

Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education

February 2018



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street

Harrisburg, PA 17126-0333

[Pennsylvania Department of Education](http://www.education.pa.gov)



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For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education Voice: (717) 783-6972
Bureau/Office of Career and Technical Education
333 Market Street, 11th Floor Harrisburg, PA 17126-0333
Voice: (717) 783-6860, Fax: (717) 783-6672
www.education.pa.us

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

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Required under Title 34, Sub Part B, Part 603.24
for the

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

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

Chapter 1 Objective of Program

Background, Scope, and Purpose of the Accreditation Pennsylvania Public Postsecondary Vocational Education.

1. Key reasons why this Accreditation Program is important to Pennsylvania's Education System:
 - a. Expand training opportunities for adult students
 - b. Meet the needs of individuals and the community
 - c. Enhance opportunities for workforce and economic development
 - d. Help the community reach its overall goals
 - e. Benchmark quality standards for program development, instruction, equipment, processes, and services for the purpose of making comparisons and improving the quality of adult education
 - f. Increase enrollment opportunities for institutions by being responsive to community needs and helping the institution be successful
 - g. Provide accreditation services not readily available to our institutions at a cost savings for institutions, and the state of Pennsylvania
 - h. Offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education
 - i. Enhance collaboration between institutions and the Pennsylvania Department of Education
2. The state agency, Pennsylvania State Board for Vocational Education, will be recognized by the Secretary of the U.S. Department of Education as the reliable authority for the quality of public postsecondary vocational education.
3. The Pennsylvania Department of Education establishes standards, policies and evaluation procedures that meet the requirements of both the U.S. Department of Education and are approved by the Pennsylvania State Board for Vocational Education.
4. The scope of accreditation is for any public career and technical center that offers public postsecondary vocational education as contained in Title 34 of the Code of Federal Regulations.
5. Pennsylvania Department of Education has an on-going relationship with career and technical centers. Therefore, much of the required data, information and knowledge of the potential applicant institution is available allowing for a more effective and efficient accreditation process for all.

Chapter 2 Roles of Organizations

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

1. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education has legal authorization and the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania Public Postsecondary Vocational Education programs and institutions in Pennsylvania as per 24 PS 18-1841.
2. Pennsylvania State Board for Vocational Education through the Pennsylvania Department of Education approve programs, facilities, and general conduct of the public postsecondary vocational education programs.

3. Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body, Institutional Accreditation Advisory Group. The Institutional Accreditation Advisory Group provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board for Vocational Education accreditation process. (See Appendix M)
4. Pennsylvania Department of Education administers the accreditation program for the Pennsylvania State Board for Vocational Education. Accreditation status will be granted to an institution that has satisfactorily assured Pennsylvania State Board for Vocational Education, through the recommendations of Pennsylvania Department of Education, that it has met the accreditation guidelines.

Chapter 3 Requesting Accreditation/Re-Accreditation

Process for Requesting Accreditation/Re-Accreditation.

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

Chapter 4 Assistance to Applicant Institution

Process for assisting the applicant institution and conducting a self-study to tentatively confirm that the institution is worthy of accreditation. Note: All documents are made available electronically on [Pennsylvania Department of Education website](#).

1. The state accreditation coordinator will schedule a meeting with the career and technical center to review:
 - a. Standards and procedures of accreditation
 - b. Mandatory self-study requirements before a site evaluation
 - c. Timeline between the program approval, self-study completion and submission, site evaluation and accreditation determination (see Appendix C)
 - d. Expectations during a site visit
 - Overview of visit during opening session – welcome, introductions, agenda, protocol for visits and interviews
 - Evaluators break into assigned groups to review documents and data to support the institution's self-study and past operation if a reaccreditation
 - Tour of institution
 - Schedule of tours to off-site locations
 - Interview of key persons involved with the institution's postsecondary programs
 - Team meets to develop a preliminary report including scoring
 - Pennsylvania Department of Education staff provides an oral exit report that highlights some of the key findings.

2. The institution staff may ask any questions or express any concerns regarding the accreditation process.
3. Technical assistance is available to provide overall guidance on the federal, state and Pennsylvania Department of Education educational standards and the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*.

Chapter 5 Program Approval

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

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

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

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

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

The formula is as follows:

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

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

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

Chapter 6 Self-Study

Institutions are required to send to Pennsylvania Department of Education a self-study binder. (See Appendix B) The binder provides a portrayal of the institution's guidelines and procedures, and includes samples in each subcategory. Pennsylvania Department of Education assistance is provided to help the applicant institution conduct their preliminary self-study and to identify the necessary site evaluation data and information. While the purpose of the self-study is to guide the

institution through a quality assessment of their programs and institution, the data collection and organization that results from this process saves time and creates efficiency during the actual site evaluation. The self-study also provides advance information for the site evaluation team. (See Appendix D)

1. The institution works with Pennsylvania Department of Education on projected date for program approval, and submission of programs into the Career and Technical Education Information System.
2. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting an application requesting consideration for accreditation.
3. The institution works with Pennsylvania Department of Education on the projected date for completing and submitting the self-study.
4. The State Accreditation Coordinator is available to the applicant institution to provide technical assistance and provide overall guidance in regard to the self-study.
5. The institution will send the completed self-study to Pennsylvania Department of Education. Pennsylvania Department of Education staff will review the self-study and determine if the institution is ready for a site evaluation.
6. If the institution is ready for a site evaluation, the State Accreditation Coordinator and the institution will determine the dates for the site evaluation.
7. Prior to the visit, the institution will be provided with the names and mailing addresses of the site evaluators who will be evaluating the institution. The institution is required to mail a self-study binder for review to each evaluator. (See more about Site Evaluators in Chapter 16)
8. If the institution is determined to not be prepared, the State Accreditation Coordinator will contact the institution to review the problem areas and determine when they should resubmit for approval.
9. The self-study will be mailed to team members one (1) month before the site evaluation. Comments from team members are provided to the State Accreditation Coordinator regarding strengths and areas requiring review during the site evaluation. Comments are sent back to the State Accreditation Coordinator who compiles the comments into one report.
10. The State Accreditation Coordinator will compile the comments and send them to the institution for review prior to the site evaluation.
11. The institution will gather evidence to address the evaluators' comments prior to the site evaluation.

Chapter 7 Site Evaluation

Site visits require at least three days. Some institution's site evaluations may require more days due to the number of programs offered and/or their locations. All lodging, travel, and subsistence expenses for non-PDE evaluators are the responsibility of the institution.

1. The State Accreditation Coordinator will determine the agenda with the institution and prior to the site evaluation to ensure timeliness and efficiency during the visit evaluation.
The following is an example of a three-day agenda:

Day One

1:00 pm	1:30 pm	Welcome by PDE and Institutional Staff
1:30 pm	2:30 pm	Training and expectations of evaluation team
2:30 pm	4:00 pm	Team document review (three breakout rooms with PC workstations)

Day Two

8:00 am	8:45 am	Breakfast (provided at institution) and overview of team expectations
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8:45 am	9:30 am	Institution tour
9:30 am	12:00 pm	Team document review (three breakout rooms with PC workstations)
12:00 pm	1:00 pm	Lunch (provided at institution)
1:00 pm	2:00 pm	Onsite interview session and off-site visits (See Appendix H)
1:30 pm	4:00 pm	Team document review (three breakout rooms with PC workstations)

Day Three

8:00 am	8:45 am	Breakfast (provided at institution)
8:45 am	12:00 pm	Team report compilation – document review and interview data consolidated into a preliminary report
12:00 pm	1:00 pm	Lunch (provided by institution)
1:00 pm	2:00 pm	PDE evaluators team meeting – debriefing of preliminary findings
2:00 pm	3:00 pm	Oral presentation of preliminary findings to institution officials
3:00 pm		Adjournment

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

The oral report will be well planned and guided by the following:

- Clear set of points to cover
- At the completion of the oral preliminary report, clarification questions are permitted but there should be no in-depth discussion of or debate about the findings.

Chapter 8 Written Report (See Exhibit I)

1. The State Accreditation Coordinator will prepare a preliminary draft report to be sent to the institution under review. The institution will have 30 calendar days after receipt of the preliminary draft report to respond to any findings and/or to file supplemental materials pertinent to the facts and conclusions contained in the written report.
2. If the institution is not responsive within the 30 calendar days, the preliminary draft report will be given to the Institutional Accreditation Advisory Group for review and consideration. The Institutional Accreditation Advisory Group will make a recommendation of accreditation status to Pennsylvania Department of Education.
3. If the institution is responsive with comments and/or supporting documentation within 30 calendar days, the State Accreditation Coordinator will review the comments and/or documentation provided, and will reconvene the original site team evaluators if necessary.
4. The State Accreditation Coordinator will update the preliminary draft report to include the evaluators' decision after considering the institution's comments.
5. The preliminary draft report with the evaluators' determination will be provided to the Institutional Accreditation Advisory Group.
6. The Institutional Accreditation Advisory Group may comment and will make a recommendation on accreditation status to Pennsylvania Department of Education through the resulting final draft report. (See more about the Institutional Accreditation Advisory Group in Appendix M)
7. Pennsylvania Department of Education will review the final draft report issued by the Institutional Accreditation Advisory Group, make an accreditation status recommendation, and present the final draft report and accreditation recommendation to the Pennsylvania State Board for Vocational Education. Pennsylvania Department of Education advises the Pennsylvania State Board for Vocational Education on its reasoning for accepting or rejecting the Institutional Accreditation Advisory Group accreditation recommendation.

