

Final Report Narrative

The Pennsylvania Bureau of Career and Technical Education have conducted a 5-year review of the York County School of Technology in regard to their re-accreditation by the Pennsylvania State Board of Career and Technical Education. This review has found no non-compliance issues with the institution in relation to the PPPCTE Accreditation Guidelines.

The report was then given to the Institutional Accreditation Advisory Group (IAGG) for review. The IAAG has reviewed the report and has made the following recommendation: Re-Accreditation for five years.

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Category A - Leadership:

The Standard

The institution has a strong leadership team which regularly reviews the vision/mission, budget, goals, and performance of the adult education program.

1. Describe the administrative leadership in regard to adult education

The York County School of Technology (YCST) is governed by a Joint Operating Committee (JOC), the members of which are representatives from each of the fourteen (14) member districts of the YCST. The Joint Operating Committee of the YCST, in accordance with applicable state and federal laws and regulations, establishes policies and procedures for the governance of the Joint Operating Committee and for the safe and orderly operation of the school.

The Administrative Leadership Team at York County School of Technology as it pertains to the Adult & Continuing Education Center consists of the following positions:

Administrative Director - Dr. David Thomas
Assistant Director - Scott Rogers
Business Manager - Jon Boyer
Director of Adult & Continuing Education - Kirk D. Schlotzhauer
Assistant Director for Motor Vehicle Academy and Trade Programs - Vance Miller
Practical Nursing Supervisor- Frances Bietsch, MSN-Ed, RN
Director of Student Services - Gerry Mentz
Director of Information Technology - James Roberts
Director of Building & Grounds - Randy Ruck

The individuals that make up the YCST Administrative Team possess the educational background and experience necessary to perform the duties within their respective roles toward delivering quality CTE to students and the community throughout York County and beyond.

Evidence: 2019-2020 Organizational Chart for York County School of Technology
2019-2020 Organizational Chart for the Adult & Continuing Education Center
YCST Job Descriptions/Qualifications

- Not Met
- Beginning
- Functioning
- Advanced

Comments: YCTS has multiple people supporting the adult education program to include an Adult Ed coordinator, Career Services Coordinator, Workforce Development/Outreach Coordinator, Student Services/Compliance/Financial Aid Coordinator, and others.

2. Describe the vision/mission for adult education

The vision of York County School of Technology is to provide a college and career-ready technical and academic education that meets the needs of the diverse student population of York County,

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Pennsylvania. Our goal is to offer strong technical programs that prepare students for the technical needs and demands of the ever-changing workplace and to provide multiple options upon graduation including entering the workforce and/or postsecondary education.

In support of the York County School of Technology (YCST) it is the Adult & Continuing Education Center's goal to provide quality adult career, technical and basic skills education, training and services in a professional, customer-focused atmosphere that fosters continuous learning and promotes workforce development.

The vision and mission statements of YCST and our Adult & Continuing Education Center are published in our marketing literature, School wide Comprehensive Plan, student handbooks and on our website www.ytech.edu.

Evidence: Vision/Mission Literature (includes catalog, handbook, and website)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Vision/Mission statement is clearly stated and displayed on all materials related to Adult Education.

3. Describe the meetings held to discuss adult education

The York County School of Technology (YCST) and the Adult & Continuing Education Center have numerous meetings that occur either semi-annually, quarterly, monthly, or weekly that include discussion of adult education.

The Local Advisory Committee (LAC) meets two times per year in order to strengthen the programs we provide while ensuring a strong connection to the community as well as business and industry.

Occupational Advisory Committees also meet twice a year in order to review program curriculums, equipment, and safety requirements and to ensure that programs meet industry standards and needs.

The Joint Operating Committee (JOC) meets monthly. The JOC (YCST's governing board) is in full and enthusiastic support of the Adult & Continuing Education Center. The JOC actively supports the growth of adult education programs for which there is a high demand in York County. In this way, the school can provide an avenue for success for members of the community seeking to further their education in a field where they will be in demand. The JOC has approved significant investment into both facility development and program structure for adult education.

A Director's Council meeting is generally held monthly to set goals, review data, and discuss action items and timelines. This meeting brings together the school's management team (Administrative Director, Assistant Administrative Director, Director of Adult & Continuing

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Education, Director of Student Services, Business Manager, Director of Technology, Facilities Director, Human Resources Manager, Communications & Outreach Coordinator) to ensure institutional collaboration and communication.

The Adult Education Staff (Director, Assistant Director for the Motor Vehicle Academy and Trade Programs, Supervisor of Nursing Education, Career Services Coordinator, Workforce Development and Outreach Coordinator, Student Services/Compliance Officer, Administrative Assistants) hold weekly meetings to provide updates on current operations, goals, tasks and action items, as well as future plans and initiatives.

In addition to the above scheduled meetings, the Adult & Continuing Education Center conducts quarterly meetings with all full-time and part-time faculty and staff in conjunction with Open Houses. These meetings are used to provide updates on current and future goals and initiatives, discuss challenges and opportunities, as well as conduct professional development.

Evidence: Local Advisory Committee Minutes Occupational Advisory Committee Minutes
Joint Operating Committee Minutes Director's Council Minutes
AE Staff Meeting - Agenda/Minutes Staff/Faculty Meeting Agendas
Staff/Faculty Meeting Minutes

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that adult education is discussed in various school, staff and industry meetings.

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

The York County School of Technology budget is comprised of the High School and the Adult & Continuing Education Center.

The budget is developed through an extensive process with input from all stakeholders. The budget process begins in the summer when budget managers review multiple years of historical revenues and expenditures as well as projected needs for the upcoming academic year. All projections are reviewed by the administrative leadership.

In mid-September, projected salaries and benefits (based on current employee labor contracts) are combined with all budget managers' input.

The Adult & Continuing Education Center is self-supporting through tuition charges, state subsidy, and state and federal grants. As such, the Adult & Continuing Education Center has separate funding, revenue and expenditures for all programs offered.

The budget is developed to reflect the goals and objectives of the JOC concerning the education of students. It is organized and planned to ensure adequate understanding of the financial needs

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associated with program support and continual growth development. The financial requirements of the Adult & Continuing Education programs are reviewed continually as the Business Office provides Profit/Loss reports (CCIU Flex Reports) to the Director of Adult & Continuing Education on a monthly basis.

This budget strives to meet the following objectives:

1. Include all ongoing studies of the Adult & Continuing Education programs estimated annual cost of implementation.
2. Establish a projected budget of expenditures and income for one (1) to three (3) years.
3. Prepare an annual estimate of anticipated program enrollments.
4. Maintain a plan of anticipated revenues based on changes in local, state and federal funding sources.

The Joint Operating Committee reviews the budget at their September, October, and November meetings prior to approval. The York County Superintendents also review the budget at their October meeting.

The Joint Operating Committee, with input from the Superintendents, finalize approval of the budget at their November meeting.

A Single Audit of the York County School of Technology, which includes the Adult & Continuing Education Center, is conducted at the end of each fiscal year.

Evidence: 2019/2020 YCST Budget
YCST Audit Reports
Minutes from JOC Budget Review Program Funding Sources
YCST Budgets (Past 3-5 years)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows budgets for the past 5 years in addition to audit reports showing the school and the adult education program in good standing.

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

The Joint Operating Committee recognizes the importance of establishing a Comprehensive Plan to guide the educational programs and operation of York County School of Technology, which includes the Adult & Continuing Education Center. YCST adheres to the Comprehensive Plan model prescribed by the Pennsylvania Department of Education. The Comprehensive Plan format is very prescriptive and focused on secondary education.

However, YCST has been working toward inclusion of Adult Education where feasible.

In order to provide more strategic focus to Adult & Continuing Education, a Five-Year Strategic

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Goals and Initiatives Plan has been developed. This Strategic Plan provides goals under the following strategic initiative areas: marketing, sales, operations, and finance/administration.

The Five-Year Strategic Goals and Initiatives Plan is reviewed by the Administrative Director, Assistant Administrative Director and the Director of Adult & Continuing Education on an annual basis. At that meeting, annual goals are presented by the Adult & Continuing Education Director and either modified or agreed upon by administrative leadership.

Additionally, the Director of Adult & Continuing Education meets with the Administrative Director and Assistant Administrative Director to review progress on the annual goals of the Adult & Continuing Education Center.

Evidence: JOC Policy #100
YCST Comprehensive Plan
Five-Year Strategic Goals and Initiatives Plan 2019/2020 Adult & Continuing Education Goals/Review

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that goals are established and being met within adult education.

6. Describe how the administration team discusses and reviews performance of adult education

The long-term and short-term goals of the Adult & Continuing Education Center are measured by financial success (enrollment, revenue, expenses, etc.), as well as student success (completion, placement, overall experience, etc.).

The Adult & Continuing Education Center is self-supporting through tuition charges, state subsidy, and state and federal grants, with no dollars contributed by the general fund (sending districts). As such, one of the measures of performance is the fiscal health. It is vital that the Adult & Continuing Education Center remains self-sufficient in order to ensure current and future success. The Business Office provides a monthly CSIU Flex Report that provides a snapshot of revenue and expenses year-to-date to the Director of Adult & Continuing Education. Noteworthy financial information is shared with the Adult & Continuing Education Team.

Annually and throughout the year, the Adult & Continuing Education Center reports and analyzes goals and objectives through data obtained from the Commonwealth Workforce Development Systems (CWDS)/PA Statewide Training Provider List and the Pennsylvania Information management System (PIMS). Individual program data, such as enrollment, completion, job placement and retention must align with and meet state mandated performance measures in order to maintain program approval. This data is also valuable toward analyzing both strengths and challenges of all programs as well as opportunities to improve programs.

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The Adult & Continuing Education Team reviews student performance, operations, enrollment, budget and goals weekly. These weekly meetings, held throughout the year, are vital to keeping the Team informed in regard to what actions/steps are necessary to improve performance as well as what new program initiatives are opportunities are available and feasible.

Each program solicits student feedback at various points throughout the program. This feedback is reviewed by the Director, Assistant Director and Nursing Education Supervisor as well as with the respective Program Instructor. Also, formal evaluations are conducted annually for all Administrators, Faculty and Staff.

