

## Site Review – Lehigh Career and Technical Institute

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**Name of Institution:** Lehigh Career and Technical Institute

**Date of On-Site Evaluation:** May 19-21, 2015

### 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
<b>a.</b>	<b>Provides direction to the overall organization:</b>
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 at Lehigh Career &amp; Technical Institute consists of the following:            Sandra J. Himes – Executive Director            Jan Klevis, Director of Postsecondary and Workforce Education            Thomas Rushton, Ed.D, Director of Career &amp; Technical Education            Grace Loeffler-Guldin, Director of Academics and Special Programs            Elsie Bell, Director of Curriculum, Instruction, and Technology            Kurt Adam, Supervisor of Career &amp; Technical Programs            Rita M. Tatusko, Ph.D, Supervisor of Career &amp; Technical Programs            Dana Torok, Supervisor of Career &amp; Technical Programs            Darin Van Norman, Supervisor of Special Education            Philip Bertolino, Principal of Academic Center            Patricia Bader, Business Administrator            Gretchen Diehl, Human Resources Director            Stan Nestor, Supervisor of Technology            Dan Kotran, Facility Engineer</p> <p>The administrative team sets and disseminates values, direction, and performance expectations for PPVE by following the guidance provided by our Mission, Vision and Quality Statements, LCTI JOC approved policies, LCTI Quality System (formerly ISO 9001-2000), the Joint Operating Committee, the Lehigh Executive Committee for Career &amp; Technical Education (Local Advisory Committee), Occupational Advisory Committees and the community at large. All administrators work collaboratively toward common goals to provide excellence in education for all students. The LCTI organizational chart defines the relationship and chain of command of the school and the Adult Workforce Education department.</p> <p>The administrative team reports and analyzes performance measures and data from all departments.</p>

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	<p>Goals and objectives are reviewed and updated at least annually but usually more frequently, every few months at administrative meetings. Goals are based on performance data, the economic climate and recommendations from key stakeholders.</p> <p>The administrative team maintains open lines of communication which is essential to the efficient operation of all programs. The entire administrative team meets monthly for a day long meeting and the operational administrators meet twice monthly for planning, to keep abreast of events and discuss issues. The spirit of teamwork modeled by the administrative team is paramount to successful students and programs.</p> <p>The Director of Postsecondary and Workforce Education presents program updates at the monthly Joint Operating Committee Meetings (JOC) and the JOC approves programs, customized job training contracts and personnel activity for the department.</p> <p><u>A.a.1. Exhibits in binder:</u>          JOC Policy No. 001 Name and Classification          LCTI Organizational Chart          Administrative Meeting Schedule          Operational Administrator’s Meeting Schedule          March 15, 2013 Operational Administrative Meeting Minutes          October 2011 Director’s Report</p> <p><u>A.a.1. Exhibits on site:</u>          Articles of Agreement          August 20, 2012 Administrative Meeting Agenda &amp; Minutes          Additional Director’s Reports</p> <p><b>Comments:</b>          LCTI provided sufficient evidence to demonstrate that it is setting and disseminating values, direction, and performance expectations. Evidence of structured administrative meetings was provided. Director’s reports, while focusing on the entire school, contained adult education information and were very well produced.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
2.	<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 shared mission and vision of the secondary and postsecondary departments is reflective of LCTI’s overall collaborative philosophy as defined in JOC Policy No. 101 Philosophy of Education/Objectives and JOC Policy No. 205 Postsecondary Programs. LCTI’s Mission is <i>“to prepare all students for successful careers and lifelong learning.”</i> LCTI’s Vision and Quality System (formerly ISO 9001-2008) demonstrate the commitment to deliver excellence in education through a quality system that fosters continuous improvement in curriculum, staff and student performance. These guiding principles encompass the scope of PPVE and are reflective of LCTI’s operational procedures, delivery of</p>

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	<p>educational programs and collaboration with stakeholders.          Note: LCTI has been registered to ISO 9001-2008 since 2001. Due to the increasing costs of maintaining registration, LCTI is transitioning to the new LCTI Quality System. The ISO standards have been of great benefit to the school and they will be rewritten to be specific to LCTI. The concept of continuing a quality system will remain embedded in the culture of the school and will allow LCTI to preserve the same level of standardization and control without the expense of fees and external auditing.</p> <p><u>A.a.2. Exhibits in binder:</u>          JOC Policy No. 101 Philosophy of Education/Objectives          JOC Policy No. 125 Adult/Continuing Education          JOC Policy No. 205 Postsecondary Programs          Mission Statement &amp; Quality Policy          Vision Statement          Transition to LCTI Quality System</p> <p><b>Comments:</b>          Overall vision and mission of LCTI are well documented and provided in number of different documents and media.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Is the overall vision/mission and Pennsylvania Public Postsecondary Vocational Education services communicated to key stakeholders such as employers, public/community organizations, faculty/staff and adult students?</p> <p>LCTI’s mission statement is displayed school-wide including the Adult Workforce Education office. The mission and vision are communicated to stakeholders in many different written communications including brochures, publications, handbooks, and presentation materials used in recruitment efforts. They are communicated to advisory councils, and our partners in business and industry, the Lehigh Valley Workforce Investment Board, CareerLink, Lehigh Valley Economic Development Corporation, the Allentown Economic Development Corporation &amp; Bridgeworks Enterprise Zone, Greater Lehigh Valley Chamber of Commerce, Manufacturers Resource Center, and other community partners to reinforce our commitment to serve the training needs of employers and prepare a competent workforce.</p> <p>LCTI’s mission, vision and Quality System policy and procedures are discussed during new teacher induction meetings and with all new staff members.</p> <p>LCTI’s Adult Workforce staff communicates the school’s mission and philosophy to students enrolling in programs during interviews and opening sessions.</p> <p><u>A.a.3. Exhibits in binder:</u>          LCTI website    Go to <a href="http://www.lcti.org/go">www.lcti.org/go</a></p>

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	<p><u>A.a.3. Exhibits on site:</u> LCTI Course Guide LCTI Catalog</p> <p><b>Comments:</b> The LCTI website, course guide, and catalog provide solid evidence of the dissemination of LCTI vision and mission. Additionally, the Director’s report provided an excellent tool to provide information to key stakeholders in the community. Interviews substantiated these points.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>b.</b>	<b>Establishes the future direction for Pennsylvania Public Postsecondary Vocational Education and implements the plan:</b>
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 programs offered at Lehigh Career &amp; Technical Institute serve the needs of education, business and industry in the Lehigh Valley. The Executive Director’s Lehigh Executive Council for Career &amp; Technical Education (LEC), also known as the Local Advisory Committee, meets twice per year to provide input for the development of programs. The LEC is comprised of high-level representatives from all aspects of business and industry, the Executive Director and staff members of the Lehigh Valley Workforce Investment Board (LV WIB), the Executive Director of the Lehigh Valley Economic Development Corporation (LVEDC), the Executive Director of the Allentown Economic Development Corporation (AEDC) &amp; the Bridgeworks Enterprise Zone, the Executive Director of the Manufacturers Resource Center (MRC) and other community partners. The LEC discusses issues related to education and employment needs and provides input for future program development.</p> <p>All stakeholders, including LEC members, strategic partners and individual program Occupational Advisory Committees were instrumental in developing the plans for LCTI’s expansion and modernization project, hence the result of these collaborative partnerships is that LCTI programs and labs look like the Lehigh Valley’s economic footprint. Input from our stakeholders and OAC members continue to provide the data and guidance to equip labs with the most industry-relevant equipment and up to date curriculum.</p> <p>When a new program offering is considered, employment data is obtained through the LV WIB Director of Research, who supplements state and national data with local/regional statistics.</p> <p>An example of how LCTI responds to the needs of business and industry is the opening of the Right Skills Now for Manufacturing program (RSN). In Spring 2012, a local manufacturer (Bracalante Manufacturing) learned about the RSN program at a Precision Machined Products Association conference (PMPA). RSN was developed as the result of the President’s Council on Jobs and Competitiveness through a partnership between a Minnesota industry and the National Association of Manufacturers/Manufacturing Institute. RSN is an accelerated path to entry level employment, includes</p>

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	<p>NIMS credentials (National Institute for Metalworking Skills) and a required paid internship. Bracalante and our Manufacturers Resource Center (MRC) contacted me immediately after the conference to begin the dialog to start the program. LCTI's RSN program opened in January 2013 and is currently enrolling for the third program. LCTI has also developed a continuum of courses for students to work toward higher level skills while working in the field.</p> <p>LCTI's also developed an affiliation with PMPA that has netted other positive impacts as well. In March 2013, LCTI hosted the PMPA Middle Atlantic Chapter Meeting with Darlene Miller, President of Permac Industries in Minnesota serving as the keynote speaker. Ms. Miller was instrumental in starting the RSN program as the result of her seat on the President's Council on Jobs and Competitiveness. LCTI subsequently applied for and received a \$5,000 PMPA Foundation Grant award to supplement student tuition in the RSN program. Prior to implementing the RSN program, LCTI offered a CNC/Machining evening program but the national recognition, accelerated pace and required paid internship of RSN has increased enrollment and support for the program. RSN has 100% job placement after completion of the program.</p> <p><u>A.b.1. Exhibits in binder:</u> October 2013 LEC Meeting Agenda &amp; Minutes PMPA Flyer Manufacturing Interest Card OAC minutes with equipment recommendation</p> <p><u>A.b.1. Exhibits on site:</u> LEC Membership List Additional LEC Meeting Agendas &amp; Minutes Full documents for RSN</p> <p><b>Comments:</b> The LEC Minutes provided, along with those in the annual report, demonstrate a solid connection to the school's key stakeholders. The minutes demonstrate that a dialog between LCTI and the public / community exists. Flyers provided show a plethora of partnerships with local industry associations. Meetings with WIB/CareerLink verified that LCTI and local industry have a strong connection.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
2.	<p>Does your strategic plan establish goals and objectives that include strategies for Pennsylvania Public Postsecondary Vocational Education are they timely and futuristic in scope?</p> <p>JOC Policy No. 100 Strategic Plan provides the guidelines for a comprehensive plan to direct the educational program and operation of Lehigh Career &amp; Technical Institute. LCTI's Strategic Plan reflects this policy and provides the overall goals and objectives for all programs, including PPVE. The Strategic Plan serves as a visionary guide for the future of career and technical education at LCTI. PDE has implemented the Comprehensive Planning model. LCTI is a Phase 1 school and is beginning the planning process. Administrative staff have attended meetings to prepare for the process.</p>

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### A.b.2. Exhibits in binder:

JOC Policy No. 100 Strategic Plan  
Executive Summary of LCTI Strategic Plan  
Comprehensive Planning Documents

### A.b.2. Exhibit on-site:

Lehigh Career & Technical Institute Strategic Plan – online at [www.lcti.org](http://www.lcti.org)

### **Comments:**

### **Strengths:**

### **Opportunities for Improvement:**

**Non-Compliant:** The strategic plan with a publication date of July 12th, 2012 only contains three references to adult students. The current strategic plan that covers years 16-19 only contains cursory references to adult education. While Admin meeting minutes and other intra-school communication demonstrate common goals, the overall strategic plan does not fully incorporate adult education.

**LCTI Response:** Please first note that PDE's Comprehensive Plan is very prescriptive to secondary education. LCTI's new Comprehensive Plan was under development at the time of the team's on-site visit. The early draft of the Plan that was provided to the team as a work-in-progress and it was noted to the team that the Plan was under development. The Plan is due to PDE in November 2015. Therefore, I believe it is unfair to deem the Plan non-compliant as the team was evaluating an incomplete document. However in response to the team's rating, our Executive Director has asked our Director of Curriculum & Instruction, who is in charge of writing the Comprehensive Plan, to revise the document to include adult education wherever it is feasible and makes sense.

In addition, the Performance Goals & Measures document defines department goals and serves as a planning tool. The Performance Goals & Measures document is in A.b.3 binder and is also attached for your convenience. It is a school-wide document and each goal has specific objectives, tasks/actions and timelines to accomplish each objective. Over the last several years, our Executive Director has directed the administrative team to be focused, concise and strategic when developing goals for each department. LCTI is a large, complex school so the goals must be manageable and attainable. Goal 10 specifically addresses adult education and essentially is a mini strategic plan for the department. To better meet the objective of this category, the adult education department will consider developing additional goals to further define long-term strategies.

**PDE Response:** Additional documentation shows Goal 10 – To enhance services for adult learners and connections to business & industry and the community-at-large through Adult Workforce Education programs. Under this goal there are 5 objectives: To increase profit and market share of Lehigh Valley business/industry training, to expand adult education programming and enrollment options, to increase partnership opportunities with postsecondary institutions and community organizations, to offer additional certifications and training to our business/industry and the community-at-large and to expand funding options for students. Each objective lists the responsible administrator and a timeline for completion which shows they are timely and futuristic in scope.

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

LCTI's overall objectives for PPVE are to continue to provide and execute programs for affordable competency-based, industry-relevant training for adult students and incumbent workers that is based on valid occupational analysis and high priority occupations and to remain at the forefront of technical education regionally, statewide and nationally. LCTI administrative staff utilizes a dynamic working document to set goals and track progress. Goals are reviewed by the Executive Director and are often agenda topics for monthly administrative meetings. Goals, objectives and attainment of such are also reviewed during the annual evaluation meeting with the Executive Director. Under ISO 9001-2008, specific objectives and performance measures were tracked. In the transition from ISO to the LCTI Quality System, the document has been discontinued and replaced with the goals document described above.

Specific objectives for PPVE include the continued expansion of manufacturing programs, a possible diesel mechanic program, a new satellite campus for CDL training, and the submission to apply for Title IV funding for select programs. A study of the evaluation process for the department and improvement of student services will be undertaken over the next year.

**Timelines:**

1. Expansion of manufacturing programs
  - addition of evening Welding II course – January 2014
  - Advanced RSN course – January 2014
  - Evening program for Electromechanical/Mechatronics – September 2014
2. Diesel Mechanic program – September 2014 or January 2015
3. CDL Satellite campus – September 2013
4. Title IV application – submit August 2014

A.b.3. Exhibits in binder:

LCTI Performance Goals and Measures

A.b.3. Exhibits on site:

2012 ISO Operational Objectives (former document, replaced by Goals)

Regional High Priority Occupations List

**Comments:**

LCTI's Performance Goals and Measures provide an outline of goals related to the entire school but only addresses adult education under Goal 10. Based on the financial weight of adult education, it should be better represented in the school's overall goals. Four well developed objectives were articulated with specific tasks and individuals responsible for those tasks noted. The 2012 ISO Objectives, while covering the entire school, did have two specific goals related to adult education.

**Strengths:**

**Opportunities for Improvement:**

**Non-Compliant:**

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

Annually and throughout the year, LCTI administration reports and analyzes goals and objectives and performance measures from all departments. The Adult Workforce Education data consists of a compilation of all students for the year, disaggregated by program. Additionally, the program and student data collected for the Commonwealth Workforce Development System (CWDS)/PA Statewide Training Provider List and the PIMS report to the PA Department of Education details enrollment, completion, job placement and retention information. State mandated performance measures must be met for CWDS/ PA Training Provider program approval. This data is used to analyze both strengths and opportunities for improvement in program design and delivery and to implement changes to support improvement in the overall programs.

The Adult Education department holds monthly staff meetings (or more frequently when necessary) to keep all staff informed of progress toward the implementation of new programs and initiatives. Coordinators and the curriculum development specialist are responsible to keep the Director of Postsecondary & Workforce Education up-to-date on targeted initiatives.

A.b.4. Exhibits in binder:

2013-14 Measures & Performance Data  
2013-14 Student Data Report  
CWDS/PA Training Provider List

A.b.4. Exhibits on site:

2009-10 to 2012-13 Measures & Performance Data  
Other Student Data Reports in Annual Report binders

**Comments:** The only data provided was in each program area for the 13-14 year. It was not clear if performance indicators/targets are used that would identify successful completion.

**Strengths:**

**Opportunities for Improvement:**

**Non-Compliant:** Evidence did not show what indicators are used to identify successful completion.

**LCTI Response:** All information was provided to the team and we are unsure why this is identified as non-compliant. Please see the LCTI Response to the Comment section above.

To further clarify, Category A addresses Organizational Leadership, in which the expectation is to demonstrate an over-arching view of pertinent program and student data.

Two other categories, D and F, also address student completion, each a different context; information was been provided in these categories in the binders and in folders on-site.

1) Category D Learning-centered Program Design and Delivery contains further information to define indicators for completion. Course requirements and successful completion are clearly defined and articulated in each program syllabus. Completion indicators include task lists, transcripts, certificates,



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	<p>progress reports, e-Learning reports, sample assessments and credentials. Samples are attached for your reference.</p> <p><u>2) Category F Organizational Performance Results</u>            Completion data is provided here as well in Category A to demonstrate the use of data to evaluate the level of success in meeting performance goals. This information is can be found in F.a.1 binder and in section C of the annual report binders. Comments from the team in Category F indicate standards have been met.</p> <p><b>PDE Response:</b> Additional documentation shows: total number of students enrolled in each program, course descriptions, task check off lists, transcripts, attendance records, progress reports, Co-Op student performance evaluations and industry certifications all of which are used as performance indicators/targets to determine successful completion.</p>
<b>c.</b>	<b>Reviews the organization's performance:</b>
1.	<p>Do senior leaders ensure the school is meeting its fiscal budget and other accountabilities?</p> <p>The Director of Postsecondary &amp; Workforce Education is responsible for the department budget and works directly with the Executive Director, the Business Administrator and Accountant to ensure sound fiscal management. An annual budget is developed based on historical data and projections for each cost center. The purpose of this budget is to serve as a management tool for a dynamic department, provide a logical starting point from which to develop realistic goals. The accounting department provides the Director of Postsecondary &amp; Workforce Education and the Executive Director with a monthly profit/loss statement by cost center. A fund balance is maintained for equipment purchases and other expenditures.</p> <p>Annually the Director of Postsecondary &amp; Workforce Education presents the Adult Workforce Education department budget to the JOC Business &amp; Finance Committee to keep them informed of the fiscal status of the department. The JOC approves all custom training contracts and receives updates on programs from the Director of Postsecondary &amp; Workforce Education during monthly JOC meetings.</p> <p>The Director of Postsecondary &amp; Workforce Education is responsible for the accurate submission of the annual PIMS report for state reimbursement and for the distribution of funds to the cost centers in the budget.</p> <p>Annually, an independent audit is conducted for all fiscal operations at LCTI.</p> <p><u>A.c.1. Exhibits in binder:</u>            2014-15 Adult Workforce Education Department Budget            May 2014 JOC Agenda            2012-13 PIMS Subsidy Report</p> <p><u>A.c.1. Exhibits on site:</u>            Additional Adult Workforce Education Department Budgets            Profit/Loss Statements            Additional PIMS Subsidy Reports            Additional JOC Agendas</p>

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	<p><b>Comments:</b> Budgets were available and well-constructed. The JOC agenda noted various grant funded projects. Subsidy reports demonstrated proper accounting for adult ed subsidies. Audit reports provided upon request showed significant losses in adult education. Conversations with the Executive Director verified that the losses exist and are being addressed. The Executive Director noted that the two most significant losses were in the electromechanical and heavy equipment programs. The Auditor's report also noted a decrease in local WIB funding as a contributing factor.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Continue to closely monitor the Adult Education budget. Systematic losses due to low enrollment could quickly deplete the current fund balance and negatively affect the entire school's operations.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> This is certainly high on our priority list and the budget will be monitored closely.</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>In addition to the annual measures &amp; performances data report, the administrative team meets monthly to discuss all programs and initiatives. The Director of Postsecondary &amp; Workforce Education consults with the Executive Director on a regular basis, typically several times during the week, to discuss topical items and ensure sound management. Both attend a number of meetings, conferences and other events together providing opportunities for open dialog and planning.</p> <p>The JOC approves all program additions and deletions, all custom training contracts and department hiring and terminations.</p> <p>Recent accomplishments include:</p> <ul style="list-style-type: none"> <li>• Successful accreditation through PPVE</li> <li>• Two successful petitions for 2013 Regional High Priority Occupations – Electromechanical Technician and Heavy Equipment Operator/Excavating Machine/Dragline Operator</li> <li>• Continued program approval for CWDS</li> <li>• Continued program approval for Veterans Administration</li> <li>• One of three Approved State Weatherization Training Providers</li> <li>• Approved training provider for ShaleNet grant – ran 7 CDL training programs; 1 at LCTI; 6 at off-site locations</li> <li>• Opened a CDL campus in New Stanton, PA in partnership with Central Westmoreland Career &amp; Technology Center (CWCTC)</li> <li>• Opened Right Skills Now for Manufacturing CNC/Machining Program (RSN)</li> <li>• Hosted Precision Machined Products Association Middle Atlantic Meeting</li> <li>• One of the first schools to achieve the M-List with the National Association of Manufacturers and the Manufacturing Institute</li> <li>• Coalition member in Get Skills to Work – a veterans initiative with the Manufacturing Institute</li> <li>• Testified before the Pennsylvania House of Representatives Labor and Industry Committee for</li> </ul>

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	<p style="text-align: center;">House Bill 1725 Career Bound and House Bill 1878 PA WInS</p> <p><u>A.c.2. Exhibits in binder:</u>            Copy of Accreditation Certificate            CWDS Program Approvals            Veterans Administration – Letter of approval            LCTI Performance Goals and Measures – in A.b.3            CWCTC New Stanton Campus CDL brochure            Right Skills Now for Manufacturing flyer            M-List posting            2012 and 2013 LEC Reports</p> <p><u>A.c.2. Exhibit on-site:</u>            Regional High Priority Occupations List – in A.b.3            PMPA Middle Atlantic Meeting flyer            Full documents – Right Skills Now for Manufacturing            Get Skills to Work Document            Testimony for House Bill 1725 and House Bill 1878</p> <p><b>Comments:</b>            Evidence of recent accomplishments are plentiful. LCTI Performance Goals and Measures demonstrate that adult education is integrated into the planning process that develops goals and objectives. Adult education updates provided to the LEC show progress is being made on those goals and objectives. JOC interviews showed that the board is well informed of all of the school's operations.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>d.</b>	<b>Meets its regulatory requirements and public responsibilities:</b>
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 LCTI personnel are required to follow JOC approved policies and to abide by the school's established Quality System procedures. The LCTI Policy Manual is available on the LCTI Intranet and the LCTI website at <a href="http://www.lcti.org">www.lcti.org</a>. All JOC meetings are advertised and open to the public. Policies are systematically reviewed jointly by the Director of Career &amp; Technical Programs and the JOC Policy Committee. First and second readings are presented at the JOC meeting prior to final approval by the JOC.</p> <p>Internal and external renewal audits have been conducted as required by ISO 9001-2000 certification. A system of internal checks will be implemented during the transition of the LCTI Quality System. Many LCTI staff members are trained auditors under ISO and all staff has an understanding of the quality procedures.</p> <p>LCTI is an equal opportunity education institution and is in compliance with all federal and state regulations and laws. LCTI publishes its non-discrimination statement on all media publications,</p>

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	<p>applications and advertisements to ensure public awareness of the school's equitable and nondiscriminatory practices.</p> <p><u>A.d.1. Exhibits in binder:</u>          JOC Meeting Notice          LCTI Policy Manual online at <a href="http://www.lcti.org">www.lcti.org</a>          LCTI JOC approved non-discrimination statement          Samples of publications with nondiscrimination statement</p> <p><u>A.d.1. Exhibit on-site:</u>          LCTI Policy Manual – hard copy and online at <a href="http://www.lcti.org">www.lcti.org</a>          2010 ISO Renewal Audit Report          2011 ISO Internal Audit Report          Additional samples of publications with nondiscrimination statement</p> <p><b>Comments:</b>          The JOC policy manual demonstrated that that policies are being reviewed and updated as needed. JOC meetings are being advertised as per requirements. Nondiscrimination statements were visible on advertisements and publications. A civil rights audit completed in 2008 was provided in section C.d.4.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI Policy No. 103 Nondiscrimination in School and Classroom Practices and Policy No. 104 Nondiscrimination in Employment/Contract Practices define the school's nondiscrimination polices. LCTI is an equal opportunity education institution and is in compliance with all federal and state regulations and laws. LCTI publishes its non-discrimination statement on all media publications, applications and advertisements to ensure public awareness of the school's equitable and nondiscriminatory practices. The policies are followed in recruiting, admissions, educational practices and employment practices. Complaints may be filed with the LCTI Compliance Officer for Students (Director of Academics &amp; Special Programs) for educational grievances or the LCTI Compliance Officer for Personnel (Human Resources Director) for employment grievances. Contractual grievance procedures are defined within the negotiated agreements for LCTI staff. Adult student complaints may also be reported to the Director of Postsecondary &amp; Workforce Education; grievance procedures can be found in the Student Handbook.</p> <p><u>A.d.2. Exhibits in binder:</u>          LCTI Policy No. 103 Nondiscrimination in School and Classroom Practices and Policy          LCTI Policy No. 104 Nondiscrimination in Employment/Contract Practices          LCTI JOC approved non-discrimination statement in A.d.1          Sample of publication with nondiscrimination statement in A.d.1</p>

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	<p>Facility Documentation for Civil Rights Compliance Grievance Procedure</p> <p><u>A.d.2. Exhibits on site:</u> PDE Accessibility Compliance Checklist Additional sample of publications with nondiscrimination statement in A.d.1 Student Handbooks</p> <p><b>Comments:</b> Evidence provided is sufficient to demonstrate compliance with state ethical policies, practices, and civil rights requirements. Individuals are named as the LCTI Compliance Officer for Students and the Compliance Officer for Personnel.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> While the student/parent handbook contains a policies related to all students, a handbook specifically designed for adult students could be developed.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Suggestion is acknowledged and will be discussed internally to develop a student-specific handbook.</p>
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 Director of Career &amp; Technical Education leads the JOC Policy Committee. Policies are systematically reviewed and new policies are taken under consideration based on recommendations issued by the Pennsylvania School Board Association (PSBA). First and second readings are presented to the whole JOC for discussion prior to final approval of the policy. LCTI directors are also actively involved with the Pennsylvania Association of Career &amp; Technical Administrators (PACTA) which disseminates valuable legislative information and provides reports from State Board of Education meetings. The Director of Postsecondary &amp; Workforce Education is on the PACTA Executive Committee representing the adult education component of CTE.</p> <p>Annually, within the Adult Education department, policies are reviewed to ensure compliance with all regulations.</p> <p><u>A.d.3. Exhibits in binder:</u> March 2013 JOC Agenda (Policy approval)</p> <p><u>A.d.3. Exhibits on site:</u> PACTA Executive Committee Reports</p> <p><b>Comments:</b> The JOC Policy Manual showed that regular updates were being made by the JOC.</p>

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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
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### 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
<b>a.</b>	<b>Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:</b>
1.	<p>List your key advisory groups that are in place including their area of focus.</p> <p>As per LCTI JOC Approved Policy No. 005 Organization, the following committees are key advisory groups for career and technical education.</p> <p>The Lehigh Executive Council for Career &amp; Technical Education (LEC), also known as the Local Advisory Committee, meets twice per year and is the advisory committee for the Executive Director. The LEC advises on the education and economic climate of the Lehigh Valley, provides input for the development of programs and discusses issues related to education and employment needs. The LEC is comprised of representatives from all aspects of business, industry, labor, postsecondary institutions and community organizations including the Executive Director of the Lehigh Valley Workforce Investment Board, Executive Director of the Lehigh Valley Economic Development Corporation, Executive Director of the Allentown Economic Development Corporation and Executive Director of the Manufacturers Resource Center. The LEC advises administration on program development, philosophy, academic and occupational standards, support services, safety requirements, employment needs and skill attainment necessary for success in the workplace. LCTI’s LEC is a diverse, robust group of professionals who are dedicated to the school, providing direction and guidance for the future.</p> <p>The Professional Advisory Committee (PAC) is comprised of the chief school administrators (superintendents) of the participating school districts. This committee advises administration and the JOC on educational programs and school policy. The group meets monthly during the school year and a retreat is held annually at LCTI. The Director of Postsecondary &amp; Workforce Education attends the retreat and provides an update on adult and workforce education.</p> <p>Occupational Advisory Councils (OAC) – All programs have Occupational Advisory Councils comprised of business and industry members who are current employers or employees in the occupation for which training is provided. Membership may also include labor organizations, public sector employees and postsecondary institutions; however the majority must be voting members who are active, current employers or employees. There is an application and JOC approval process to become a member of and OAC. Meetings are conducted twice per year. The function of the OAC is to advise on curriculum, equipment, instructional materials, safety requirements, program evaluation,</p>

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	<p>industry credentials, and other relevant matters to ensure the programs meet industry standards and adequately prepare students for the workforce. OAC members are invited to participate as a technical advisor in the interview process when new instructors are hired in their area of expertise. Many OAC members serve as NOCTI proctors.</p> <p><u>B.a.1. Exhibits in binder:</u>          JOC Policy No. 005 Joint Operating Committee Procedures          LEC Membership List          June 2013 LEC Agenda, Minutes, Adult Education Report          Professional Advisory Committee (PAC) Membership List          Professional Advisory Committee Meeting Schedule          May 2013 PAC Superintendent’s Retreat Agenda          Adult Education Report to the PAC Superintendent’s Retreat          Flowchart #C-13 LCTI OAC Process          OAC Membership Application Form #046          Sample – OAC Membership Approval Letter          Fall 2014 OAC Schedule          Sample OAC Membership List – Precision Machine          Sample OAC Agenda and Minutes – Precision Machine</p> <p><u>B.a.1. Exhibits on site:</u>          February 2013 JOC Agenda – OAC Approvals          Additional LEC Agendas and Minutes          Additional OAC Membership Lists          Additional OAC Minutes in Annual Reports</p> <p><b>Comments:</b> Evidence shows active involvement with the community and industry.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
2.	<p>Do you communicate and publicize your vision/mission, programs, and services available to adult students and the public?</p> <p>LCTI’s mission is clearly visible to visitors throughout the school and is posted on the website at <a href="http://www.lcti.org">www.lcti.org</a> and other media publications. Advertising initiatives and publications represent LCTI’s commitment to excellence in education and preparation for the workforce, including print and online ads. LCTI reaches out to the public with open house events, attendance at job and career fairs and membership in many community organizations relevant to career and technical education. Metter Interactive completely redesigned LCTI’s website and is providing marketing support, internet optimization services, managing Google Ad words and has implemented lead tracking processes. Additionally in 2014, LCTI advertised on electronic billboards and local radio stations. LCTI’s Public Relations Coordinator manages social media content - posts tweets on Twitter and posts information on Facebook. Inexpensive Facebook ads target specific demographics and has been effective in producing leads.</p>



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	<p><u>B.a.2. Exhibits in binder:</u>  LCTI website sample <a href="http://www.lcti.org">www.lcti.org</a>  Sample Job and Training Fair Flyers</p> <p><u>B.a.2. Exhibits on site:</u>  Additional Job &amp; Training Fair Flyers in Folder and Annual Reports  Additional Advertising Media – electronic billboards, radio, Facebook, Twitter</p> <p><b>Comments:</b> Evidence showed multiple formats where the adult education programs communicate and publicize your vision/mission, programs, and services available to adult students and the public.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI JOC Approved Policy No. 103 defines LCTI's nondiscrimination policy and No. 901 and No. 902 address the scope of public relations and publications. The Director of Postsecondary &amp; Workforce Education works with the coordinators and the Public Relations Coordinator to ensure the integrity of printed and media materials for the Adult Workforce Education department. Multiple staff members review materials for accuracy and to identify any possible bias to ensure the materials do not contain discriminatory language or other representations prior to publication.</p> <p>Program/course costs, descriptions and brochures are updated at least annually or more frequently if needed and include revision dates. Prospective students are given an information sheet detailing program costs and schedules during the interview and registration process.</p> <p><u>B.a.3. Exhibits in binder:</u>  JOC Policy No. 103 Nondiscrimination in School and Classroom Practices  JOC Policy No. 901 Public Relations Objectives  JOC Policy No. 902 Publications Program  Program Brochures  Course Information Detail Report  Program Information Sheet</p> <p><u>B.a.3. Exhibits on site:</u>  Additional Course Information Detail Reports  Additional Program Information Sheets  Additional media materials  Today in America DVD</p> <p><b>Comments:</b> The school ensures printed materials and other media for communication to the public is presented in an accurate and ethical manner. All published items and materials provide direction or access to a very information and user friendly website.</p>

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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Occupational Advisory Committees (OAC) are active and instrumental in advising on the overall program including curriculum, new technology, equipment, instructional materials and resources for programs. Curriculum is reviewed annually by the OAC; instructors must receive the approval of their OAC to enact any curricular changes and evidence in OAC minutes must be demonstrated in order to effect any programmatic changes. Instructors are required to maintain equipment plans approved by the OAC.</p> <p>OAC members provide current information on hiring practices and provide feedback on graduates who have been interviewed or hired for positions.</p> <p><u>B.a.4. Exhibits in binder:</u> Sample OAC Minutes</p> <p><u>B.a.4. Exhibits on site:</u> Additional OAC Minutes available in Annual Reports</p> <p><b>Comments:</b> OAC meeting minutes showed evidence of discussion and decisions made 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><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>OAC meetings are scheduled twice per year for all secondary and postsecondary programs. Groups of programs are scheduled over five weeks in the fall and in the spring to accommodate the large number of programs – there are 40 OACs at LCTI. Programs are strategically scheduled to ensure administrative coverage for each program. Programs involving adult students meet with the secondary programs to maximize industry participation, avoid duplication and promote a spirit of cooperation between the programs and among the members to support both the high school and adult programs. Meeting together generates valuable discussion toward joint efforts and a continuum of training between both components of the program. The CDL Tractor Trailer Driving Program typically meets twice per year. Additionally, industry representatives are regularly scheduled to speak to CDL classes</p>

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	<p>about job opportunities. Ample contact is maintained with major companies and local businesses in the trucking industry to keep abreast of important items.</p> <p><u>B.a.5. Exhibits in binder:</u>          2014-15 OAC schedules          CDL OAC Dates          OAC Invitation letter</p> <p><u>B.a.5. Exhibits on site:</u>          Additional OAC minutes in Annual Reports</p> <p><b>Comments:</b> OAC member lists and all listed items provided. Evidence showed 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><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Flow Chart #C-13 describes the OAC process for all programs. Form #023 is the administrative response to OAC action. Administration reviews minutes from each OAC meeting and submits an administrative response. Minutes are reviewed and approved by OAC members at the next meeting. The office of the Director of Career &amp; Technical Education is responsible for distributing and maintaining all records and communications related to Occupational Advisory Councils. The exception is the CDL program, which is maintained with the Training Coordinator. As per the Record Retention Matrix, records are stored for 99 years.</p> <p><u>B.a.6. Exhibits in binder:</u>          Flow Chart #C-13 OAC Process          Form #023 Administrative Response to OAC Meeting          Record Retention Matrix, OAC page 15</p> <p><u>B.a.6. Exhibits on site:</u>          Additional Administrative Response Forms</p> <p><b>Comments:</b> Evidence showed adequate records of advisory committee meetings. Additional Administrative Response Forms showed OAC members provide active and regular input to improve programs. Example, CDL OAC members suggesting to include “blind spot” instruction with specific trucks, how to entice oil/gas industry to partner with, and equipment comments that advised maintenance and improvement issues.</p> <p><b>Strengths:</b></p>

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	<p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
b.	<p><b>Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase Pennsylvania Public Postsecondary Vocational Education enrollment:</b></p>
1.	<p>Do you collect, summarize, and analyze input from students and stakeholders as related to Pennsylvania Public Postsecondary Vocational Education?</p> <p>Students complete course/program evaluation forms upon the conclusion of a course or program. Input derived from these evaluations is reviewed by the Training Coordinator, Workforce Education Coordinator and/or the Director of Postsecondary &amp; Workforce Education. Positive evaluations and comments serve as verification that LCTI is meeting the expectations of students. Comments or suggestions for improvement are considered opportunities for improvement and if validated, may be an agenda item for an OAC meeting. If a student is displeased with a training program, he/she will indicate this during the program and steps to rectify the situation will be enacted. Additionally, instructors are mindful of the needs of adult learners and address specific issues promptly. Students are encouraged to bring concerns to the Director of Postsecondary &amp; Workforce Education.</p> <p>Students in the industry training programs are surveyed to ensure satisfaction; employer feedback is solicited.</p> <p><u>B.b.1. Exhibits in binder:</u>          Form #137K Training Program Evaluation          Sample completed evaluation forms (2)          Sample of summarized evaluation forms</p> <p><u>B.b.1. Exhibits on site:</u>          Additional samples of completed evaluation forms and summaries</p> <p><b>Comments:</b> Evidence showed the school collects, summarizes student input which was compiled from adult students. Interviews with curriculum direction Wendy added evidence explaining the results are analyzed by the Adult Ed Director and then reviewed with the instructor. Overall results are then shared with the JOC.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Consider tracking input data over time to aid in program improvement planning and revision.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Essentially we do track data and use it for future planning but we can always improve our process and procedures. We will examine our process in more detail and institute changes as necessary for the benefit of the department.</p>

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2.	<p>Are there easy access methods for students and stakeholders to contact and communicate to appropriate authorities?</p> <p>A representative of the Adult Workforce Education Office is accessible from 7:30 am to 7:30 pm Monday through Thursday and from 7:30 am to 4:00 pm on Friday. All offices have direct phone numbers and the department has a toll free number; calls are not answered by a recorded menu. Voice mail is available on all phone lines. New in 2013, desk phone voice mail is immediately directed to email, facilitating easy retrieval of messages by smart phone, iPad/tablet or computer when not in the building. Department phone numbers, LCTI toll free number, coordinators' cell phone, fax line and email addresses are published on all media materials as well as on the website. LCTI's website also provides an email link to request information on programs. A full directory of LCTI staff is available on the website.</p> <p>The Director of Postsecondary &amp; Workforce Education, Training Coordinator, Workforce Education Coordinator, and all lead instructors have school-provided cell phones.</p> <p>Instructors and staff maintain an open door policy for students and other stakeholders.</p> <p><u>B.b.2. Exhibits in binder:</u>          Adult Workforce Education flyer with contact information          Adult Workforce Education home page <a href="http://www.lcti.org">www.lcti.org</a>          Staff Directory from website          Cell phone list</p> <p><u>B.b.2. Exhibits on site:</u>          Sample web pages</p> <p><b>Comments:</b> Evidence showed easy access methods for students and stakeholders to contact and communicate to appropriate authorities.</p> <p><b>Strengths:</b> The institute provides an online chat option which allows student real time access to information. Staff and facility cell phone numbers are published everywhere and provided multiple access points for students and stakeholders.</p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Do you ensure prompt feedback to its students and stakeholders? What are your internal requirements for response time?</p> <p>All Adult Workforce Education Office staff checks and responds to phone and email requests multiple times throughout the day. Typical response time to inquiries is less than 24 hours. Ground mail inquiries are handled on the day they are received. Requests for information are generally mailed out on the day the request is received. Walk-ins are handled as they come into the office. The online live chat feature generates emails to the Training Coordinator to distribute them to the appropriate staff member. All inquiries generally receive a response in less than 24 hours.</p>

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	<p>Inquiries are recorded on the <i>Lead Sheet</i>, a shared file for clerical staff and coordinators to log requests for follow-up.</p> <p><u>B.b.3. Exhibits in binder:</u>  Sample lead report  Sample chat lead and Wufoo email lead</p> <p><u>B.b.3. Exhibits on site:</u>  Additional lead reports</p> <p><b>Comments:</b> Evidence showed stakeholder (leads) are tracked. Prospective student email/Wufoo provided. Comments in section suggest the response to these inquires is less than 24 hours. Emails provided show timely and proper responses to prospective students and a prospective employer.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Policy or documentation that shows requirements for providing prompt feedback should be considered.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> We will take this under consideration to determine if a policy (or a procedure) should be developed.</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>Upon review of course/program evaluations, comments or suggestions for improvement are brought to the attention of the Director of Postsecondary &amp; Workforce Education for discussion. If necessary, a corrective action plan will be developed and implemented by the Director of Postsecondary &amp; Workforce Education with the instructional staff, Training Coordinator and/or the Workforce Education Coordinator to address the issue. The Training Coordinator, Workforce Education Coordinator and the Director of Postsecondary &amp; Workforce Education maintain open contact with instructors, students and other stakeholders to ensure any concerns are promptly addressed.</p> <p>Student issues or complaints are mostly resolved with the instructor and go no further. The next step would be to meet with the coordinator of the program and then if a solution has not been found, the Director of Postsecondary &amp; Workforce Education will meet with the student. A Grievance Policy is in place for students who wish to file a complaint. It is the guiding principle of LCTI to ensure that each single complaint receives the appropriate attention and response and does not become a cumulative effect. JOC Policy No. 219 Student Complaint Process defines the next steps if an issue is not resolved.</p> <p><u>B.b.4. Exhibits in binder:</u>  Grievance Procedure  JOC Policy No. 219 Student Complaint Process</p> <p><b>Comments:</b> Evidence provided outlines the process of handling a complaint/grievance from birth to</p>

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final determination. A complaint was provided that showed the documentation of policy in action. Assurance was given that complaints are categorized and tracked as this example stated.

**Strengths:**

**Opportunities for Improvement:** Consider development of a method to aggregate complaint issues and outcomes.

**Non-Compliant:**

**LCTI Response:** Suggestion is acknowledged and a method to compile this data will be developed.

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

#### The Standard

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

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

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

No	Quality Initiatives
<b>a.</b>	<b>Enacts workforce practices that enable all employees to achieve high performance:</b>
1.	<p>Does the institution have a sufficient number of administrative, faculty, and support personnel to provide the necessary support for Pennsylvania Public Postsecondary Vocational Education?</p> <p>The Adult Workforce Education Department has sufficient staff to support the operation of PPVE; the personnel list is in the binder. The Director of Postsecondary &amp; Workforce Education oversees the department.</p> <p>The Training Coordinator oversees the operation of the Heavy Equipment Operations program (HEO), the Tractor Trailer Driving/CDL program and the Logistics/Forklift programs. Two lead instructors in the CDL program and one lead instructor in HEO and Logistics/Forklift assist the Training Coordinator with ancillary duties, in addition to instructing students. The CDL and HEO programs also employ a number of part time instructors to cover the day and evening programs.</p> <p>The Workforce Education Coordinator is responsible to recruit students, build relationships with business and industry, design custom training programs, assist the Director in program planning, implementation and follow-up and coordinate the logistical aspects of programs.</p> <p>The Lead Instructor/Coordinator of the Electromechanical/Mechatronics Technology Program (EMMT) is responsible for overall instruction, oversees the part time instructors, develops work schedules, coordinates activities in program and works with the Director and the EMT consultant to plan and implement custom training for companies.</p> <p>Secondary staff members who teach adult education programs provide instruction and assist with other aspects of the adult program as needed; adjunct part time instructors are also utilized as needed.</p> <p>Support staff is sufficient for the operational needs of the department and include a full time administrative assistant to the Director, full time School-to-Work/Adult Ed secretary (primary responsibilities are to the STW program), two 29-hour/week secretaries to support programs and Veterans Administration students. A part time evening secretary handles the evening programs, job placement phone calls to graduates, mail outs and provides other support to the Director and coordinators.</p> <p><u>C.a.1. Exhibits in binder:</u></p>



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	<p>Personnel list – Adult Workforce Education Department</p> <p><b>Comments:</b> During the building tour it was evident that LCTI’s Adult Education division is more than adequately staffed. The Director of Postsecondary and Workforce Education has a wide span of control, overseeing more 47 specialized employees.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Evaluate the Director of Postsecondary and Workforce Education position to ensure that adequate oversight of all personal is feasible.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> The Director of Postsecondary &amp; Workforce Education has been able to manage these responsibilities and the coordinators assist with oversight of personnel, serving as first-line supervisors.</p>
2.	<p>Are adequate custodial services made available to provide care and maintenance of buildings and grounds for the overall institution?</p> <p>Adequate custodial services are available as well as sufficient personnel to maintain LCTI facilities and grounds. The Facility Engineer supervises the 16-person maintenance and custodial staff. This department covers three shifts daily; custodial staff clean the facility during second and third shift hours with one part time custodian covering first shift; maintenance personnel work first shift with one utility person covering second shift. The maintenance staff is responsible to clear the CDL driving range during inclement weather. The Facility Engineer receives weekly CDL driving schedules. The Training Coordinator communicates with the Facility Engineer regarding schedule details as necessary. The Facility Engineer schedules staff as needed for after-hours special events.</p> <p><u>C.a.2. Exhibits in binder:</u>          Personnel list – Maintenance and Custodial Staff          Custodial Zones</p> <p><u>C.a.2. Exhibits on site:</u>          Custodial Service Standards Manual</p> <p><b>Comments:</b> The building tour demonstrated a very well maintained facility and grounds.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Are the duties and responsibilities for each administrative, faculty and support staff employee clearly defined?</p> <p>Written job descriptions define the duties and responsibilities of all staff members. Staff members</p>

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	<p>receive a hard copy of their respective job description and all job descriptions are available on the LCTI Intranet under Publications. Job descriptions include the position title, necessary qualifications/certifications, responsibilities, supervisor, physical requirements, and equal opportunity employment statement. Clerical staff duties and assignments are also further defined within the Adult Workforce Ed department.</p> <p><u>C.a.3. Exhibits in binder:</u> Sample Job Descriptions (4) – Adult Workforce Education Department Personnel</p> <p><u>C.a.3. Exhibits on site:</u> Additional Job Descriptions – Adult Workforce Education Department Personnel Clerical assignment list</p> <p><b>Comments:</b> Job descriptions provided were well developed. Discussions with building personnel demonstrated that each individual's duties were clear. Meeting minutes and planning documents provided in other sections routinely listed the individuals responsible for specific tasks and assignments.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<p><b>b.</b></p>	<p><b>Builds a quality workforce:</b></p>
<p>1.</p>	<p>Are the requirements and skills needed by potential faculty and staff to provide quality Pennsylvania Public Postsecondary Vocational Education identified?</p> <p>Job descriptions define the position title, necessary qualifications, certifications and/or licenses, responsibilities and physical requirements of the position. Job descriptions are developed by LCTI administration and as appropriate, in collaboration with representatives from business and industry and Occupational Advisory Council members. OAC members are invited to participate in the hiring and interview process for instructional staff to provide technical expertise in the subject matter area. Classified advertisements for employment are posted internally and are advertised in the local newspaper and online at Career Builder.com. All job postings and hiring documents are available on the LCTI website.</p> <p><u>C.b.1. Exhibits in binder:</u> Sample Job Descriptions in C.a.3 Sample Job Postings</p> <p><u>C.b.1. Exhibits on site:</u> Additional Job Descriptions in C.a.3 LCTI Website – Human Resources page Employment Applications</p> <p><b>Comments:</b> Job posting provided clearly outlined qualifications and responsibilities of various adult education positions. Evidence also showed that attention was given to the construction of each</p>

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	<p>position's qualifications and responsibilities.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Highly qualified instructors are essential to successful adult, workforce and industry programs and to the reputation of the program and school. The Adult Workforce Education department has fiscal and scheduling flexibility to hire staff as needed.</p> <p>LCTI recruits and hires the most highly qualified individuals for open positions. Employment advertisements are posted in the Morning Call, the local Allentown area newspaper which includes automatic posting on careerbuilder.com; other newspapers may also be used to reach out to the regional area. Position openings may be posted through the CWDS/PA CareerLink Job Gateway and on the LCTI website; positions may also be filled through professional and personal referrals.</p> <p>Interviews are conducted by members of the administrative team, the Human Resources Manager, supervisory staff, program coordinators, lead instructors and OAC members. OAC members are invited and encouraged to participate in the interview process for instructional staff to provide technical expertise in the subject matter area.</p> <p>Candidates who are successful in first round interviews are invited to second round interviews. Candidates for teaching positions are required to develop and teach a pre-determined lesson to the interview team, followed by additional questions geared toward technical skills, learning and instruction. Secretarial staff candidates are required to demonstrate skills by completing a typing and Excel test followed by interview questions; second round interviews are conducted as needed.</p> <p>Interview rating sheets (rubric) are used to score candidates. The interview team discusses the rubric, the candidate's qualifications/credentials, responses to questions and overall presentation abilities before making the job offer.</p> <p>Salaries and benefits are comparable to local wages; salary increases are awarded annually on July 1 and are comparable to other LCTI employees. Continuing education opportunities are made available to staff and are supported by the budget.</p> <p><u>C.b.2. Exhibits in binder:</u>          Sample job posting in C.b.1          Interview Questions – First and second round Electromechanical/Mechatronics Instructor          Lesson Critique for Teacher Candidates          Interview Rating Sheets – Professional &amp; Secretarial Staff</p> <p><u>C.b.2. Exhibits on site:</u>          Additional Sample Interview Questions – Instructional staff first and second round          Sample Interview Questions – Secretarial staff          Secretarial Staff Typing &amp; Excel Tests</p>

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	<p><b>Comments:</b> Evidence provided demonstrates that an effective system for recruiting and hiring is in place. A diverse interview team is mentioned in the narrative.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Are procedures for regular performance evaluation and effectiveness of all administrative, faculty and support employees including a feedback process for each employee accomplished?</p> <p>Staff evaluations are reflective of individual job descriptions and are completed annually. The Executive Director is responsible to evaluate the performance of the Director of Postsecondary &amp; Workforce Education; the Director of Postsecondary &amp; Workforce Education evaluates staff members. Evaluations are reviewed with employees and an opportunity for feedback is provided. Informal evaluations are on-going throughout the year and concerns are addressed as they arise. Walk-through observations of instructors are conducted by the Director and coordinators.</p> <p><u>C.b.3. Exhibits in binder:</u> Sample Performance Evaluation Instruments</p> <p><u>C.b.3. Exhibits:</u> Additional Performance Evaluation Instruments</p> <p><b>Comments:</b> Completed evaluations for various positions demonstrate that performance evaluations are being conducted on a regular basis.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
c.	<p><b>Builds knowledge and skills, career development, for the administration, staff, and faculty:</b></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>Evaluation instruments are reflective of job descriptions and performance expectations. If areas for improvement are indicated, a remediation plan is developed to improve employee performance.</p> <p>Professional development opportunities are provided for Adult Workforce Education staff in the form of attendance at conferences and workshops, participation in LCTI staff/educator workshops, in-service activities as appropriate and program or equipment specific training. Staff members are encouraged to seek continuing education and new certifications in their field.</p> <p>The administrative team attends the PACTA Summer Conference annually; the Director of Postsecondary &amp; Workforce Education attends the PACTA Adult Education State Workshop and</p>

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	<p>Eastern Region meetings, PACTA Symposium, PA Partners, Natural Gas Industry conferences and other industry-specific conferences to keep abreast of current trends, changes and upcoming events that will assist staff in program planning and relevant professional development. The Director of Postsecondary &amp; Workforce Education has also presented at conferences on timely topics related to PPVE and participates in statewide committees.</p> <p>Training and workforce education coordinators and the curriculum development specialist attend the PACTA Adult Education State Workshop and Eastern Region meetings, other pertinent meetings, conferences, workshops, participate in webinars and have presented at various conferences.</p> <p>Clerical staff participates in workshops such as training on CWDS by the Workforce Investment Board/CareerLink, Veterans Administration training and Aceware/Student Manager conferences and webinars. All staff members, including clerical staff are offered the opportunity to participate in a variety of school-sponsored workshops and training sessions.</p> <p>LCTI contracts with Global Compliance Network, <a href="http://www.gcn.com">www.gcn.com</a> to provide a wide variety of relevant short online courses for staff development, including required annual updates for harassment in the workplace. Administrators may also select pertinent topics for selected personnel to provide various types of training to their staff.</p> <p><u>C.c.1. Exhibits in binder:</u> Professional development activities GCN Training</p> <p><u>C.c.1. Exhibits on site:</u> PACTA registrations Other conference documentation</p> <p><b>Comments:</b> Materials provided show that professional development opportunities are being provided to administration, faculty, and staff.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Professional development opportunities are reflective of current trends in each program area and may vary according to department and individual program requirements. Program goals and objectives are approved by the OAC and individual instructor needs and the requirements of credentialing organizations determine professional development. Instructors keep up-to-date through many different types of activities, OAC meetings and continual contact with business and industry.</p> <p>CDL, HEO, Logistics/Forklift Safety and Logistics/Transportation staff participate in industry-related meetings and workshops. The Training Coordinator and the CDL lead instructors regularly hold</p>

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instructor meetings for the entire CDL staff. Relevant topics are reviewed based on current trends and observation of the instructors. Any new standards or regulations are presented to the staff. The program is PTDI certified (Professional Truck Driving Institute) and as such receives newsletters and updates; regular updates are also obtained through FMCSR (Federal Motor Carrier Standards Regulations). CDL state licensed third party examiners participate in training update workshops as required by the state. LCTI is active in the PMTA, Pennsylvania Motor Truckers Association and was instrumental in re-establishing the Lehigh Valley chapter in 2013.

The LCTI-OSHA Partnership for Logistics & Forklift Safety is a unique partnership with OSHA, industry and education to heighten awareness of safety practices in the field and has been the catalyst for local improvements. The lead instructor/coordinator of the Logistics/Forklift Safety program developed the partnership in 2003 with OSHA and four participating companies. The partnership has flourished and grown and now includes 18 companies including temporary staffing agencies. The lead instructor/coordinator is also involved with the Traffic Club of Lehigh Valley, CSCMP-Council of Supply Chain Management Professionals, MHI-Material Handling Industry of America, WERC-Warehousing Education and Research Council, ProMat, and MSSC-Manufacturing Skill Standards Council Logistics Certification. LCTI instructors regularly present at the ProMat conference and at the MHI Summer Summit for Educators.

The Director was selected to sit on a roundtable for the U.S. Roadmap for Material Handling and Logistics in Washington, DC. MHI sponsored the workshops and held four sessions across the U.S. to create the Roadmap, bringing together approximately 30 industry experts, publication experts and education at each location to create a report and action plan for the supply chain industry to increase productivity, reduce costs, create jobs and improve the global competitiveness of the U.S. through 2025.

The following list outlines professional development for individual departments:

1. Electromechanical/Mechatronics Instructors

- PMMI Pneumatics Review, Pittsburgh, PA
- Technical training programs related to the field and the Amatrol lab equipment held at Amatrol headquarters in Kentucky and at LCTI
- Fanuc Robotic Training, Rochester Hills, Michigan
- Industrial Maintenance Training Center of PA meetings
- LCTI hosted a meeting on September 5, 2013 for the new National Institute for Metalworking Skills (NIMS) initiative to establish a credentialing process for industrial maintenance technicians through the National Association of Manufacturers and the Manufacturing Institute

2. Precision Machine Instructors

- Fanuc Robotic Training, Rochester Hills, Michigan
- 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Annual HTEC of the Americas CNC Educators Conference
- Agie Charmilles factory training for the Cut 20P Wire EDM, Charolette, NC
- Additive Manufacturing 3D Printer Training
- LCTI hosted an HTEC conference – March 2013
- LCTI hosted the Mid-Atlantic PMPA Precision Machined Products Association meeting in XX

3. Material Handling Logistics Instructors

- ProMat/MHI Atlanta, GA
- MHI TCEP Education Summit, Lake City, FL

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	<p>4. CDL Lead Instructors</p> <ul style="list-style-type: none"> <li>● Mid-America Trucking Show Louisville, KY</li> <li>● PMTA-LV PA Motor Trucking Association-Lehigh Valley meetings/seminars</li> <li>● Traffic Club of the Lehigh Valley meetings/seminars</li> <li>● CDL Instructors – part time: Instructor meetings with Lead Instructors and Training Representative</li> </ul> <p>5. Heavy Equipment Operations Instructor</p> <ul style="list-style-type: none"> <li>● PA One Call Safety Days – 3 per year</li> <li>● OSHA Trainer: 10 &amp; 30 hr Construction Safety</li> <li>● APC / PennDOT Trainer: Flagger Trainer</li> <li>● Rogers Low Boy Trailer Operation Training</li> <li>● Mack GU813 Tandem Axle Truck Operation Training</li> <li>● Heavy Equipment Instructors – part time: Instructor meetings with Lead Instructor</li> </ul> <p>6. Other part-time instructors: Meetings with Workforce Education Coordinator and Curriculum Development Specialist</p> <p><u>C.c.2. Exhibits on site:</u>  Samples of Training Certificates  U.S. Roadmap for Logistics  CDL Third Party Examiner Certificates  LCTI-OSHA Warehousing, Logistics &amp; Material Handling Safety Partnership  MHI ProMat Conference  HTEC Conference and PMPA Mid-Atlantic Meeting</p> <p><b>Comments:</b> Evidence provided shows that a significant amount of professional development is available for faculty members.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3	<p>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?</p> <p>LCTI administration is knowledgeable about the accreditation process and the on-site evaluation team protocol. The JOC and the LEC were notified in 2013 of the decision to apply for re-accreditation. All LCTI staff was notified during the August 2013 in-service of the upcoming re-accreditation status. The Adult Education instructors were notified at various times during 2013 and have been made aware of their roles and responsibilities.</p> <p>Updates are provided at administrative and other meetings. The Adult Workforce Education department holds monthly staff meetings to keep staff updated on the progress of the self-study, identify evidence documents and serve as a forum for open dialog regarding the status of the process. Staff members are tasked with the responsibility of gathering various evidence items.</p>

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	<p><u>C.c.3. Exhibits in binder:</u>  Administrative Meeting Schedule  Administrative Meeting Minutes – June 24, 2013 &amp; September 25, 2013  Administrative Retreat Agenda – August 8, 2014  Cabinet Meeting Agenda  Operational Administrators Meeting Minutes – September 6, 2013  Adult Workforce Education department staff meeting agenda and minutes</p> <p><u>C.c.3. Exhibits on site:</u>  Additional Adult Workforce Education department staff meeting agenda and minutes</p> <p><b>Comments:</b> Sufficient evidence was provided to show that all parties were/are made aware of the accreditation process and its importance to LCTI.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
4	<p>Are competent and knowledgeable administration, staff and faculty selected, licensed, and qualified in their specific field?</p> <p>All LCTI administrators and staff possess the required certification and/or licensure and meet the quality standards established in their specialized field. At a minimum, administrators are Masters prepared and possess the appropriate certifications for their positions.</p> <p>Instructors meet or exceed industry standards in their respective fields. Some adult education instructors possess CTE teaching certification; all secondary teachers who teach adult programs meet State certification requirements. Heavy Equipment and CDL instructors have Class A commercial licenses; some CDL instructors are state licensed third party examiners. Precision Machine instructors are NIMS certified; Welding instructor is an AWS certified educator and inspector; Logistics instructor is an MSSC certified instructor and train-the-trainer.</p> <p><u>C.c.4. Exhibits on site:</u>  Adult Workforce Education Staff Resumes and Credentials</p> <p><b>Comments:</b> Resumes provided confirm that LCTI employs qualified administration, faculty, and staff.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
5	<p>Are employees trained to participate as key individuals in Pennsylvania Public Postsecondary</p>



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	<p>Vocational Education programs and to fully understand the prerequisites, objectives, competencies, duties/tasks, and standards of their job assignment?</p> <p>Written job descriptions are provided to candidates at the time of the interview. New instructional staff members meet with the Director of Postsecondary &amp; Workforce Education, Training Coordinator or the Workforce Education Coordinator and the Curriculum Development Specialist prior to beginning a teaching assignment to ensure a full understanding of LCTI's vision, goals/objectives, expectations and internal processes and to orient him/her to the classroom and lab environment. All aspects of the course or program curriculum are reviewed and copies of all required materials are provided to the instructor to prepare him/herself for the teaching assignment. Training is provided and a mentor is assigned to assist the new instructor. PPVE instructors are paid their regular hourly rate for prep time and to obtain certifications if required for the position. CDL and HEO lead instructors provide a minimum of 16 hours training to new instructors.</p> <p>An Instructor Handbook is also provided; an informational packet from the IT department provides log-in, email, intranet and phone information.</p> <p>All new staff members meet with the Human Resources Director and Payroll Specialist to complete necessary documents and to establish an open relationship with the business office.</p> <p><u>C.c.5. Exhibits in binder:</u>          Adult Education New Employee Orientation Checklist          Sample – HEO New Instructor Training Packet</p> <p><u>C.c.5. Exhibits on site:</u>          Adult Education Orientation Binder          IT packet          CDL New Instructor Training Plan</p> <p><b>Comments:</b> Job postings and descriptions provided in previous sections set the initial expectations for each individual's role in adult education. The orientation checklist demonstrates that basic job requirements and systems are understood. The new instructor training packet clearly outlines the expectations of faculty members. Other items provided further reinforce the job responsibilities for adult education team members.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Complete personnel records are housed in the Human Resource Manager's office; the Adult Workforce Education office maintains limited personnel files on department staff members to document full name, address, contact information, licensure/ certification requirements and</p>

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	<p>professional development activities; The Director of Postsecondary &amp; Workforce Education can access records as needed through the HR Manager. Individual staff members are responsible to provide documentation of professional development activities to the Director of Postsecondary &amp; Workforce Education.</p> <p>Requests to attend conferences and workshops are submitted to the Director of Postsecondary &amp; Workforce Education for approval.</p> <p><u>C.c.6. Exhibits in binder:</u> Professional Development Activities – refer to C.c.1</p> <p><u>C.c.6. Exhibits on site:</u> Professional development records will be made available as needed on site</p> <p><b>Comments:</b> Evidence provided adequately demonstrates professional development experiences.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<p><b>d.</b></p> <p>1.</p>	<p><b>Maintains a work environment conducive to the well-being of all employees and students:</b></p> <p>Does the institution maintain and improve workplace health, safety, security, and ergonomics that involve employees and students?</p> <p>LCTI maintains a Comprehensive Safe School Plan which includes the LCTI/OSHA Alliance, LCTI Workplace Safety Committee, LCTI Safe School Committee and the LCTI Safety Advisory Council. The Director of Career &amp; Technical Education provides the leadership for these committees. Each of these committees serves a specific function within the school and includes members of the Adult Workforce Education department. Department members (Director and Training Coordinator) are also part of the Crisis Management Team.</p> <p>Each classroom/lab has a safety board installed with all emergency information, flip charts and first aid kits easily accessible; all offices have an emergency flip chart. All staff members are oriented to safety practices, including accessing/refreshing the FYI when an announcement is made. Fire drills and other Code Red drills are practiced routinely.</p> <p>The Facility Engineer supervises the oversight of the Material Safety Data Sheets (MSDS), now referred to as Global . The staff is updated annually on Right to Know and MSDS. MSDS binders are located in each lab as well as through an online system where information on any material is accessible immediately on the Intranet, left side bar - Tools, MSDS. LCTI is following the recently enacted Globally Harmonized System Labeling.</p> <p>The HR Director leads a Health &amp; Wellness Committee that provides healthy living information and offers programs to all staff.</p> <p><u>C.d.1. Exhibits in binder:</u></p>

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	<p>JOC Policy No. 705 Safety  JOC Policy No. 805 Emergency Evacuation of School  Safety Organizational Flowchart #C-16  Safe School Committee Members  Safe School Committee Meeting Schedule  Safety Advisory Council  Safety Advisory Council Meeting Schedule  Crisis Management Team  Flowchart #C-08 Internal Quality Audits Process  Operational Procedure 400-12 and 200-24  MSDS Advisory email from Facility Engineer  Electronic MSDS System brochure  Sample online electronic MSDS list – EMMT Lab  GHS / Globally Harmonized System Labeling</p> <p><u>C.d.1. Exhibits on site:</u>  Comprehensive Safe School Plan  Safety Flip Chart  Safety Advisory Council Inspection Summary  MSDS available in labs and online</p> <p><b>Comments:</b> Evidence provided demonstrates that the institution maintains an environment that is conducive to workplace health, safety, security, and ergonomics.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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 Pennsylvania Public Postsecondary Vocational Education?</p> <p>Adult student satisfaction is assessed through course/program evaluations. Secondary students complete a Safe School Survey online. Staff members complete a Safe School Survey online at the end of each school year. The administrative staff reviews the collated surveys and the staff receives results of the surveys. Survey results are used for planning and development of additional safety measures and program improvement as needed.</p> <p>The Occupational Advisory Councils do a safety walk-through of all labs on an annual basis. Results are reviewed, administrative response is provided and concerns are addressed.</p> <p>The Director of Postsecondary &amp; Workforce Education maintains an open door policy for staff members to address any safety concerns. All staff follows the appropriate chain of command to bring concerns to the office. Any safety issue brought to the attention of the Director of Postsecondary &amp; Workforce Education, Training Coordinator and/or the Workforce Education Coordinator is addressed immediately.</p>

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	<p><u>C.d.2. Exhibits in binder:</u>            Flowchart #C-05 Customer Satisfaction Survey Process            Flowchart #C-19 Safety Recommendation            Flowchart #C-02 CI/CA            Form #191 CI/CA            Form #021A Exit Interview Questionnaire            OAC Safety Walk-Through Form</p> <p><u>C.d.2. Exhibits on site:</u>            Instructional Safety Survey            Student Safe School Survey Results            Staff Safe School Survey Results</p> <p><b>Comments:</b> The flowcharts provided were a great resource for employees to provide clarity to the process of continuous improvement. Survey results showed aggregated data. An example of the continuous improvement process from start to finish, including implementation, was provided.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Is workplace preparedness ensured for emergencies or disasters?</p> <p>Workplace preparedness for emergencies is addressed in JOC Policy No. 805 and the Comprehensive Safe School Plan. LCTI utilizes approximately 150 2-way radios throughout the school for immediate communication. The Heavy Equipment Operations program has 14 2-way radios for communication during field training.</p> <p>During the enrollment process, the Training Coordinator and the Workforce Education Coordinator discuss safety measures with prospective adult students; instructors review safety procedures with students at the beginning of each program.</p> <p>All fire, code red and lockdown drills include adult education students and instructors. Staff utilizes two-way radios and/or cell phones (when applicable) to communicate drill or real-time emergency information to staff members outdoors in the training field. The Director of Postsecondary &amp; Workforce Education and the Training Coordinator are members of the Crisis Management Team and respond to emergency situations as practiced.</p> <p><u>C.d.3. Exhibits in binder:</u>            JOC Policy No. 805 Emergency Evacuation of School            Crisis Management Plan            Crisis Management Team            Cell phone list</p> <p><u>C.d.3. Exhibits on site:</u>            Comprehensive Safe School Plan in C.d.1            Code Red Book - housed in main office</p>

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	<p>Fire Drill Response Sheet and Log</p> <p><b>Comments:</b> Evidence provided is sufficient to show that LCTI is prepared for emergencies and disasters.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI adheres to all requirements for civil rights and equal opportunity for education and employment. LCTI is cognizant of and applies measures to ensure that all partnerships with other schools and agencies, as well as employers affiliated with the school, are in compliance with nondiscrimination policies. All publications contain the appropriate nondiscrimination statement as well as nondiscriminatory representation and verbiage of program descriptions.</p> <p>LCTI's workforce reflects the overall demographics of its location. Efforts are made to recruit and employ a diverse workforce. Employment opportunities are advertised within an appropriate geographic area through several newspapers, careerbuilder.com, CWDS/PA CareerLink website and the LCTI website.</p> <p><u>C.d.4. Exhibits in binder:</u>          Employment application          Adult Workforce Student Application for Admission          Cooperative Education Training Agreement (adult)</p> <p><u>C.d.4. Exhibits on site:</u>          SAGE, Master Plumbers nondiscrimination statements</p> <p><b>Comments:</b> Survey results provided by request demonstrated that employee well-being is measured. Student survey located in another section addresses student well-being.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
5.	<p>Does the institution adequately support the need of its employees in the areas of services, benefits, and policies?</p> <p>The Adult Workforce Education department consists of full time and part time employees. The Director of Postsecondary &amp; Workforce Education, Training Coordinator, Workforce Education Coordinator, all lead instructors and two clerical staff members are full time benefited employees. The Director is part of the LCTI Act 93 Agreement. Full time department employees, except clerical staff, are categorized under Schedule of Benefits agreements; full time clerical staff are covered in the LCTI Educational Support Personnel Agreement. Part time instructional and clerical staff are considered at-will hourly</p>

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employees and are paid commensurate with local education and industry standards. Full time secondary instructors who teach adult education programs on a part time basis are paid an hourly rate at or above the rate defined in the LCTI Education Association Agreement.

C.d.5. Exhibits in binder:

JOC Policy No. 205 Postsecondary Programs

Personnel List – Adult Workforce Education

Sample - Schedule of Benefits, Adult Workforce Education Personnel

C.d.5. Exhibits on site:

Act 93 Administrative Agreement (Request from Director PS & WF Ed Office)

LCTI Educational Support Personnel Agreement (Request from Director PS & WF Ed Office)

LCTI Education Association Agreement (Request from Director PS & WF Ed Office)

Additional Schedule of Benefits, Adult Workforce Education Personnel

**Comments:** Bargaining units are in place for many of the employee classes. Schedules of benefits for adult workforce personnel were provided.

**Strengths:**

**Opportunities for Improvement:**

**Non-Compliant:**

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### 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
<b>a.</b>	<b>Establishes methods and opportunities for student learning:</b>
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 data from several sources including the Pennsylvania State and Regional High Priority Occupations List, the advice of the LEC Lehigh Executive Council (also known as the Local Advisory Committee), the Lehigh Valley Workforce Investment Board (LV WIB), PA CareerLink Lehigh Valley, the Lehigh Valley Economic Development Corporation (LVEDC), Allentown Economic Development Corporation (AEDC), the Manufacturers Resource Center (MRC), trade-related organizations, and OAC members. The monthly publication of the Lehigh Valley Workforce Investment Board Outlook is a timely resource for planning, projections and local labor market data along with the Pennsylvania Center for Workforce Information and Analysis (CWIA) Fast Facts and other online data available on the paworkstats website. O-Net is used to derive national and state employment information and to reference the knowledge, skills and abilities for occupational areas. Subject matter experts (SME) are recruited to establish an Occupational Advisory Committee (OAC) for new program development. OAC members provide essential information on program objectives, curriculum content, task lists and lab and equipment needs.</p> <p>Current data on new technology, job placement and changing trends is routinely analyzed for existing programs. The Director of Postsecondary &amp; Workforce Education works closely with the LV WIB to monitor the status of key occupations in the Lehigh Valley on the State and Regional High Priority Occupations Lists. Successful petitions have resulted in the addition of several occupations to the Regional High Priority Occupations List. This status is essential to program approval, funding and grant opportunities.</p> <p>Job placement data is monitored to evaluate the numbers of graduates obtaining employment upon completion of programs to ensure the program is still relevant to the economy. OAC members provide information on current hiring trends and make recommendations for curricular changes and equipment purchases.</p>

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	<p>Current employment trends are also tracked through the LV WIB Industry Partnership meetings where environmental scanning is an agenda item at each meeting. Industry representatives provide up to date information on current hiring practices and future projections.</p> <p><u>D.a.1. Exhibits in binder:</u>          Diesel Truck Technician – new program development documents          OAC Minutes – EMMT</p> <p><u>D.a.1. Exhibits on site:</u>          JOC Policy No. 105          Operational Procedures # 660-5 and 600-7          Flowcharts C-03 and C-04          State and Regional HPO Lists          LV WIB Outlook Publications          CWIA Fast Facts          Successful HPO Petitions</p> <p><b>Comments:</b> Program alignments to industry needs are based on extensive data from the LV WIB.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Suggest written follow-up on subsequent minutes.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> I am not certain, but I believe you mean follow-up from WIB Industry Partnership meetings? If so, follow-up is often done by contacting companies that are hiring or seeking incumbent worker training. This is often done at the end the actual meeting by speaking to company representatives. Written documentation could occur in the form of student placement, a meeting and tour of LCTI for the company or actual incumbent worker training taking place. Coordinators also keep records of company contacts and disposition of meetings with companies.</p> <p>If you are referring to OAC minutes, administrative response is required for every meeting and is documented throughout this report.</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 are developed by LCTI faculty and administration in partnership with business and industry representatives and are approved, reviewed and updated annually by OAC members. Instructors may not enact any curriculum changes without the approval of the OAC. All OAC members must apply for membership and be approved by the Director of Career &amp; Technical Education and the JOC prior to becoming a voting member. Students complete program evaluations and the results are used by faculty and administration to consider revisions or improvements to be put forth to the OAC for approval.</p> <p>LCTI faculty and administration engage in a wide range of professional development activities to ensure timely and relevant training. Employers are surveyed on a regular basis to ascertain and validate training objectives. Custom job training is designed by the instructor in cooperation with a</p>



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	<p>company representative to ensure the proposed program meets the specific objectives desired and outlined by the company. A proposal outlining objectives, curriculum, expected outcomes and cost is submitted to the company for final approval prior to beginning training. The JOC approves all custom training contracts.</p> <p><u>D.a.2. Exhibits in binder:</u>            Flowchart #C-13 LCTI OAC Process            Form #046 OAC Membership Application &amp; Approval Letter            Sample JOC Agenda with OAC Approvals            Fall 2014 OAC Meeting Schedule            Sample OAC Membership List – Precision Machine            Sample OAC Agendas and Minutes – Precision Machine            Sample Syllabus – Right Skills Now/CNC Precision Machine            Sample custom training proposal</p> <p><u>D.a.2. Exhibits on site:</u>            JOC Policy No. 005 Organization            Additional JOC Minutes with OAC Approvals            Additional OAC Membership Lists            Additional OAC Agendas and Minutes            Additional Program Syllabi</p> <p><b>Comments:</b> JOC meeting minutes are very comprehensive.</p> <p><b>Strengths:</b> The large number of business and industry people are listed as members on the Occupational Advisory Councils.</p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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 assessed in both theoretical and practical skills using a variety of assessment methods and tools including written and hands-on testing. Group or individual tutoring is made available to students as needed. Custom training programs are designed to accommodate individualized instruction to provide the highest quality of training; tutorial services are made available to companies.</p> <p>The Electromechanical/Mechatronics Technology Program provides supplemental e-Learning activities linked directly to the lab training for home study or remediation. The Right Skills Now CNC Machining program (RSN) utilizes a supplemental online learning system to reinforce learning. Both programs report student activity and testing data electronically to the instructors' database. Students in these program must pass a Work Keys assessment prior to entering the program.</p> <p><u>D.a.3. Exhibits in binder:</u>            Work Keys assessment report            Sample EMMT e-Learning Report</p>

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	<p>HEO Competency Assessment RSN/CNC NIMS Credentials</p> <p><u>D.a.3 Exhibits on site:</u> Additional EMMT e-Learning Reports Forklift Training Assessments Behind The Wheel Guide CDL Third Party Examiners Report Additional RSN/CNC NIMS Credentials</p> <p><b>Comments:</b> Student interview reveals that the availability for remediation is offered to adult students CDL Third Party Examiner’s reports shows a exclusion of L meaning non-approved air brakes. Site interview with instructor revealed that the exclusion is removed once the student passes the Pennsylvania CDL Exam.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
4.	<p>Does the program design support the state-approved duty/task list and/or guidelines for the instructional program?</p> <p>LCTI PPVE programs are designed according to industry standards and prepare students to achieve national, state and industry certifications and/or licensure where applicable. The statewide program of study model may be used as a beginning point for developing industry-driven curriculum. OAC members and other subject matter experts contribute to overall program design to ensure relevant curriculum.</p> <p><u>D.a.4. Exhibits in binder:</u> Program Task Lists: Electromechanical/Mechatronics RSN/CNC Machining Logistics/Transportation CDL/HEO combination programs Diesel Truck Technician</p> <p><u>D.a.4. Exhibits on site:</u> Program Syllabi in D.a.2</p> <p><b>Comments:</b> Evidence shows comprehensive program task Lists in Electromechanical/Mechatronics, CNC Machining, Logistics/Transportation, CDL/HEO combination programs, and Diesel Truck Technician.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p>

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	<p><b>Non-Compliant:</b></p>
<p>5.</p>	<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>LCTI programs meet or exceed national, state and industry standards and provide adequate hours for students to master the content and competencies necessary for successful completion of the program and certification/licensure requirements. Program hours are comparable to similar programs within the state and neighboring service areas and have been approved by business and industry OAC members and all approving agencies.</p> <p>LCTI has made significant investments in equipment for all programs to support the curriculum and promote student-centered learning, including programs specific to PPVE. Sufficient equipment and supplies are available to accommodate class size. Students generally work with their own piece of lab equipment; however some labs are conducive to cooperative learning and students will share equipment with not more than one or two other students, as acceptable by educational and industry standards. Tutoring is available upon request.</p> <p>The CDL Class A (150 hours) and Class B (50 hours) programs offer 46 hours and 30 hours of one to one driving instruction respectively. The combination programs with CDL and Heavy Equipment Operations (HEO) follow the same hours and instructional practices. The CDL program is unique in this respect as students receive one hundred percent of the instructor’s attention during range and road instruction rather than sharing time with other students in the truck. In the HEO program, every student has his/her own piece of equipment, rotating through all of the various machines; students are not idle while waiting for equipment to become available. The blend of traditional classroom presentation and individualized practical experience is paramount to student success.</p> <p><u>D.a.5. Exhibits in binder:</u> List of Program Hours</p> <p><u>D.a.5. Exhibits on site:</u> Sample CDL Driving Schedule and HEO Training Schedule for combination programs</p> <p><b>Comments:</b> Sufficient equipment and supplies are available to accommodate class size.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<p>6.</p>	<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> <p>The curricular design of all programs is focused toward student-centered learning and achieving the</p>

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	<p>highest level of success possible for each individual. Ongoing assessment and evaluation provides students with both formal and informal feedback on their progress. Several programs utilize supplemental online learning systems that provide immediate results to students and also monitor student progress. Problem solving techniques and critical thinking skills are embedded in all curricula and are an essential component of all programs. These skills are emphasized throughout each program in preparation for the workforce. Specialized equipment in programs (specifically Electromechanical/Mechatronics Technology) enables instructors to provide the highest level of instruction in technical troubleshooting techniques to replicate real world situations, reinforcing both problem solving and communication skills. Cooperative peer learning is encouraged and instructors assign lab partners to maximize learning experiences.</p> <p>Customized training for companies often incorporates skill training with problem solving and critical thinking skills for continuing education and progression to higher level positions. Industry recognizes the importance of building their workforce from within their company; positive feedback from industry validates LCTI's approach to PPVE.</p> <p>D.a.6 Exhibits on site:  PDP task list  PDP booklets [Professional Development Program]</p> <p><b>Comments:</b> Evidence shows that individual instructors integrate the PDP materials into the program's curriculum. Skills USA PDP's are being used.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
7.	<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>Students receive a syllabus, an outline of program content and hours, expected outcomes, training calendar, and log ins for computer access (where applicable) to facilitate the learning process. Instructors are provided with sufficient resources to deliver program instruction in the most efficient and timely manner. The competency based curriculum allows students to progress at his/her own pace and to begin working on projects immediately upon arrival in the lab.</p> <p><u>D.a.7. Exhibits in binder:</u>  EMMT syllabus  EMMT program outline  EMMT task check-off list  EMMT learning guide</p> <p><u>D.a.7. Exhibits on site:</u>  Additional syllabi in D.a.2  Additional task lists in D.a.4  RSN/CNC Precision Machine program outline</p>

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	<p>EMMT Learning Activity Packet</p> <p><b>Comments:</b> Planning and delivery systems are in place in the syllabus, program outline, task check-off list and learning guides.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
8.	<p>Are the courses, as well as the faculty, harmoniously integrated with other instructional programs and/or subject areas?</p> <p>Both courses and faculty are well integrated with each other. Some secondary instructors also teach PPVE courses which allows the seamless integration of program resources. Adult education instructors have developed harmonious relationships with secondary faculty, coordinating the use of instructional resources. Many PPVE programs operate in separate labs from secondary programs.</p> <p>The LCTI facility is designed by cluster with each wing housing related programs; wings are color-coded by cluster. This design allows for the easy integration of programs. Electromechanical/Mechatronics Technology has two separate labs – one for secondary students and the Center for Advanced Manufacturing (AMC) houses the adult and industry training labs. These labs work together to maximize learning opportunities for all students. The AMC is easily accessible to students and industry through a separate entrance.</p> <p>There is easy access to the manufacturing labs – precision machine, welding, HVAC directly from parking lot #1.</p> <p>The CDL and HEO programs and the Workforce Education Coordinator’s office are located in the Adult Learning Center just behind the Distribution and Transportation Centers and adjacent to the CDL driving range and the HEO training area, providing easy access to the training facilities. CDL, HEO and Logistics/Forklift are each offered independently and as combination programs. Faculty members coordinate and collaborate to ensure seamless scheduling for students.</p> <p>Programs also share resources. Examples include: Precision Machine and Electromechanical/Mechatronics (EMMT) each have Fanuc robots in their respective labs and also share them as needed. EMMT and HVAC share electrical trainers as needed for customized training and to accommodate class size; EMMT secondary and adult education labs share resources when needed.</p> <p><u>D.a.8. Exhibits in binder:</u> LCTI Visitor Map</p> <p><u>D.a.8. Exhibits on site:</u> <u>Facility Tour shows that Lock Out/Tag Out Procedures are in place.</u></p> <p><b>Comments:</b> The site is be commended for participating in a cooperative partnership which provides</p>

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	<p>needed OSHA Training with the goal to reduce the number of injuries within the warehousing and logistics industry.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
9.	<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>LCTI's business and industry partners are an integral part of instructional practices. Guest speakers provide a real world perspective to students and recruiters visit classes to present employment opportunities. Industry representatives often conduct initial employment interviews with students and the trucking industry provides pre-hire opportunities to students. Industry partners also may assist with filling open instructional positions.</p> <p>During industry training, the integration of adult learners and incumbent workers provides an unparalleled opportunity for interaction and connection to the workplace. Supervisory personnel from companies often observe classes and have an opportunity to interact with all students.</p> <p>LCTI is affiliated with many industry partners and maintains membership in many organizations. The LCTI-OSHA Warehousing Logistics and Material Handling Safety Partnership provides an unprecedented connection to the industry and a conduit to reinforce safety practices.</p> <p>A list of industry partners and organizations is provided.</p> <p><u>D.a.9. Exhibits in binder:</u>  List of membership organizations  LCTI-OSHA Warehousing Logistics and Material Handling Safety Partnership  CDL Recruiter Schedule</p> <p><b>Comments:</b> LCTI's business and industry partners are an integral part of instructional practices.</p> <p><b>Strengths:</b> Interviews with Bracalente Manufacturing representatives revealed that LCTI's commitment in bringing the Local Advisory Council together is a valuable asset to the LV Industry Partnership.</p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
10.	<p>Does the institution incorporate current and new technology in the design and delivery of its programs in a timely manner?</p> <p>LCTI is responsive to the business and industry community and is a leader in cutting edge technology. All programs are required to maintain an equipment plan that must be approved the OAC to ensure</p>

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	<p>equipment and lab supplies are up to date. LCTI has made significant investments in all programs and in particular in the manufacturing programs. The Electromechanical/ Mechatronics Technology program utilizes Amatrol equipment and supports secondary and postsecondary labs independent of each other at LCTI, at B Braun Medical, Samuel Adams Pennsylvania Brewery in Allentown and other industry sites to accommodate the specific training needs of the company. The Precision Machine Technology program is a Hass Technical Education Center.</p> <p>The Heavy Equipment Operations program has an equipment fleet of 24 pieces of the various manufacturers and styles of heavy equipment.</p> <p>The Material Handling/Logistics, Logistics/Transportation and the short-term Logistics/Forklift Safety programs are operated in the 17,000 sq. ft. Distribution Center and the Transportation Center. The programs function as part of the Lehigh County Schools Joint Purchasing Board, operated by LCTI. LCTI's Distribution and Transportation Centers incorporate the latest technology available in the industry, including RFID hand-held scanners, UPS Connect Ship and a state-of-the-art Doron Truck Driving Simulator.</p> <p>Two Fanuc Robots have been added to the Precision Machine and Electromechanical/Mechatronics programs in 2013-14; Precision Machine purchased an Wire EDM machine in 2013-14; Heavy Equipment purchased a new 2013 Mack truck, 2012 low boy trailer, 2012 skid-steer compact loader. A complete list of annual equipment purchases is available by year in the Annual Reports, Section L.</p> <p><u>D.a.10. Exhibits in binder:</u> Equipment lists</p> <p><u>D.a.10. Exhibits on site:</u> Facility and equipment tour</p> <p><b>Comments:</b> Equipment verified on site: Two Fanuc Robots have been added to the Precision Machine and Electromechanical/Mechatronics programs in 2013-14; Precision Machine purchased a Wire EDM machine in 2013-14; Heavy Equipment purchased a new 2013 Mack truck, 2012 low boy trailer, 2012 skid-steer compact loader.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>b.</b>	<b>Provides opportunities for work-site learning:</b>
1.	<p>Does each student have the opportunity to participate in work-site learning when appropriate to the program?</p> <p>Work-based learning experiences are considered valuable to the overall education process and are available to adult students when appropriate to the program and individual needs. The School-to-Career office, under the supervision of the Director of Postsecondary &amp; Workforce Education, provides cooperative education services to secondary and adult students. Adult students may elect to participate in co-op, however most choose to remain in the lab and pursue employment upon completion of the</p>

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	<p>program.</p> <p>HEO students and intergenerational students in construction related labs participate in site work on the LCTI house project and other live work projects at LCTI. The HEO students also gain real world experience in various community projects including load/securement and delivery of equipment to work sites. Community organizations may request services through the office of the Director of Postsecondary &amp; Workforce Education. Projects are accepted based on the relevance to learning, availability of the class and time requirements.</p> <p>RSN/CNC Precision Machine and EMMT students participate in paid internships as part of the instructional program.</p> <p><u>D.b.1. Exhibits in binder:</u>          Adult &amp; Workforce Education Internship Responsibilities          2012-13 and 2013-14 Internship Lists          Heavy Equipment Operations Project List</p> <p><b>Comments:</b> Internship Training Agreements were viewed for students in the Precision Machining and EMMT programs. Objectives clearly stated, form completed in full and signed.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>PPVE students participate in internships and/or cooperative education programs. Training agreements/plans, attendance and evaluation forms have been developed for adult students to ensure standards are met for work-based learning. Certified co-op coordinators visit work sites to ensure the environment is safe and relevant for student learning. Coordinators meet with supervisors/ mentors to discuss training plans, student evaluations and attendance. In many cases, instructors visit the work sites with the coordinators.</p> <p>Community-based projects that will involve student participation require written custom training proposals to define the exact nature of the work, time frame for completion and equipment requirements.</p> <p><u>D.b.2. Exhibits in binder:</u>          JOC Policy No. 118 Capstone Cooperative Education          Cooperative Education Procedural Guidelines No. 200-14          Sample Training Station Evaluation Form          Sample Adult Workforce Education Training Agreement/Plan - RSN and EMMT</p> <p><u>D.b.2 Exhibits on site:</u>          Additional Adult Workforce Education Training Agreement/Plan - RSN and EMMT</p>



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	<p><b>Comments:</b> PPVE students participate in internships and/or cooperative education programs. Training agreements/plans, attendance and evaluation forms have been developed for adult students to ensure standards are met for work-based learning.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>All LCTI programs are competency-based and the curriculum is developed with a task competency list according to approved job titles. Curriculum is validated, approved and reviewed annually by the OAC. Training plans are developed for work-based learning based on the approved curriculum and are updated as the student progresses through the work environment.</p> <p><u>D.b.3. Exhibits in binder:</u> Refer to D.b.2</p> <p><u>D.b.3. Exhibits on site:</u> Refer to D.b.2</p> <p><b>Comments:</b> Curriculum is validated, approved and reviewed annually by the OAC. Training plans are developed for work-based learning based on the approved curriculum and are updated as the student progresses through the work environment.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Both program instructors and certified school-to-career coordinators monitor all cooperative education students at the work sites. Employers are required to complete an evaluation form on a monthly basis to assess and document student performance at the workplace. Attendance is tracked on the work site attendance form and verified by the employer. Instructors receive copies of employer evaluations. Adult students working at the LCTI house project are monitored and supervised by instructional staff.</p> <p><u>D.b.4. Exhibits in binder:</u> Sample Adult Workforce Education Attendance &amp; Evaluation Forms - RSN and EMMT Sample Work Site Report</p>

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	<p><u>D.b.4. Exhibits on site:</u> Additional Adult Workforce Education Attendance &amp; Evaluation Forms - RSN and EMMT</p> <p><b>Comments:</b> Employers are required to complete an evaluation form on a monthly basis to assess and document student performance at the workplace. Attendance is tracked on the work site attendance form and verified by the employer. Instructors receive copies of employer evaluations.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>c.</b>	<b>Uses methods for monitoring and tracking student learning:</b>
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>All LCTI programs are competency-based and the curriculum is developed with a task competency list according to approved job titles. Student progress is tracked in various ways, including electronically through online learning systems, traditional test grades, task lists and level of competency. Instructors utilize a combination of theoretical/written and project-based practical hands on assessments. Upon completion of a program, students receive a completed task list, a certificate of completion and any certifications earned during the program.</p> <p>Intergenerational (Day Slot) students complete a career objective form after consultation with the instructor. The career objective form correlates to the task grid defining job titles and required tasks. Intergenerational students are scheduled for the NOCTI end of program test approved for the program. Precision Machine students complete the NIMS credentials.</p> <p><u>D.c.1. Exhibits in binder:</u> Diesel Truck Technician Task Grid, Task Check-off List, Syllabus</p> <p><u>D.c.1. Exhibits on site:</u> Additional Task Grids and Task Check-off Lists Career Objective Forms Sample Electromechanical/Mechatronics Assessment Sample Precision Machine Assessment CDL Transcripts Student Certificates of Completion</p> <p><b>Comments:</b> Task Check-off Lists are very detailed.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>

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2.	<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>Students are informed of competency-based instructional practices and grading policies upon enrolling in a program; a course syllabus is provided. Students receive verbal and written feedback from instructors; test grades, skill assessments and a task check-off list tracks progress through the program. Students receive a completed task list at the conclusion of the program to document all competencies satisfactorily completed. PPVE students receive certificates of completion for courses/programs.</p> <p><u>D.c.2. Exhibits in binder:</u> LCTI Grading Policy Syllabus Progress Report</p> <p><u>D.c.2. Exhibits on site:</u> Additional Syllabi</p> <p><b>Comments:</b> Student interview revealed that students are informed of competency-based instructional practices and grading policies upon enrolling in a program; a course syllabus is provided. Students receive verbal and written feedback from instructors; test grades, skill assessments.</p> <p>Attendance policies are also included with the evaluation and grading. Students receive a participation grade which reflects their attitude, work ethic, and contribution to class discussions and projects.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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 quizzes, tests and/or projects; practical hands-on assessment grading is based on ability to complete common workplace tasks defined on the competency task list. LCTI Learning Guides define task, objective, procedure, assignments and assessment for each competency. Competency task lists document student progress through the curriculum.</p> <p>Curriculum and assessment in the Electromechanical/Mechatronics Technology program follow the Amatrol Learning Activity Packets (LAPs) that correlate to specific equipment. The LAPs serve as a learning guide for a blended learning approach combining instructor-led theory, computer-based virtual learning and hands on practice on actual equipment physically located adjacent to and integrated with the computer.</p> <p><u>D.c.3. Exhibits in binder:</u></p>

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	<p>Sample Learning Guide</p> <p><u>D.c.3. Exhibits on site:</u>            Additional Learning Guides            EMMT Amatrol LAP            Amatrol e-Learning Reports</p> <p><b>Comments:</b> LCTI Learning Guides define tasks, objectives, procedures, assignments and assessments for each competency.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Students participating in work-based/cooperative education receive formal evaluations from their employer on a monthly basis. Instructors receive a copy of the evaluation to incorporate with classroom and lab grades. Cooperative Education Procedural Guidelines define the integration of employer evaluations with classroom and lab grades.</p> <p><u>D.c.4. Exhibits in binder:</u>            Cooperative Education Procedural Guidelines No. 200-14 – grading highlighted            Cooperative Education Evaluation Form</p> <p><b>Comments:</b> Completed Cooperative Education Evaluation Form reviewed by the team. Continue to give feedback to the students when the Cooperative Education Evaluation Form is completed.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
5.	<p>Are students effectively assessed using oral, written and other performance methods?</p> <p>Instructors use oral, written and practical performance assessments to evaluate student learning, progress through the curriculum and retention of knowledge. Verbal feedback is ongoing in the classroom and lab setting. Written evaluations include quizzes, tests and projects. Satisfactory completion of tasks is documented on the competency task list.</p> <p><u>D.c.5. Exhibits in binder:</u>            Sample Learning Guide Assessments</p> <p><u>D.c.5. Exhibits on site:</u>            Additional Learning Guide Assessments</p>

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	<p><b>Comments:</b> Compliance shown by review of the sample written evaluations and satisfactory completion of tasks is documented on the competency task list were viewed by the team The sample learning guides by Program area reviewed include: Materials Handling, Diesel, and EMMT.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>d.</b>	<b>Maintains processes for providing student support:</b>
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>LCTI curriculum includes a course description, a task grid aligning tasks to job titles, clearly defining the competencies required for employment in those occupations. All curricula is approved by and reviewed annually by the OAC to ensure current relevance to the workplace. Learning Guides define the task, objective, procedure, assignments and assessment for each competency. The Training Coordinator, Workforce Education Coordinator and instructional staff inform students of the course requirements, expectations and job requirements during the enrollment process and details of the program are reviewed by the instructor during the first days of class. Marketing materials describe program information.</p> <p><u>D.d.1. Exhibits in binder:</u> Precision Machine Program Information Sheet Precision Machine Syllabus</p> <p><u>D.d.1. Exhibits on site:</u> Additional Program Information Sheets Additional Syllabi (refer to D.c.2)</p> <p><b>Comments:</b> Precision Machine Program Information Sheet acknowledges the importance of the National Career Readiness Certificate. The LCTI-Skills Right Now Manufacturing Certificate is also awarded to students meeting the certificate criteria.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI Adult Workforce Education Department abides by the school’s Joint Operating Committee approved policy on non-discrimination to offer equal educational opportunities to all applicants. All programs are represented in recruiting materials and on the LCTI website. The LCTI nondiscrimination statement appears on all media material. All inquiries are provided with the same information and all</p>

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	<p>students are enrolled in the same manner. Non-traditional students are welcome and encouraged to enroll in his/her program of choice. Admission practices reflect disclosure, discussion and full awareness of both program and job requirements. Instructors are sensitive to and maintain awareness of non-bias instructional practices.</p> <p><u>D.d.2. Exhibits in binder:</u> JOC Policy No. 103 Nondiscrimination in School and Classroom Practices</p> <p><u>D.d.2. Exhibits on site:</u> Sample Marketing Materials</p> <p><b>Comments:</b> Samples provided show that the non-discrimination policy statement appears on media material examined by the team.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI publishes all policies regarding student enrollment and completion in recruiting materials distributed to the public. Admission applications and information is also available at <a href="http://www.lcti.org/go">www.lcti.org/go</a>. Students have the option to enroll online. During an admission interview, students are informed of prerequisites, expectations for completion, certifications/licenses available and all school policies, rules and regulations. Adult students attending LCTI programs during regular day hours are required to display an LCTI ID badge at all times while on the premises. Badges must be returned to the Adult Workforce Education office upon completion of the program.</p> <p><u>D.d.3. Exhibits binder:</u> JOC Policy No. 201 Admission policy JOC Policy No. 125 Adult Workforce Education policy Registration Form Screen Shot – online registration Intergenerational (Day Slot) Application</p> <p><u>D.d.3. Exhibits on site:</u> Adult Workforce Education Catalog (refer to A.a.3) Marketing Materials (refer to D.d.2)</p> <p><b>Comments:</b> Admissions policies and guidelines clearly stated, published, and made available to all Pennsylvania Public Postsecondary Vocational Education students prior to enrollment.</p>

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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> On the website, list the admissions requirements for each program separate from the program description.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Good suggestion from an outsider’s perspective - this will be done.</p>
4.	<p>Where applicable, are enrollment and class sizes in compliance with state standards?</p> <p>Class size is determined by the lab size, availability of equipment and teaching staff. Additional part time instructors are employed to maintain the appropriate ratio in specific programs. Examples:</p> <ul style="list-style-type: none"> <li>• Electromechanical/Mechatronics Technology - 20+ students at varying levels, including incumbent workers</li> <li>• Right Skills Now CNC/Precision Machine - 15 students</li> <li>• CDL - 16 students classroom instruction; one to one driver training schedule provides individualized instruction regardless of initial class size</li> <li>• Heavy Equipment Operations - 10 to 12 students with a 1 to 5 instructor to student ratio during the field training</li> <li>• Logistics &amp; Forklift Safety - 10 students</li> </ul> <p>Intergenerational class size is dictated by the reasonable accommodations of the individual lab. Typically LCTI enrolls 25 students per teacher; however this number may vary based on lab size, equipment, levels of students and the number of cooperative education students. Upon request to enroll an intergenerational student (day slot), the Adult Workforce Education clerical staff checks real time numbers in labs through the Skyward system. The Director of Postsecondary &amp; Workforce Education consults with the CTE program supervisor before approving admittance into an intergenerational program.</p> <p><u>D.d.4. Exhibits in binder:</u> Operational Procedure 200-25 Day Slot Enrollment</p> <p><u>D.d.4. Exhibits on site:</u> Class rosters</p> <p><b>Comments:</b> Compliance is met. Class size is appropriate per program.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
5.	Does the institution inform students of the cost of the program and of any required equipment and

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	<p>supplies?</p> <p>Current tuition, application and lab fees and any other ancillary costs for specific programs are published and distributed to all interested persons. Information is mailed to prospective students and is also available online at <a href="http://www.lcti.org/go">www.lcti.org/go</a>. All funding agencies are provided with current costs. Costs are published on the CWDS/PA CareerLink Training Provider System, NJ Workforce System, Veterans Administration, OVR, and any other funding sources.</p> <p><u>D.d.5. Exhibits in binder:</u>          Sample Program Information Sheet          Course Offerings List          Sample CWDS – Electromechanical/ Mechatronics Technology Program</p> <p><u>D.d.5. Exhibits on site:</u>          Additional Program Information Sheets (refer to D.d.1)</p> <p><b>Comments:</b> Institution informs students of the cost of the program and of any required equipment and supplies.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
6.	<p>If financial aid is available, is information about it provided to each individual?</p> <p>LCTI does not process federal financial aid but is beginning the process to offer Title IV funding for eligible programs. LCTI provides all students with information on resources for financing tuition, including PA CareerLink, Veterans Administration, OVR, specific grant opportunities and private student loans through lending institutions. LCTI has an office located at the PA CareerLink Lehigh Valley and staffs it nearly 100% of the time each week. The office at CareerLink has been very valuable to reach prospective students.</p> <p>LCTI accepts all major credit cards. Payment plans may be set up for individuals. The Adult Workforce Education department bills intergenerational students (Day Slot) on a quarterly basis. Funding and payment options are published with tuition costs on all media material.</p> <p><u>D.d.6. Exhibits in binder:</u>          2013-14 Method of Tuition Report</p> <p><u>D.d.6. Exhibits in on site:</u>          Additional Method of Tuition Reports located in Annual Reports, Tab E</p> <p><b>Comments:</b> 2013-14 Method of Tuition Report by Category shows: loans, TAA, OVR, Career Link, WX, Self-pay, Self GED- pay, and other methods of tuition method payments.</p>



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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Instructional staff and school-to-career coordinators are available to assist students in securing employment. The Training Coordinator, Workforce Education Coordinator and instructors maintain contacts with companies and staffing agencies who may hire graduates. Many companies recruit directly from labs by visiting the school or by email or phone contact with coordinators and instructors. PA CareerLink Lehigh Valley emails job postings daily. Other job postings received through the Adult Workforce Education office are distributed by email to appropriate labs for instructors to print and post for students. The LCTI office at PA CareerLink Lehigh Valley is also a valuable resource for employment opportunities and the CareerLink sponsors many job and training fairs.</p> <p><u>D.d.7. Exhibits in binder:</u>  Sample job postings  Sample CareerLink Job Fair Flyers</p> <p><u>D.d.7. Exhibits on site:</u>  Additional job postings  Additional CareerLink Job Fair Flyers</p> <p><b>Comments:</b> Compliance is shown in this area; job fairs and employers contact LCTI with job opening information. LCTI instructors maintain contacts with companies and staffing agencies who may hire graduates, confirmed by student interview.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>e.</b>	<b>Credit Hour Policies</b>
1.	<p>How does the institution define a credit hour based on the credit/hour conversion?</p> <p>Courses within a program have classroom/theory hours and lab hours differentiated. The conversion from clock to credit hours is based on the Pennsylvania State Board of Vocational Education (SBVE) model. Credit hours are calculated at the rate of one credit for every 10 hours classroom/theory hours and one credit hour for every 20 lab hours.</p> <p><u>D.e.1. Exhibits in binder:</u>  Clock-Credit Hour Charts</p>

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	<p><b>Comments:</b> Meets Compliance, reference Clock-Credit Hour Charts</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Instructors and administrative staff use several resources to estimate the amount of theory and lab work necessary to equate to a credit hour. Some textbooks and lab exercises estimate the time needed for lessons; additionally, instructors rely on experience in the workplace and in the educational setting to determine time on task. Subject matter experts and OAC members contribute to curricular dialog, planning and outcomes. Competency-based instruction verifies student learning by measurable outcomes.</p> <p><u>D.e.2. Exhibits in binder:</u> Clock-Credit Hour Charts (refer to D.e.1)</p> <p><b>Comments:</b> Outlined under the course tiles, reference: Clock-Credit Hour Charts</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>How does the institution separate the number of hours for direct instruction, lab, and out-of-class work?</p> <p>Programs are comprised of courses which are essentially competency-based. Each course is differentiated by classroom/theory and lab hours. Instructor-led theory lessons are based on the time needed to effectively convey the material to students. Lab hours are comprised of a series of tasks or projects to be completed and they generally have a quantifiable time frame to each task. Out-of-class work accounts for a smaller portion of time and varies by program. Some programs have e-Learning components that track student time online.</p> <p><u>D.e.3. Exhibits in binder:</u> Clock-Credit Hour Charts (refer to D.e.1)</p> <p><b>Comments:</b> Outlined under the course tiles, reference: Clock-Credit Hour Charts</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>

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### 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.

<b>a.</b>	<b>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:</b>
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>Individual program budgets are developed annually as a management tool and for future planning. The Adult Workforce Education department operates under a separate budget from the secondary budget. A fund balance is maintained for equipment purchases and projects. The Director of Postsecondary &amp; Workforce Education approves purchases of equipment, materials and supplies and is responsible for the bid process when applicable to the department. The Director of Postsecondary &amp; Workforce Education works cooperatively with the Director of Career &amp; Technical Education to plan equipment purchases to maximize grant funding opportunities and ensure money is being spent that will benefit both the secondary and adult education needs.</p> <p>LCTI provides students with access to the highest quality lab facilities and equipment to meet the demands of business and industry. All programs are equipped with the latest state of the art equipment and instructors maintain an equipment plan approved by the OAC to ensure the most recent technology is available to students.</p> <p><u>E.a.1. Exhibits in binder:</u> Executive summary – Adult Workforce Education Budget 2013-14, 2014-15 Sample Equipment Plan</p> <p><u>E.a.1. Exhibits on site:</u> Adult Workforce Education Budget Additional Equipment Plans</p> <p><b>Comments:</b> Meets the requirements 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</p> <p><b>Strengths:</b></p>

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	<p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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).            Equipment, tools, materials and supplies meet the curricular instructional needs for competency based instruction. The OAC advises instructional staff on the current trends in industry to ensure labs and equipment meet or exceed industry standards. Sufficient funds are available and instructors have the autonomy to purchase materials and consumable supplies as needed throughout the year.</p> <p><u>E.a.2. Exhibits in binder:</u>            Electromechanical/Mechatronics Equipment List            Precision Machine Equipment List            HEO Equipment List            e-Learning Requisition</p> <p><u>E.a.2. Exhibits on site:</u>            Additional Program Equipment Lists</p> <p><b>Comments:</b> OAC minutes approving equipment are presented.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>Are the quality and quantity of training stations appropriate for the number of students being served?</p> <p>LCTI ensures enrollment does not exceed the number of training stations available. Adult programs maintain the appropriate ratio of student to equipment. In the array of manufacturing and energy programs, students generally have their own equipment/training station; occasionally an acceptable 2:1 ratio must be utilized. The HEO program has 24 pieces of heavy equipment and students always operate their own equipment; CDL offers one to one driver training.</p> <p><u>E.a.3. Exhibits in binder:</u>            Electromechanical/Mechatronics Technology Equipment List in E.a.2            Precision Machine Equipment List in E.a.2            HEO Equipment List in E.a.2</p> <p><u>E.a.3. Exhibits on site:</u>            Tour of labs</p> <p><b>Comments:</b> Tour of labs and discussions with instructors validate that class size not an issue in the enrollment exceeding the number of training stations available</p>

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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>All programs maintain an equipment plan that is discussed with and approved by the OAC to ensure up-to-date training resources and facilities. JOC Policy No. 706.1 Disposal/Sale Of Surplus Materials, Equipment, Tools And Vehicles and Operational Procedure 600-11 define LCTI's policy and procedure for disposal of equipment. Instructors discuss the disposition of specific equipment with their immediate supervisor or the Director of Postsecondary &amp; Workforce Education and complete Form#110 Asset Inventory Tracking to generate the movement or disposal of equipment. Form#110 is fillable online and emailed through the chain of approvals to ensure accurate asset tracking. The Surplus Auction is held annually in July to dispose of obsolete equipment.</p> <p><u>E.a.4. Exhibits in binder:</u>          JOC Policy No. 706.1 Disposal/Sale Of Surplus Materials, Equipment, Tools &amp; Vehicles          Operational Procedure 600-11 Customer Property          Form#110 Asset Inventory Tracking</p> <p><u>E.a.4. Exhibits on site:</u>          Surplus Auction List</p> <p><b>Comments:</b> Meets requirement, JOC Policy No. 706.1 Disposal/Sale Of Surplus Materials, Equipment, Tools And Vehicles and Operational Procedure 600-11 define LCTI's policy and procedure for disposal of equipment. a reminder that the OAC meeting minutes should reflect the equipment items that would need replaced.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI's purchasing process is described in JOC Policy No. 610, 611, 612, 613 and Operational Procedures 400-3 Procurement Procedures and 400-13 Order Instructional Materials &amp; Equipment, Flowcharts #C-07 and #C-15. Instructors and support staff submit requisitions through LCTI's eSchool Mall Purchasing System. The requisition is directed to the appropriate approver (administrator) for approval. Secondary instructors who also teach adult education programs have the option to choose the Director of Postsecondary &amp; Workforce Education as the approver. When a requisition is entered, an email is automatically generated notifying the administrator of requisitions to approve and a link is provided directly to the website and can be accessed from any remote site. Upon administrative approval, the requisition is forwarded to the business office for processing. Requisitions are typically</p>

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	<p>processed immediately upon receipt. Confirming purchase orders are generated when an item is needed immediately or purchased with a school credit card.</p> <p>The state established guidelines for securing bids are followed for larger purchases requiring items to be bid.</p> <p><u>E.a.5. Exhibits in binder:</u>          Flowchart #C-07 eSchool Mall Purchasing Process          Flowchart #C-15 LCTI Purchasing Process          Sample email notification          Sample requisition          JOC Bid Deadlines</p> <p><u>E.a.5. Exhibits on site:</u>          JOC Policy No. 610 Purchases Subject to Bid          JOC Policy No. 611 Purchases Budgeted          JOC Policy No. 612 Purchases Not Budgeted          JOC Policy No. 613 Cooperative Purchasing          Operational Procedure 400-3 Procurement Procedures          Operational Procedure 400-13 Order Instructional Materials &amp; Equipment</p> <p><b>Comments:</b> LCTI's purchasing process is in place. An example purchase was viewed at the site for purchasing CDL supplies which showed the purchasing process.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>All curricula include both general safety practices and safety procedures specific to the occupation, lab and equipment. Instructors are responsible to routinely inspect equipment to ensure its safe operation to protect the well-being of students and staff. New equipment purchases are discussed with program supervisors, the IT supervisor and the facility engineer to ensure proper installation.</p> <p>LCTI has established an exemplary Alliance with OSHA to develop safety programs that benefit both students and employees. The LCTI Safety Advisory Council is part of the LCTI Comprehensive Safe School Plan and is comprised of an OSHA Compliance Officer, business/industry safety representatives and LCTI staff. The Council meets five times per year and conducts unannounced safety walk-through inspections in labs. Staff is notified in advance on the FYI of the date of a safety walk-through but specific labs are not announced. The labs to be inspected are chosen by the Council on the day of the meeting. Any safety violation is noted and addressed immediately by the instructor and/or administration.</p> <p><u>E.a.6. Exhibits in binder:</u></p>

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	<p>OSHA Alliance            Safety Advisory Council Meeting Schedule            Flowchart #C-16 Safety Organizational Chart            Flowchart # C-19 Safety Recommendation            Form#C-21 Safety Checklist Procedure</p> <p><u>E.a.6. Exhibits on site:</u>            LCTI Comprehensive Safe School Plan            Forms #013-42 and 013-47 Instructor Bi-Monthly Safety Inspection            Form #013A Workplace Safety Inspection            Safety Advisory Council Report            Safety Advisory Council Inspection Summary            Flowchart #C-10 LCTI Lock-Out/Tag-Out</p> <p><b>Comments:</b> The Safety Advisory Council meets four times a year and this is commendable. Safety Advisory Committee is comprised of OSHA Compliance Officer, business/industry safety representatives and LCTI staff. The LCTI Safety Advisory Council is part of the LCTI Comprehensive Safe School Plan. The Council meets five times per year and conducts unannounced safety walk-through inspections in labs. Staff is notified in advance on the FYI of the date of a safety walk-through but specific labs are not announced. The labs to be inspected are chosen by the Council on the day of the meeting. Any safety violation is noted and addressed immediately by the instructor and/or administration. The site has a comprehensive inspection Safety Advisory Council Inspection Summary Report.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<p><b>b.</b></p>	<p><b>Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:</b></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>LCTI facilities meet ADA regulations, educational requirements and building code requirements. Instructors have sufficient classroom and lab space to facilitate sound instructional practices. Adequate storage is available in all labs.            All facilities and labs have been approved by OAC members and are designed with adequate utilities, data lines and other necessary technology to accommodate instructional equipment and software. Manufacturer recommendations are followed for the installation of equipment to ensure safe working conditions.</p> <p><u>E.b.1. Exhibits on site:</u>            Facility Tour            PDE Accessibility Compliance Checklist            Civil Rights Compliance Letter</p> <p><b>Comments:</b> The site is ADA compliant. Adequate storage is available in all labs. Clutter is at a</p>

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	<p>minimum, this upon the recommendation of the Safety Committee.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>LCTI labs, classrooms and office provide adequate restrooms and storage in all labs and offices and meet all building and ADA requirements. Separate storage areas exist throughout the buildings for long term storage of records. The Adult Workforce Education department utilizes a storage room on the second floor above the offices for long term records storage.</p> <p><u>E.b.2. Exhibits on site:</u> PDE Accessibility Compliance Checklist in E.b.1 on site</p> <p><b>Comments:</b> LCTI labs, classrooms and office provide adequate restrooms and storage in all labs and offices and meet all building and ADA requirements.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> In the precision machining program an Emergency Exit Route Map need to be posted. Instructor does have a map but the map is included inside the Red LCTI Emergency Procedures manual.</p> <p>MDSs (MSDS) binders should be maintained along with electronic access to the MDS information.</p> <p>Are the safety glasses approved by American National Standards Institute (ANSI) for use in the program areas. Safety Glasses seen on the tour did not have side shields, which could be recommended.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Labs were checked for Emergency Exit Route Maps within one week of the on-site visit and new maps were posted as needed.</p> <p>LCTI has been using the electronic format for MSDS for several years and the system has proven itself to be easier to access and more up to date than hard copy.</p> <p>Safety glasses are ANSI approved and are purchased in bulk. Instructors order them as needed from our Distribution Center through our e-School Mall system.</p>
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>



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	<p>The facility is in full compliance with all ADA requirements and has passed all code inspections as required by law. Students are provided with separate facilities for changing into lab uniforms when necessary; the fitness center has separate locker rooms and showers for male and female students and staff and each is comparably equipped.</p> <p><u>E.b.3. Exhibits on site:</u>  PDE Accessibility Compliance Checklist in E.b.1 on site  Facility Checklist for Civil Rights Renewal in E.b.1 on site</p> <p><b>Comments:</b> PDE Accessibility Compliance Checklist provided by site has a 2008-09 date. New structures have been erected since 2009. Suggest a new PDE Accessibility Compliance review be conducted on the new structures.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
4.	<p>Does the institution ensure that physical facilities are adequately maintained as required for providing safe and quality instruction?</p> <p>The facility engineer is responsible for the maintenance of the facility and grounds. Sufficient staff is employed to cover three shifts of maintenance and custodial care. The Director of Postsecondary &amp; Workforce Education and/or the coordinators provide evening/weekend schedules to the facility engineer to ensure sufficient coverage and inclement weather maintenance. An online system, FS Direct/School Dude is used by all staff for scheduling rooms. All requests are forwarded to the facility engineer's office and to the IT supervisor to ensure proper preparation for the event.</p> <p><u>E.b.4. Exhibits in binder:</u>  Custodial Zones  Custodial/Maintenance Personnel  FS/School Dude Direct Home Page</p> <p><u>E.b.4. Exhibits on site:</u>  Custodial Service Standards Manual (refer to C.a.2 on site)</p> <p><b>Comments:</b> LCTI Lock-Out/Tag-Out procedures are in place. The custodial staff is to be commended for maintaining the fine condition of the facility and program areas.</p> <p><b>Strengths:</b> Custodial Service Standards Manual is to be commended for the fine level of details contained within each maintenance procedure.</p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>

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### Category F – Organizational Performance Results:

#### The Standard

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

No	Quality Results
<b>a.</b>	<b>Student learning and satisfaction results:</b>
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>Student data is compiled and stored in the Adult Workforce Education office. The data is used for program approval, PIMS submission and for internal analysis and evaluation of program delivery and success. Student demographics, enrollment, completion and licensure/certification are reported to the PA Department of Education through annual PIMS data submission. The Commonwealth Workforce Development System (CWDS)/PA Training Provider List for CareerLink approval requires data on student enrollment, completion, licensure/certification, employment and retention.</p> <p>Industry training is tracked through pre- and post-assessments to validate training and upskilling for incumbent workers.</p> <p><u>F.a.1. Exhibits in binder:</u> 2013-14 Student Data Report Sample CWDS/PA Training Provider List data</p> <p><u>F.a.1. Exhibits on site:</u> Additional Student Data Reports available in Annual Reports, Section C Additional CWDS/PA Training Provider List data</p> <p><b>Comments:</b> Items listed are provided and show data on the number of students, completion rates, industry certifications earned, and overall student progress throughout programs.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></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>Attendance expectations are discussed with students upon enrollment in programs. The Training Coordinator and/or the Workforce Education Coordinator discuss requirements for successful program completion. If a student indicates that he/she may drop out, a lead instructor and/or one of the above staff members counsel the student. Referrals to the Director of Postsecondary &amp; Workforce Education are made for additional counseling if necessary.</p>

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	<p><u>F.a.2. Exhibits in binder:</u>  Student Completion Report  Student Drop Report</p> <p><u>F.a.2. Exhibits on site:</u>  Student Data Reports in F.a.1  CWDS/PA Training Provider List data in F.a.1</p> <p><b>Comments:</b> Items listed are provided and show data on the number of students, completion, industry certifications earned, and overall student progress through programs. Completer non-completer reports aggregate data from 2011 to 2014.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Consider compiling anecdotal notes to track common dropout issues.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Reasons for dropping out are currently noted in the student file and in the student management system, Aceware Student Manager.</p>
3.	<p>What is the institution's current information on the number of diplomas, certificates, degrees, etc. issued to students?</p> <p>Data on student completion and licensure/certification is compiled and stored in the Adult Workforce Education office. This data is required by PIMS for subsidy reporting and by the CWDS/PA Training Provider System for program approval. Student licensure information for the CDL Tractor Trailer Driving Program, PA Vehicle Safety Inspection and PA Emissions Certification is also reported to the Pennsylvania Department of Transportation.</p> <p><u>F.a.3. Exhibits in binder:</u>  Student Completion Report in F.a.2  Sample CDL Licensure Report</p> <p><u>F.a.3. Exhibits on site:</u>  Student Data Report in F.a.1  Additional CDL Licensure Report</p> <p><b>Comments:</b> Items listed are provided and show data on the number of students, completion, industry certifications earned, and overall student progress through programs. Of the programs under accreditation review, all possible number of diplomas, certificates, degrees, etc. is evident.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p>

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	<b>Non-Compliant:</b>
4.	<p>What is the institution’s current information on awards or recognition of special student achievement?</p> <p>Programs are designed as career focused training leading to employment and support industry-specific training, aligning to LCTI’s commitment to workforce development. No special awards are given at this time. Instructors refer students for employment opportunities based on performance in the program.</p> <p><b>Comments:</b> Evidence provided in prior sections showed program completion awards and industry certification/licensure denoted student achievement.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Consider program unique awards that boost student involvement and program pride.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Suggestion will be discussed and considered.</p>
5.	<p>What are the institution’s results from tracking the Adult Affidavit Program Registration and CATs?</p> <p>LCTI updates program information annually for approval in the Adult Affidavit Program Registration System. Programs and enrollment remains fairly constant. The dynamics of the weatherization program increased enrollment throughout the grant period 2009 to 2012. The largest increase in enrollment is with industry training programs, which are not eligible for PIMS submission. New programs are added to CATS as applicable.</p> <p><u>F.a.5. Exhibits in binder:</u>            Adult Affidavit Program Registration List            Program Hours by CIP Code            2012-13 PIMS Subsidy Report            2013-14 PIMS CTE QC Report</p> <p><u>F.a.5. Exhibits on site:</u>            Additional PIMS Subsidy Reports            Additional PIMS CTE QC Reports</p> <p><b>Comments:</b> Items listed provide sufficient evidence of required information.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
<b>b.</b>	<b>Public, community and employer satisfaction results:</b>
1.	<p>What is the institution’s current data and information showing the levels of satisfaction or dissatisfaction?</p>

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	<p>Students complete a satisfaction survey upon completion of their course or program. Surveys are reviewed by the Training Coordinator, Workforce Education Coordinator and the Director or Postsecondary &amp; Workforce Education. Results are shared with the instructional staff and are used to assess the overall quality of the program, instruction, curriculum, lab facilities, equipment and delivery of the program. Generally, students are well satisfied with the quality of their learning experience. All feedback is taken under consideration and adjustments to programmatic and instructional delivery are made as necessary. Industry training surveys are requested upon completion of programs. The satisfaction level among incumbent workers and their employers has been very high.</p> <p><u>F.b.1. Exhibits in binder:</u>  Flowchart # C-05 Customer Satisfaction Survey Process  Sample of Individual Student Survey  Student Survey Results per Program</p> <p><u>F.b.1. Exhibits on site:</u>  Additional Individual Student Surveys  Additional Student Survey Results per Program</p> <p><b>Comments:</b> Satisfaction Survey found in Fb2 provides evidence for this item.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> “<i>Public, community and employer satisfaction results</i>” not included in student surveys.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> It is unclear what is meant by this statement.</p> <p><b>PDE Response:</b> On site evidence only showed student satisfaction results. Reviewers did not see a process for employer satisfaction results other than Co-Op student evaluations.</p>
2.	<p>What is the institution’s current data and information on enrollment, retention, student placement, and employer feedback?</p> <p>Programs are approved on the CWDS/PA Training Provider List which requires training providers to meet benchmark performance measures for program approval and listing on the CWDS website. This status allows potential students access to funding through the Workforce Investment Act and documents completion and job placement data.</p> <p>Employer satisfaction with graduates is evidenced by continued support from business and industry for the programs. Companies return to hire more graduates and also to contract for training for their incumbent workforce.</p> <p>Verbal feedback from companies has been excellent. A major employer attributes an increase in productivity to the training his technicians received at LCTI in the Electromechanical/Mechatronics program. This company continues to contract with LCTI for higher level courses as well as beginning</p>

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	<p>level one courses again for new employees.</p> <p>Manufacturers from the Lehigh Valley and well beyond the region support and promote LCTI in every way possible. The Manufacturers Resource Center (MRC) promotes and supports LCTI manufacturing programs. Companies regularly recruit graduates; currently there are more manufacturing jobs than can be filled, from both the secondary and postsecondary programs.</p> <p>The number of companies contracting with LCTI for customized training in the manufacturing sector continues to increase. Educators, workforce and economic development specialists and government officials from around Pennsylvania and the United States visit LCTI to engage in dialog with administrators and faculty to see firsthand the model of training and education that has been successfully instituted.</p> <p><u>F.b.2. Exhibits in binder:</u>          Industry Training/Company Survey          Testimonials</p> <p><u>F.b.2. Exhibits on site:</u>          Job Placement Report          Industry Training/Company Surveys          View Today In America Video – refer to DVD in B.a.3</p> <p><b>Comments:</b> Items listed provide sufficient evidence of required information sans feedback on student/employee feedback. Interview with Wendy provided evidence that issues in obtaining this information with Lehigh are similar to issues found at other institutions.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>What is the institution’s current data and information on student, faculty, and staff satisfaction and dissatisfaction?</p> <p>Overall surveys and feedback indicate high levels of satisfaction with the overall operation of LCTI. Faculty and staff are provided with the resources needed to successfully operate programs, equipment is maintained and purchased to ensure labs are up to date and professional development opportunities are provided. The administrative team supports and maintains open communication with faculty and staff.</p> <p><u>F.b.3. Exhibits in binder:</u>          Student Surveys in F.b.1 – binder and on site</p> <p><u>F.b.3. Exhibits on site:</u>          Staff Safe School Survey</p> <p><b>Comments:</b> Items listed provide sufficient evidence of required information.</p>

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	<p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Develop faculty/staff satisfaction survey.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> This is in progress – see F.d.1.</p>
<b>c.</b>	<b>Budgetary and operational results:</b>
1.	<p>What is the institution’s current data and information about funding to the organization and grants to students?</p> <p>Students enrolling in LCTI Adult Workforce Education programs either self-pay tuition or are funded through WIA, TRA/TAA, OVR, VA, or other funding agencies. LCTI programs are approved through both the Pennsylvania and New Jersey Workforce Investment Boards to provide students with access to these funding sources. LCTI has agreements with several lending institutions and refers to students as appropriate; all major credit cards are also accepted. The annual state subsidy revenue supplements student tuition and is distributed proportionately to the appropriate cost centers.</p> <p>LCTI has not been Title IV approved, however, the number of programs eligible for federal financial aid has increased and LCTI is in the early stages of the process to apply for Title IV funding.</p> <p>In 2009 LCTI was one of seven schools statewide awarded the weatherization grant through the Pennsylvania Department of Labor &amp; Industry in collaboration with the Pennsylvania Department of Community &amp; Economic Development to establish a training program to provide weatherization certifications to new and incumbent workers in the field. After the second year of operation, LCTI was one of three schools remaining, based on performance metrics and fiscal responsibility. The grant continued until 2012. In 2012-13, an opportunity to operate the HUD EPA Lead Safety training program through the Pennsylvania Department of Community &amp; Economic Development resulted from successfully operating the weatherization grant.</p> <p>In 2010-12, LCTI was awarded a grant through the Pennsylvania Department of Labor &amp; Industry to train machinists and CNC operators. A total of 96 students were served, a combination of new entry students and incumbent workers for less than \$70,000.</p> <p>The Precision Machined Products Association (PMPA) foundation awarded LCTI a \$5,000 grant to assist students in the Right Skills Now for Manufacturing program with tuition costs. The funds will be distributed to students in classes beginning in September 2013. Allocations are based on the typical award by PMPA to individual applicants.</p> <p>LCTI is an approved training provider under the ShaleNET grant, administered by Westmoreland County Community College and Penn College of Technology. Seven CDL classes were held statewide under the grant: 1-Bradford County in the northern tier, 1-LCTI, 2-Greene County, 3-Westmoreland County. LCTI’s experience operating programs off-site was extremely valuable in running programs off-site through the grant.</p> <p>Many students are participating in employer-sponsored training, especially in the area of</p>

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	<p>Electromechanical/Mechatronics Technology. Companies fund training through their own training budgets or in part, through Industry Partnership funding through the Lehigh Valley Workforce Investment Board.</p> <p><u>F.c.1. Exhibits in binder:</u>                  2013-14 Method of Tuition Report                  2012-13 PIMS Subsidy Report</p> <p><u>F.c.1. Exhibits on site:</u>                  LCTI Grant Summary                  Additional PIMS Subsidy Reports in F.a.5                  Grant procurement data</p> <p><b>Comments:</b> Items listed provide the various funding streams student use for PPPVE.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
2.	<p>What is the institution's current information about staying within budget and budget growth?</p> <p>Monthly budget reports are automatically generated through the Alio accounting system and emailed to the Director of Postsecondary &amp; Workforce Education. Monthly profit-loss statements are provided to the Director of Postsecondary &amp; Workforce Education by the business office accountant. The Executive Director reviews the profit-loss statement and discusses any concerns with the Director of Postsecondary &amp; Workforce Education. The Director of Postsecondary &amp; Workforce Education consults with the business administrator and accountant on financial matters as needed. A year-end profit-loss summary provides budgetary information for future planning. A financial audit is completed annually through the business office.</p> <p>The Adult Workforce Education department invests significantly in equipment and infrastructure to support industry training and new program development; therefore we expect to experience an initial loss in certain cost centers. Long-term projections are to increase enrollment to offset the costs and recoup the investment.</p> <p><u>F.c.2. Exhibits in binder:</u>                  2013-14 Profit-Loss Report</p> <p><u>F.c.2. Exhibits on site:</u>                  Additional annual Profit-Loss Reports                  Sample monthly expense report</p> <p><b>Comments:</b> Budget was provided.</p> <p><b>Strengths:</b></p>



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	<p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
3.	<p>What is the institution’s current information about new programs and program improvement?</p> <p>New program development and improvements to existing programs are documented through Lehigh Executive Committee /LEC, formerly Local Advisory Committee and Occupational Advisory Council meeting minutes. The administrative team discusses and researches the feasibility of new programs, utilizing data provided by the Lehigh Valley Workforce Investment Board, the Center for Workforce Information and Analysis, the Lehigh Valley Economic Development Corporation, Allentown Economic Development Corporation and the Manufacturers Resource Center. The Diesel Truck Technician program was developed as the result of industry input.</p> <p>An administrative response is required for all OAC meetings to ensure follow-up to member recommendations.</p> <p><u>F.c.3. Exhibits in binder:</u>          EMMT Spring 2014 OAC Minutes          Sample equipment plan          Sample administrative response to OAC</p> <p><u>F.c.3. Exhibits on site:</u>          Additional OAC Minutes          Equipment plans and purchases          Diesel Truck Technician data</p> <p><b>Comments:</b> OAC and LEC meeting minutes show multiple discussions on program growth.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Consider utilizing a job and industry prospective outlook such as O-Net data or similar private analysis of emerging job market information.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> O-net is used routinely as is data from Career Onestop, a link within O-net to access state data. CWIA (Center for Workforce Information and Analysis) through the PA Dept of Labor &amp; Industry, Fast Facts and HPO lists are among other sources used to gather data.</p>
4.	<p>What is the institution’s information on net cost per student?</p> <p>The cost to educate a student is unique to each program. Annually the Director of Postsecondary &amp; Workforce Education analyzes the revenue/expenses for each program to determine if a tuition increase is warranted. The cost of similar programs in the geographic area is also considered. Programs require a minimum number of students to operate each class to ensure profitability.</p> <p>The secondary cost per pupil is low in comparison to many schools statewide. The cost per</p>

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	<p>intergenerational student could be equated to the secondary per pupil cost plus additional costs for supplies, equipment maintenance, preparation and administrative fees.</p> <p><u>F.c.4. Exhibits on site:</u> Secondary cost per pupil</p> <p><b>Comments:</b> Evidence provided showed itemized costs charged to student. Interviews with Adult ed director showed that net cost per student fluctuates due to the adult ed budget being “tied” to overall school budget and the conscious decision to spend down the available funds.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Cost to have adult student “in-class”, net cost per student by program not provided.</p> <p><b>Non-Compliant:</b></p> <p><b>LCTI Response:</b> Unsure if you mean intergenerational students or specific adult only programs. Each program varies and each program budget provides a sense of these costs. This will be examined more closely.</p>
<p><b>d.</b></p>	<p><b>Administration, faculty, and staff satisfaction results.</b></p>
<p>1.</p>	<p>What is the institution’s data and information showing the levels of satisfaction or dissatisfaction?</p> <p>As previously noted, overall surveys and feedback indicate high levels of satisfaction with the overall operation of LCTI. The administrative team supports and maintains open communication with faculty and staff to address concerns as they arise. All faculty and staff also have an opportunity to discuss concerns with their supervisor during their annual evaluation and review.</p> <p>The Adult Workforce Education department holds monthly staff meetings to ensure continuity of operations and sound management of programs.</p> <p><u>F.d.1. Exhibits in binder:</u> Staff meeting agenda and minute</p> <p><u>F.d.1. Exhibits on site:</u> Additional staff meeting agendas and minutes</p> <p><b>Comments:</b> Meeting minutes do offer some general staff satisfaction comments, no organized, productive staff satisfaction data is evident.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b> Interview with Wendy indicated an organized faculty and staff satisfaction surveys are in development.</p> <p><b>LCTI Response:</b> Yes – this is in progress.</p>

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	<p><b>Non-Compliant:</b></p>
<p>2.</p>	<p>What is the institution's data and information related to safety and overall well-being?</p> <p>The Comprehensive Safe School Plan, developed with the OSHA Alliance, includes the Workplace Safety Committee, LCTI School Safe Committee and the LCTI Safety Advisory Council. These school-wide committees provide preventive programs, training and dissemination of information to all staff and stakeholders. New staff is required to complete an Induction Program and/or basic orientation which includes safety procedures. Fire drills, Code Red drills and evacuation plans are reviewed and practiced routinely. Information gathered through various surveys and sources indicate the staff and students have a sense of preparedness and safety while at LCTI. The new LCTI Wellness Committee is being re-established this year.</p> <p><u>F.d.2. Exhibits in binder:</u>  Flowchart #C-16 Safety Organization  Flowchart #C-19 Safety Recommendation</p> <p><u>F.d.2. Exhibits on site:</u>  Comprehensive Safe School Plan</p> <p><b>Comments:</b> Safety information is well documented.</p> <p><b>Strengths:</b>  <b>Opportunities for Improvement:</b>  <b>Non-Compliant:</b></p>
<p>3.</p>	<p>What is the institution's data on individual employee training and development?</p> <p>LCTI encourages all employees to pursue training and professional development. The Director of Curriculum and Instruction offers programs, after-school workshops and in-service training opportunities. Many workshops are open to all staff members. Contract agreements for teaching staff and Schedule of Benefits for PPVE staff provide for a tuition reimbursement plan. Educational assistance is included in the contract agreement for support staff. Courses must be pre-approved by administration to be eligible for reimbursement. Administrators receive tuition reimbursement with pre-approval by the Executive Director. Pre-approval is completed through LCTI's Human Resources Online System. The Director of Postsecondary &amp; Workforce Education approves training, conferences and other professional development activities for PPVE staff. Attendance at PACTA events, conferences, seminars, workshops is encouraged for PPVE staff. Staff members requiring special skills may participate in LCTI PPVE programs at no charge.</p> <p>Instructors participate in training on equipment and new practices in their respective fields as noted in narrative C.c.1.</p> <p><u>F.d.3. Exhibits in binder:</u>  Sample of professional development activities</p> <p><u>F.d.3. Exhibits on site:</u></p>

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	<p>Samples of conference attendance</p> <p><b>Comments:</b> Documents provided show vigorous participation in staff training and development.</p> <p><b>Strengths:</b></p> <p><b>Opportunities for Improvement:</b></p> <p><b>Non-Compliant:</b></p>
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### SCORING

Standard/Category No. & Sub Category No.	Category	Score
A - a	Provides direction to the overall organization:	2
A – b	Establishes the future direction for PPVE and implements the plan:	3
A – c	Reviews the organization’s performance:	3
A – d	Meets its regulatory requirements and public responsibilities:	2
B – a	Involves the Community: There is an effective program involving community support and input with business, industry, community agencies, and special program advisory committees:	3
B – b	Determines student and stakeholder satisfaction to attract, satisfy, retain, and increase PPVE enrollment:	2
C – a	Enacts workforce practices that enable all employees to achieve high performance:	2
C – b	Builds a quality workforce:	2
C – c	Builds knowledge and skills, career development, for the administration, staff, and faculty:	2
C – d	Maintains a work environment conducive to the well-being of all employees and students:	2

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### SCORING

Standard/Category No. & Sub Category No.	Category	Score
D – a	Establishes methods and opportunities for student learning:	3
D – b	Provides opportunities for work-site learning:	3
D – c	Uses methods for monitoring and tracking student learning:	3
D – d	Maintains processes for providing student support:	3
D – e	Credit Hour Policies	3
E – 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:	3
E – b	Develops physical facilities, including instructional and non-instructional areas, that are adequate and provide for safe and quality instruction to meet the program objective:	3
F – a	Student learning and satisfaction results:	2
F – b	Public, community and employer satisfaction results:	2
F – c	Budgetary and operational results:	2
F – d	Administration, faculty, and staff satisfaction results:	2
	<b>Highest Score Possible</b>	<b>67</b>
	<b>Total</b>	<b>52</b>