Chapter 9 Accreditation Approval and Appeal Process

1. Pennsylvania Department of Education will notify the institution under review of Pennsylvania Department of Education's recommendation for accreditation status and inform the institution that the final draft report and accreditation recommendation will be presented to the Pennsylvania State Board for Vocational Education.
2. Pennsylvania State Board for Vocational Education will distribute the final draft report and the Pennsylvania Department of Education recommendation on accreditation status to the institution and provides an opportunity for the institution to appear and contest the accreditation recommendation before the Pennsylvania State Board for Vocational Education.
3. If the institution does not respond in writing and request a hearing within 30 calendar days after receipt of the final draft report and accreditation recommendation, then the final draft report will go to the Pennsylvania State Board for Vocational Education for formal adoption of final draft report and issuance of its final decision which either accepts or rejects the Pennsylvania Department of Education's accreditation recommendation.
4. If the institution responds in writing and requests a hearing within 30 calendar days after receipt of the final draft report and accreditation recommendation then Pennsylvania State Board for Vocational Education will provide written notice to the parties of receiving the appeal, assign a docket number, and assign a hearing officer so that a hearing may be held to develop a full and accurate record for Pennsylvania State Board for Vocational Education's consideration.
5. The approval status of the institution or program will continue pending disposition of an appeal.
6. Pennsylvania State Board for Vocational Education will review the full record, discuss issues raised, and issue a written final decision, including a statement of its reasons therefor.
7. If the final decision of the Pennsylvania State Board for Vocational Education is to deny accreditation, the institution should follow the Closeout Procedures as outlined in the [Complete Federal Student Aid Handbook](#).

Chapter 10 Accreditation/Probationary with Stipulations/Denial Status Processes

Pennsylvania State Board for Vocational Education through Pennsylvania Department of Education has clearly defined the process and procedures for the Pennsylvania Public Postsecondary Vocational Education. Collectively, these guidelines include definitions and procedures for granting accreditation, granting re-accreditation, or denying accreditation.

Accreditation scenarios are as follows:

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

* Not Met and/or Beginning is defined as scoring 0 or 1.
- Probationary Accreditation with Stipulations: The institution has no more than two "Not Met" and/or "Beginning" in a quality initiative. Pennsylvania Department of Education will send

the institution a letter with a certificate stating the approval for Pennsylvania State Board for Vocational Education accreditation is valid for one (1) year. Pennsylvania Department of Education will clearly state the issue(s) and action(s) necessary to bring the institution into compliance. The institution is required to make the necessary corrective action(s) within one (1) year and to furnish a report to Pennsylvania Department of Education on each specific issue. A visit by the Pennsylvania Department of Education to the institution may or may not be necessary. If the institution is found to have corrected all issues, accreditation will be granted for four years from the date of the letter stating that they are in compliance. If the institution does not resolve the issues to the corrective action plan within one (1) year, Pennsylvania State Board for Vocational Education will deny accreditation to the institution. The institution may wish to appeal this decision. The institution will have an opportunity to re-apply for accreditation one (1) year from the date of the denial letter. (See Chapter 9)

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

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

Procedures for Non-Compliance of the Credit Hour Policy:

If during an institution’s accreditation, an institution is found to be in non-compliance of the credit hour policy, the institution must cease enrolling students and submit a corrective action plan to Pennsylvania Department of Education. This plan will be reviewed and when found to be properly implemented; the institution may begin to enroll new students. If the institution does not submit a corrective action plan and/or does not follow through with the corrective action plan, the institution’s accreditation will be revoked. The institution will have the opportunity to appeal this decision. (See Chapter 9; See Appendix N and Appendix O)

Chapter 11 Complaint Procedure

Written complaint procedure for the applicant institution.

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

Chapter 12 Annual Operational Report

Annually, Pennsylvania State Board for Vocational Education accredited institutions will submit reports to Pennsylvania Department of Education. The reports are due August 31 of every year accredited. The reports cover each of the accreditation standards: organizational leadership; student stakeholder and public/community focus; leadership, program, students, facility/staff/facilities, and employers. (See Exhibit L)

1. The State Accreditation Coordinator will receive and date stamp the reports.
2. The State Accreditation Coordinator will coordinate a review of the annual report with the Pennsylvania Department of Education staff assigned to accreditation.
3. During review of the annual report, staff will look for triggers indicating an area(s) of deficiency.
4. If materials are deficient and a trigger has been identified, the State Accreditation Coordinator and staff will review the materials and arrive at a consensus whether or not a deficiency exists.
5. A response from the State Accreditation Coordinator will be sent to the institution by September 30. In the response, the State Accreditation Coordinator will notify the institution if the Annual Report meets the standards or if deficiencies were found. If deficiencies were found, they will be outlined with a request to provide more information within 30 calendar days of the response.
6. The State Accreditation Coordinator and staff will review the additional materials and arrive at a consensus on the sufficiency of the additional evidence.
7. If an institution does not meet full accreditation, the State Accreditation Coordinator will prepare a letter notifying the institution that it has not met the standards and does not meet full accreditation. The institution will be notified that it must submit a corrective action plan within 30 calendar days from the date of the letter. Additionally, the State Accreditation Coordinator will schedule a site visit. The State Board for Vocational Education will be notified when an institution does not meet the standards.
8. The triggers that determine when a corrective action plan must be submitted are listed below.

Areas of Deficiency

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

Leadership

- The administration does not provide leadership to adult education
- Meetings are not held to discuss adult education and its goals
- There is no review of the organization's performance
- The adult education budget is not reviewed

Program

- Institution does not identify the methods for developing an adult education program
- Institution does not market the programs to stakeholders
- Ethical practices are not adhered to
- Catalog does not provide clear information regarding adult education
- Equipment acquisition and disposition

Students

- Student handbook does not address the following: attendance policy, credit hour policy, complaint/grievance policy, and/or remediation policy
- Institution does not provide data on completers, credentials earned, and/or special awards given
- Curriculum is not addressed

- Institution does not assess student satisfaction/dissatisfaction and/or how it is addressed

Facility/Staff/Facilities

- Faculty/Staff do not have the proper qualifications
- Institution does not recruit for faculty/staff
- No evidence of orientation
- No evidence of professional development
- Faculty/Staff are not evaluated
- Facilities are not maintained
- Safety is not addressed

Employers

- No collaboration with local employers
- Institution does request or process feedback from employers

Chapter 13 Adding Programs After an Institution Has Been Accredited

Programs are approved through the Pennsylvania State Board for Vocational Education Career and Technical Education Information System. New programs will be reviewed by the State Accreditation Coordinator and the program specialist in that area. When a program is approved, the Chief School Administer and Career and Technical Administrator/Supervisor sign an assurance that states:

The program(s) shall comply with all standards and criteria of the accreditation process.

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

The addition of a new campus will require the institution to complete a mini self-study which will be reviewed by the State Accreditation Coordinator. A site visit will be scheduled to review the additional site to ensure it meets accreditation standards.

Chapter 14 Re-accreditation Process

Process for re-accreditation of an institution.

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

Pennsylvania Department of Education will notify the institution in writing one (1) year prior to the re-accreditation and offer technical assistance. A follow-up reminder will be given 6 months prior to the re-accreditation. Each reminder will emphasize that the review is focused on adherence to the standards and criteria over the 5-year period of accreditation. A Self-Study will be due to the Pennsylvania Department of Education four (4) months before the scheduled on-site visit.

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

Re-Accreditation scenarios are as follows:

- Accreditation
- Probationary Accreditation with Stipulations
- Revoking Accreditation: Pennsylvania Department of Education has an ongoing relationship with each institution offering Pennsylvania Public Postsecondary Vocational Education after accreditation has been granted. As part of this relationship, Pennsylvania Department of Education continues to review the institution's Pennsylvania Public Postsecondary Vocational Education student placement data, the deletion and addition of any instructional programs, and any institutional changes that effect its operations or that might influence the accredited status. As a result of this on-going review before the five-year re-accreditation, Pennsylvania Department of Education may reaccredit an institution if it believes that the institution has made changes that affect the quality of its Pennsylvania Public Postsecondary Vocational Education programs in relation to the standards and quality initiatives listed in the self-study guidelines and in the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*. If the institution has not sustained the expected level of Pennsylvania Public Postsecondary Vocational Education quality, Pennsylvania Department of Education works with the institution and provides the necessary technical assistance to help eliminate the need for revoking an accreditation. However, if the institution has not shown any progress in their first five years of accreditation towards bringing their institution up to the standards and quality initiatives Pennsylvania Department of Education will revoke the institution's accreditation. Institutions have an opportunity to appeal this decision. (See Chapter 9) *Institutions* may re-apply for accreditation after one (1) year from the date of the revocation letter.

Chapter 15 Discontinuation of Pennsylvania Public Postsecondary Vocational Education Accreditation

Institutions wishing to discontinue their Pennsylvania Public Postsecondary Vocational Education accreditation prior to their five (5) year term must submit a letter to the Pennsylvania Department of Education with their request of termination, an effective termination date, and a final annual report. The institution will also submit a teach-out plan which will outline how the institution will work with the students to find reasonable opportunities to continue their education. The Pennsylvania Department of Education will review all documentation and once satisfied, will bring the request to terminate accreditation to the Pennsylvania State Board for Vocational Education. If approved, a letter will be sent to notify U.S. Department of Education and the institution that Pennsylvania State Board for Vocational Education no longer recognizes the institution for Pennsylvania Public Postsecondary Vocational Education accreditation.

Chapter 16 Selection of Site Evaluators

Selection Process for Site-evaluators.

1. After a self-study of an institution is reviewed by the State Accreditation Coordinator, the State Accreditation Coordinator will begin the selection of the site evaluators. In accordance with the state nondiscriminatory policy, the State Accreditation Coordinator selects team members who have knowledge in the field of vocational education, as well as a depth of experience in vocational education program operations and participation in vocational program evaluations.

There are approximately 6 team members: 2 assigned to sections A&B, 2 assigned to section C and 2 assigned to sections D&E. Additional team members are utilized as needed.

2. Pennsylvania Department of Education sends communications to the institutions requesting evaluators. The communication includes specific information regarding the purpose of accreditation, expectations, and dates of the review. Anyone interested in serving as an evaluator is asked to contact the State Accreditation Coordinator with their interest and include their resume.
3. The State Accreditation Coordinator reviews the resumes and selects candidates based on criteria listed in Chapter 16.
4. Each candidate is given the requirements/expectations of his/her role, and must agree on the overall assignment. The selection process includes candidates from Pennsylvania Department of Education as well as those external to the Pennsylvania Department of Education.
5. Each site evaluation team member must read and sign a Conflict of Interest form. (See Appendix G)

Note:

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

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

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

Chapter 17 Training Site Evaluators

Training Process and Outline for Site-evaluators.

Step 1:

- a. Requirements, logistical data, and information about the applicant institution are provided to team members. This information includes a copy of the training schedule, the *Pennsylvania Public Postsecondary Vocational Education Accreditation Guidelines*, the self-study completed by the institution, and the site evaluation agenda, maps, and lodging information.
- b. In addition to the actual site evaluation team members, alternate team members and observers will attend the training.
- c. Training topics include:
 - How to prepare for the site evaluation
 - Review of the applicant institution's organizational profile
 - Conduct, conflict of interest and ethics of the team including confidentiality
 - Knowledge of what the applicant institution has prepared to date

- How to evaluate a course of study for its sources of occupational analysis, performance objectives, competencies/skills learned, measures and results as specified in the self-study guidelines
 - Self-study guidelines
 - Review the Pennsylvania Public Postsecondary Vocational Education current data and information regarding the institution
 - Schedule during each day of the site evaluation
 - Tips for being a successful site evaluation team member
 - Tips for effective site evaluation interviews
 - What to assess, including questions to ask during interviews with administration, staff, faculty, students, etc.
 - What to assess, including questions to ask during classroom/laboratory visits
 - How to suggest potential improvement strategies or innovations for consideration by the institution
 - How to prepare individual reports for the State Accreditation Coordinator
 - How to complete the Accreditation Process Evaluation Form for Pennsylvania Department of Education
- d. Credit Hour Training:
The purpose of this training is to provide the evaluation team members with information on the credit hour policy incorporated into the Pennsylvania Public Postsecondary Vocational Education process as a result of the Higher Education Act of 2010.

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

Goals include:

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

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

Chapter 18 Evaluation of Pennsylvania Public Postsecondary Vocational Education System

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

Step 1:

- a. The site evaluation team will assess their site review experience by completing an evaluation form, and discuss the strengths of the process and opportunities for improvement with the State Accreditation Coordinator. (See Appendix J)
- b. The applicant institution is asked to provide feedback on the accreditation process to the State Accreditation Coordinator. (See Appendix K)

- c. Feedback is summarized and analyzed by Institutional Accreditation Advisory Group and Pennsylvania Department of Education leadership.

Step 2:

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

Chapter 19 Innovation Encouragement

Encouragement of Innovation and Benchmarking.

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

Chapter 20 Communication to Public

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

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

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Appendix A
Accreditation Application Form

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

Name of Institution: _____
Contact Person: _____
Position: _____
Mailing Address: _____
Phone Number: _____
Fax Number: _____
Email: _____
Web Address: _____

Number of approved programs over 300 hours _____
Attach copy of the PDE 286

How many years have the programs ran? _____

Is the institution currently accredited? Yes No

If yes, by which agency and expiration date _____

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

Signature/Chief Administrative Officer Date

E-mail address

Signature/Adult Education Coordinator Date

E-mail address

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Appendix B
Applicant Institution Self-Study

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

Evidence: Qualifications and job descriptions of adult education administration team

2. Describe the vision/mission for adult education

Evidence: Literature with vision/mission statements

3. Describe the meetings held to discuss adult education

Evidence: Minutes from Administration meetings
Minutes from JOC meetings

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

Evidence: Minutes from Administration review of the budget
Minutes from the JOC review of the budget
Spreadsheet of various tuition methods used by adult for payment
Budgets from past 3-5 years showing revenues and expenses of adult education
Audited reports

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

Evidence: Minutes discussing goals of adult education

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

Evidence: Evaluations of administration team for adult education

Category B – Program:

The Standard

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

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

Evidence: Labor Market data
OAC meeting minutes with new program recommendations
Determination of program hours
Cost per program to include extra fees

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

Evidence: Pamphlets
Brochures
Website
Radio

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

Evidence: Ethical statements in marketing material
Policies regarding ethics

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

Evidence: Updates to catalog
Financial Aid Info

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

Evidence: List of equipment per program
Equipment plan
OAC recommendation of equipment and follow-through

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

Evidence: Handbook
Policies

2. Describe the adult education attendance policy

Evidence: Attendance records of adult students
Policy

3. Describe the adult education grading policy

Evidence: Grades of students in adult education
Policy of grading system

4. Describe the adult education credit hour policy

Evidence: Policy in handbook/course catalog

5. Describe how adult students become completers

Evidence: Data on completers

6. Describe industry credentials offered to adult students

Evidence: Data on industry credentials earned by program

7. Describe the curriculum of adult education programs

Evidence: Copies of curriculum
Lesson plans
Data on completion of tasks

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

Evidence: Data on remediation
Drop out information

9. Describe the complaint/grievance procedures for adult students

Evidence: Policy on complaint/grievance to include any data

10. Describe special awards given to adult students

Evidence: Data on Student awards

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

Evidence: Completed surveys
Feedback
Follow-up

Category D – Faculty/Staff/Facilities:

The Standard

The institution employs qualified faculty 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

Evidence: Qualifications of adult education administration team

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

Evidence: Advertisements
Qualifications
Job descriptions

3. Describe how new instructors are oriented on adult education

Evidence: Orientation materials

4. Describe professional development opportunities given to adult education instructors

Evidence: Data for professional development

5. Describe how adult education faculty/staff are evaluated

Evidence: Completed surveys
Feedback
Follow-up

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

Evidence: Maintenance staff and schedule

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

Evidence: Safety meeting minutes
Security measures

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

Evidence: Data on recruitment of employer
OAC minutes

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

Evidence: List employers on OAC committees
Data on how many hire adult education students

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

Evidence: Completed surveys
Feedback
Follow-up

Appendix C

Accreditation Timeline

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

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

Appendix D

Data/Information and Analysis Presentation Guidelines

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

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

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

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Appendix E
*Sample Letter to
Potential Site-Evaluation Team Members*

Use Official Letter Head

Date:

Mr. Ms. Dr. Jane Doe
XXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXX

Dear Jane:

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

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

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

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

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

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

Feel free to contact me at any time.

Sincerely,

State Accreditation Coordinator
Pennsylvania Department of Education

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Appendix F
*Site-evaluation Team Member's
Background and Experience*

Name: _____

Date: _____

Job Title/Duties _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Please complete the following:

Work Qualifications:

Experience with vocational/technical education:

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

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

Signature: _____

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

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Appendix G
Conflict of Interest Form

Ethics for the individual accreditation program team member

- Has personal and professional integrity and will conduct self accordingly

- Will respect the confidentiality of all written, oral, discussed, written notes, and observations

- Has not previously been employed by or lived/lives in one of the sending school districts to the Career and Technology Center

- Will in no way be bias to personalities, race, color, national origin, sex and disability and any form of discrimination.

- Will not accept any gifts, items of value that may appear to sway one’s thinking

- Understands the *Accreditation Guidelines for Pennsylvania Public Postsecondary Vocational Education* to include the self-study and the organizational profile of the institution being evaluated

- Is willing to speak to the State Accreditation Coordinator and express self about potentially conflicting or sensitive issues

- Personally feels confident and qualified in performing this responsibility

Signed by the site-evaluation team member

Name: _____ Date: _____

Please Print Name: _____

Employment: _____

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Appendix H

Interview Forms

Directions for conducting interviews:

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

The purpose of the interview is to determine the degree to which the individual segments of the organization are meeting the standards and fulfilling the quality initiatives. It is important to get input, facts, and perceptions about the performance of the segment. The goal is to verify and confirm statements and evidence provided by the institution.

*The Director interview will be conducted by the Adult Accreditation Coordinator and will be summarized to the evaluators who would benefit from the responses.

Interview Forms

Board Member Interview – Category A

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

1. How does the Board support the Pennsylvania Public Postsecondary Vocational Education initiatives of the school? For example: the involvement of the community and advisory groups, the setting of standards and quality initiatives that are challenging, two-way communication, administration, faculty, and funding to operate a quality institution, etc.
2. What tracking system do you use for gauging the success of the school, i.e. measurements, goals, and objectives?
3. How do you evaluate the overall level of satisfaction that the school is achieving its goals and objectives in the area of Pennsylvania Public Postsecondary Vocational Education?
4. What are the current strengths and opportunities for improvement you feel should be mentioned? Do you have a plan and/or ideas for making changes and improvements?

Notes:

Interview Forms

School Administrator/Director Interview – Category A (to be conducted by State Accreditation Coordinator)

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

1. How do you involve the community and advisory groups in sustaining and improving the quality of Pennsylvania Public Postsecondary Vocational Education programs?
2. How do you ensure that you are offering quality Pennsylvania Public Postsecondary Vocational Education opportunities to your students?
3. How do you implement the school's credit hour policy to comply with federal regulations?
4. Do you have adequate funding and budgets for providing quality Pennsylvania Public Postsecondary Vocational Education opportunities?
5. What key data and information do you collect/analyze and how are these results used to improve the school?
6. How do you sustain and improve the quality and performance of your employees, faculty, staff, and support personnel through development opportunities and performance evaluation?
7. What methods of communication do you use to inform the public and potential students of the programs and services available to them?
8. How do you use students and faculty to make changes/improvements in the overall operation of the school?
9. What are the current strengths and opportunities for improvement as related to your organization? Do you have a plan for pursuing changes and improvements?

Notes:

Interview Forms

OAC Member Interview – Category B

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

1. How were you selected to be an OAC member?
2. What is your knowledge of the adult education program at the school?
3. What guidance do you give to the direction of the program in regard to adult education?
4. Do you feel that your guidance is heard and implemented by the institution?
5. How do you feel about the program in regard to instructor, curriculum, equipment, etc.?
6. Do you hire adult education students?
7. How would you rate an adult education student that you hired?
8. Do you have any comments or suggestion in regard to the adult education program?

Notes:

Interview Forms

Student Interview (Present Student) – Category C

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

1. How would you describe your experience here at the school to another interested person?
2. Do you have a career plan and what assistance did you receive in developing it? Do you believe that you can achieve your learning outcomes within the hours assigned to your studies?
3. Do you feel challenged, are you learning appropriate knowledge and skills, and experiencing personal growth opportunities that are valuable to you currently and in the future?
4. Share your thoughts about the overall organization, structure, and planning as related to your learning experience?
5. Do you understand where you are in relationship to the course objectives and goals, i.e. your grade level or degree of success?
6. Were you given a course syllabus with an hour breakdown of your program?
7. Was it explained how this breakdown converts into credit hours?
8. How would you rate your level of satisfaction and explain why?
9. What are the current strengths and opportunities for improvement as related to your experience at the school? What are some changes you would make if you oversaw the operation?

Notes:

Interview Forms

Vocational Teachers Interview – Category D

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

1. How do you gather information for curriculum planning and the design, improvement, and implementation of work-based learning as related to occupational needs and standards? How do business and industry participate?
2. Is there a specific program advisory group for your program? Describe their involvement?
3. How does your program support community and broader area labor market needs?
4. How do you keep your course content up to date with the latest technology and employer expectations?
5. What objectives, standards, measures, and tracking instruments do you use to ensure that you are providing quality learning and achievement for your students?
6. How do you break down your program into credit hours?
7. Is your program certified and/or recognized by industry, professional trade associations or state licensing agencies? What type of credential opportunity are the students working toward?
8. What are your current strengths and opportunities for improvement as related to your program? Do you have a plan for pursuing changes and improvements?

Notes:

Interview Forms

Business/Industry Representative Interview – Category E

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

1. How would you describe your relationship with the CTC?
2. How important is it for the school to teach personal skills such as problem solving, team work, responsibility, leadership, etc.? What are your thoughts on how well the school is meeting these levels of education?
3. Describe the kind of service and assistance you receive in hiring students from the school? Your level of satisfaction?
4. How well prepared are the students for entering the workforce at your establishment?
5. Do you participate in a work-site program that is linked to the school? Describe your relationship with the school and your level of satisfaction?
6. What are the current strengths and opportunities for improvement as related to your relationship with the school? Do you have a plan and/or ideas for making changes and improvements?

Notes:

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Appendix I

Written Report and Scoring Guidelines

When writing a narrative statement, the information should be accurate and substantiated. It is important that all not met, beginning, functioning well and advanced needed statements be verifiable with good evidence and based on sound information.

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

The scoring guidelines are similar to a report card scoring continuum with “0” being poor and ”3” being near perfect. The standards and quality initiatives are performance/results oriented and provide a mechanism by which the institution can judge its performance in key areas relative to a set of external quality standards and initiatives and its own internally identified approaches and processes.

Scoring the Quality Initiatives:

For each category (e.g. A, B... E) the applicant institution’s self-evaluation team is expected to answer the quality initiative questions (1, 2, 3..) to the best of its ability and to score its performance per the scoring guidelines. Each of the 32 quality initiatives are to be scored.

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

Level of Achievement	Description	Score
Not Met	No systematic approach is evident; information is anecdotal. Evidence is poor, not evident, or not functioning	0
Beginning	The beginning of a systematic approach to the basic purposes of the category is evident. Major gaps exist in deployment that inhibits progress in achieving the basic purpose of the quality initiative. Approaches are fair, very basic and/or do not exist in most critical areas	1
Functioning Well	An operational, approach that is responsive to the basic purpose of the quality initiative is evident. Approaches are good, effective and are functioning in most critical areas	2
Advanced	An effective, well deployed systematic approach, responsive to the overall purpose of the quality initiative and your key organizational requirements are evident. Approaches are outstanding, very strong, effective and functioning in nearly all critical areas	3

Sample:

The institution sets goals with timelines and assignments for adult education at the beginning of the school year. These goals are reviewed by the administration and adult education coordinator as evidenced by monthly meeting minutes. Goals are reevaluated as needed. Evidence provided shown goal of 90% placement in adult education programs being met for past two years.

- Not Met
- Beginning
- Functioning Well
- Advanced

What key improvements and/or changes do you recommend when conducting future accreditation processes for other career and technology centers?

Please provide any comments you would like to share about the experience you had and/or suggestions that you think could improve the accreditation process.

Please mail completed form to:

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

Appendix L Postsecondary Accreditation Annual Operational Report

The following is Annual Operational Report for Year _____

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

Name of Institution: _____

Contact Person: _____

Position: _____

Mailing Address: _____

Phone Number: _____

Fax Number: _____

E-Mail Address: _____

Web Address: _____

Please prove a copy of the PDE 286 with this report.

Is the CTC's adult education program(s) currently accredited with another agency? Yes No

If yes, with which accrediting agency? _____

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

Signature/Chief Administrative Officer

Date

E-mail Address

Signature/Adult Education Coordinator

Date

E-Mail Address

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

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

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

A. Leadership:

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

1. Provide job descriptions of key participants in adult education.
2. Provide documentation which lists the vision/mission for adult education.
3. Provide documentation of administration review of adult education.
4. Provide meeting minutes of institutional review of the adult education budget to include budgets from past two years.
5. Provide goals which were set and achieved by the institution.
6. Provide evaluations and analysis of those involved in adult education at the institution.

B. Program

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

1. Provide labor market and OAC meeting minutes discussing the need for 3 of your approved programs.
2. Provide various marketing documentation.
3. Provide documents with EEO statements.
4. Provide Financial Aid handbook
5. Provide equipment plan

C. Students

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

1. Provide copy of Adult Handbook.
2. Provide copy of attendance policy.
3. Provide copy of grading policy.
4. Provide copy of credit hour policy.
5. Provide completer data.
6. Provide industry credential data.
7. Provide curriculum outline for two approved adult education programs.
8. Provide copy of remediation process.
9. Provide copy of grievance, complaint policy
10. Provide copies of special awards given to adult education students.
11. Provide evaluations and analysis of adult education students.

D. Faculty/Staff/Facilities

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

1. Provide job descriptions and qualifications (one for faculty, one for staff).
2. Provide recruitment material for hiring an instructor in adult education.
3. Provide orientation material given to new adult education instructors.

4. Provide documentation showing professional development of adult education instructors.
5. Provide several evaluations and analysis of adult education faculty and staff.
6. Provide maintenance schedule and any updates to the facility
7. Provide safety meeting minutes.

E. Employers

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

1. Provide meeting minutes or emails with employers in regard to adult education.
2. Provide OAC minutes showing input from employers in regard to adult education.
3. Provide several evaluations and analysis from employers in regard to adult education students they have hired.

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Appendix M

Institutional Accreditation Advisory Group

Background:

The Code of Federal Regulations (CFR), Title 34, Part 603 requires that the State agency has an advisory body that provides counsel to the State agency and makes a meaningful contribution to the Pennsylvania Postsecondary Vocational Education Accreditation process.

Pennsylvania Department of Education uses such an advisory body named the “Institutional Accreditation Advisory Group.”

Purpose:

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

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

Vision:

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

Mission:

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

Key Goals:

- Provide information to update, modify, expand, and improve the quality of career and technical education programs related to Pennsylvania Public Postsecondary Vocational Education.
- Support and strengthen the relationship between business, industry, the community, and education.
- Make recommendations to strengthen and expand the curriculum and provide assistance in implementing these recommendations.
- Assist in identifying needs, determining priorities, and reviewing and evaluating programs and systems related to the Pennsylvania State Board for Vocational Education’s Accreditation program.

Qualifications:

- Knowledge in field of adult education
- Knowledge in field of vocational education
- Experience in industry

- Experience in assessment and evaluation

Representation of the Core Group:

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

Appendix N

Non-Compliance Letter to Institution

Dear Institutional Director:

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

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

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

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

Sincerely,

Lee Burket, Ed.D.
Director

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Appendix O

Non-Compliance Letter to USDOE

Dear US Secretary of Education:

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

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

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

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

Sincerely,

Lee Burket, Ed.D.
Director