Evidence: 2018/2019 Financial Audit
Monthly CSIU Flex Report Student Data Report CWDS Data
Weekly Team Meeting Agendas
AE Administration Team Evaluations Instructor Evaluations
Student Program Feedback

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that performance of the adult education programs are reviewed by administration through evaluations, goals and objectives and program data. All information is reviewed monthly to look for any need for improvement.

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Category B - Program:

The Standard

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

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

Programs are developed and modified according to industry and consumer demand through a variety of formal and informal means. Formally, programs undergo review by the YCST Occupational Advisory Committees twice per year. Occupational Advisory Committees are comprised of regional employers and other industry representatives as well as program alumni and other related stakeholders who provide guidance on program content and delivery. These industry experts are on the front line of the changing workforce landscape and are often the first to note when new technologies or techniques need to be incorporated into the school's curriculum or when equipment or procedures become outdated and need replaced. Input from the OAC is vital in keeping YCST programs updated and ensuring our students are meeting the needs of local employers. Additionally, program development aligns with the annual High Priority Occupation List developed and published by the PA Department of Labor & Industry.

Employer and agency partners also provide valuable program input, particularly with the development of short-term programming to meet immediate employment needs. Close attention is also paid to consumer demand; admissions staff monitors and tracks program information requests and looks for patterns of interest in new programs.

The Adult & Continuing Education Center at York County School of Technology strives to offer programs that are affordable to students. The objective is to continue to balance tuition rates between increasing expenses (PSERS, Health/Dental Benefits, etc.) with growing enrollment by holding tuition down. In spite of increasing costs, we believe that our tuition rates are still a tremendous value for students as well as remaining competitively priced.

Evidence: Labor Market data
Statewide High Priority Occupation List
OAC Minutes/New Program Recommendations Determination of Program Hours
Program Tuition Rates and Fees

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows the center uses L&I, WIB, OCA data. Also, cost effect data.

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

Maintaining and growing enrollment in adult programs is a key focus for the adult education team at YCST. As such, the Adult & Continuing Education Center utilizes a variety of means to market adult education to the community. In order to reach the most diverse audience possible, we use traditional methods, such as newspaper/magazine ads, radio/TV spots, and billboards and other outdoor signs, as well as digital methods such as social media accounts/advertising (Facebook, Instagram), search engine optimization, and email campaigns.

The school also maintains a strong presence at the PA CareerLink and other local agencies and hosts several open houses and other marketing events throughout the year. Additionally, the School participates in various community events such as parades, career nights, and a large number of job and college fairs. The school also utilizes a large variety of printed materials, including program brochures, course catalogs, posters, and other items, which are distributed to local schools, agencies, employers, and potential students.

In 2019/2020 the Adult & Continuing Education Center re-branded itself. YCST has been predominately recognized as a Career and Technical High School in York County. In order to differentiate itself from the high school, it was essential for the Adult and Continuing Education Center to re-brand itself as a postsecondary institution within YCST. A new logo, signage, publications and resource materials all focused on changing the image of the adult programs into viable postsecondary options. "Education That Pays ", became the new tagline for the Adult & Continuing Education Center.

Partnering with businesses and industries to create a high-quality website and social media outreach promoted a whole new look for Adult Education at YCST. This re- branding positioned the Adult & Continuing Education Center as a postsecondary option while adding value and positively positioning itself in the minds of consumers.

Evidence: Various Marketing Materials to include Pamphlets/Brochures
Screenshots of Website Radio/Newspaper Ads

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Utilizes traditional and non-traditional methods for marketing adult education programs. The center thinks outside the box to find ways to promote the programs at the center.

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

The York County School of Technology (YCST) seeks to develop an environment where trust, honesty, ethical principles and personal integrity guide interactions with others. Students are expected to be honest in meeting the requirements of the program in which they are enrolled.

YCST, including the Adult & Continuing Education Center, has adopted school wide values. YORK TECH SPARTANS VALUE:

Professionalism - Spartans are on time, prepared and engaged. Innovation - Spartans are bold and creative problem solvers. Integrity - Spartans are honest, trustworthy and responsible.

Empathy - Spartans are kind, understanding and supportive. Optimism - Spartans are positive, constructive and helpful. Perseverance - Spartans are steadfast in the pursuit of success.

All student and faculty handbooks contain the current civil rights nondiscrimination policy that meets regulations. The policy is also clearly published on the York County School of Technology website, in the Adult Education office, and in both the Adult Education student and staff break rooms. The Director of Student Services currently serves as the Civil Rights Officer for the School; all complaints concerning violations are directed to this individual. The grievance policy, published in the student handbook, ensures that student complaints can be handled quickly and efficiently. Handbooks are provided to all new students at orientation.

Hiring and admissions practices provide equal opportunity to all applicants. Employee notices are posted in the staff break room; student handbooks contain references to academic integrity standards and ethical codes/statements as well as in the Catalog and other marketing materials. The Adult Education team consults with the Special Education Coordinator and/or with the Office of Vocational Rehabilitation to ensure accommodations for students and potential students are addressed as needed.

Evidence: JOC Policy #103
JOC Policy #104
Ethics Statements in Marketing Materials

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that ethics statements are found in adult education materials.

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

The Adult & Continuing Education Center catalog is published in order to inform prospective students, current students, and others of the Adult & Continuing Education Center at York County

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School of Technology (YCST) academic programs, policies, calendar, tuition, fees, administration, and faculty.

The program catalog serves as a marketing and informational tool for prospective students and other interested parties. The catalog provides general program information such as program length, start dates, program content, and tuition and fees. The catalog also provides important school information including hours of operation, contact numbers, the academic calendar, and parking guidelines. The catalog also notes admissions requirements, payment policy, and key school information.

The catalog is reviewed at least annually to ensure that students and potential students have access to the most up-to-date information. Policies are reviewed at least annually by the Adult Education leadership team with input from faculty and other department personnel to ensure both efficacy and compliance with JOC and other pertinent regulations and requirements. The Financial Aid Coordinator ensures the catalog is in compliance with Federal Financial Aid regulations. Updated course catalogs and handbooks are submitted to the JOC annually for review and approval.

Evidence: Catalog Updates
Financial Aid Catalog

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Catalogs are very informative and show programs with cost break downs. Financial Aid catalog is comprehensive.

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

An annual York County School of Technology Operating Budget and Adult & Continuing Education Center Budget are developed and submitted for approval to the Joint operating Committee (JOC). Each program within the Adult & Continuing Education Center Budget has its own budget. Line items in each budget include

salaries, benefits, professional services, technical services, supplies, books, equipment, etc.

The York County School of Technology Five Year Equipment Plan is broken down by program, which includes the Adult & Continuing Education programs. Each year's plan, in conjunction with the Local Advisory Committee and Occupational Advisory Committee, prioritizes equipment for purchase utilizing Perkins Funding as well as PDE Equipment Grants.

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

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Evidence: 2019/2020 Adult & Continuing Education Budget 2019/2020 Local Advisory Committee Minutes YCST Five Year Equipment Plan
OAC Minutes-Equipment Recommendations/Status
JOC Policy #610
JOC Policy #611
JOC Policy #612
2019/2020 Bid Schedule for Major Equipment. JOC Minutes - Equipment Approvals

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that the OAC recommends the equipment, the administration reviews the request, and a plan is put into place as to acquire the equipment (grant, budget, etc). A maintenance schedule is then put into place for the newly purchased equipment.

Category C - Students:

The Standard

The institution informs the students its policies include attendance, curriculum, grading, remediation, and completion. The institution also informs students of the credit hour policies, complaint/grievance policy and possible earned awards to include industry credentials. The institution has in place a method to evaluate the students to include review and follow-up.

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

The current Adult Education Student Handbook is available in hard copy and on the YCST Adult Education website. The handbook contains adult student policies and procedures and is reviewed/updated at least annually by the Adult Education leadership team with input from faculty and staff. Policies are updated as issues arise with addenda published as needed. All handbooks/revisions are submitted for review and approval by the JOC prior to publication.

Handbooks are provided to all students at the mandatory New Student Orientation, which is held approximately two weeks before the program start date. Students complete a signature page acknowledging both receipt of the handbook and agreement to abide by the policies therein. Furthermore, at each orientation, The Assistant Director and/or other Adult Education personnel carefully explain key policies and provide opportunities to ask questions. Students who are unable to attend an orientation are given a handbook at a 1:1 session conducted by admissions staff or his/her designee. Signature pages are maintained in student files.

Evidence: Student Handbook
Financial Aid Handbook
Practical Nursing Program Handbook

- Not Met
- Beginning
- Functioning
- Advanced

Comments: The student handbook and catalog are very thorough and professionally designed. Financial Aid handbook is equally comprehensive and helpful for prospective students.

2. Describe the adult education attendance policy

Programs at YCST require regular and punctual class attendance. Absences prevent students from receiving full course benefits, disrupt orderly course progress, and diminish the quality of group interaction in class. For all students, regular attendance for adult education classes is essential in order to acquire new skills and knowledge. It is the responsibility of every student to attend every class for the entire term or the duration of the program. Successful program completion requires minimum attendance attainment per term in each individual course (tracked in hours and fractions of hours). The full attendance policy is defined in the Adult Education Handbook and expanded/clarified in select program-specific handbooks and/or syllabi, such as

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Practical Nursing, Commercial Truck Driving, Nurse Aide, and Cosmetology.

Attendance is recorded daily and is reviewed by Adult Education staff on a routine basis. While the responsibility for attendance belongs to each student, individual instructors are encouraged to reach out to students regarding absenteeism at their discretion.

Instructors must notify the office in writing (via use of a Satisfactory Academic Progress "SAP" Form) if a student is in danger of falling below attendance benchmarks. Instructors must also notify the office if a student simply stops attending. Students with attendance issues may receive written advisories and/or in-person counseling to address these issues.

Evidence: Attendance Policy (AE Student Handbook, p. 21-22)

Practical Nursing Attendance Policy (PN Handbook, p. 45-48) Nurse Aide

Attendance Policy (NA Handbook, p. 17-18) Attendance Records

Attendance Communication Satisfactory Academic Progress Form

Attendance Counseling Casenotes/Contracts

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Communication and forms shared with the students for attendance and SAP are well documented.

3. Describe the adult education grading policy

Grades are assigned for each YCST course in a program to inform students of their academic performance. Grades are determined by the student's performance in the course on various assignments, including but not limited to tests, quizzes, class projects, and presentations.

When computing grades, three (3) major areas are considered. They are employability skills, technical skills and academic skills.

The Adult & Continuing Education Center publishes a detailed grading scale in the Student Handbook, which each student receives at the beginning of their program. Grading requirements are also specified in individual syllabi. At a minimum, a passing grade is 70%. Individual programs might have stricter passing grading requirements as specified in program-specific handbooks/syllabi. Successful academic completion of required coursework is necessary to progress in a program. Satisfactory Academic Progress (SAP) is required to progress in a program. Failure to meet SAP for program progression is defined as having failed two classes in a program and/or failing a program pre-requisite. Students are also required to successfully complete competencies defined for a course/program (when applicable) as a demonstration of practical skill. This ensures that graduates have both the theoretical and hands-on capability to be successful in their chosen field. Grades are maintained by instructors and reported through the Classmate system. Unofficial grade reports are mailed to students monthly, allowing students to monitor their

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own progress.

Evidence: Grading Policy (AE Student Handbook, p. 23-24)
Practical Nursing Grading Policy (PN Student Handbook, p. 36-38) Nurse Aide
Grading Policy (NA Student Handbook, p. 13)
Student Transcripts

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Sufficient evidence of school's adherence to the grading policies.

4. Describe the adult education credit hour policy

To comply with the U.S. Department of Education and PA State Board of Vocational Education (PSBVE) requirements, the Adult & Continuing Education Center at York County School of Technology has applied clock hour-to-credit hour conversions to its Title IV eligible programs. The formula used to determine the number of credit hours meets the Higher Education Act of 2010 definition. Credit hours awarded for programs are compliant with the definition of a credit hour in 34 CFR 600.2.

YCST uses the following conversion method: 10 theory hours = 1 credit hour
20 lab hours = 1 credit hour
30 internship/externship hours = 1 credit hour

A complete clock hour-to-credit hour conversion breakdown by program is available in the Adult Education office.

Evidence: Credit Hour Conversion Chart
Clock-to-Credit-Hour Conversion Policy (AE Handbook, p. 21)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows that York County School of Technology's credit hour policy complies with PPPCTE guidelines and is explained to students in the Adult Education handbook.

5. Describe how adult students become completers

Students become completers by meeting all program requirements. Requirements for program completion are specified in the Student Handbook and in program-specific handbooks/syllabi. These requirements are discussed throughout the admissions process, at New Student Orientation, and by

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instructors in the classroom. Requirements for completion include academics, performance tasks/competencies, professionalism, and attendance.

A student will be eligible for graduation and to receive a diploma upon successful completion of the designated number of clock hours as stated for their program within the YCST attendance policy; all externship/clinical and/or classroom requirements related to their program of study with a passing final grade in all courses/ components; all program-specific requirements in addition to those listed above. Students should also be aware that all financial obligations to the school must be paid in full and/or any items that are YCST property returned to the school.

Evidence: Completion Data/PIMS
Completion Documents

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Documentation provided transcripts with details on grades and completion of tasks and programs.

6. Describe industry credentials offered to adult students

In order to ensure skilled and competent graduates that meet the employment needs of the community, the school offers students the opportunity to earn industry-recognized credentials through their program of study. These credentials are based on national standards that provide a competitive edge when applying for employment. Each program of study incorporates certification preparation and credentialing as part of the curriculum. Examples of industry credentials for adult students include the National Healthcareer Association Certified Clinical Medical Assistant (NHA CCMA) in the Medical Assistant program; Pennsylvania State Vehicle Inspection licensure in Automotive Technology; Siemens Level 1 Certification in Mechatronics; and Basic Life Support/CPR in Allied Healthcare programs. Industry credentials are evaluated and selected by faculty with input from Occupational Advisory Committees and/or other industry partners.

Evidence: Industry Credentials/PIMS
Industry Credentials Examples (Various)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows a sufficient variety of industry recognized and in demand credentials are offered to students.

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7. Describe the curriculum of adult education programs

The Adult & Continuing Education Center offers students the opportunity to prepare for careers in high-demand industries through academic and hands-on skill development and practical work experiences, where applicable. Each program of study has a defined curriculum that aligns with the PDE task grid, industry standards, or a combination of both. Instructors focus on standards in accordance with their particular industry, and all program areas have an Occupational Advisory Committee that is comprised of faculty, staff, industry professionals, current and past students, and other stakeholders.

The OACs provide feedback on program content and objectives to ensure the School is delivering the most up-to-date education to its students. While most of our full-time programs are 900 hours in length, there are others that offer different hours based on credentialing or other regulatory requirements, such as Practical Nursing and Cosmetology.

Our programs offer a wide variety of learning experiences and incorporate field learning into the curriculum where feasible. For example, both the Medical Assistant and Dental Assistant programs provide a 200-hour externship in a local facility, during which students obtain real-world, hands-on experiences while applying the skills they learned during their program. Similarly, Practical Nursing students participate in clinical training throughout their program at settings such as hospitals and long-term care facilities.

Evidence: Curriculum/Syllabi
Practical Nursing Program Master Plan Lesson Plans/Task Grids
Externship Handbook

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center provided curriculum, task grids and lesson plans from multiple programs showing alignment to national/state standards. OAC minutes shows input from business and industry to ensure the program stay current.

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

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

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

Students are encouraged to submit a "Student Assistance Form" if in need of assistance beyond

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Instructor tutoring. Course Instructors are notified of course work remediation for students who request assistance.

Students who fail to meet the YCST Standards for Academic Progress in any term for academic reasons will be placed on Academic Probation for the subsequent term.

Students who are placed on academic probation will be notified in writing. This notification will outline the actions required of the student as pertains to their probation.

For Core courses, the option of probation and/or remediation may not be available to students that earn an "F". In such cases, students earning a grade of "F" will be terminated effective the last day of the Term, except in the case of documented extenuating circumstances. For some programs, all courses are considered Core.

Students earning a grade of "F" in any Non-Core course will be subject to remediation and must earn a passing grade in that course within the next term. Non-Core courses will be specified in the program's Syllabus or Student Handbook.

During a probationary term, the student must meet all academic requirements for their program of study. Students who meet their program's requirements during the probationary term, as well as any additional terms outlined in their probation notification, will be removed from probation at the end of the term.

In some cases, upon a review of the student's record, it may be determined that the student cannot reasonably correct their performance within the boundaries of a probationary term or that the student's academic performance is egregiously poor. In such cases, the student's probation may be amended with Remediation for the probationary term. The terms and conditions of the Remediation Plan must be met in addition to the regular requirements of probation in order to remain enrolled.

Students failing to meet conditions of probation will be terminated effective the last day of the probationary term.

If a student fails to meet the academic requirements of their program in their final term, or the term immediately preceding an externship (when applicable) the student may be subject to remediation at the discretion of the school. In such cases, it is not guaranteed that a student will be able to remediate after the final term or a term immediately preceding an externship. It is less likely that remediation will be made available to a student who performs unsatisfactorily in a final term or term preceding an Externship if it is their second consecutive unsatisfactory term.

In cases where remediation is offered to the student, any costs associated with such remediation requirements and the increased length of the program are the responsibility of the student. The student will also experience an extended date of graduation.

The student may elect not to participate in remediation if offered. Electing not to participate or noncompliance with remediation mandates will result in withdrawal.

Evidence: 2019/2020 Student Handbook (p. 25)

Practical Nursing Program Student Assistance Policy Student Assistance Form
Supplemental Instruction Forms Tutoring Information

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- Not Met
- Beginning
- Functioning
- Advanced

Comments: Remediation plan is in place. Documentation showed student's request for assistance and the follow up plan the center created.

9. Describe the complaint/grievance procedures for adult students

Students enrolled in The Adult & Continuing Education Center at York County School of Technology (YCST) are expected to abide by all programs rules outlined in Joint Operating Committee Policies, the applicable Student Handbook as well as their individual instructor's reasonable expectations regarding student behavior and the course syllabus. Students may be subject to disciplinary action for violating these policies, rules and expectations. The grievance procedure outlined in appendix 2 of the Student Handbook is the procedural mechanism to be used when a student wishes to challenge or review a student being placed on probation; or when students are suspended, dismissed or removed from an Adult Education Program.

Individual student feedback is obtained via Student Assistance Forms located at the front desk and via evaluation forms distributed throughout the year. Students are encouraged to discuss any concerns with their instructors when possible. Unresolved issues are referred to appropriate staff. For formal complaints, the Student Complaint Procedure is outlined in the Student Handbook, which is provided to all students at the beginning of their program. Students are required to follow this policy to address any issues.

Evidence: Grievance Policies
Grievance Examples

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Grievance policy is in place and posted in various documents which is easily accessible to students.

10. Describe special awards given to adult students

Adult students in full-time programs are eligible for awards for perfect attendance and high academic achievement upon program completion. These awards are announced at the annual Adult Education graduation ceremony. The Practical Nursing program offers additional awards such as "Excellence in Gerontology" and other program-related areas, which are awarded at the biannual Practical Nursing graduation ceremonies.

Evidence: Student Awards (Examples)

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- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center does a nice job with recognition of student achievements throughout the year with programs and awards.

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

Student feedback is a vital part of evaluating and improving the effectiveness of the school's environment and educational programming; therefore, the school uses a variety of instruments to gather student feedback regarding their educational experience. The school offers an open-door policy whereby students are welcome to discuss their concerns with members of the Adult Education staff via phone, email, or an office visit.

The School also utilizes "Student Assistance Forms," available at the front desk, for students to request individual assistance on a particular issue; these forms are routed to the appropriate Adult Education staff member (for example, an attendance issue will be directed to the Career Services Coordinator for action.) Additionally, the School utilizes surveys such as course evaluations throughout the academic year.

Formal evaluations are distributed quarterly within the classrooms and student participation is encouraged. Evaluations are anonymous, if desired, so that students are comfortable delivering honest feedback. Course evaluation forms are collected and reviewed by members of the Adult Education leadership team; immediate supervisors are responsible for following up on any necessary suggestions or concerns. These concerns are not limited to "negative" or "problematic" feedback, as it is equally important to provide instructors with positive comments. Suggestions for improvement are implemented if they are academically beneficial and financially feasible. Past examples include the purchase of new equipment, adding additional computers, or changing textbooks. Course evaluation summaries are also reviewed at staff/faculty meetings.

Evidence: Student Assistance Forms
Course Feedback Forms Graduate Surveys

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center provided student assistant forms as well as feedback surveys and graduate survey which are reviewed by administration and acted upon accordingly.

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Category D - Faculty/Staff/Facilities:

The Standard

The institution employs qualified facility and staff and provides support to the faculty and staff through orientation, professional development, and evaluations with follow through. The institution ensures the maintenance of its buildings and the safety of those that enter.

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

The Adult & Continuing Education Center is sufficiently staffed to support all postsecondary programs. In addition to the staff and faculty employed by YCST, the school also sub-contracts Financial Aid services from the Lancaster County Career & Technology Center.

The School employs administration, faculty, and staff based on education, certification, licensure, and work experience. Qualifications and requirements for each position are determined by JOC-approved job descriptions and defined by the Pennsylvania Department of Education, PA State Board of Cosmetology, PA Department of Transportation, PA State Board of Nursing, and other program-specific credentialing agencies where applicable. Adult Education and Practical Nursing faculty possess required industry licensure such as Registered Nurse, Commercial Driver's License, or Certified Phlebotomist. These job-specific requirements are specified when hiring for vacant positions. All instructors possess required licensure as well as industry experience.

Evidence: Adult & Continuing Education Center Organization Chart Position Descriptions/Qualifications - Faculty
Position Descriptions/Qualifications - Administration Team

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center provided organizational chart and position descriptions showing qualified faculty and ample support from admin and staff.

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

The YCST has worked very hard to create an environment that attracts highly qualified employees that want to continue to work at the school for many years. However, turnover happens in even the best institutions. When a position opens or a new position is created in the Adult & Continuing Education Center, the YCST Human Resources Manager assists in the hiring process. Available positions are posted both internally (website, email, etc.) and externally (Indeed, LinkedIn, newspaper ads, social media etc.).

The School uses a variety of recruiting tools when hiring new team members in order to ensure a diverse, well-qualified applicant pool. Additional resources utilized include the PA CareerLink of York,

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and industry-related organizations such as the Manufacturers Association or local healthcare facilities.

Postings include details such as: general description, qualifications, key job functions, and application requirements and procedures. Applications are reviewed by an appropriate member of the Adult Education leadership team, and applicants who fulfill the desired requirements (skills, experience, education, etc.) are selected to participate in a structured interview process, which typically includes formal interview(s) with department leaders as well as a teaching demonstration for teaching positions, in which a variety of team members are encouraged to participate. Upon identification of a suitable candidate, the recommendation for hire is presented to the JOC for review and approval. Historically, the JOC has approved candidate recommendations.

Evidence: Job Postings/Advertisements
Joint Operating Committee Minutes

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center provided evidence to include website, social media, and newspaper ads. Also included were JOC minutes approving the hiring of new faculty.

3. Describe how new instructors are oriented on adult education

New instructors are oriented to the department and to the school as a whole by the appropriate supervisor (such as the Assistant Director or the Practical Nursing Supervisor). New instructors also receive an orientation to policies and procedures by the Adult Education Secretary, who provides details on payroll procedures, parking, computer and copier usage, and other "housekeeping" items. New full-time instructors and staff also meet with Human Resources to complete appropriate benefits-related paperwork where applicable. New instructors also receive support from other department members as well as their secondary counterparts.

Evidence: Orientation Materials

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Center is to be commended on their orientation materials for new hires. It is clear that the center understands the importance of preparing a person coming out of industry into the classroom.

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4. Describe professional development opportunities given to adult education instructors

Adult Education instructors receive numerous opportunities for professional development throughout the year. These opportunities support individual, departmental, and overall school goals. Instructors are encouraged to seek professional development in their area of industry and to suggest topics of interest for implementation by the team. Faculty and staff are encouraged to participate in relevant conferences, webinars, and workshops and to maintain memberships with professional organizations. Faculty and staff are further encouraged to participate in work site visits, certification opportunities, and other continuing education opportunities. Adult Education instructors are also invited/encouraged to participate in secondary Act 80 Days and other training sessions or workshops.

Evidence: Documentation for professional development Schedules for Act 80 Days

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that the center provides and allows for professional development of their faculty and staff.

5. Describe how adult education faculty/staff are evaluated

Adult Education faculty and staff receive formal evaluations annually by the designated supervisor using the school's formal appraisal tool, which is shared with all staff prior to the evaluation process.

Additionally, Adult Education supervisory staff conduct both informal and formal classroom observations of all instructors at least once and sometimes twice per year. During classroom observations, instructors are evaluated on classroom management, student engagement, and course preparation as well as required documentation and professionalism. Student feedback, measured via quarterly course evaluation forms, also contributes to the evaluation of instructor performance. Follow-up is routinely discussed with instructors to highlight positive student feedback and to address any concerns.

Evidence: Course Feedback Forms
Instructor Evaluations

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence shows that faculty/staff are given evaluations annually using the Danielson model and reviewed by administration.

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

All Adult Education facilities are managed and maintained by the York County School of Technology maintenance department. The school employs several custodial staff who perform tasks both during the school days and at night when classes are not in session. Classes, labs, and common areas are cleaned daily to ensure student health and safety. Maintenance staff works closely with other staff and administration to ensure all needs are met. Requests for repairs or other maintenance assistance are submitted through the "School Dude" system, which electronically routes non-emergency maintenance needs to the appropriate staff. Maintenance staff is available for emergencies via walkie-talkie or cell phone during hours of operation.

Evidence: Maintenance Schedule
School Dude Requests (Samples)

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided, and tour of the facility showed a well maintained center with adequate staff.

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

The health, safety and security of students and staff is of utmost importance. Extensive safety information is provided in Adult Education handbooks, which are distributed to all students and staff. All employees are required to wear ID badges, and all visitors must be "buzzed in" and must sign in and be scanned through our "Raptor" system upon entry. The school employs a School Resource Officer who maintains a presence in the building during traditional school hours to assist with safety and security.

Safe use of shop equipment is stressed in all program areas and is a crucial component of new student orientations. Students are trained in appropriate safety standards and practices before handling hazardous materials or using shop/lab equipment. Classrooms and shop areas contain appropriate safety equipment including fire extinguishers, eyewash stations, and first aid supplies. Medical staff and instructors are trained in CPR and First Aid/AED. AED devices are located throughout the building.

The School has a Safety Committee that meets monthly. Committee members includes faculty from secondary and adult education as well as administrators and staff from all levels. Every team member is encouraged to provide safety concerns for consideration and potential action by the Committee.

School-wide emergency plans are posted in each classroom and office area. These plans contain procedures for fire, weather, intruder, and other emergency scenarios. Drills are held throughout the year to reinforce the emergency procedures. All faculty and staff completed ALICE/active shooter training and receive refresher training annually.

Evidence: Current Health & Safety Plan

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Safety Committee Meeting Minutes Campus Safety & Security Documents
Emergency Procedures

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided shows a safety committee in place that meets regularly. Emergency procedures are posted and written in the Adult Ed Handbook.

Category E - Employers:

The Standard

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

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

York County School of Technology prides itself on its community engagement. Both secondary and Adult Education administration, staff and faculty seek out and maintain relationships with local and regional businesses, industry partners, and community agencies. Adult Education is always seeking opportunities to partner with local employers to solicit input on industry trends and needs. Input from employers is used to enhance Adult Education programming and is crucial to the success of our students.

Adult Education instructors maintain routine contact with employers to match students with hiring needs. Employers participate in classroom presentations, mock interviews, and career days in addition to providing guidance on workplace expectations and soft skills. Instructors incorporate visits to local employers into their curriculum so that students may gain a real-world understanding of industry standards and workplace expectations. Additionally, employers reach out to faculty and staff to post job openings and advertise for job fairs and recruitment sessions.

Additionally, the oversight of the Occupational Advisory Committees (OAC) is important to ensuring programs are meeting industry standards in curriculum, equipment, technology, etc. The OACs meet twice per year and are composed of a broad membership list of diverse and supportive employers and other stakeholders.

Evidence: Guest Speakers
Field Trip Documentation Employer Job Postings

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided showed ample documentation of employer involvement via guest speakers, tours and promotion of job openings. Centers works very well with business and industry to help with their needs.

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

As discussed above, OACs provide critical program guidance by offering insight on industry trends, innovative methods, new standards of equipment/technology, wage information, and other trade-specific initiatives to ensure Adult Education programs meet the needs of individual students with regard to the current and future labor market. OAC members also support programs by serving as

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guest speakers, participating in career days, and offering facility tours and other activities that provide students with exposure to the type of work environment they will enter. OAC members are also involved with student placement and instructors work directly with members to fill positions as needed.

Evidence: Occupational Advisory Committee Member List Occupational Advisory Committee Minutes

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided showed programs with well attended business and industry OAC members which were sufficient and representative of the industry.

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

Employers have the opportunity to provide feedback via a variety of methods. The Practical Nursing department, for example, utilizes electronic surveys to solicit employer feedback on student training and workplace preparedness. Employers also have the opportunity to provide feedback on our students and programs when students participate in clinical skills and externships. For example, in the Medical Assistant and Dental Assistant programs, the Externship Supervisor provides a formal evaluation, which contributes to the student's grade.

Feedback is also received through the employer-instructor relationship as many of our students are hired through instructor recommendations. Employers often provide direct feedback to the program instructor once a student has started working. Instructors may use this information to make programmatic changes as needed. OAC members also provide feedback at semi-annual OAC meetings.

Evidence: Employer Survey Results - Practical Nursing Employer Feedback/Communications Externship Performance Evaluations

- Not Met
- Beginning
- Functioning
- Advanced

Comments: Evidence provided showed good combination of empirical and anecdotal feedback.