

# **Petition for Continued Recognition by the US Secretary of Education as an Accrediting Agency**

PSBCTE is recognized as a State agency for the approval of public postsecondary vocational education.

## **Criteria: 603.24(a)(1)(i) Scope of Operations and Legal Authorization**

Response:

Pennsylvania has 69 career and technical centers offering public post-secondary career and technical education (CTE). Not all of the 69 career and technical centers offer adult CTE. In 2024-2025, approximately 10,524 adults were enrolled in 58 Career and Technical Centers (CTCs) non-degree programs across the state. The Pennsylvania State Board of Career and Technical Education (PSBCTE) and the Bureau of Career and Technical Education (BCTE) have their legal authorization established in the Pennsylvania Statutes under Title 24, Education, Chapter 1, Public School Code of 1949, Article 18, Career and Technical Education, (A) School Districts. Collectively, these statutes give the PSBCTE powers, duties and jurisdiction to supervise the public institutions that offer Pennsylvania Public Post-Secondary Career and Technical Education (PPPCTE) and to formulate and adopt curricula, courses of study and other instructional aids necessary for the adequate instruction of PPPCTE. Additionally, these statutes give the PSBCTE powers over the Bureau of Career and Technical Education which is designated as the Bureau for ensuring Federal and State standards are met. The PSBCTE, through the Pennsylvania Secretary of the Department of Education, authorizes the BCTE to manage the state's accreditation program.

Exhibit Files

1. School Code of 1949
2. List of Career and Technical Centers

## **Criteria: 603.24(a)(1)(ii) Scope of Objectives and Activities**

Response:

Pennsylvania Career and Technical Centers offer programs in the following national cluster areas:

- Advanced Manufacturing
- Agriculture
- Arts, Entertainment and Design
- Construction • Digital Technology
- Education
- Energy and Natural Resources
- Financial Services
- Health Care and Human Service
- Hospitality, Events and Tourism
- Management & Entrepreneurship

- Science, Marketing & Sales
- Public Service and Safety
- Supply Chain & Transportation

Pennsylvania career and technical objectives include the following:

- All students will master the knowledge and skills that meet the program defined standards to complete an adult career and technical education program.
- All students will complete an adult CTE program and attain the knowledge and skills that meet program defined and industry validated career and technical skill standards.
- All students will complete a program and successfully transition into employment, to further adult CTE education or advanced training.
- All students will be placed in employment reflective of the skills learned.

The accreditation process for the State's career and technical centers is a voluntary process and is granted only after satisfactorily assuring the PSBCTE, through the recommendations of BCTE, that the institution has met the requirements of the Accreditation Guidelines for Pennsylvania Public Postsecondary Career and Technical Education. Key reasons (as stated in the PPPCTE Guidelines) why the accreditation of Pennsylvania Public Postsecondary Career and Technical Education is important to Pennsylvania education are:

- To expand training opportunities for adult students to meet the needs of individuals and the community
- To enhance opportunities for workforce and economic development to help the community reach its overall goals
- To benchmark quality standards for program development, instruction, equipment, processes and services for the purpose of making comparisons and improving the quality of adult education
- To increase enrollment opportunity for centers by being responsive to community needs and helping the school be successful
- To provide accreditation services not readily available to our centers at a cost saving for school systems and the state of Pennsylvania
- To offer a more efficient accreditation process using data and information that is already on file at the Pennsylvania Department of Education (PDE)
- To enhance collaboration between centers and PDE

The following is the role of the Pennsylvania State Board of Career and Technical Education (PSBCTE) and Bureau of Career and Technical Education (BCTE):

1. The Pennsylvania State Board of Career and Technical Education (PSBCTE) and the Bureau of Career and Technical Education (BCTE) have legal authorization and the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania Public Post-Secondary Career and Technical Education (PPPCTE) programs and institutions in Pennsylvania.
2. The Pennsylvania State Board of Career and Technical Education, through the Pennsylvania Department of Education, approves programs, facilities and general conduct of the public post-secondary Career and Technical

Education programs.

3. The Pennsylvania Department of Education has the responsibility to establish and coordinate an advisory body: Institutional Accreditation Advisory Group (IAAG). The IAAG provides counsel to Pennsylvania Department of Education and makes a meaningful contribution to the Pennsylvania State Board of Career and Technical Education process.

4. The Pennsylvania Department of Education (PDE) administers the accreditation program for the Pennsylvania State Board of Career and Technical Education. Accreditation status will be granted to an institution that has satisfactorily assured the Pennsylvania State Board of Career and Technical Education, through the recommendation of PDE, that it has met the published requirements.

Exhibit Files

3. Accreditation Guidelines

4. Status of Completers

### **Criteria: 603.24(a)(1)(iii) Approval of Varying Program Levels**

Response:

The post-secondary Career and Technical Center programs and institutes authorized by the agency are designed for the purpose of training an individual to effectively pursue employment in an occupational or technical career. The approval process is based on the validation of the programs' objectives of non-degree level programs (at least 300 hours and no longer than 24 months in length). Career and technical centers seeking PDE Accreditation must be approved through the State Career and Technical Education Information System (CATS) detailing the following information: • Labor Market Needs • Planning • Program Content and Industry Standards • Student/Teacher Ratio • Utilization of Materials • Equipment and Supplies • Safety Practices • Accountability Standards • Student and Teacher Industry Certifications Programs are then reviewed by the accreditation coordinator and program specialist. Programs must be approved before the career and technical center can be accredited.

Exhibit Files

5. Program Approval – Greater Johnstown CTC

6. Program Approval – Schuylkill Technology Centers

### **Criteria: 603.24(a)(2)(i) Staffing and Operational Procedures**

Response

The Bureau of Career and Technical Education (BCTE) is the designated body that has the responsibility for developing, administering, and coordinating the evaluation and approval of Pennsylvania public post-secondary career and technical education programs and institutions and administering the ASIAE process in Pennsylvania. BCTE's Career and Technical Education Adviser serves as the State Accreditation Coordinator (SAC) and is responsible for implementing the agency's accrediting operations. The SAC leads the site-evaluation process, participates in the ASIAE site-evaluation final review and, as the key technical support provider, serves as a liaison between the team and the institution's administration. The SAC is assisted by two professional staff members who provide technical assistance to all programs and institutions, perform program and institutional monitoring, serve as site and/or team chairs, provide training to centers seeking accreditation and to the on-site evaluation team, as well as assist the centers in BCTE program delivery. The BCTE staffers are state civil servants and are required to have academic training and professional experience in career and technical education. The Accreditation procedures are laid out in the Accreditation Handbook for the approval of the Accreditation. Each chapter gives a step-by-step account of the PPPCTE operations procedures. The SAC reports all accreditation findings and updates to the BCTE Director. The BCTE Director reports directly to the PA State Board of Career and Technical Education to train the governing body, identify members for the IAAG, provide information on each accredited institution, provide the recommendation for accreditation status and request their

action on the recommended status.

Exhibit Files

7. Resumes
8. Organizational Chart

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

Response:

The Pennsylvania Department of Education receives funding from state allocations and federal grants. The FY25-26 budget totals \$6,396,931 and includes operational costs for the Bureau of Career and Technical Education. The accreditation activities are included in the Division of Adult and Post-Secondary CTE budget. This budget allocation includes salary, travel, and other expenses and benefits for the staff members assigned to accreditation activities. (See BCTE Position Descriptions in attachment D1) Travel and salary expenditures for all BCTE staff when they assist with accreditation activities are reflected within their individual division budgets. Administrative functions of the accreditation process are fully funded through permanent sources. No curtailment of the accreditation process has occurred due to fiscal constraints. The budget is controlled by the PA State Assembly and the Governor, and asset management is handled by the Governor's Budget Office who also controls assets and liabilities.

Exhibit Files

9. Statue
10. BCTE Budget

**Criteria: 603.24(a)(2)(iii)(A) Site Team Representatives**

Response:

The agency has policies and procedures for identifying and selecting site evaluation team members. The agency's SAC is responsible for coordinating the selections. The agency's site evaluation team pool consists of personnel from BCTE, state certified career and technical instructors, state continuing education coordinators, career and technical institution administrators, persons from colleges, and members of the public who are professionals experienced in the career and technical areas within the community. Each site evaluation team member who is not an employee of BCTE must provide a current resume and evidence of their qualifications, which then are reviewed by the SAC. Site team members are required to receive training and additional periodic training on the agency's standards and complete the agency's Conflict-of-Interest policy, site evaluation procedures, the ASIAE Administration Guidelines and the agency's Self-Study Guidelines. The agency is also required to comply with the state's non-discrimination policy in its employment practices.

Exhibit Files

11. EEO Policy
12. Site Team Background
13. Conflict of Interest
14. Site Team Resumes

## **Criteria: 603.24(a)(2)(iii)(B) Consultant Representatives**

Response:

The Institution Accreditation Advisory Group (IAAG) serves as the agency's advisory board. The agency's policies and procedures for identifying and selecting IAAG members are established and approved by the PSBCTE. The IAAG provides consultation and advisement to the agency on the development of standards, operating procedures, policy development and interpretation of educational needs and support projections of the PPPCTE system. It also provides the agency with current data and information about the job market, employer needs and community opportunities. The group regularly reviews the agency's Self-Study Guidelines and its Accreditation Standards. Potential IAAG members are identified by the BCTE Director from various sources. The agency's SAC then reviews the qualifications, experience and educational background of each candidate and makes recommendations to the Director, who then selects the IAAG member. See Attachment 15

Exhibit Files

15. IAAG Committee
16. IAAG Committee Member Resume
17. Appendix M - IAAG

## **Criteria: 603.24(a)(2)(iii)(C) Decision-Making Representatives**

Response:

The agency's decision-making body is the Pennsylvania State Board of Career and Technical Education (PSBCTE) whose membership is dictated and guided by the Pennsylvania Code. The Pennsylvania State Board of Education was created by the General Assembly in 1963 and reestablished in 1988. The Board is comprised of 21 members, ten of whom serve as the Board's Council of Basic Education and ten of whom serve as the Board's Council of Higher Education. Seventeen members are appointed by the Governor, with the advice and consent of the Senate, for overlapping terms of six years. Four members of the Board are members of the General Assembly who serve as long as they hold majority and minority chairs of the House and Senate Education Committees. The chairperson of the Professional Standards and Practices Commission is a non-voting, ex-officio Board member. Chairpersons of the Board and its Councils are designated by the Governor and serve at his pleasure. The 21 members of the board also serve as the State Board of Career and Technical Education with 4 of those members serving on the Career and Technical Education Committee. The State Board provides training for new members on an individual basis.

Exhibit Files

18. Regulations
19. PSBCTE and Committee Members
20. PSBCTE and Committee Members Bios
21. PSBCTE Accreditation Training
22. PSBCTE Minutes Approving Accreditation

## **Criteria: 603.24(a)(3)(i) Approval Status and Written Procedures**

Response:

The agency's definitions of the approval status and the procedures used to determine the various accrediting categories that an institution may receive are outlined in the Accreditation System of Institutions for Adult Education (ASIAE) Administrative Guidelines. The agency's accreditation categories include Accreditation, Probationary Accreditation with Stipulations, Disapproval of Accreditation, Revoking Accreditation, and Re-Affirming Accreditation. The agency's Administrative Guidelines outline its established procedures and methods for evaluating and re-evaluating public institutions offering postsecondary career and technical education. Agency policy dictates that for accreditation and re-affirming accreditation, it will require a comprehensive evaluation of the institution for compliance with all of its standards. This process includes the submission of self-study and completion of an on-site evaluation. A point system is used by the evaluators for each section of the self-study during the site review. Any institution that meets all or is only deficient in one category will be recommended for accreditation. An institution that has not more than two deficiencies will be recommended for probationary accreditation with stipulations and will have one year to address corrective actions. An institution that has more than two deficiencies is recommended for disapproval of accreditation.

At its meeting on May 6, 2026, the PSBCTE's Career and Technical Education Committee began consideration of draft regulations that would govern the procedures and the standards that the agency would apply in evaluating institutions as candidates for accreditation. The PSBCTE will entertain the draft regulations for consideration on its agenda upon recommendation of its Career and Technical Education Committee.

Exhibit Files

23. Approval Letters from PSBCTE
24. Ch 9 – Accreditation Approval and Appeal Process and Ch 10 – Accreditation/Probationary with Stipulations/Denial Status Processes
25. Draft Regulations for the Accreditation of Public Postsecondary Career and Technical Education

## **Criteria: 603.24(a)(3)(ii) Self-Analysis and On-Site Review Requirements**

Response:

The agency policies require institutions to conduct a comprehensive self-assessment in accordance with the ASIAE Self-Study Guidelines. The agency requires that the self-assessment includes a precise written description and evidence to support its responses. The agency provides its institutions with instructions that emphasize the importance of the quality of the assessment and provides technical assistance to an applicant institution as specific needs and issues arise. Site team members review the institution's self-study and provide comments. The comments are then given to the institution prior to the visit to help with the evaluation of documents when on site. On-site visits are in accordance with the ASIAE Guidelines. Procedures for site visits are reviewed with the institution prior to the site visit. Site team members are given an agenda prior to the visit which is also reviewed on the first day of the site visit.

Exhibit Files

26. Greater Johnstown CTC Self Study with Evaluator Comments
27. Greater Johnstown CTC Preliminary Report
28. Greater Johnstown CTC Final Report
29. Greater Johnstown CTC Approval Letter from PSBCTE
30. Ch 6 – Self Study, Ch 7 – Site Evaluation, Ch 16 – Selection of Site Evaluators and CH 17 – Training Site Evaluators

## **Criteria: 603.24(a)(3)(ii)(A) Self-Analysis Requirements**

Response:

Institutions are required to establish a represented committee to help develop the institution's Self-Study and to ensure that all involved parties affected by the accreditation are informed of the processes. The following areas are included in the Self-Study: • Goals and objectives • Strategic plan and outcomes • Occupational needs assessments • Program planning objectives, course outlines and competency lists • Use of advisory committee input • Instructor qualifications (degree level, trade experience, professional development, • industry certification, etc.) • