</p> <p>Items required to deliver a program area’s prescribed curriculum are always regarded as priorities and are the first to be purchased. Any changes in our curriculum are carefully weighed against our ability to provide the necessary equipment, tools, materials, and supplies.</p> <p>Comments: Equipment, tools, materials and supplies generally meet the competency based instructional needs of the curriculum.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>Are the quality and quantity of training stations appropriate for the number of students being served?</p> <p>Enrollment in each of our program areas is governed by the amount of available working stations. Enrollment capacity is predetermined and not exceeded to ensure that the instructor to student ratio and equipment available are within any and all prescribed guidelines.</p> <p>Comments: The quality and quantity of training stations appropriate for the number of students being served.</p> <p>Strengths:</p>

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?</p> <p>Program Supervisors are responsible for the inventory of equipment in their respective area. Continual assessment of equipment is necessary to ensure it is in good working condition and is meeting the program's needs. If equipment is expected to become obsolete, is in poor working condition, or it is recommended for upgrade, the above process described for replacement is followed.</p> <p>The ICTC also uses fixed asset tagging system to ensure all fixed assets are accounted for and removed from the list when taken out of service.</p> <p>Comments: Fixed Tagging system is used for equipment management. Machine shop was very well equipped, adult student in the machine tool program agreed that this program was very well equipped.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?</p> <p>As a small school, the ICTC has implemented relatively efficient purchasing system that ensures that items are ordered in a timely fashion. Basis supply items for AE program areas are requested by the Program Supervisors by utilizing the supplies request form. This form is sent to the AE office for approval and processing. Items are then placed on a purchase order and sent to the Administrative Director for final approval. Once the approved purchase order returns, items are ordered. Often times the entire process takes less than three days.</p> <p>Comments: There is an adequate timeframe for supply acquisitions.</p> <p>Strengths:</p>

Site Review – Indiana County Technology Center

	<p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
6.	<p>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?</p> <p>Safe practices are at the forefront of each program area’s curriculum. Often times the safety training component is a tested portion of the student’s curriculum to assure the training is both delivered and comprehended. Before utilizing any potentially hazardous equipment or activities, students are trained in the appropriate safety practices. Safety policies are also included in each student’s program specific handbook. Students found to have violated safety polices are provided additional training, those found to frequently ignore safety precautions can be removed from their program.</p> <p>Comments: Equipment and supplies meet the appropriate safety requirements. Safety task are included in the instruction of the programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Fire extinguishers examined were in current dates of operation. Suggest that fire extinguisher signage be placed in the hallways, and classrooms having a fire extinguisher.</p> <p>Corrective Action:</p>
b.	<p>Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:</p>
1.	<p>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?</p> <p>Adult Education’s accredited career training programs along with its short term certification and industry training courses continue to expand. Presently, the ICTC has physical facilities and utilities that are adequate for our current program offerings.</p> <p>Temporarily, the ICTC has expanded its capacity by two classrooms with the addition of a modular facility that has been placed near the building. This addition has allowed us to continue to pursue training opportunities with the gas and oil industry while not committing to a long term expansion</p>

Site Review – Indiana County Technology Center

	<p>project. Further, we have developed an excellent working relationship with the local Convention Center and have frequently rented space to provide training at reduced rates.</p> <p>Looking forward, the administration and JOC understands that space constraints will limit the expansion new programs. With this in mind, the ICTC contracted to have a feasibility study conducted to propose possibilities for future building expansion.</p> <p>Comments: ICTC makes excellent use of the facilities with collapsible walls and classroom annex. Site has contacted a firm to complete a feasibility study for future expansion.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>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?</p> <p>A tour of our facility will demonstrate that all areas are well maintained and adequate for our current programs and enrollment. While we have had to become creative in our use of space due to recent growth, we have also become more efficient in our use of space.</p> <p>Recently, the building was reconfigured to provide more visibility and accessibility to adult education offices. Additional offices were built to accommodate the growth of AE's staff and instructors. Permanent office space has been dedicated to growing programs, such as our Medical Assistant program and Gas & Oil training programs.</p> <p>Comments: The Space adequate for storing projects, student materials, cleanup, computers, telephones, and office equipment.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

3.	<p>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?</p> <p>Our facility underwent a major renovation in 2004 at which time many modifications were made to meet the standards of the Americans with Disabilities Act. The AE office works closely with the Office of Vocational Rehabilitation to and the local Intermediate Unit to ensure that accommodations for individual students are addressed as needed.</p> <p>Comments: ICTC is adequate to meet the needs of students with disabilities as well as providing for the special needs of co-educational classes, if needed.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?</p> <p>Full time maintenance and custodial staff are responsible for routine building maintenance. In each instructional area, instructors are responsible for the routine maintenance of their area and equipment.</p> <p>The ICTC has also implemented a digital “ticket” system that allows all employees to submit work tickets for maintenance items. This allows the maintenance staff to prioritize their workload and to identify equipment or areas that is in frequent maintenance, which may be a leading indicator of items in need of replacement.</p> <p>Comments: Physical facilities are adequately maintained as required for providing safe and quality instruction.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

Site Review – Indiana County Technology Center

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.

Quality Results	
a.	Student learning and satisfaction results:
1.	<p>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?</p> <p>The ICTC uses best practices in student assessment methods to report on student performance.</p> <p>Comments: Evidence provided shows enrollment, grades and completion for adults enrolled in adult education programs. An additional site was opened for the Medical Assisting programs showing growth.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>What is the institution’s current information about attendance, dropout, and completion for the Pennsylvania Public Postsecondary Vocational Education programs?</p> <p>The ICTC uses various tracking methods for attendance. Current, the AE office is exploring the use of a fingerprint time clock system to track student attendance. All financial aid guidelines are being met with respect to clock hour tracking of student attendance.</p> <p>Comments: ICTC keeps adequate records of attendance, dropout and completion of its adult education students.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggestion to keep the records for each on one document.</p>

Site Review – Indiana County Technology Center

	<p>Corrective Action:</p>
3.	<p>What is the institution’s current information on the number of diplomas, certificates, degrees, etc. issued to students?</p> <p>Comments: ICTC keeps adequate records on the number of completers and certificates.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggestion to keep the records for each on one document.</p> <p>Corrective Action:</p>
4.	<p>What is the institution’s current information on awards or recognition of special student achievement?</p> <p>ICTC has implemented a Post-Secondary graduation ceremony that takes place at the newly build Convention Center on the IUP Campus. Students are recognized for special honors during that ceremony.</p> <p>Comments: Special recognition is given to adult education students.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
5.	<p>What are the institution’s results from tracking the Adult Affidavit Program Registration and CARs?</p> <p>The ICTC utilizes the Adult Affidavit Program Registration system each year to submit its program for approval.</p> <p>Comments: ICTC uses the enrollment data from CATS to help determine if a program is viable to the institution.</p>

Site Review – Indiana County Technology Center

	<p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
b.	Public, community and employer satisfaction results:
1.	<p>What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?</p> <p>The ICTC's Administration and staff members are active members of the local community. The school is engaged in various economic develop groups, trade organizations, consortiums, etc. Our involvement with these different groups allows us to gage current levels of satisfaction with our programs and graduates. Further, our OAC provide structured feedback on our programs and outcomes at least twice per year.</p> <p>Comments: Surveys from students shows levels of satisfaction in their programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?</p> <p>Comments: ICTC keeps adequate records of information.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Suggestion to keep data on one spreadsheet.</p> <p>Corrective Action:</p>
3.	<p>What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?</p>

Site Review – Indiana County Technology Center

	<p>A low number of complaints from students, faculty, and staff would indicate that there is a positive climate at the ICTC.</p> <p>Comments: ICTC keeps adequate records of information.</p> <p>Strengths:</p> <p>Opportunities for Improvement: Need to work on better assessment of data.</p> <p>Corrective Action:</p>
c.	Budgetary and operational results:
1.	<p>What is the institution's current data and information about funding to the organization and grants to students?</p> <p>Over the past three years the ICTC's Post-Secondary programs have dramatically improved in financial health. Aggregate financial information is provided as an attachment along with summary information presented at our Superintendents Retreat and to our JOC. Information pertaining Federal Financial Aid is also included as an attachment.</p> <p>Comments: Budget shows increase in funding to the organization and grants to students.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
2.	<p>What is the institution's current information about staying within budget and budget growth?</p> <p>Year-end financial statements are attached demonstrating financial improvement each year since 2009. A summary of this information was provided to the JOC and Superintendents is also provided.</p> <p>Comments: ICTC has shown a significant increase in their budget for adult education.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p>

Site Review – Indiana County Technology Center

	<p>Corrective Action:</p>
3.	<p>What is the institution’s current information about new programs and program improvement?</p> <p>Attached are various updates provided to our JOC signifying new programs and program improvements.</p> <p>Comments: ICTC has opened a satellite location for their Medical Assisting program.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
4.	<p>What is the institution’s information on net cost per student?</p> <p>The net cost per student is included on the enrollment agreement and in our course catalog.</p> <p>Comments: Course catalog shows students the cost to include “extras” of all programs.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
d.	<p>Administration, faculty, and staff satisfaction results.</p>
1.	<p>What is the institution’s data and information showing the levels of satisfaction or dissatisfaction?</p> <p>The ICTC administration recognizes the importance of providing a work environment that meets employees’ expectations. The ICTC receives very few of formal grievances form faculty and staff which indicates that the workforce at the ICTC is satisfied. As a small school, we work hard to ensure that administration, faculty, and staff work harmoniously together toward common goals. The ICTC experiences relatively low employee turnover signifying a content workforce.</p> <p>Comments: Surveys taken from students’ shows levels of satisfaction.</p>

Site Review – Indiana County Technology Center

	<p>Strengths:</p> <p>Opportunities for Improvement: Need consistent forms. Need to work on a better system for analyzing the data.</p> <p>Corrective Action:</p>
2.	<p>What is the institution’s data and information related to safety and overall well-being?</p> <p>The ICTC maintains a safety committee to address all pressing safety concerns. Items brought to the attention of the safety committee are dealt with by administration promptly to ensure the ICTC maintains a safe environment for its students and employees.</p> <p>Comments: A safety committee is in place.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>
3.	<p>What is the institution’s data on individual employee training and development?</p> <p>The ICTC values the professional development as a method to keep our instructors up to date in their profession and ensure that any identified issues can be remedied through additional education.</p> <p>Comments: Great professional development opportunities.</p> <p>Strengths:</p> <p>Opportunities for Improvement:</p> <p>Corrective Action:</p>

ATTACHMENT M1

See Attachment B1 – Chapter 12

ATTACHMENT M2



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION**

**PDE-286
FOR SCHOOL YEAR 2014-2015**

DATE : 1/22/2015

School Number School Name, Address and Phone

5276

Clearfield County CTC , 1620 River Road Clearfield, PA 16830-9702 Phone: (814) 765-5308



**CAREER AND TECHNICAL EDUCATION INFORMATION SYSTEM
PENNSYLVANIA DEPARTMENT OF EDUCATION**

PDE-286

FOR SCHOOL YEAR 2014-2015

DATE : 1/22/2015

CIP Code	CIP Title	Program Hours	Program Type	Program Start Year
11.0801	Web Page, Digital/Multimedia and Information Resources Design	900	Occupational- Adult Accreditation	2010-2011
12.0401	Cosmetology/Cosmetologist, General	1250	Occupational- Adult Accreditation	2010-2011
12.0410	Nail Technician/Specialist and Manicurist	300	Occupational- Adult Accreditation	2012-2013
12.0413	Cosmetology, Barber/Styling, and Nail Instructor	600	Occupational- Adult Accreditation	2012-2013
12.0508	Institutional Food Workers	900	Occupational- Adult Accreditation	2010-2011
15.0201	Civil Engineering Technology/Technician	375	Occupational- Adult Accreditation	2010-2011
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician	900	Occupational- Adult Accreditation	2010-2011
15.1202	Computer Technology/Computer Systems Technology	900	Occupational- Adult Accreditation	2014-2015
15.1303	Architectural Drafting and Architectural CAD/CADD	900	Occupational- Adult Accreditation	2010-2011
46.0101	Mason/Masonry	900	Occupational- Adult Accreditation	2010-2011
46.0201	Carpentry/Carpenter	900	Occupational- Adult Accreditation	2010-2011
46.0399	Electrical and Power Transmission Installers, Other	900	Occupational- Adult Accreditation	2010-2011
47.0603	Autobody/Collision and Repair Technology/Technician	900	Occupational- Adult Accreditation	2010-2011
47.0604	Automobile/Automotive Mechanics Technology/Technician	900	Occupational- Adult Accreditation	2010-2011
47.0605	Diesel Mechanics Technology/Technician	900	Occupational- Adult Accreditation	2010-2011
47.0613	Medium/Heavy Vehicle and Truck Technology/Technician	900	Occupational- Adult Accreditation	2014-2015
48.0501	Machine Tool Technology/Machinist	900	Occupational- Adult Accreditation	2012-2013
48.0508	Welding Technology/Welder	900	Occupational- Adult Accreditation	2010-2011
51.0899	Health/Medical Assisting Services, Other	900	Occupational- Adult Accreditation	2010-2011
51.3901	Licensed Practical/Vocational Nurse Training	1500	Occupational- Adult Accreditation	2010-2011
52.0401	Administrative Assistant and Secretarial Science, General	900	Occupational- Adult Accreditation	2014-2015
52.1201	Management Information Systems, General	900	Occupational- Adult Accreditation	2010-2011
52.1801	Sales, Distribution and Marketing Operations, General	900	Occupational- Adult Accreditation	2010-2011

ATTACHMENT M3

Annual Review Checklist

INSTITUTION NAME: Lehigh Career and Technical Institute

COMPLETION DATE: 02/03/15

Category A - Organizational Leadership	Meets Standard	Does Not Meet Standard
The administration provides direction to the overall organization	X	
There is future direction or implementation of plan for Pennsylvania Public Postsecondary Vocational Education	X	
There is review of the organization's performance		X
Institution meets the regulatory requirements and public responsibilities	X	
Evidence provided did not show administrative review of the budget or overall PPPVE operations.		

Category B: Student Stakeholder and Public/Community Focus	Meets Standard	Does Not Meet Standard
Institution involves the community	X	
Institution uses student and stakeholder satisfaction to improve Pennsylvania Public Postsecondary Vocational Education	X	
The institution meets the standards for this category.		

Annual Review Checklist

INSTITUTION NAME: Lehigh Career and Technical Institute

COMPLETION DATE: 02/03/15

Category C: Administration, Staff, Faculty, and Support Services	Meets Standard	Does Not Meet Standard
Institution enacts practices to achieve high performance	X	
Institution builds a quality workforce	X	
Institution identifies professional growth for administration, staff, and faculty		X
Institution maintains a conducive environment for all employees	X	
Evidence provided did not show professional development opportunities for the administration, faculty and staff.		

Category D: Learning-Centered Program Design and Delivery	Meets Standard	Does Not Meet Standard
Institution establishes methods and opportunities for student learning	X	
Institution provides opportunities for work-site learning	X	
Institution uses methods for monitoring and tracking student learning		X
Institution maintains a process for providing student support	X	
Institution defines/institutes credit hours	X	
Evidence provided did not show monitoring documentation (tasks completed), grades or pass rates. Also no documentation on remediation opportunities.		

Annual Review Checklist

INSTITUTION NAME: Lehigh Career and Technical Institute

COMPLETION DATE: 02/03/15

Category E: Learning Centered Facilities and Equipment	Meets Standard	Does Not Meet Standard
Institution acquires equipment, tools, and instructional resources to support the program	X	
Institution provides a safe environment	X	
The institution meets the standards for this category.		

Category F: Organizational Performance Results	Meets Standard	Does Not Meet Standard
Institution tracks/utilizes student evaluations		X
Institution tracks/utilizes employer evaluations		X
Institution tracks/utilizes administration, faculty, and staff evaluations		X
Budget shows growth		X
<p>Although student satisfaction surveys are completed, evidence did not show that the information is used for PPPVE improvement. No evidence was provided of employer satisfaction/dissatisfaction or how the information is used to improve PPPVE. Safe School Survey does not show the teachers input in the satisfaction/dissatisfaction of their programs. Need to see previous and current budget to determine growth.</p>		

ATTACHMENT M4



February 3, 2015

Jan Klevis
Director of Postsecondary & Workforce Education
Lehigh Career and Technical Institute
4500 Education Park Drive
Schnecksville, PA 18078-2501

Dear Ms. Klevis,

Enclosed is your Annual Report Review. The following areas did not meet the standards:

Category A – Review of the organization’s performance. Evidence must show how the administration reviews PPPVE.

Category C – Professional Growth. Evidence must show professional development opportunities for administration, faculty and staff.

Category D – Monitoring and tracking student learning. Evidence must show how student learning is tracked through grades and pass rates. Must also see remediation opportunities for students.

Category F – Student, Staff and Employer Satisfaction/Dissatisfaction and Budget Growth. Evidence must show how the student evaluation is used for PPPVE improvement. Evidence must show employer satisfaction/dissatisfaction evaluations and how the information is used to improve PPPVE. Evidence must show teacher satisfaction/dissatisfaction evaluations and how the information is used to improve PPPVE. Must see previous and current budget to determine growth.

You must provide a written response with supporting documentation by March 6, 2015. Failure to response may result in your Institution being placed on probationary status.

If you have any questions, please contact me at (717) 783-6860 or betmarshal@pa.gov.

Sincerely,

Beth Marshall
Division of Adult and Postsecondary Education

File

ATTACHMENT N1

See Attachment B1 – Exhibit Q

ATTACHMENT N2

See Attachment G2 – IAAG Committee

ATTACHMENT N3

See Attachment G4 – IAAG Meeting Minutes

ATTACHMENT N4

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: 9/26/13

Please Print Name: Steven Savin

Name of Institution to be accredited:
Cherfield

ATTACHMENT 01

INSTITUTIONAL ACCREDITATION ADVISORY GROUP (IAAG) TRAINING

Objective:

To understand the Pennsylvania Department of Education – Post Secondary Accreditation of Career and Technical Schools and the role that an IAAG member has in developing standards, operational procedures and policies.

Topics:

- Role of an IAAG Member
- Objective of Accreditation
- Role of Organizations
- Process for requesting accreditation
- Assistance to applicant institution
- Program approval
- Self-study
- Site visits
- Written and exit reports
- Approval/probationary with stipulations/disapproval status process
- Report of findings
- Complaint procedure
- Appeal procedure
- Annual operational report
- Re-accreditation process
- Professional staff development
- Selection of site evaluators
- Training of site evaluators
- Evaluation of ASIAE system
- Communication to public

Outcome:

Upon completion of this training, participants will have a full comprehension of the role of an IAAG member, the accreditation process and the expectation of contribution to the group. Certificates will be given upon completion of training.

ATTACHMENT O2

See Attachment G4 – IAAG Meeting Minutes

ATTACHMENT P1

Marshall, Beth

From: Garcia, Marilyn (PDE) on behalf of Burket, Lee
Sent: Tuesday, March 19, 2013 7:42 AM
To: Alan Slobojan - Center for Arts and Technology; Aldo Jackson - Erie County Technical School; Alice Davis - Susquehanna County CTC; Andrew Tommelleo - Lawrence County AVTS; B. Keityh Yohn - Franklin County CTC; Bernard Wagenseller - Upper Bucks County AVTS; Bill Forsythe - Columbia-Montour AVTS; Brad Elwood - Central Westmoreland CTC; Bradley Dei Cas - Mon Valley CTC; Brian Williams - Bethlehem AVTS; Carol Fry - Indiana County Technology Center; David Bacher - Columbia-Montour AVTS; David DiPasquale - Bedford County Technical Center; David Kipphut - Swenson Arts and Technology High School; David Lapinsky - Lehigh Career and Technical Institute; David Reinbold - Carbon County AVTS; David Warren - Lancaster County CTC; Dawn Kocher-Taylor - Lenape AVTS (kochdaw@lenape.k12.pa.us); Denise Kempa - Beaver County Career and Technology Center; Dennis Hain - SUN Area CTC; Diane Franklin - Cumberland Perry AVTS; Donald L. Burd - Fulton County Area Vocational Technical School; Dr. Darby Copelan - Parkway West CTC; Dr. David Thomas - York County School of Technology; Dr. Diane Niederriter - Schuylkill County Technology Centers; Dr. Michael Lewis - Mifflin-Juniata CTC; Dr. Richard Makin - Central PA Inst for Science and Technology; Dr. Thomas Rushton - Monroe Career & Technical Institute; Edward Jeffreys - Fayette County AVTS; Elizabeth Frankhouser - Northern Tier Career Center; Eric Butler - Lycoming County CTC; Eric Heasley - A.W. Beattie Career Center; Gary Weber - Warren County AVTS; George Custer - Lebanon County CTC; George Ebert; Gerald Witmer - Reading-Muhlenberg CTC; Jackie Cullen - PACTA; James Monaghan - Northumberland County CTC; James Young - Seneca Highlands; Jim Miller - Principal - Warren County CTC; John Augustine - Greater Johnstown AVTS; Joseph Cunningham - Butler County AVTS; Joseph Greb - Western Montgomery CTC (Formerly Western Center for Technical Studies); Joseph Iannetti - Western Area CTC; Judy Sharer - Sun Area Technical Institute; Justin Bruhn - Cumberland Perry AVTS; Karen Remick - Somerset County Technology Center; Kathryn Strouse - Middle Bucks Institute of Technology; Ken Jubas - Admiral Peary AVTS; Kevin Lacey - Dauphin County Technical School; Kevin Rice - Steel Center; Kurt Kiefer - Northern Westmoreland CTC; Kurt Lynch - Schuylkill County Technology Centers; Lanny Ross - Greater Altoona CTC; Leon Poeske - Bucks County Technical High School; Linda Wolfgang-CTE Supervisor-Pittsburgh; Lois Richards - Clearfield County CTC; Lori Herman - Hazleton Area Career Center; Marie Bowers - Eastern Westmoreland CTC; Mario Fontanazza Jr - Venango Technology Center; Marsha Welsh - Jefferson County-Dubois AVTS; Mary Lou Lebo - Huntingdon County CTC; Mathew Pundt - City of Erie Career and Tech School; Michael Lucas - North Montco Technical Career Center; Michelle Armstrong - Philadelphia SD; Mr. Peter M. Halesy - Wilkes-Barre AVTS; Mrs. Linda Murphy - Connellsville CTC; Ms. Angela Mike - Pittsburgh City Schools; Nancy Tkatch - West Side AVTS (ntkatch@wsctc.net); Neil Donovan - Crawford County CTC; Patricia Scales - McKeesport AVTS; Paul Balant - Forbes Road CTC; Phillip Lachimia - Delaware County Technical Schools; Rachel Martin - Mercer County Career Center; Robert Beierschmitt - Northumberland County AVTS; Robert Lees - Berks County CTC; Sandra Himes - Lehigh Career and Technical Institute; Thelma Szareli - Greene Co AVTS; Carolyn Clark AA for Dr. Thomas - York County School of Technology (ccclark@ytech.edu); Daniel Potutschnig; John Pulver (johnpulver21@gmail.com); Karen Pflugh - Greene County CTC; Randy Leadbetter - Clarion County Career Center; Ronald Roth - Career Institute of Technology; Scott Owens - Keystone Central AVTS; Scott Rogers - York Co Technical School; Thomas Allen - Eastern Center for Arts and Technology; Toni Arnold - Dauphin County AVTS Assistant Director; Vincent Nallo - CTC of Lackawanna County; Walter Slauch - Central Montco Technical High School

Cc: Marshall, Beth
Subject: Accreditation Guidelines

Dear CTC Director:

The Pennsylvania State Board for Vocational Education continues to be recognized by the US Department of Education as a reliable authority for accrediting career and technical centers that offer adult career and technical education. The US Department of Education requested that we provide additional clarity to Chapters 8 and 9 of the Accreditation Guidelines. The guidelines have been revised and are now available for public comment.

Please take some time to review the guidelines which can be found at:

<http://www.portal.state.pa.us/portal/server.pt/community/accreditation/7351>
The 30 day public comment period is from March 18, 2013 through April 16, 2013.

Please contact Beth Marshall if you have comments.

betmarshal@pa.gov

Sincerely,

Lee

Lee Burket | Director
Department of Education | Career and Technical Education
333 Market Street | Hbg PA 17126
Phone: 717.787.5530 | Fax: 717.783.6672
www.education.state.pa.us

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ATTACHMENT P2

News and Announcements

◀ [Back to News and Announcements](#)

PDE Seeks Comments on Accreditation Guidelines

Posted on: March 18, 2013

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The 30 day public comment period is from March 18, 2013 through April 16, 2013.

Please contact Beth Marshail if you have comments

betmarshai@pa.gov

Upcoming Events

-  **PACTIA Western Region Meeting**
 March 22, 2013
 A.W. Basille
-  **PACTIA Eastern Region Meeting**
 May 03, 2013
 Reading/Mahersberg CTC
-  **PACTIA Summer Leadership Conference**
 July 24, 2013
 Niantip Lion Inn, State College

[See All Events](#) >

- ### NEWS ARCHIVE
- March 2013
 - January 2013
 - December 2012
 - August 2012
 - April 2012
 - November 2011

ATTACHMENT P3



pennsylvania
DEPARTMENT OF EDUCATION

September 5, 2012

John Augustine
Director
Greater Johnstown Career and Technology Center
445 Schoolhouse Road
Johnstown, PA 15904-2927

Dear Mr. Augustine,

This letter is to inform you that due to necessary ASIAE Guideline revisions, your Pennsylvania State Board for Vocational Education Accreditation has been extended for a year. Your new expiration date will be March 31, 2014.

Due to these changes, PDE will not be conducting the site visit on November 5, 6 & 7, 2012 as scheduled. We would like to reschedule the site visit for May, 2013. Please contact me with available dates.

You will not need to prepare a new binder, however; we may request updated documentation i.e. budgets closer to the site visit.

Thank you for your support in this matter. We look forward to working with you in the spring.

Sincerely,

Beth Marshall
Division of Adult and Postsecondary Education

Cc: Tricia Rummel
File

ATTACHMENT Q1

See Attachment B1 – Chapter 5

ATTACHMENT Q2

Accreditation Self-Study

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.	<p>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)</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Open channels of communication are ensured through advisory board meetings, student and instructor evaluations, student exit interviews, faculty meetings, participation in community</p>

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

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

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

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

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

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

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.

	<p>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</p> <p>Exhibits at Site Visit: NIMS On-Site Evaluation Agenda Student Follow up phone log List of Students who Received a National Skill Standard</p>
c.	Reviews the organization's performance:
1.	<p>Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Exhibits at Site Visit: Auditor's Report for Fiscal Year Ending June 30, 2011</p>
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	
d.	Meets its regulatory requirements and public responsibilities:
1.	<p>Do you comply with Board policies and procedures and ensure the institution maintains the public's trust in the integrity of the institution?</p> <p>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.</p> <p>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.</p> <p>Exhibit: JOC Meeting Minutes JOC Highlights</p> <p>Exhibit at Site Visit: GJCTC Policy Handbook</p>
2.	<p>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?</p> <p>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.</p> <p>All staff members are required to attend on-site training sessions on unlawful harassment and its implications.</p> <p>A grievance policy is in place and published in all handbooks given to students and staff.</p> <p>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</p> <p>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</p>

	Handouts from August 2010 Inservice Training
3.	<p>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?</p> <p>The School is a member of PSBA which notifies the School on recent legislation and policy changes.</p> <p>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.</p> <p>Student handbooks are annually approved by the JOC. Major program revisions are taken to the JOC for input and approval.</p> <p>Exhibit: JOC Meeting Minutes – Adoption of Postsecondary Student Handbook</p>

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.	<p>List your key advisory groups that are in place including their area of focus.</p> <p>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).</p> <p>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.</p>

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

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

	<p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> Registrations for Career Fairs Showcase for Commerce Registration Radio commercial Script Billboard Proof Newspaper Ads
3.	<p>Do you ensure that printed materials and other media for communication to the public are presented in an accurate and ethical manner?</p> <p>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.</p> <p>Each program has a <i>Tuition, Fees, and Expenses Sheet</i> (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.</p> <p>The Joint Operating Committee reviews and approves the postsecondary and Practical Nursing student handbook annually.</p> <p>Exhibits:</p> <ul style="list-style-type: none"> Individual Program Advertising Flyer-Heating & Air Conditioning Technology TFES Sheet-Electrical Technology JOC Meeting Minutes – Approval of Student Handbook
4.	<p>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?</p> <p>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.</p> <p>Exhibit:</p> <ul style="list-style-type: none"> Construction Technology Program OAC Minutes <p>Exhibits at Site Visit:</p> <ul style="list-style-type: none"> OAC Minutes from all Programs

5.	<p>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?</p> <p>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).</p> <p>Exhibits: OAC Invitation Letter Practical Nursing Program Advisory Committee Bylaws</p> <p>Exhibits at Site Visit: OAC Member Commendation Letter</p>
6.	<p>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 ?</p> <p>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.</p> <p>Exhibit: Child Development & Education Program OAC Minutes Mobile Equipment Operations OAC Agenda</p> <p>Exhibit at Site Visit: Welding Program OAC Meeting Summary</p>
b.	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:
1.	<p>Do you collect, summarize, and analyze input from students and stakeholders as related to PPVE?</p> <p>Input from both students and community members is both collected and reviewed regularly by GJCTC staff.</p> <p>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</p>

	<p>supervisor during their program.</p> <p>Exhibits: Practical Nursing Program Student Evaluation Form Adult Education Program Student Mid-Point Interview Summary Form Adult Education Exit Interview Summary Form</p> <p>Exhibit at Site Visit: Examples of the Summarized Student Evaluations</p>
2.	<p>Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?</p> <p>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.</p> <p>Interested individuals can also send an email request to staff members through the website. These requests are responded to immediately.</p> <p>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.</p> <p>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.</p> <p>Exhibits: Contact Information in the Adult Education Program Catalog Contact Information on the GJCTC Website Newspaper Advertisement</p>
3.	<p>Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?</p> <p>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.</p> <p>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 <i>Information Inquiry Request Sheet</i>.</p>

	<p>Exhibits: Information Inquiry Request Sheet Email Inquiries</p> <p>Exhibit at Site Visit: Binder of Email Inquiries</p>
4.	<p>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?</p> <p>Program evaluations are summarized and reviewed by each program supervisor, the career counselor, and the program instructors. Changes are implemented based on the evaluations.</p> <p>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.</p> <p>Exhibit: Adult Education Student Grievance Procedure</p>

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.	<p>Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for PPVE?</p> <p>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.</p> <p>Exhibit: Listing of Personnel</p>
2.	Are adequate custodial services made available to provide care and maintenance of buildings

	<p>and grounds for the overall institution?</p> <p>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.</p> <p>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.</p>
3.	<p>Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?</p> <p>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.</p> <p>Exhibits: Job Description – Supervisor of Adult Education Job Description – Postsecondary Instructor</p> <p>Exhibit at Site Visit: Additional Job Descriptions</p>
b.	Builds a quality workforce:
1.	<p>Are the requirements and skills needed by potential faculty and staff to provide quality PPVE identified?</p> <p>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.</p> <p>Qualifications for available positions are detailed in advertisements used in recruitment.</p> <p>Exhibits: Job Description - Practical Nursing Instructor Help Wanted Advertisement –Instructor Position Openings</p> <p>Exhibit at Site Visit: Various Help Wanted Advertisements</p>
2.	<p>Do you ensure an effective system for recruiting, hiring, and retaining faculty and staff that are capable of delivering quality PPVE?</p>

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

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.

	<p>Exhibits: Instructor Visitation/Evaluation Form Practical Nursing Program Peer Evaluation Form Student Program Mid-Point Confidential Interview Summary</p> <p>Exhibit at Site Visit: Exit Interview Form Instructor Visitation/Evaluation Form (completed)</p>
c.	<p>Builds knowledge and skills, career development, for the administration, staff, and faculty:</p>
1.	<p>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?</p> <p>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.</p> <p>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.</p> <p>Postsecondary Instructors who teach specific certification programs (OSHA, MSHA, etc.) maintain their credentials annually, or as needed.</p> <p>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.</p> <p>All instructors in the Municipal Police Academy who are certified police officers are required to attend a mandatory twelve hour in-service annually.</p> <p>Exhibits: Instructor Professional Development Certificates</p> <p>Exhibits at Site Visit: PACTA Agenda PA Partners Conference Registration Instructor Professional Development Certificates</p>
2.	<p>Are development opportunities determined and made available to meet the goals and objectives of the programs taught by the respective teachers?</p> <p>Each program's goals and objectives are determined by individual need, input from the</p>

occupational advisory groups, or other governing bodies (such as the Municipal Police Officers Education Training Commission). All staff are 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

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

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.

	<p>All of the instructors in the Municipal Police Academy are certified police officers, retired officers, or in the law enforcement field.</p> <p>Secondary program instructors who teach postsecondary students in the intergenerational programs must meet the Act 48 requirements for professional educators.</p> <p>All faculty in the Practical Nursing Program have a BSN or MSN degrees. All are licensed registered nurses in Pennsylvania.</p> <p>As vacancies in staff and faculty occur, candidates are hired based on education, qualifications and experience.</p> <p>Exhibit: Adult Education Staff Listing</p>
5.	<p>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?</p> <p>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.</p> <p>All staff members are also given written job descriptions at the time of hire.</p> <p>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.</p> <p>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.</p> <p>Exhibits: Meeting Agendas Position Descriptions</p> <p>Exhibit at Site Visit: Adult Education Instructor Handbook New Instructor Induction Plan</p>
6.	<p>Are adequate records available identifying the professional development experiences of its employees? (Examples: conferences, conventions, college courses, professional organization membership, in-services training, etc.)</p> <p>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.</p> <p>Staff members holding Pennsylvania instructional certificates complete Act 48 requirements.</p>

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

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:

	<p>Safety and Health Committee Purpose and Operation Emergency Procedure Manual Additional Completed Safety Checklists Additional Wellness Memos Additional Safety Committee Information</p>
2.	<p>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?</p> <p>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.</p> <p>The Occupational Advisory Committees meet on a regular basis and address student safety and program satisfaction as a part of the agendas.</p> <p>The administrative staff walk through the program areas regularly when classes are in session. Any safety issues or program needs are addressed immediately.</p> <p>Proper equipment functioning is addressed on an ongoing basis. Need for repair or replacement of equipment is submitted to program supervisors.</p> <p>The Administrative Director conducts yearly staff surveys using a positive delta format.</p> <p>Exhibits: Adult Education Exit Interview Form Positive Delta Form</p>
3.	<p>Does workplace preparedness ensured for emergencies or disasters?</p> <p>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.</p> <p>Exhibit: Lockdown Procedure</p> <p>Exhibit at Site Visit: Emergency Procedure Manual</p>
4.	<p>Does the institution determine the factors that affect employee and student well-being and satisfaction and do they account for a diverse workforce?</p> <p>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.</p>

Exhibit:

Standard Application for Teaching Positions in Pennsylvania Public Schools
Nondiscrimination Policy from the Adult Education Program Catalog

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

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.	<p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>Exhibit: High Priority Occupations for Southern Alleghenies Workforce Investment Area Lockheed Martin AeroParts Support Letters Aerofab, Inc. Support Letter</p> <p>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</p>
2.	<p>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?</p> <p>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.</p> <p>Adult Education staff members are in regular attendance at all JARI sponsored consortia meetings to maintain abreast of programming needs.</p> <p>MPOETC distributes the objectives, curriculum and competencies as defined in Act 120 for all police academies.</p> <p>Exhibit: GJCTC Adult Education Employer Survey Manufacturing Consortium Agenda</p> <p>Exhibits at Site Visit: Adult Education Mid-Point Evaluation and Exit Interview Form Completed Employer Surveys</p>
3.	<p>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?</p> <p>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.</p> <p>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</p>

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

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

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

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

	<p>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.</p> <p>Mobile Equipment Operations students select a daily crew leader to serve as the student supervisor of the current project for the day.</p> <p>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.</p> <p>Exhibits: Practical Nursing Program Student Organization Bylaws</p> <p>Exhibit at Site Visit: Summary of Heating & Air Conditioning Program Field Trip Skills USA Postsecondary Awards</p>
<p>7.</p>	<p>Is a planning and delivery system documented and in place that allows all students to be engaged in effective learning and doing?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Exhibits: Practical Nursing Program Nursing Fundamentals Syllabi Practical Nursing Program Level I Clinical Evaluation - Student Copy Mobile Equipment Operations Program Schedule</p> <p>Exhibits at Site Visit: Adult Education Program Descriptions Electrical Technology Curriculum Breakdown Program Clock Hour Charts</p>
<p>8.</p>	<p>Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?</p> <p>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</p>

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

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

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

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

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

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.

	<p>Exhibit: Practical Nursing Program Clinical Agency Contract – Church of the Brethren Home</p>
4.	<p>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?</p> <p>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.</p> <p>Clinical facility staff communicates frequently with instructors and students as the staff retains the primary responsibility for patient care.</p> <p>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.</p> <p>Exhibits: Practical Nursing Program Clinical Evaluation Form – Level II Practical Nursing Program Records Management Policy</p>
c.	<p>Uses methods for monitoring and tracking student learning:</p>
1.	<p>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?</p> <p>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.</p> <p>Students are also provided feedback during the course through written examinations and performance evaluations.</p> <p>Exhibits: Heating & Air Conditioning Program Permanent Record Electrical Technology Permanent Record</p> <p>Exhibits at Site Visit: Health Assistant Program Grade Report Mobile Equipment Operations Performance Evaluation</p>
2.	<p>Is a well-defined and written grading system in use and shared with each student at the initial start up of the course?</p> <p>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</p>

	<p>program.</p> <p>Exhibits: Program Grading Policies Program Interview Summary and Acknowledgment of Understanding</p>
3.	<p>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?</p> <p>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.</p> <p>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.</p> <p>Exhibits: Practical Nursing Program Clinical Evaluation Form – Level III Mobile Equipment Operations Program Performance Evaluation – Basic Dozer Operation</p>
4.	<p>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?</p> <p>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.</p> <p>Practical Nursing evaluates students in clinical settings.</p> <p>Exhibits at Site Visit: Various Program Evaluations</p>
5.	<p>Are students effectively assessed using oral, written and other performance methods?</p> <p>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</p>

	<p>Program students are evaluated on work-related projects in the program area.</p> <p>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.</p> <p>Exhibit: Practical Nursing Program Nursing Care Plan Format</p> <p>Exhibit at Site Visit: Heating and Air Conditioning Technology Written Evaluation</p>
d.	Maintains processes for providing student support:
1.	<p>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?</p> <p>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.</p> <p>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.</p> <p>Exhibits: Adult Education Course Descriptions</p> <p>Exhibit at Site Visit: Adult Education Program Catalog</p>
2.	<p>Do recruitment materials offer a broad range of career opportunities and are students provided equal opportunities to participate in all activities regardless of race, color, national origin, age, gender, or disability?</p> <p>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.</p> <p>The Non-Discrimination Policy is printed in both the program catalog and student handbook.</p> <p>Exhibits: Adult Education Non-Discrimination Policy Promotional Materials</p>
3.	Are admissions policies and guidelines clearly stated, published, and made available to all

	<p>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.</p> <p>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.</p> <p>Students sign that they have received the program information and understand the policies and procedures that apply to their specific program.</p> <p>Exhibits: Admission Policy Graduation Requirements</p> <p>Exhibit at Site Visit: Program Summary and Acknowledgment of Understanding Adult Education Program Catalog</p>
4.	<p>Where applicable, are enrollment and class sizes in compliance with state standards?</p> <p>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.</p> <p>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.</p>
5.	<p>Does the institution inform students of the cost of the program and of any required equipment and supplies?</p> <p>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.</p> <p>The <i>Net Price Calculator</i> tool is available on the GJCTC website under the Adult Education tab.</p> <p>Exhibits: Various Program Tuition, Fees and Expenses Sheets</p> <p>Exhibits at Site Visit: Various Program Tuition, Fees and Expenses Sheets</p>
6.	<p>If financial aid is available, is information about it provided to each individual?</p>

	<p>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.</p> <p>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.</p> <p>Exhibits: Financial Aid Information - Adult Education Program Catalog Financial Aid Information – GJCTC Website</p> <p>Exhibits at Site Visit: Financial Aid Handbook</p>
7.	<p>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?</p> <p>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.</p> <p>Exhibits: Job Placement Activities Sheet Employment Opportunity Information</p> <p>Exhibits at Site Visit: Resume Writing, Interviewing, and Job Seeking Skills Manual Job Posting Binder Adult Education Career Counselor Position Description</p>
e.	Credit Hour Policies
1.	<p>How does the institution define a credit hour based on the credit/hour conversion?</p> <p>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.</p>
2.	<p>How does the institution approximate the amount of work for a credit hour based on learning outcomes and verifiable achievement?</p> <p>Each fulltime program has a structured curriculum composed of a group courses which are,</p>

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 certifying agencies which require performance/achievement standards for students in the program. The instructor verifies learning outcomes and student achievement based on standards imposed certifying 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

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, certifying 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

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.	<p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Supervisor of Adult Education submits the Carl Perkins postsecondary budget annually. Equipment purchases for adult programs are included within the Perkins grant budget.</p> <p>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.</p> <p>Exhibits: 2012-2013 Workforce Development/Adult Education Budget Perkins Budget Electrical Technology Program Tuition, Fees and Expenses Sheet</p> <p>Exhibits at Site Visit: Health Assistant Program Tuition, Fees and Expenses sheet Perkins Budget</p>

	<p>Equipment Purchase Orders EDGAR Forms Pictures of Heavy Equipment</p>
2.	<p>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).</p> <p>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.</p> <p>Exhibits: Heating and Air Conditioning Technology Tuition, Fees, and Expenses Sheet Program Purchase Orders</p>
3.	<p>Are the quality and quantity of training stations appropriate for the number of students being served?</p> <p>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.</p> <p>All adult education programs have full access to the equipment and supplies available in the secondary programs.</p>
4.	<p>Is there an instructional equipment inventory management plan for maintaining equipment and replacing or disposing of obsolete equipment in place?</p> <p>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.</p> <p>Any training equipment used in the Municipal Police Academy provided by MPOETC is inventoried on an annual basis and reported to MPOETC.</p> <p>Exhibits: Fixed Asset Inventory Memo Capital Asset Policy</p>

	<p>Fixed Asset Inventory Form</p> <p>Exhibits at Site Visit: MPOETC Inventory</p>
5.	<p>Does the institution acquire equipment, materials and supplies within a reasonable period of time to provide safe and quality education?</p> <p>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.</p> <p>Exhibit: Purchase Order Requisition</p>
6.	<p>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?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Accident report forms are available in the Adult Education office and the program areas. The accident rate for instructors and students is exceptionally low.</p> <p>Each OAC meeting begins with a safety inspection.</p> <p>Exhibits: Safety Checklist</p>

	<p>Heating & Air Conditioning Program Shop Rules and Student Expectations</p> <p>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</p>
<p>b.</p>	<p>Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:</p>
<p>1.</p>	<p>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?</p> <p>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.</p> <p>GJCTC complies with local building codes and all ADA regulations.</p>
<p>2.</p>	<p>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?</p> <p>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.</p>
<p>3.</p>	<p>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?</p> <p>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.</p> <p>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.</p> <p>The Civil Rights Checklist for the latest compliance review addresses building compliance with regulations.</p> <p>Exhibit: Adult Education Registration</p> <p>Exhibit at Site Visit:</p>

	Civil Rights Checklist for On-Site Compliance Review
4.	<p>Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?</p> <p>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.</p>

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.	<p>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?</p> <p>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.</p> <p>Program enrollment, completer, graduate, licensure, and employment information is continually gathered for evaluation purposes and is reported to PDE in the annual accreditation report.</p> <p>Adult students are also prepared to earn additional national skill certifications in addition to their postsecondary diploma.</p> <p>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%.</p> <p>The Municipal Police Academy reports student data to MPOETC within ten days of program completion as per requirements.</p> <p>Exhibits: Student Completion Rates Student Transcript</p> <p>Exhibits at Site Visit: PAAPSA report</p>

	<p>PDE Accreditation Annual Report National List of Students who Received a National Skill Standard</p>
2.	<p>What is the institution's current information about attendance, dropout, and completion for the PPVE programs?</p> <p>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.</p> <p>Exhibits: Daily Attendance Sheet Student Attendance Report</p> <p>Exhibits at Site Visit: Program Enrollment Report Student Attendance Letter</p>
3.	<p>What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?</p> <p>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.</p> <p>Exhibits: Program Enrollment Report</p> <p>Exhibits at Site Visit: Certificate of Completion – Basic Computers Diploma – Mobile Equipment Operations Program PDE Accreditation Annual Report</p>
4.	<p>What is the institution's current information on awards or recognition of special student achievement?</p> <p>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.</p> <p>Over the past two years, adult students in the Machining Technology program have attended the Skills USA competition and earned a second place award.</p>

	<p>Exhibits: Criteria for Exemplary Attendance Awards Criteria for Exemplary Performance Awards</p> <p>Exhibits at Site Visit: Exemplary Attendance Award Exemplary Performance Award</p>
5.	<p>What are the institution's results from tracking the Adult Affidavit Program Registration and CATs?</p> <p>Twenty-nine programs are registered on the Adult Affidavit report.</p> <p>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.</p> <p>Exhibit: Adult Affidavit (CATS) Report Email</p> <p>Exhibit at Site Visit: Adult Affidavit (CATS) Report</p>
b.	Public, community and employer satisfaction results:
1.	<p>What is the institution's current data and information showing the levels of satisfaction or dissatisfaction?</p> <p>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.</p> <p>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.</p> <p>For the 2010-2011 program year, the overall completion rate for all postsecondary programs was 86%.</p> <p>Exhibits: Student Evaluation Summary Completed Employer Evaluation Student Completion Rates</p> <p>Exhibits at Site Visit:</p>

	<p>Student Evaluation Summaries Employer Surveys Student Follow-up Phone Log</p>
2.	<p>What is the institution's current data and information on enrollment, retention, student placement, and employer feedback?</p> <p>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.</p> <p>GJCTC recently complied with PDE's request to send follow-up letters to individuals who completed an adult education program.</p> <p>Exhibits: Program and Student Placement Report Program Enrollment Report CWDS Approved Program List</p> <p>Exhibits at Site Visit: Student Follow-up Phone Log</p>
3.	<p>What is the institution's current data and information on student, faculty, and staff satisfaction and dissatisfaction?</p> <p>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.</p> <p>Exhibit: Positive Delta Form</p>
c.	Budgetary and operational results:
1.	<p>What is the institution's current data and information about funding to the organization and grants to students?</p> <p>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.</p>

	<p>Exhibit: Letter from Pennsylvania Department of Labor and Industry</p> <p>Exhibits at Site Visit: Sample page - Title IV Aid Report PELL Sample page - Title IV Aid Report Loans</p>
2.	<p>What is the institution's current information about staying within budget and budget growth?</p> <p>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.</p> <p>Exhibit: Statement of Revenues and Expenditures by Operational Unit Monthly Financial Report</p> <p>Exhibit at Site Visit: Auditor's Report</p>
3.	<p>What is the institution's current information about new programs and program improvement?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Exhibit at Site Visit: PACTA Adult Education Coordinator's Meeting Agenda</p>
4.	<p>What is the institution's information on net cost per student?</p> <p>Annually each program's expenditures, less offsetting revenues, are calculated according to enrollments to produce a net cost per student to include overhead costs.</p>

d.	Administration, faculty, and staff satisfaction results.
1.	<p>What is the institution's data and information showing the levels of satisfaction or dissatisfaction?</p> <p>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.</p>
2.	<p>What is the institution's data and information related to safety and overall well-being?</p> <p>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.</p> <p>Each OAC meeting begins with a safety inspection.</p> <p>Exhibits: Student Accident Report Student Incident Report Emergency Notification Form OAC meeting agenda</p>
3.	<p>What is the institution's data on individual employee training and development?</p> <p>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.</p> <p>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.</p> <p>Professional development money has been budgeted in the 2012-2013 Perkins grant.</p> <p>Exhibits: Act 48 Record MPOETC Advanced Instructor Development Certificate</p> <p>Exhibit at Site Visit: Various Employee Training Records 2012-2013 Perkins Grant Budget</p>

ATTACHMENT Q3

See Attachment L1 – Preliminary Draft Report

ATTACHMENT Q4

See Attachment M3 – Annual Report Review

ATTACHMENT Q5

f - 2

Greater Johnstown Career & Technology Center (GJCTC)
Adult Education

Employer Survey

Company Name: Conemaugh Memorial Medical Center

Name and Title
of Survey Completer: David Pringle / Facility Operations Manager

Name of Employee: Ben Dubreucq

As a part of the Greater Johnstown Career and Technology Center's "process improvement program," we are asking employers who have hired graduates from the school's adult education programs, to assist us in evaluating our school, in terms of producing graduates who are good entry-level employees.

Based upon your experience with the GJCTC graduate(s) you have employed, we are very interested in learning how well you believe **GJCTC has prepared the graduate(s) to perform the following skills or display the quality listed.** Please remember, you are evaluating our school, based on the performance of our graduate(s) you have employed.

Using the following rating scale numbers (0., 1., 2., 3. or 4.) please indicate, for each skill or quality listed, the number that best represents the level at which you feel GJCTC has prepared graduate(s) to perform.

- 4. Advanced: Prepared to perform the skill or display the quality in an exceptional manner.
- 3. Proficient: Prepared to perform the skill or display the quality without supervision.
- 2. Average: Prepared to perform the skill or display the quality, requiring moderate supervision.
- 1. Below Acceptable Standard: Prepared to perform the skill or display the quality but does not meet the acceptable standard of performance.
- 0. Unacceptable: Not prepared to perform the skill or display the quality in an acceptable manner.

4 A. The school prepared the graduate to perform the entry-level work skills and tasks required of the position.

3 B. Adherence to attendance policy.

3 C. Reliability and honesty level.

3 D. The quality of work performed.

- 3 E. Ability to solve work-related problems.
- 2 F. Adherence to dress and appearance standards.
- 3 G. Adherence to company safety policies.
- 2 H. Verbal and written communication level.
- 3 I. Level at which direction is taken and company directives are followed.
- 3 J. The level at which work-related math calculations are performed.
- 3 K. The level at which an appropriate work attitude is displayed.
- 4 L. The level at which cooperation is displayed.
- 3 M. The level at which initiative is displayed.
- 2 N. The level at which leadership is displayed.
- 3 O. The "overall" level at which GJCTC has prepared the graduate for entry-level employment.

P. Do you have any comments and/or suggestions that will assist our school in improving the quality of our programs and/or training of our students?
Ben came to Conemaugh Hospital with a very good background in basic electricity, plumbing and refrigeration. The new employee was a eager and quick learner of commercial boilers, chemical testing, and departmental policies. However he did lack knowledge of centrifugal chillers. Ben has worked out well and is an important block of the Central Energy Plant Team.

Please return the completed survey using the enclosed postage-paid addressed envelope.

Thank you very much for your cooperation.

Joseph R. Rizzo, Sr.
GJCTC Adult Education Career Counselor
Phone: 814-266-6073, Ext. 127
Email: jrizzo@gjctc.org

The lowest grade was that of not recommend course to others, only neg. comment was ab. not writing own program not helpful other than that, satisfied w/ training.

Training Evaluation

Title PRECISION METAL

Instructor _____

Date _____ Time _____ Location Clermont County CTC

Please rank the following on a 1-5 scale with 1 as the lowest and 5 as the highest

I. Organization of Materials		1	2	3	4	5
1.	The training objectives were clearly stated.	1	2	3	4	5
2.	The training objectives were met.	1	2	3	4	5
3.	The material presented included useful ideas and skills.	1	2	3	4	5
4.	The materials presented contained new and up to date information.	1	2	3	4	5
5.	The materials included relevant examples.	1	2	3	4	5
6.	The pace of material(s) was comfortable.	1	2	3	4	5
7.	I would recommend this training to a co-worker.	1	2	3	4	5
8.	The course held my interest	1	2	3	4	5
9.	The course materials were well organized and easy to follow.	1	2	3	4	5
10.	My overall rating of the course content	1	2	3	4	5

The most helpful topics were...

Hands on Machine Training

The least helpful topics were...

Writing own program with we dont do for our employees program are saved in machine @ lathe

How will you apply this information at work?

ON to Future Setups @ Work

II. TRAINER RATING:

1 as the lowest and 5 as the highest

	1	2	3	4	5
1. The trainer was able to hold my interest	1	2	3	4	5
2. The trainer was very knowledgeable on the topic	1	2	3	4	5
3. The trainer was able to effectively respond to questions	1	2	3	4	5
4. The trainer stayed focused on the topic	1	2	3	4	5
5. The trainer used relevant examples	1	2	3	4	5
6. The trainer solicited audience interaction	1	2	3	4	5
7. My overall trainer rating	1	2	3	4	5

Please comment on the trainer.						
Very Good						
III. LOGISTICS RATING: 1 as the lowest and 5 as the highest						
1.	The seating was comfortable.	1	2	3	4	5
2.	The room temperature was appropriate.	1	2	3	4	5
3.	The room lighting was appropriate.	1	2	3	4	5
4.	The audio visual equipment was effective.	1	2	3	4	5
5.	Overall logistics rating	1	2	3	4	5
I attended this seminar due to the: <i>employment of</i> Topic: <i>Lathe</i> Presenter: <i>Bruce Smith</i> Time: <i>3:30</i>						
Other Comments:						

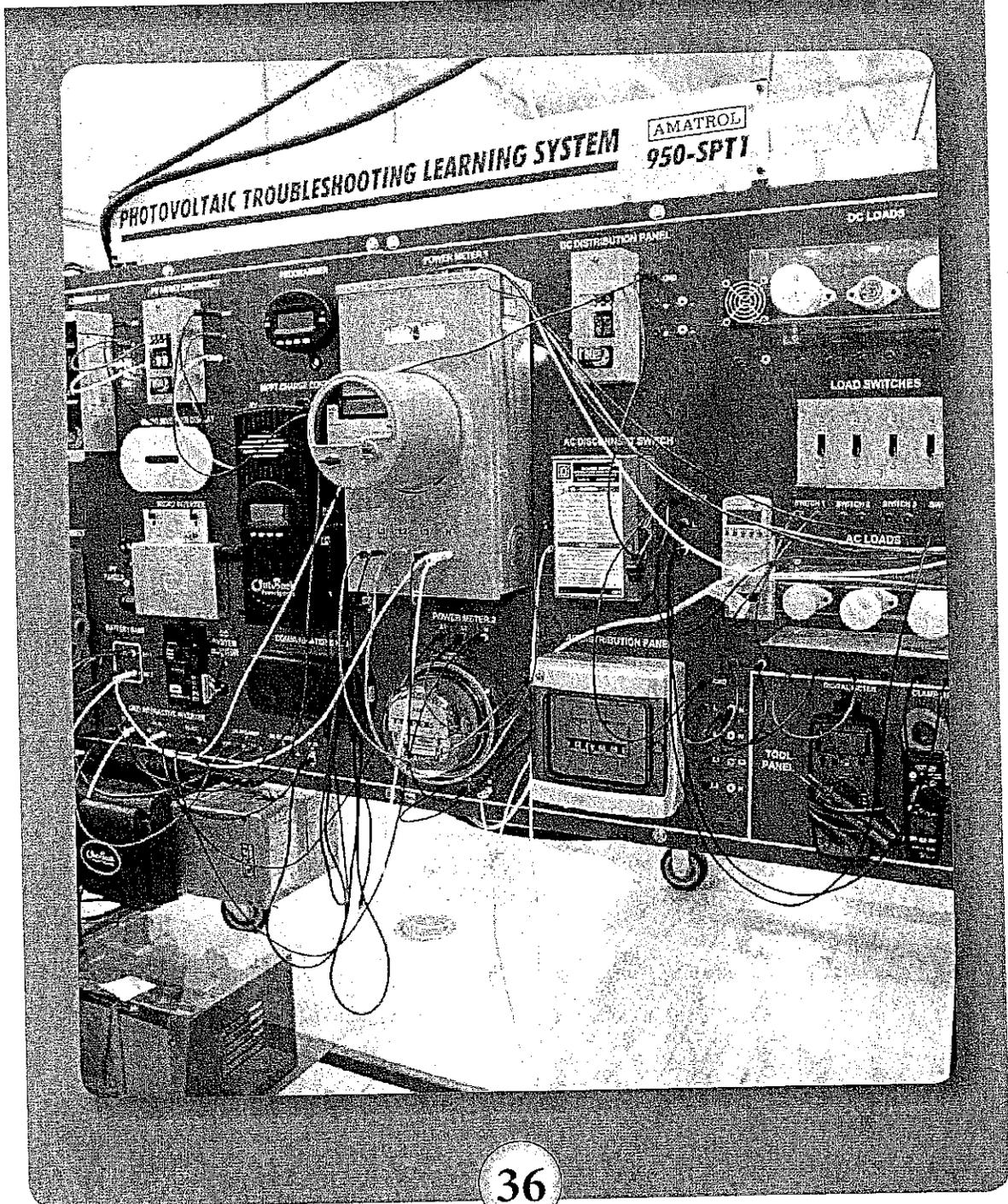
Please return this completed form to:

THANK YOU!

Kevin A. Moran

ATTACHMENT R1

Emerging Energy & Infrastructure





CPI's Emerging Energy & Infrastructure Training Center provides training for 21st century jobs in the Natural Gas, Advanced Manufacturing, Water Quality Management, Renewable Energy and other industries that utilize state-of-the-art electrical, mechanical and process control technology.

The EE&I Training Center is outfitted with industrial quality, hands-on training equipment and innovative curriculums that offer flexible class scheduling and one-on-one interaction with knowledgeable and experienced instructors.

As part of the registration process, new students and the Emerging Energy & Infrastructure Instructor will schedule the course start date and the EE&I Lab time that works best for each student. Infrastructure Lab is open:

9:00 AM to 4:00 PM on Mondays

9:00 AM to 9:00 PM on Tuesdays, Wednesdays, and Thursdays

Registrations for all EE&I programs and courses are accepted anytime in the Adult Education Office.

For additional information phone or email Guy Woodard, Program Coordinator, at:

Office: 814.359.2793(230) Cell: 814.404.8542 Email: gwoodard@cpi.edu

Emerging Energy & Infrastructure

Technical Diploma Programs

CONTROL SYSTEMS TECHNICIAN

The required Electrical, Mechanical and Process Control course work for this program provides a pathway to the International Society of Automation's (ISA) Control Systems Technician Certificate I, an industry recognized credential.

Total Tuition: \$9,985 **Hours:** 610

ADVANCED MANUFACTURING TECHNICIAN I

Students who complete the required Electrical, Mechanical and Process Control course work for this program, earn the industry recognized Advanced Manufacturing/ Integrated Systems Technology 1 (AMIST1) certification administered by the Industrial Maintenance Training Center of PA.

Total Tuition: \$6,467 **Hours:** 385

ADVANCED MANUFACTURING TECHNICIAN II

Students who complete the Advanced Manufacturing Technician I plus additional required Electrical, Mechanical and Process Control course work earn CPI's Advanced Manufacturing Technician II diploma.

Total Tuition: \$11,178 **Hours:** 635

NATURAL GAS COMPRESSOR TECHNICIAN

This program's Electrical, Mechanical, Process Control, CDL and specialized safety coursework

prepares the student for career opportunities in natural gas facilities such as compressor, monitoring and metering stations.

Total Tuition: \$12,965 **Hours:** 950

SOLAR PHOTOVOLTAIC TECHNICIAN / INSTALLER

The required Electrical, Mechanical, Process Control and Renewable Energy coursework for this program prepares the student to sit for the NAB-CEP (North American Board of Certified Energy Practitioners) Entry Level PV Technician/ Installer Certificate, an industry recognized credential.

Total Tuition: \$9,895 **Hours:** 610

WATER UTILITY OPERATOR/TECHNICIAN

Drinking water treatment processes and the equipment that comprise these processes characterize this program. Emphasis is placed on preparing students to sit for the relevant PA Department of Environmental Protection certification tests for the operation of Water treatment and distribution facilities.

Total Tuition: \$11,980 **Hours:** 932

WASTEWATER UTILITY OPERATOR/TECHNICIAN

Wastewater treatment processes and the equipment that comprise these processes characterize this program. Emphasis is placed on preparing students to sit for the relevant PA Department of Environmental Protection certification tests for the operation of Wastewater treatment and collection system facilities.

Total Tuition: \$11,980 **Hours:** 932



Emerging Energy & Infrastructure

Continuing Education Courses

PA DEPARTMENT OF ENVIRONMENTAL PROTECTION APPROVED TRAINING FOR WATER AND WASTEWATER TREATMENT FACILITY OPERATORS

The Emerging Energy & Infrastructure Training Center's DEP Approved training courses reflect the 21st century realities of regulatory mandates that drive the need for high-tech water and wastewater treatment processes that, in turn, drive the need for well-trained, technically skilled operators, mechanics and technicians.

EIE 111 - BASIC AC/ DC ELECTRICITY

This 30 hour course covers the fundamentals of both AC and DC electricity and provides hands-on electrical measurement, circuit building and analysis practice. The importance of inductance, capacitance, electromagnetism and transformers is also covered.

DEP Approved Contact Hours: 30

Cost: \$581 Code: 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 121 - ELECTRIC MOTOR CONTROL I

This 20 hour, hands-on class emphasizes electrical safety while introducing the concepts and physical devices that comprise motor control and power circuits. 3-phase power, control logic, control transformers and "across the line" motor starting will be covered in-depth.

DEP Approved Contact Hours: 20

Cost: \$388 Code: 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 122 - ELECTRIC MOTOR CONTROL II

Troubleshooting methods, advanced motor control circuits and automatic input devices are some of the hands-on learning topics in this 20 hour follow-up course to Electric Motor Control I. (Prerequisite: EIE 121 or permission of instructor)

DEP Approved Contact Hours: 20

Cost: \$388 Code: 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

Emerging Energy & Infrastructure

Continuing Education Courses CONTINUED

EIP 130 - PROGRAMMABLE LOGIC CONTROLLERS

The fundamental control architecture, programming and troubleshooting of Programmable Logic Controllers (PLCs) are covered in this 30 hour course. (Prerequisite: EIP 131 or permission of instructor)

DEP Approved Contact Hours: 30

Cost: \$581 Code: 15.0406

Schedule: Flexible – Call 814-404-8542 for details.

EIP 135 - LEVEL, PRESSURE & FLOW CONTROL

This 24 hour course introduces and builds upon feedback loop concepts for level, pressure and flow control. The types and interaction of transmitters, control signals, final control elements and process disturbances are thoroughly explored.

DEP Approved Contact Hours: 24

Cost: \$465 Code: 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIM 120 - MECHANICAL DRIVE SYSTEMS

This 30 Hour course looks at the selection, installation and maintenance of basic v-belt & chain drives, gear drives, speed reducers, bearings and couplings. Component leveling and alignment techniques as well as lubrication fundamentals are also examined.

DEP Approved Contact Hours: 30

Cost: \$581 Code: 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

THE PROACTIVE OPERATOR

This 1-day class examines the keys to successfully meeting the constantly changing technical, regulatory and customer service challenges that characterize the water/ wastewater treatment industry. Topics include problem prevention, decision-making and process optimization at water and wastewater treatment and pumping facilities.

DEP Approved Contact Hours: 7

Cost: \$129 Code: 15.0506

Date: TBD Time: 8:00 AM – 4:30 PM

Continuing Education Courses CONTINUED

**MASTERING
OPERATOR MATH I**

This 1-day class teaches the fundamentals of operator math with emphasis placed on identifying sources of operator math confusion. Significant time will be spent practicing units-of-measure conversions and basic operator math calculations that are relevant to both water and wastewater treatment.

DEP Approved Contact Hours: 6

Cost: \$129 Code: 15.0506

Date: TBD Time: 8:00 AM – 3:30 PM

**MASTERING
OPERATOR MATH II**

This 1-day class builds on the skills acquired from Mastering Operator Math I or from the skills that students may already possess from working in the field. Significant time will be spent practicing advanced operator math calculations that are relevant to both water and wastewater treatment.

DEP Approved Contact Hours: 6

Cost: \$129 Code: 15.0506

Date: TBD Time: 8:00 AM – 3:30 PM

SITUATIONAL LEADERSHIP

The situational nature of effective leadership and the challenges posed to new, seasoned and aspiring frontline leaders are thoroughly examined in this discussion based, 1-day class. The varying perspectives of operations and management personnel are explored.

DEP Approved Contact Hours: 7

Cost: \$129 Code: 15.0506

Date: TBD Time: 8:00 AM – 4:30 PM

**CONTROL FUNDAMENTALS
FOR THE OPERATOR I**

This 1-day hands-on workshop focuses on feedback, flow-pace, cascade and other control concepts. These discussions will form the basis for subsequent hands-on exercises designed to build the analytical skills required to recognize and troubleshoot operational and control problems such as "hunting" valves, inaccurate chemical dosing and overflowing tanks in treatment and processing facilities.

DEP Approved Contact Hours: 6

Cost: \$129 Code: 15.0506

Date: TBD Time: 8:00 AM – 3:30 PM

Emerging Energy & Infrastructure

Continuing Education Courses CONTINUED

EIE 111 - BASIC AC/ DC ELECTRICITY

This 30 Hour course covers the fundamentals of both AC and DC electricity and provides hands-on electrical measurement, circuit building and circuit analysis practice. The importance of inductance, capacitance, electromagnetism and transformers is also covered.

Cost: \$581 **Hours:** 30 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 113 - ELECTRIC RELAY CONTROL

Electromagnetic relay control with emphasis on ladder logic, sequencing and time delay operations is the focus of this 15 hour, hands-on introductory class. (Prerequisite: EIE 111 or permission of instructor).

Cost: \$311 **Hours:** 15 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 114 – ELECTRO- FLUID POWER

This in-depth, 40 hour course introduces basic electrical control concepts, logic elements and actuating devices. Later units examine hydraulic and pneumatic solenoid valves, cylinders and motors. Hands-on exercises include building and analyzing numerous hydro-pneumatic circuits utilizing timers and pressure control devices and techniques.

Cost: \$779 **Hours:** 40 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIM 131 - CENTRIFUGAL PUMPS

This 20 hour, hands-on course explores centrifugal pump construction, operation and hydraulics. Emphasis is placed on pump selection and maintenance.

Cost: \$391 **Hours:** 20 **Code:** 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

EIE 121 - ELECTRIC MOTOR CONTROL I

This 20 hour, hands-on class emphasizes electrical safety while introducing the concepts and physical devices that comprise motor control and power circuits. 3-phase power, control logic, control transformers and "across the line" motor starting will be covered in-depth. (Prerequisite: EIE 111 or permission of instructor).

Cost: \$388 **Hours:** 20 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

Emerging Energy & Infrastructure

Continuing Education Courses CONTINUED

EIE 122 - ELECTRIC MOTOR CONTROL II

Troubleshooting methods, advanced motor control circuits and automatic input devices are some of the hands-on learning topics in this 20 hour follow-up course to Electric Motor Control I. (Prerequisite: EIE 121 or permission of instructor).

Cost: \$388 **Hours:** 20 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 223 – FUNDAMENTALS OF VARIABLE FREQ AC DRIVES

This 20 hour course examines the technology that allows variable speed control of AC motors. Specifically, the course addresses controlled acceleration, deceleration and braking of AC motors. Additional theoretical and hands-on topics include variable frequency drive fault diagnostics and troubleshooting methods. (Prerequisite: EIE 121 or permission of instructor).

Cost: \$388 **Hours:** 20 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIE 226 – ELECTRIC MOTORS AND GENERATORS

The construction and operation of AC and DC rotating machines are thoroughly examined in this comprehensive, hands-on 32 hour training course. Additional course activities include measuring

and calculating the efficiency and torque of DC series, shunt and compound motors as well as AC single phase, capacitor start and 3-phase motors. The theory and operation of several types of DC generators is also covered. (Prerequisite: EIE 111 or permission of instructor).

Cost: \$733 **Hours:** 32 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.

EIM 113 – BASIC HYDRAULICS

This 20 hour, hands-on training course examines the fundamental theories and operation of hydraulic power systems with emphasis on flow and pressure control within basic industrial hydraulic circuits.

Cost: \$391 **Hours:** 20 **Code:** 15.1103

Schedule: Flexible – Call 814-404-8542 for details.

EIM 123 – INTERMEDIATE HYDRAULICS

Various hydraulic circuit components such as directional control valves, check valves, hydraulic cylinders and accumulators are utilized in designing and building hydraulic circuits in this 25 Hour course that builds on the hydraulic fundamentals covered in Basic Hydraulics. (Prerequisite: EIM 113 or permission of instructor).

Cost: \$463 **Hours:** 25 **Code:** 15.1103

Schedule: Flexible – Call 814-404-8542 for details.

Continuing Education Courses CONTINUED

EIM 135 – HYDRAULIC TROUBLESHOOTING

In this 45 Hour comprehensive course students will learn hands-on diagnostic skills at the hydraulic circuit and component level and will work with real, industrial strength components such as DCV valves, hydraulic pumps & motors and un-loader valves. (Prerequisite: EIM 113 or permission of instructor).

Cost: \$877 **Hours:** 45 **Code:** 15.1103

Schedule: Flexible – Call 814-404-8542 for details.

EIM 114 – BASIC PNEUMATICS

This 16 Hour, hands-on course examines the fundamental theories and operation of pneumatic power systems with emphasis on flow and pressure control within basic industrial pneumatic circuits.

Cost: \$311 **Hours:** 16 **Code:** 15.1103

Schedule: Flexible – Call 814-404-8542 for details.

EIM 124 – INTERMEDIATE PNEUMATICS

This 15 Hour, hands-on course is a follow-up to Basic Pneumatics and explores subjects such as Directional Control Valves, air logic and pneumatic maintenance. (Prerequisite: EIM 114 or permission of instructor).

Cost: \$311 **Hours:** 15 **Code:** 15.1103

Schedule: Flexible – Call 814-404-8542 for details.

EIM 118 - MECHANICAL DRIVES I

This 40 Hour course looks at selection and maintenance requirements of basic v-belt & chain drives. This hands-on course also offers an introductory examination of shafts, bearings and couplings.

Cost: \$758 **Hours:** 40 **Code:** 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

EIM 119 - MECHANICAL DRIVES II

Couplings, spur gear drives and multiple shaft drives are the focus of this 35 hour, hands-on training course. Advanced gear drives, speed reducers, precision shaft alignment and lubrication are also examined.

Cost: \$663 **Hours:** 35 **Code:** 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

EIM 120 - BEARINGS, GASKETS & SEALS

The selection, installation and maintenance of a variety of bearings, gaskets and seals comprise this 30 hour, hands-on class.

Cost: \$ 568 **Hours:** 30 **Code:** 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

EIM 218 - INTRO TO VIBRATION ANALYSIS

This 12 hour, hands-on class emphasizes vibration analysis methodologies as applied to industrial components such as bearings, pulleys and couplings.

Cost: \$311 **Hours:** 12 **Code:** 15.0899

Schedule: Flexible – Call 814-404-8542 for details.

Emerging Energy & Infrastructure

Continuing Education Courses CONTINUED

EIP 131 - PROGRAMMABLE LOGIC CONTROLLERS

The fundamental control architecture and programming of Programmable Logic Controllers (PLCs) are covered in this 26 hour course. Students program an industrial PLC using state-of-the-art software and hardware components. Emphasis is placed on program analysis and discrete Input/ Output interfacing. (Prerequisite: EIE 121 or EIE 113 or permission of instructor).

Cost: \$447 **Hours:** 26 **Code:** 15.0406

Schedule: Flexible – Call 814-404-8542 for details.

EIP 132 - PROGRAMMABLE LOGIC CONTROLLERS II

In this 14 hour class, students will utilize PLC troubleshooting tools and techniques to diagnose and resolve real world power supply, I/O, processor and software faults/ failures. (Prerequisite:

EIP 131 or permission of instructor).

Cost: \$224 **Hours:** 14 **Code:** 15.0406

Schedule: Flexible – Call 814-404-8542 for details.

EIP 136 - PROCESS CONTROL I

This 35 hour course introduces basic process control block and line diagrams as well as a hands-on exploration of process control modes, operation and components.

Cost: \$748 **Hours:** 35 **Code:** 15.0499

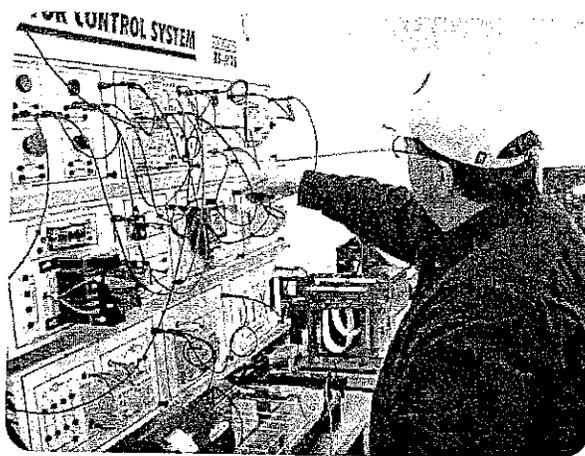
Schedule: Flexible – Call 814-404-8542 for details.

EIP 137 - PROCESS CONTROL II

In this 15 hour class, hands-on course, students will explore automatic control parameters and the methods used to optimize process performance by "tuning" feedback control loops. (Prerequisite: EIP 136 or permission of instructor).

Cost: \$321 **Hours:** 15 **Code:** 15.0499

Schedule: Flexible – Call 814-404-8542 for details.





Syllabus: Natural Gas Technician

Student Learning Resources

Written Portfolio

- Learning Activity Projects (LAPs) containing written descriptions of technical concepts; self-reviews; and hands-on activity procedures, data sheets and results.
- Written and hands-on skills assessment documentation.

On-line eLearning Modules

- Presentation of technical concepts via computer graphics and videos.
- *Virtual Training* exercises.
- Pre and Post quizzes for each on-line lesson.

Emerging Energy & Infrastructure Lab

- Comprised of hands-on training equipment.
- Staffed by EE&I instructors to present concepts, answer questions and facilitate hands-on learning.
- Open:
 - from 9:00 am to 6:00 pm on Monday
 - from 9:00 am to 9:00 pm on Tue - Thurs
 - additional times by appointment

Student Performance

Grading Scale

- 91 % to 100 % = A
- 81 % to 90 % = B
- 70 % to 80 % = C
- < 70 % does not pass

Final Grade Components

- Hands-on Labs and Assessments - 70%
- Written quizzes - 30%
- Satisfactory¹ expectations fulfillment
 - 0.0 to 1.0 weighting factor

Expectations¹

CPI expects all students to:

- maintain a regular and consistent EE&I lab presence
- utilize all EE&I Student Learning Resources
- communicate constructively with instructors
- observe all CPI Student Conduct requirements.

¹ unsatisfactory expectations fulfillment will compromise the student's ability to successfully complete the program



Central Pennsylvania Institute of Science and Technology

Emerging Energy & Infrastructure

Natural Gas

Natural Gas Compressor Station Technician	
Learning Component	Hours
AC/DC Electrical	25
Electric Control Logic Fundamentals	15
Basic Electrical Machines	40
Electric Motor Control	40
AC Frequency Drives	16
Basic Residential/ Commercial Wiring	25
Industrial Electrical Wiring	10
Electrical Power Distribution	25
Power and Control Electronics	50
Programmable Logic Controllers (PLCs)	15
PLC Troubleshooting	45
PLC Analog Control	15
PLC Data Highway	10
PLC Panelview	15
Positive Displacement Pumps	8
Centrifugal Pumps	25
Gear Pumps	5
Magnetic Pumps	5
Central Lube	25
Hydraulics	25
Pneumatics	40
Process Control	50
Solar Photovoltaic Systems	20
Mechanical Drives	90
Vibration Analysis	15
Rigging 1	28
Rigging 2	12
Safe Land/ Additional Safety	40
The Proactive Technician	7
Mastering Technician Math	8
Situational Leadership	7
Commercial Driver's License	110
Intro to Natural Gas	8
Natural Gas Exploration/ Extraction	15
Natural Gas Production	15
Natural Gas Storage/Distribution/ Transport	15
Natural Gas Compressors	16
Pipeline Integrity	8
Natural Gas and the Environment	7
Total	950

ATTACHMENT R2

See Attachment Q2 – Self Study

ATTACHMENT R3

See Attachment L1 – Preliminary Draft Report

ATTACHMENT R4

See Attachment M3 – Annual Report Review

ATTACHMENT S1

See Attachment F6 – Training Agenda

ATTACHMENT S2

See Attachment J2 – Site Team Comments

ATTACHMENT S3

See Attachment B1 – Exhibit L, Chapter 16 & 17

ATTACHMENT S4

See Attachment L1 – Preliminary Draft Report

ATTACHMENT S5

See Attachment F4 – Conflict of Interest Form

ATTACHMENT S6

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: GREATER JOHNSTOWN CTC Dates of Site-evaluation: 11-4-13-11-6-13

Evaluators (Optional): LISA KOVE

1. Please rate the overall process used to study and evaluate the applicant institution using the following scoring 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 5
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 4

<p>3.</p>	<p>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... <i>Strength - Very well organized.</i> <i>Improve - Do not use blank forms. Want to see the requested info.</i></p>	<p>5 (4) 3 2 1</p>
<p>4.</p>	<p>Your qualifications and preparedness for your individual site-evaluation assignment... Comments: strengths/opportunities to improve...</p>	<p>5 (4) 3 2 1</p>
<p>5.</p>	<p>The time you had been allotted to accomplish your assignments... Comments: strengths/opportunities to improve...</p>	<p>5 (4) 3 2 1</p>
<p>6.</p>	<p>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... <i>Responded to requests in a timely manner.</i></p>	<p>5 (4) 3 2 1</p>

ATTACHMENT T1

See Attachment B1 – Chapter 18

ATTACHMENT T2

See Attachment S6 – Site Team Evaluation

ATTACHMENT T3

**THE PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF CAREER AND TECHNICAL EDUCATION**

**Accreditation Process Evaluation Form
by the
Applicant Institution**

Institution: Clearfield Co. CTC

Dates of Site-evaluation: Oct 8-10

Evaluator's Name (Optional): Richards

1. 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

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

3. 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 (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 5 (4) 3 2 1

3.	<p>The overall courtesy and professionalism of the site-evaluation team...</p> <p>Comments: strengths/opportunities to improve...</p>	5 4 3 2 1
4.	<p>Your overall level of satisfaction with the accreditation process...</p> <p>Comments: strengths/opportunities to improve...</p> <p>Too much paper! A lot of repetition. Also unhappy with one of negative team members. (I think his attitude affected his team.)</p>	5 4 3 2 1
5.	<p>What key improvements and/or changes do you recommend when conducting future accreditation processes for other institutions...</p> <p>The check off needs to be reviewed and possibly revised so team is not asking the same questions. After retirement, I would be happy to be on a team to do this, if available.</p>	
6.	<p>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...</p> <p>More on a team is a lot of people - a big expense to the school. I think size of team should be comparable to # of programs + adult students.</p>	

Please E-mail completed form to: Beth Marshall at betmarshall@state.pa.us

ATTACHMENT T4

Institutional Accreditation Advisory Group
April 18, 2013
Agenda

1. Welcome
 2. Petition
 3. Updates to Accreditation Guidelines
 4. Re-Accreditations for 2013-2014
 - A. Schuylkill Technology Centers
 - B. Indiana CTC – tentative dates September 9, 10, 11, 2013
 - C. Clearfield CTC – tentative dates October 8, 9, 10, 2013
 - D. Greater Johnstown CTC – tentative dates November 4, 5, 6, 2013
 - E. Lehigh CTC
 - F. York County School of Technology
 5. Accreditations for 2013-2014
 - A. Huntingdon CTC
 - B. Delaware CTC
 - C. Reading Muhlenberg CTC
 6. Complaints
 7. Open Discussion
 8. Dates for upcoming meetings
 9. Adjourn
-

Criteria: 603.24(a)(2)(ii) Fiscal Capacity

Response:

The Pennsylvania Department of Education receives funding from state allocations, and federal grants. The FY2012 budget totals \$4,519,442 includes operational costs for the Bureau of Career and Technical Education (See BCTE Budget). The accreditation activities are included in the Division of Adult and Postsecondary CTE budget (See Adult and Postsecondary Division Budget). This budget allocation includes salary, travel, and other expenses and benefits for the staff members assigned to accreditation activities. (See BCTE Position Descriptions) Travel and salary expenditures for all BCTE staff when they assist with accreditation activities are reflected within their individual division budgets. Administrative functions of the accreditation process are fully funded through permanent sources. No curtailment of the accreditation process has occurred due to fiscal constraints.

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
BCTE Budget	BCTE BUDGET.docx
Adult & Postsecondary Division Budget	ADULT & POSTSECONDARY DIVISION BUDGET.docx
Position Descriptions	Position Descriptions.pdf

Criteria: 603.24(b)(1)(i) Has an advisory body

Response:

The Institutional Accreditation Advisory Group (IAAG) committee includes representation by each of the categories as required by the Criteria for State Agencies. (See IAAG Committee Members).

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
IAAG Committee Members	IAAG Committee Members.docx

Criteria: 603.24(b)(1)(ix) Complaint Procedures

Response:

The state has not received a complaint about the accreditation process, including evaluation team members, conduct, ethics guidelines or self-study. The evaluation from the site under accreditation review and the evaluations completed by the site team evaluators reflect the process has been working. Additionally, concerns brought forth by others not involved with the accreditation process have not been received.

To document that the state has or has not received complaints, the IAAG agenda will reflect an ongoing agenda item of "Complaints Received." (See IAAG Agenda - Complaints) IAAG minutes will reflect if complaints have or have not been received. If complaints are received, appropriate documentation will be retained and submitted with future petitions.

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
IAAG Agenda - Complaint	IAAG Agenda - Complaint.docx

Criteria: 603.24(b)(2)(ii) Report on Strengths, Weaknesses, and Compliance

Response:

Institutions are given a draft written report within 45 days of the site evaluation which includes Strengths, Opportunities for Improvement and Corrective Action Needed. (See Final Draft Report - Lebanon)

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
Lebanon CTC Written Draft Report	Lebanon CTC Written Draft Report.pdf

Criteria: 603.24(b)(2)(iii) Response to Report

Response:

Institutions are given a draft written report within 45 days of the site evaluation which includes Strengths, Opportunities for Improvement and Corrective Action Needed. As per the ASIAE Accreditation Guidelines (ASIAE Guidelines Chapter 8 - Written Report), the institution will have 30 days to comment on the draft report to include any evidence in support of its comments. (See Draft Report cover letter - Lebanon and Comments Received - Lebanon CTC) The draft report will then be given to the IAAG Committee for recommendation on accreditation status. Once a recommendation has been made, the draft report is given to the Pennsylvania State Board for Vocational Education for a final decision on an accreditation status.

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
ASIAE Guidelines - Chapter 8 Written Report	ASIAE Guidelines - Chapter 8 Written Report.docx
Final Draft Cover Letter - Lebanon CTC	Final Draft Cover Letter - Lebanon CTC.pdf
Comments Received - Lebanon CTC	Comments Received - Lebanon CTC.pdf

Criteria: 603.24(b)(2)(iv) Adverse Action and Right to Appeal Notice

Response:

In the draft final report cover letter, the institutions are provided notice of their right to appeal any decision made by the Pennsylvania State Board for Vocational Education. (See Draft Cover Letter - Lebanon CTC)

Exhibit(s) Linked to this Criterion

Exhibit Title	File Name
Final Draft Cover Letter - Lebanon CTC	Final Draft Cover Letter - Lebanon CTC1.pdf

Updates to Guidelines - Summary

- New name: Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education
- Chapter 8 Written Report
 - Following on-site review, SAC will prepare a preliminary draft report with the commendations, recommendations and corrections to the institution.
 - Institution will have 30 days to respond to the report and/or file supplemental materials.
 - SAC will review the response and if necessary, reconvene the original site evaluators. SAC will prepare a final draft report to present to the Institutional Accreditation Advisory Group (IAAG) for their recommendation of accreditation status
 - Pennsylvania Department of Education (PDE) reviews the recommendation of accreditation status from the IAAG to determine if to accept or reject the recommendation.
 - PDE presents the final draft report with their recommendation of accreditation status to the Pennsylvania State Board for Vocational Education (PASBVE). PDE will advise the PASBVE on its reasoning for accepting or rejecting the IAAG accreditation recommendation.
- Chapter 9 Accreditation Approval and Appeal Process
 - PDE notifies the institution of the recommendation of accreditation status and informs the institution that a final draft report will be presented to the PASBVE at their next meeting.
 - PASBVE notifies the institution under review of PDE's recommendation of accreditation status and notifies the institution of their opportunity to appear and contest the recommendation.
 - If the institution responds with a request for a hearing within the 30 day time frame, PASBVE will provide written notice to the parties of receiving the appeal, assign a docket number and assign a hearing officer. A hearing is held to develop a full and accurate record for the PASBVE consideration.
 - PASBVE will review the full record, discuss and issue a written final decision including statement of reasons.
 - Institution will remain accredited throughout the appeal process.
 - If the institution does not respond in writing to request a hearing within the 30 days, the final draft report is presented to the PASBVE for formal adoption and an issuance is made by the PASBVE to accept or deny PDE's recommendation for accreditation status.
 - G. If the final decision of the PASBVE is to deny accreditation, the institution should follow the Close Out Procedures as outlines 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
 - Addition to Denial of Accreditation – 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/>.
 - 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.
- Chapter 12 Annual Report
 - New guidelines a-k (see handout)
 - New Annual Report (see handout)
 - Areas of Deficiency (see handout)
- Chapter 14 Re-Accreditation Process
 - Refers back to Chapters 4-13
 - Replaces Deny with Revoke (see handout)

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.

Organizational Leadership

- 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 faculty
- 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

Appendix, Exhibit P
Annual Operational Report

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 institution'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 to explain how each piece of evidence is used to develop/maintain/grow your Pennsylvania Public Postsecondary Vocational Education institution.

A. Organizational Leadership:

Provide two Joint Operating Committee meeting minutes, in past year, discussing Pennsylvania Public Postsecondary Vocational Education
Provide evidence of Pennsylvania Public Postsecondary Vocational Education in the Comprehensive Planning Tool
Provide evidence of administrative review of Pennsylvania Public Postsecondary Vocational Education performance
Provide copy of Vision, Mission and EEO statements in various Pennsylvania Public Postsecondary Vocational Education documentation

B. Student, Stakeholder and Public/Community Focus

1. Provide copy of one Occupation Assessment Committee meeting minutes per program
2. Provide copy of complaint procedure

C. Administration, Staff, Faculty and Support Services

1. Provide copy of job duties of those persons directly involved in Pennsylvania Public Postsecondary Vocational Education
2. Provide qualifications of instructors in Pennsylvania Public Postsecondary Vocational Education programs
3. Provide professional development opportunities available to Pennsylvania Public Postsecondary Vocational Education instructors
4. Provide copy of emergency plan

D. Learning-Institutional Program Design and Delivery

1. Provide evidence of plan for remediation for students in Pennsylvania Public Postsecondary Vocational Education programs
2. Provide evidence of the opportunity for work-site learning
3. Provide data on monitoring and student tracking i.e. grades, pass rates, credentials earned, placement, etc.

4. Provide copy of adult education catalog and handbook showing course descriptions with tuition and fees, policies and guidelines, expectations, grading system, remediation opportunities, certifications and end of the program certificate.
5. Provide copy of credit hour policy

E. Learning-Institutional Facilities and Equipment

1. Provide plan for purchase of equipment for Pennsylvania Public Postsecondary Vocational Education programs
2. Provide copy of safety minutes

F. Organizational Performance Results

1. Provide copy of completed student evaluations, one per program, and how data was utilized to update and improve programs
2. Provide copy of completed employer evaluation, one per program, and how data was utilized to update and improve programs
3. 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
4. Provide copy of completed staff evaluations and how data was utilized to update and improve programs

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.

ATTACHMENT T5

Updates to Guidelines - Summary

The following updates were made to Chapter 8 *Written Report* to allow the institution an opportunity to respond and clarify any items in the preliminary draft report:

- Following on-site review of an institution, the State Accreditation Coordinator (SAC) will prepare a preliminary draft report with the commendations, recommendations and corrections to the institution.
- Institution will have 30 days to respond to the report and/or file supplemental materials.
- SAC will review the response and if necessary, reconvene the original site evaluators. SAC will prepare a final draft report to present to the Institutional Accreditation Advisory Group (IAAG) for their recommendation of accreditation status.
- Pennsylvania Department of Education (PDE) reviews the recommendation of accreditation status from the IAAG to determine if to accept or reject the recommendation.
- PDE presents the final draft report with their recommendation of accreditation status to the Pennsylvania State Board for Vocational Education (PASBVE). PDE will advise the PASBVE on its reasoning for accepting or rejecting the IAAG accreditation recommendation.

The following updates were made to Chapter 9 *Accreditation Approval and Appeal Process* in which the PASBVE now notifies the institution of the recommendation by PDE and allows 30 days for the institution to request a hearing which has become the appeal process. Previously appeals were made to the Secretary of Education. Also included is guidance for institutions whose accreditation is revoked by PASBVE:

- PDE notifies the institution of the recommendation of accreditation status and informs the institution that a final draft report will be presented to the PASBVE at their next meeting.
- PASBVE notifies the institution under review of PDE's recommendation of accreditation status and notifies the institution of their opportunity to appear and contest the recommendation.
- If the institution responds with a request for a hearing within the 30 day time frame, PASBVE will provide written notice to the parties of receiving the appeal, assign a docket number and assign a hearing officer. A hearing is held to develop a full and accurate record for the PASBVE consideration.
- PASBVE will review the full record, discuss and issue a written final decision including statement of reasons.
- Institution will remain accredited throughout the appeal process.
- If the institution does not respond in writing to request a hearing within the 30 days, the final draft report is presented to the PASBVE for formal adoption and an issuance is made by the PASBVE to accept or deny PDE's recommendation for accreditation status.

- G. If the final decision of the PASBVE is to deny accreditation, the institution should follow the Close Out Procedures as outlines in the Complete Federal Student Aid Handbook found at the following website: <http://ifap.ed.gov/ifap/>

The following updates were made to Chapter 10 *Accreditation/Probationary with Stipulations/Denial Status Processes* which states the financial impact to the institutions should the institution be denied accreditation and states what happens if PASBVE should lose its recognition of accreditation by USDE:

- Addition to Denial of Accreditation – 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/>.
- 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.

The following updates were made to Chapter 12 *Annual Report* which shows a consistency with the annual report and the accreditation standards:

- New guidelines a-k
- New Annual Report
- Areas of Deficiency

ATTACHMENT T6

**MINUTES
STATE BOARD OF VOCATIONAL EDUCATION**

333 Market Street | 1st Floor
Harrisburg, PA 17126

May 9, 2013

The meeting was called to order at 8:30 a.m. by Chairman Larry Wittig.

Attending:

Erin Agnew	Sandra Dungee Glenn	Jonathan Peri
James Barker	Paul Ferrera	Mollie Phillips
Kevin Bates	Kirk Hallett	Colleen Sheehan
Wendy Beeflestone	Maureen Lally-Green	Ed Sheehan
Emily Clark	Francis Michelini	Lee Williams
		Larry Wittig

APPROVAL OF MINUTES

The minutes of the March 14, 2013, meeting of the State Board for Vocational Education were approved on an E. Sheehan/Dungee Glenn motion.

**REPORT OF THE DIRECTOR OF THE BUREAU OF
CAREER AND TECHNICAL EDUCATION**

Dr. Lee Burket, Bureau Director, highlighted the following items from the written report prepared by the Bureau of Career and Technical Education (BCTE):

Career and Technical Education Teacher Effectiveness Assessment Tool

The Bureau participated with the Career and Technical Education (CTE) Teacher Effectiveness Committee to identify items for use in the rubric that will be used for the CTE teacher assessment tool. The committee developed examples to demonstrate evidence for all four domains of the assessment tool: planning and preparation, classroom environment, instruction, and professional responsibilities. The final version will be used in training administrators to evaluate CTE teachers during the 2013-14 school year.

Career Counseling Plans

The federal Carl. D. Perkins Career and Technical Education Improvement Act of 2006 requires all states to provide support for career guidance and academic counseling programs that are designed to promote improved career and technical decision making. PDE developed a resource guide for schools to use as they develop a comprehensive K-12 guidance and counseling program and will provide professional development in using the step-by-step planning tool. PDE also continues to support two websites related to career counseling. Once

website supports school staff as they offer the academic standards of Career Education and Work and design career counseling activities: www.pacareerstandards.com. The second website allows students to perform self-assessments to explore career opportunities: www.pacareerzone.com.

Programs of Study Statewide Articulation Agreement Initiative

BCTE staff presented workshop sessions in the Students Occupationally and Academically Ready (SOAR) Programs of Study initiative at the annual College and Career Readiness Conference held at the Pennsylvania College of Technology on April 3, 2013. Fifty-five people representing secondary school administrators, CTE instructors, and guidance counselors from 34 school districts across the Commonwealth attended the one day event. The event was sponsored by the Outreach for K-12 Office at the Pennsylvania College of Technology.

Industry Partnerships

PA Automotive Association Foundation

- The Automobile Youth Competition for the 2012-13 school year was held at the Hershey Antique Car Museum. The winning Pennsylvania team was from the Franklin County Career and Technical Center. They later went on to compete at the 2013 National Automotive Technology Competition finals held in April in Manhattan. The Franklin County CTC team finished with fifth place honors out of 30 teams.

Multi-state Academic and Vocational Curriculum Consortium (MAVCC)

- BCTE staff participated in the spring 2013 MAVCC Board of Directors teleconference on March 5. The Commonwealth is a member state in the consortium and each member state has a representative who serves on the MAVCC Board of Directors.
- MAVCC announced that the Diesel Technology Hydraulics Curriculum has been revised and is now available. The curriculum emphasizes hydraulic fundamentals, reservoirs, pumps, valves, cylinders and motors. Units of instruction are available on the PDE website.

2013 Pennsylvania DECA State Leadership Conference

The DECA State Leadership Conference was held at the Hershey Lodge and Conference Center from February 26 thru March 1, 2013. There were over 1,500 distributive education clubs of America (DECA) students participating in over 50 different written event exams as well as 26 competitive events. Nearly 400 winning students from the DECA State Conference traveled to Anaheim, CA to participate in various CTE competitions at the national conference in April 2013.

SkillsUSA State Leadership Conference

The SkillsUSA State Leadership Conference was held at the Hershey Lodge and Conference center with approximately 1,400 participants attending. Students had the opportunity to demonstrate their mastery of industry based skills through various competitions.

Each contest was chaired by advisors selected from each participating school and was run with the help of industry and trade associations. All students who won at the state level are eligible to attend the National SkillsUSA Conference held in June in Kansas, Missouri.

Accreditation Guidelines

Dr. Burket presented a final copy of the Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education as an action item before the Board. CTEs have been operating under these guidelines since the State Board for Vocational Education has been approved as an accrediting authority by the U.S. Department of Education (USDE). The USDE Advisory Committee overseeing such accrediting authorities requested further clarity in the guidelines related to the role of the State Board of Education, the Institutional Advisory Group (IAAG) and PDE and also asked for clarity in the appeals process. Dr. Burket highlighted the revisions made in response to the USDE's request for clarity. Dr. Burket also reported that the draft guidelines underwent a 30-day public comment period; however, the Bureau did not receive any comments. Wendy Beetlestone asked that Dr. Burket check the document for a typo in Appendix J on page 49.

PUBLIC COMMENT

There was no public comment.

ACTION ITEMS

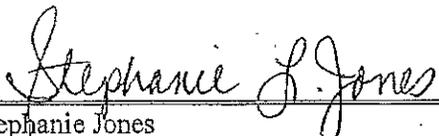
ACCREDITATION GUIDELINES FOR PENNSYLVANIA PUBLIC POSTSECONDARY VOCATIONAL EDUCATION

A motion to approve the Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education was made by Francis Michelini and seconded by Mollie Phillips.

VOTE: All were in favor as indicated by unanimous voice vote.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 9:00 a.m. The meeting was adjourned on an E. Sheehan/Michelini motion.


Stephanie Jones
Administrative Assistant

ATTACHMENT U1

See Attachment F6 – Training Agenda

ATTACHMENT U2

See Attachment F4 – Conflict of Interest Form

ATTACHMENT V1

See Attachment B1 – Chapter 11

ATTACHMENT V2

**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
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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. Report 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 W1

ATTACHMENT X1

See Attachment M3 – Annual Report Review

ATTACHMENT X2

See Attachment C2 – Program Approval Form

ATTACHMENT Y1

ATTACHMENT Z1

See Attachment B1 – Exhibit K & Chapter 9

ATTACHMENT Z2

CLEARFIELD County CTC

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?

Not aware of services
has not utilized services, no knowledge of svcs office
no need for them at this time

Notes: Ask about support svcs provided to Adult learner Remediation Ask students (TAA) COL
Electronics - Took a Truck driving class, has VA
Communications

- 1) Great, was here before and chose to come back; would recommend
- 2) One year; 9-2:30 p (900); goal - work on his own.
- 3) At first, "no"; ~~new~~ teacher gave him more work to challenge him; new teacher meeting needs
- 4) Great, can see them moving forward w/ usable materials to meet needs of community
- 5) Yes; Above average w/ what he's accomplished; ahead of curriculum; Circuitry/Robotics past OHMS law; ~~no~~ no connection yet
- 6) Yes
- 7) Told about hours; Did not discuss breakdown conversion
- 8) "10" gave him challenges
- 9) Learning levels equalized
Get money; tasks, challenges; less theory, equipment

GREATER JOHNSTON ETC

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:

① Fairly involved OAC, inspect shops give NCC., has two instructors. (AVAC) He used to teach there. Helped in selecting equip and curriculum.

② GJACTC doing well - Trade skill knowledge
Students leave GJ w/ basic background
Values just as important as the skill set.

③ They're improving on soft skills - adding those skills in with the trade courses.

④ Background on students to make the best match for the employee to the job. Creates a better retention. OSHA 10 ~~and~~ Universal EPA

⑤ They do not but they do give student tours.

Revised May 2013

56

⑥ Strengths meeting w/ instructor on quarterly basis and making suggestions for change. They see changes being made as a result of their suggestions.

Only suggestion (HVAC)
Expand shop area crowded for 20 people.

38 Electricians, Plumbers, Mechanics.

ATTACHMENT Z3

See Attachment J3 – On-Site Agenda

ATTACHMENT Z4

See Attachment F6 – Training Agenda

ATTACHMENT AA1



pennsylvania
DEPARTMENT OF EDUCATION

December 5, 2013

Ms. Carol Fry,
Director
Indiana County Technology Center
441 Hamill Road
Indiana, PA 15701

Dear Ms. Fry,

Enclosed is the Preliminary Draft Report prepared by the Bureau of Career and Technical Education regarding Indiana County Technology Center's request for Pennsylvania State Board for Vocational Education Re-Accreditation. Indiana County Technology Center has 30 calendar days from the date of this letter to submit to the Bureau of Career and Technical Education, any comments in response to the Preliminary Draft Report.

The Preliminary Draft Report including any comments made by Indiana County Technology Center will be reviewed by the Institutional Accreditation Advisory Group who will then make a recommendation to the Director of the Bureau of Career and Technical Education as to accreditation status: Accreditation, Probationary Accreditation with Stipulations or Revoking Accreditation. The Director of the Bureau of Career and Technical Education will bring that recommendation to the Pennsylvania State Board for Vocational Education who will inform Indiana County Technology Center of the recommendation and allow Indiana County Technology Center 30 days from the receipt of the Board's letter to request a hearing.

The Pennsylvania State Board for Vocational Education will have the final approval as to the accreditation status of Indiana County Technology Center.

If you have any questions regarding this report, please contact Beth Marshall at (717) 783-6860 or betmarshall@pa.gov.

Sincerely,

Beth Marshall

Beth Marshall
Division of Adult and Postsecondary Education

ATTACHMENT AA2

See Attachment L1 – Preliminary Draft Report

ATTACHMENT BB1

See Attachment B1 – Chapter 9

ATTACHMENT BB2



pennsylvania
DEPARTMENT OF EDUCATION

March 31, 2014

Mr. John Augustine,
Director
Greater Johnstown Career & Technology Center
445 Schoolhouse Road
Johnstown, PA 15904

Dear Mr. Augustine,

Enclosed is the Preliminary Draft Report prepared by the Bureau of Career and Technical Education regarding Greater Johnstown Career & Technology Center's request for Pennsylvania State Board for Vocational Education Re-Accreditation. Greater Johnstown Career & Technology Center has 30 calendar days from the date of this letter to submit to the Bureau of Career and Technical Education, any comments in response to the Preliminary Draft Report.

The Preliminary Draft Report including any comments made by Greater Johnstown Career & Technology Center will be reviewed by the Institutional Accreditation Advisory Group who will then make a recommendation to the Director of the Bureau of Career and Technical Education as to accreditation status: Accreditation, Probationary Accreditation with Stipulations or Revoking Accreditation. The Director of the Bureau of Career and Technical Education will bring that recommendation to the Pennsylvania State Board for Vocational Education who will inform Greater Johnstown Career & Technology Center of the recommendation and allow Greater Johnstown Career & Technology Center 30 days from the receipt of the Board's letter to request a hearing.

The Pennsylvania State Board for Vocational Education will have the final approval as to the accreditation status of Greater Johnstown Career & Technology Center.

If you have any questions regarding this report, please contact Beth Marshall at (717) 783-6860 or betmarshal@pa.gov.

Sincerely,

Beth Marshall

Beth Marshall
Division of Adult and Postsecondary Education

ATTACHMENT BB3

**MINUTES
STATE BOARD FOR VOCATIONAL EDUCATION**

333 Market Street | 1st Floor
Harrisburg, PA 17126

July 10, 2014

The meeting was called to order at 8:30 a.m. by Chairman Larry Wittig.

Attending:

Carol Aichele	Kirk Hallett	Jonathan Peri
Jay Badams	Maureen Lally-Green	Mollie Phillips <i>(via phone)</i>
James Barker	Teresa Lebo	Justin Reynolds
Wendy Beetlestone	Donald LeCompte	Colleen Sheehan <i>(via phone)</i>
Sandra Dungee Glenn	Francis Michelini <i>(via phone)</i>	A. Lee Williams
		Larry Wittig

The minutes of the May 15, 2014 meeting of the State Board for Vocational Education were approved on a Williams/Peri motion.

COMMITTEE REPORT
VOCATIONAL-TECHNICAL EDUCATION COMMITTEE

Larry Wittig, Board Chairman, provided a brief update on activity from the July 9, 2014 meeting of the Vocational-Technical Education Committee. Mr. Wittig reported that the Committee received a briefing from the Department about three new matters that will need to come before the Board: accreditation applications from Greater Johnstown Career and Technology Center and Clearfield County Career and Technology Center and a need for the Connellsville Area School District to seek formal recognition as a single district Career and Technology Center. Information related to each of those matters was provided to members in their meeting binders. Mr. Wittig asked Dr. Lee Burket, Bureau Director for Career and Technical Education, to elaborate on those matters during her report.

REPORT OF THE DIRECTOR OF THE BUREAU OF
CAREER AND TECHNICAL EDUCATION

Dr. Burket followed-up on Chairman Wittig's request to elaborate on the July 9 meeting of the Vocational-Technical Education Committee.

She said the Bureau of Career and Technical Education (BCTE) conducted accreditation site reviews of Clearfield County CTC and Greater Johnstown CTC in 2013. Preliminary Draft Reports were sent to the schools with opportunities for them to make comments and/or submit additional evidence. A Final Draft Report was submitted to the Institutional Accreditation Advisory Group (IAAG) for review and discussion. The Final Draft Report includes a recommendation to re-accredit both CTCs, and that recommendation is supported by the

Department, its site review teams and the IAAG. The Final Draft Report will be presented to the Board for review and a final vote at it September 2014 meeting.

Related to the Connellsville Area School District, Dr. Burket said the North Fayette Career and Technology Center dissolved in 2001, but a formal petition to transition to the Connellsville Area School District as a single district provider of CTE following the dissolution never was pursued with the Board. She said the Board will request minutes from each entity involved in dissolving North Fayette and materials indicating their support for Connellsville's single district status by August 11 in order to prepare a petition for the Board's consideration in September.

During the Committee meeting, a request was made for enrollment figures of students in approved Career and Technical Education programs in Connellsville. Dr. Burket said 328 students were enrolled in such programs in the 2011-2012 school year and in 2012-2013 there were 329 students.

Dr. Burket then highlighted the following items from the written report prepared by the Bureau of Career and Technical Education (BCTE):

Technical Assistance Program

The plan and services for the seventh year of the Technical Assistance Program (TAP) are being finalized. TAP continues to remain focused on assisting career and technical education instructors and administrators at career and technical centers to improve student technical and academic achievement. Dr. Burket noted that while there is continued growth in achievement, the level of improvement is slowing down. Last year, 83% of students enrolled in career and technical education were proficient, while this past year proficiency levels were 84%. CTE programs are still performing at a lower level of proficiency than students generally.

Congress-Bundestag Vocational Youth Exchange Program

This scholarship program operated through the U.S. Department of Education offers an opportunity for career and technical seniors to apply for an exchange program to continue their education. The program will enable 25 students from various states to spend the 2014-15 school year in Germany, where they will participate either in an educational or employment experience. Three students from Pennsylvania were selected to participate in 2014-15, which speaks to the quality of Pennsylvania's CTE programs as states typically only have one student participant.

Industry Relevance

Seventeen new certifications were added to the Industry-Recognized Certification for CTE guide released by BCTE in April. BCTE works with schools and industry to identify credentials which will add value to CTE programs and increase student employability. Updates to the certification listings are made as industry standards evolve and government regulations change.

Civil Right Activities

The U.S. Office for Civil Rights (OCR) mandates that each state develop a review process to measure the compliance of publicly funded programs with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The Vocational Education Guidelines of 1979 explain the civil rights responsibilities of recipients of federal financial assistance that offer or administer CTE programs. LEAs are targeted for review based on high IEP enrollments, low nontraditional enrollments, disparity in enrollment per race/sex, number of programs and date of last review. Annually, a minimum of 2.5% of the 189 secondary subrecipients and 30 postsecondary subrecipients must be reviewed. In 2013-2014, one postsecondary and six secondary institutions were reviewed. Non-compliance issues were identified at all of the institutions reviewed, and the most common issues dealt with program/building accessibility and publication of notices of nondiscrimination.

Other

Dr. Burket stated that at a previous meeting she was asked about the cost of industry certifications. BCTE surveyed all CTC's and school districts for this information and received 15 responses. Based on the responses received, schools are picking up the cost of certifications. If a student does not pass the certification the first time, then the student/parent/guardian is responsible for costs related to re-tests.

Chairman Wittig commented on the Congress-Bundestag Vocational Youth Exchange Program to say that usually only one student per state is chosen, however Pennsylvania had three students selected with two being from the same CTC. He asked whether this is unusual. Dr. Burket said the application is very rigorous and these three individuals stood out among their national peers.

PUBLIC COMMENT

There was no public comment.

ACTION ITEM

There were no action items.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 8:47 a.m. on a Peri/Dungee Glenn motion.


Stephanie Jones
Administrative Assistant

ATTACHMENT BB4



JUL 11 2014

COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

July 11, 2014

Mrs. Carol Kakabar
Chief School Administrator
Greater Johnstown Career and Technology Center
445 Schoolhouse Road
Johnstown, PA 15904

Dear Mrs. Kakabar:

Enclosed is the Final Draft Report prepared by the Pennsylvania Department of Education (PDE) regarding the Greater Johnstown Career and Technology Center's (GJCTC) request for Pennsylvania State Board for Vocational Education re-accreditation (PSBVE). PDE is recommending the following accreditation status for GJCTC: Re-accreditation.

Should GJCTC choose to appeal this accreditation recommendation, it has 30 business days from the date of this letter to request a hearing in response to the recommendation. Hearing requests must be submitted in writing and directed to the attention of the Executive Director of the PSBVE:

Karen Molchanow, Executive Director
Pennsylvania State Board for Vocational Education
333 Market Street, 1st Floor
Harrisburg, PA 17126

If a hearing is requested within the specified timeframe, the PSBVE will provide written notice to GJCTC of receiving the appeal and assign a docket number and hearing officer so that a hearing may be held to develop a full and accurate record for the PSBVE's consideration.

If no hearing is requested, the Final Draft Report will go before the PSBVE for final approval as to the accreditation status at its September 10-11, 2014 Board Meeting.

If you have any questions regarding this report, please contact Beth Marshall in the Bureau of Career and Technical Education at (717) 783-6860 or betmarshall@pa.gov.

Sincerely,

Karen Molchanow
Executive Director

Enclosure

cc: Lee Burket

ATTACHMENT BB5

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	Sandra Dungee Glenn <i>(via phone)</i>	Mollie Phillips <i>(via phone)</i>
Carol Aichele	James Grandon	Justin Reynolds
Jay Badams	Kirk Hallett	Colleen Sheehan <i>(via phone)</i>
James Barker	Donald LeCompte	Craig Snider
Wendy Beetlestone	Jonathan Peri	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.

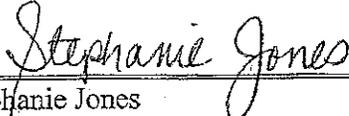
PETITION OF THE CONNELLSVILLE AREA SCHOOL DISTRICT SEEKING STATUS AS A SINGLE DISTRICT CAREER AND TECHNOLOGY CENTER

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
Administrative Assistant

ATTACHMENT BB6



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,

A handwritten signature in cursive script that reads "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

ATTACHMENT CC1

See Attachment B1 – Chapter 9

ATTACHMENT CC2

See Attachment BB5 – PSBVE Letter to Center with Recommendation

ATTACHMENT DD1

See Attachment B1 – Chapter 9

ATTACHMENT DD2

See Attachment W1 – Website

ATTACHMENT EE1

See Attachment B1 – Chapter 9

ATTACHMENT FF1

See Attachment B1 – Chapter 9

ATTACHMENT GG1

See Attachment B1 – Chapter 5 & 17

ATTACHMENT GG2

See Attachment Z2 – Evaluator Notes from Student Interviews

ATTACHMENT GG3

PA Department of Higher Education

Chapter 31 General Provisions

ACADEMIC PROGRAM

§ 31.21. Curricula.

(a) The curricula must provide the opportunity for the achievement of the stated objectives of the institution, as related to its statement of philosophy and mission, and must be structured in a group of coherent, integrated degree programs.

(b) Degree requirements stated in this section may be stated in terms of semester credit hours or quarter credit hours, as determined by the institution and conforming to generally accepted academic practices. General education, as defined in this section, refers to the curricular inclusion of humanities, arts, communications, social sciences, mathematics, technology and science courses in support of the mission of the institution. A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty. A quarter credit hour represents a unit of curricular material that normally can be taught in a minimum of 10 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.

(1) An associate degree exclusive of a specialized associate degree must require the satisfactory completion of a minimum of 60 semester credit hours, which includes a minimum of 20 semester credit hours of general education, or a minimum of 90 quarter credit hours, which must include a minimum of 30 quarter credit hours of general education.

(2) A specialized associate degree must require the satisfactory completion of at least 60 semester credit hours with a minimum of 1,500 clock hours or a minimum of 90 quarter credit hours. At least 70%, but no more than 80%, of the program must consist of specialized instruction that bears directly upon the employment objectives of the program; and at least 20% of the program must consist of general education.

(3) A baccalaureate degree must require the satisfactory completion of a minimum of 120 semester credit hours or a minimum of 180 quarter credits. Of the total baccalaureate degree program course requirements, at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education.

(4) A first professional degree, except those for the preparation of professional educators, must require the satisfactory completion of a minimum of 60 semester credit

hours or 90 quarter credit hours for admission to the degree program and the satisfactory completion of a total minimum of 150 semester credit hours or 225 quarter credit hours for the program. Professional educator preparation programs must comply with Chapter 354 (relating to preparation of professional educators).

(5) A master's degree must require the satisfactory completion of a minimum of 30 semester credit hours or 45 quarter credit hours beyond the baccalaureate level.

(6) The number of semester or quarter credit hours for a degree beyond a first professional or master's degree shall be determined by the faculty and reflect the recommendations of professional associations or National learned societies.

(c) An institution may enter into agreements with other institutions, individuals or other providers of educational services to provide all or part of certain programs on behalf of the institution. A course offered for institutional credit shall be operated directly by or under the control of the institution granting the credit.

(d) To assure academic integrity, an institution shall provide students in a distance education program access to academic and student services, including textbooks, study guides, library and other learning resources, personal interaction with faculty, tutors or other educational personnel by computer, telephone, mail or face-to-face meetings. The institution shall assure integrity of student work and provide opportunity for student assessment. These programs must comply with the regulations that apply to resident-based programs as prescribed in this chapter and Chapters 35, 36, 40 and 42 and conform to generally accepted academic practices for delivery of instruction through distance education.

Authority

The provisions of this § 31.21 amended under sections 2603-B and 2604-B of the Public School Code of 1949 (24 P. S. § § 26-2603-B and 26-2604-B); and section 1 of the act of August 13, 1963 (P. L. 698, No. 372) (24 P. S. § 2421) (Repealed).

Source

The provisions of this § 31.21 adopted April 30, 1982, effective May 1, 1982, 12 Pa.B. 1389; amended January 29, 1988, effective January 30, 1988, 18 Pa.B. 455; amended February 7, 1992, effective February 8, 1992, 22 Pa.B. 578; amended July 14, 2006, effective July 15, 2006, 36 Pa.B. 3650. Immediately preceding text appears at serial pages (244530) and (295069).

Cross References

This section cited in 22 Pa. Code § 31.1 (relating to purpose and scope); 22 Pa. Code § 31.22 (relating to academic year); 22 Pa. Code § 31.33 (relating to student records and services); and 22 Pa. Code § 403.2 (relating to definitions).

ATTACHMENT GG4

PA Department of Private Licensed Schools

Chapter 73 General Provisions

APPROVAL OF PROGRAMS

§ 73.81. Application requirements.

A school seeking original licensure or registration shall submit programs to the Board for approval in the manner and form established by the Board. This section applies to licensed or registered schools wishing to offer new programs.

- (1) Minimum requirements for program approval include the following:
 - (i) Courses of study shall conform to the standards and training practices of the occupational fields for which students are being prepared.
 - (ii) Each program—curriculum—shall be outlined in detail showing the courses, major subjects, hours/lessons (in clock hours, credit hours or quarter credit hours) devoted to each subject and the award at completion of the program. The school shall provide a list of instructional equipment.
 - (iii) Entrance requirements and occupational objectives of each program.
 - (iv) A method of recording, evaluating and reporting to every student his academic progress. These reports shall be individualized. Schools shall provide prompt, accurate and educationally beneficial correction of tests, lessons and other assignments.
 - (v) Prerequisite requirements for individual courses.
 - (vi) Course content shall include instruction in hygiene and safety, where applicable, in the field for which training is offered.
 - (vii) Programs may be offered at a branch facility or remote training facility only if the facility is approved.
 - (viii) Instructional materials used shall be current, accurate, comprehensive and at a reading level adapted to the ability of the average student enrollee.
- (2) Programs shall be approved by the Board before they can be advertised or offered.
 - (i) Schools proposing to offer nonresident programs shall submit detailed outlines of the programs and a detailed list of instructional materials plus the

lessons in typed draft form. Schools shall make individual arrangements with the staff within a month of approval if they require these materials to be returned.

- (ii) Schools offering resident programs shall submit detailed outlines of the programs, complete descriptions of each course which include prerequisites, course objectives, a summary of content and a detailed equipment list.
- (iii) Schools shall submit documentation that qualified instructors as defined in § 73.104 (relating to instructor) are assigned to teach each course.
- (iv) If the name that is proposed for the program may be misleading in regard to the program's nature and scope, the Board may refuse to approve the program.

Source

The provisions of this § 73.81 amended April 1, 2005, effective April 2, 2005, 35 Pa.B. 1982. Immediately preceding text appears at serial pages (220315) to (220316).

Cross References

This section cited in 22 Pa. Code § 73.52 (relating to contents of application).

ATTACHMENT GG5

RECEIVED

DEC 03 2010

Private Licensed Schools

PROGRAM/COURSE OUTLINE

PDE-3004 (1/89)
Revised 6/89

Instructions: (1) List courses (subjects) or lessons in the sequence they will be offered to students; (2) report the conversion formula used in converting clock hours to credit hours, if applicable; (3) indicate the number of lessons for nonresident courses and/or the number of clock hours for each resident course applicable to theory (lecture), lab or shop/externship/internship if the program is to be approved in clock hours or credits if the program is to be approved in credit hours*. Return the signed outline with the Application for Approval of Programs/Courses (PDE-3003) to the State Board of Private Licensed Schools, 333 Market Street, Harrisburg, PA 17126-0333.

1. School Name: Central Pennsylvania College
Address: 440 E. Windup Hill Road, State College, PA 16801
State College, PA 16801
Telephone: 717-339-3333

2. Program/Course Name: Criminal Justice & First Response

3. Conversion Formula: 10 clock hours theory = 1 credit hour
20 clock hours lab = 1 credit hour
30 clock hours shop/
internship/
externship*

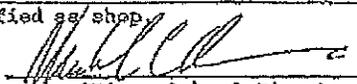
It is irrelevant whether school uses quarter credit hours or semester hours because the conversion is based on the number of hours of instruction.

*By definition internships and externships are classified as shop.

(over)

4. Course Number/ Lesson	Title	PROGRAM LENGTH			Credit Hours	
		Clock Hours				Total Clock Hours
		Theory	Lab	Shop*		
✓ GS 1005	Career Success Seminar	24	24	48	3	
✓ GS 4325	Communications for Criminal Justice	36	12	48	4	
✓ CJ 1100	Introduction to Forensics	24	24	48	3	
✓ CJ 1005	Introduction to Criminal Justice	36	12	48	4	
✓ GS 1336	Introduction to Psychology	36	12	48	4	
✓ CJ 2035	Introduction to Criminal Law	36	12	48	4	
✓ GS 3330	Mathematics for Criminal Justice	36	12	48	4	
✓ CJ 1015	Introduction to Corrections	36	12	48	4	
✓ CJ 2010	Juvenile Justice & Delinquency	36	12	48	4	
✓ CJ 2002	Police Operations	24	24	48	3	
✓ GS 6325	Report Writing	36	12	48	4	
✓ OJ 3005	Introduction to Probation and Parole	36	12	48	4	
✓ CJ 3102	Practical Applications in CJ&FR	12	36	48	3	
✓ CJ 3015	Criminal Evidence	36	12	48	4	
✓ CJ 3025	Victimology	36	12	48	4	
✓ CJ 4120	Introduction to Private Security	36	12	48	4	
	Operations					
✓ CJ 4100	Criminal Investigations	24	24	48	3	
✓ CJ 4025	Criminology	36	12	48	4	
✓ CJ 4035	Drugs and Alcohol	36	12	48	4	
✓ GS 2345	Modern Issues	36	12	48	4	
✓ GS 315	Professional Development	24	24	48	3	
TOTAL:						
Lesson		Clock Hours			Total	Credit
		Theory	Lab	Shop*	Clock Hours	Hours

*By definition internships and externships are classified as shop.


CEO or School Director

4. Course Number/ Lesson	Title	PROGRAM LENGTH			Credit Hours
		Clock Hours		Total	
		Theory	Lab	Clock Hours	
✓ CJ 6100	Emergency Medical Technician 1/CPR	28	88	96	6
✓ CJ5120	Principles of Aggression Management	36	60	96	6
✓ CJ 6105	Emergency Medical Technician II	28	68	96	6
	EVDT, Haz Mat				
✓ CJ 6110	Subcultures in Society	36	12	48	4
✓ CJ 6120	Introduction to Terrorism & Homeland Security	36	12	48	4
✓ CJ 6130	Practical Applications in Security Strategies	36	12	48	4
EX7300	Externship			360	12
<i>OK</i>					
TOTAL:					
Lesson		Clock Hours		Total	Credit
		Theory	Lab	Clock Hours	Hours
		✓ 672	✓ 668	✓ 1340	✓ 120

*By definition internships and externships are classified as shop.

Michael C. [Signature]
CEO or School Director

ATTACHMENT HH1

See Attachment B1 – Chapter 5

ATTACHMENT HH2

See Attachment GG3 – GG5

ATTACHMENT HH3

Indiana County Technology Center
 Clock to Credit Hour Conversion Policy: Effective July 1, 2011

Effective July 1, 2011, the U. S. Department of Education has required institutions offering vocational training programs to apply new formulas in converting clock hours to credit-hour equivalencies. Undergraduate programs which meet the Department's definition of "clock hour programs" must use the new clock-to-credit hour conversion.

Guidelines for converting clock to credit hours are as follows:

- One semester/trimester credit hour is equal to at least 37.5 clock hours of instruction, including a minimum of 30 clock hours of classroom or direct faculty instruction. The remaining 7.5 clock hours may include acceptable and documented student work outside of class and/or instructional hours.
- One quarter credit hour is equal to at least 25 clock hours of instruction, including a minimum of 20 clock hours of classroom or direct faculty instruction. The remaining 5.0 clock hours may include acceptable and documented student work outside of class and/or instructional hours.
- An institution may use the clock hours of instruction currently in place if the institution's accrediting agency recognizes student work outside of class as additional clock hours which combined with the instructional clock-hours is at least 37.5 clock hours for 1 semester / trimester credit hour or 25 clock hours for 1 quarter credit hour.

To comply with the above US Department of Education and PA State Board of Vocational Education (PSBVE) requirement, The ICTC has applied conversions to its Title IV eligible programs. Program ratios (theory / lab / clinical) are available for each designated program. Below is a breakdown of ICTC's eligible programs with

Title IV Approved Program:	Assigned Clock Hours	Assigned Credit Hours
Automotive Technology	720	43
Carpentry	720	41
Collision Repair Technology	720	38
Computer Systems Technology	720	43
Cosmetology	1260	91
Cosmetology Teacher	630	46
Culinary*	720	43
Digital Media Technology	720	43
Electrical Occupations	720	41
Esthetician and skin care	315	25
Graphic and Electronic Media*	720	41
HVAC*	720	40
Machining Technology	720	45
Masonry	720	39
Medical Assitant	1030	86
Practical Nursing	1550	105
Welding Technology	720	41

*Intergen programs with a range of lecture hours: midpoint used

ATTACHMENT II1

See Attachment B1 – Chapter 12 & Exhibit R

ATTACHMENT II2

Marshall, Beth

From: Jenna Witherite <jwitherite@ccctc.org>
Sent: Wednesday, November 28, 2012 8:22 AM
To: Marshall, Beth
Cc: Irichards@ccctc.org; Brassington, Tamalee; Burket, Lee
Subject: RE: Question on clock-to-credit hours conversion

Thank you Beth. I'll pass this onto Deb. Like I said previously, we are doing as instructed, not questioning it.

Jenna

From: Marshall, Beth [mailto:betmarshal@pa.gov]
Sent: Tuesday, November 27, 2012 3:52 PM
To: Jenna Witherite
Cc: Irichards@ccctc.org; Brassington, Tamalee; Burket, Lee
Subject: RE: Question on clock-to-credit hours conversion

I spoke with Kay yesterday. She stated that the email reply she sent to Debra Woodcock was in reference to whether clock/credit conversions are needed for Title IV processing, which they are not. However, if a state wants to review how an institution converts its clock hours to credit hours, they may do so.

The current ASIAE Accreditation Guidelines state that the Pennsylvania State Board for Vocational Education will review the institution's assignment of credits under Chapter 5 – Program Approval. Therefore, please complete the conversion as requested.

Please let me know if you have any further questions.

Beth

From: Jenna Witherite [mailto:jwitherite@ccctc.org]
Sent: Wednesday, November 21, 2012 9:00 AM
To: Marshall, Beth
Subject: FW: Question on clock-to-credit hours conversion

Beth,

I am in no way, shape or form questioning doing the clock to credit hour policy. Debbie sent this and I wrote back and told her that I spoke with you and we are mandated. I told her I didn't have the reasons in writing but we talked so long ago, and truthfully, you told me to do it so I am. So can you write me back why we are mandated to have a policy even though she has this email from Kay?

Thank you!!
Jenna

From: Debra A. Woodcock [mailto:dwoodcock@lcctc.org]
Sent: Wednesday, November 21, 2012 7:23 AM
To: JENNA WITHERITE; 'Irichards@ccctc.org'
Subject: FW: Question on clock-to-credit hours conversion

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Hi Lois, Jenna,

I had this question before from another school. Our school is not required in anyway to show our accrediting agency a clock-to-credit hour conversion for any of our programs with the exception of our new Specialized Associate Degree programs which are offered in credit hours.

PDE approves your programs by hours—state approval;
USDE approves your programs by hours—federal approval;
PN and Cosmo students are both required to be scheduled and attend a minimum number of hours of training as approved by their licensing boards, and;
You don't have any programs at this time that are actually offered in credit hours.

Below is an e-mail I had sent to Kay Gilchner at the U.S. Dept. of Ed. and her response. I had forwarded this same message to other school who had asked about this, and they in turn sent it to their accrediting agency (PDE). I don't remember ever hearing back what happened, but I am thinking you would be able to respond in your self study report that your school is approved as a clock hour school and is therefore not required to show a conversion to credit hours. This e-mail can be used to document your position.

Hope this helps..

Thank you

Debra A. Woodcock
Director of Financial Aid
Lancaster County CTC
1730 Hans Herr Dr
PO Box 527
Willow Street PA 17584
Ph: (717) 464-7054
Fx: (717) 464-9518

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HOUSE!**

Visit www.lcctc.org/go

From: Gilcher, Kay [<mailto:Kay.Gilcher@ed.gov>]
Sent: Tuesday, September 06, 2011 10:45 AM
To: Debra A. Woodcock
Cc: Sellers, Fred
Subject: RE: Question on clock-to-credit hours conversion

Dear Debra

Schools are never required to convert clock hours to credit hours and, under some circumstances, they are prohibited from doing so. A program must be measured in clock hours if the program is required to be measured in clock hours for Federal or State approval; if completing clock hours is a requirement for licensure to practice an occupation; or if the school does not provide the clock hours that are the basis for credit hours, and does not require attendance in those hours.

It appears that you do not need to do anything more than you are currently doing. I am copying my colleague on this email who has more knowledge about the administration of financial aid in case he has something to add.

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Kay Gilcher

From: Debra A. Woodcock [mailto:dwoodcock@lcctc.org]
Sent: Saturday, September 03, 2011 8:51 AM
To: Gilcher, Kay
Subject: Question on clock-to-credit hours conversion

Hi Kay

I work with a school that offers only "Clock Hour" undergraduate programs. Daily attendance is required throughout the program, the school is required to take attendance and all financial aid is processed using the "Clock Hour" rules, i.e. base academic year definition of 900 hours and 26 weeks, use of Formula 4, 2nd disbursement made at the later of completion of ½ of the clock hours or calendar mid-point, etc.

Is there any requirement that states a "Clock Hour" institution must have, or show, a conversion for "Clock Hours" to "Credit Hours"?

If an institution offers both "Clock Hour" programs and "Credit Hour" programs I know the "Credit Hour" programs must be converted according to the regs, however, would the "Clock Hour" program have to show a conversion of any sort?

Any assistance you can provide would be greatly appreciated.

Thank you

Debra A. Woodcock
Director of Financial Aid
Lancaster County CTC
PO Box 527
Willow Street PA 17584
ph: (717) 464-7054
fx: (717) 464-9518

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ATTACHMENT JJ1

See Attachment B1 – Exhibit S

ATTACHMENT KK1

See Attachment B1 – Exhibit C (Category B & D)

ATTACHMENT KK2

See Attachment L1 – Preliminary Draft Report

ATTACHMENT LL1

See Attachment B1– Chapter 12 & Exhibit C (Category B & D)

ATTACHMENT LL2

See Attachment Q2– Self-Study

ATTACHMENT LL3

See Attachment M3 – Annual Report Review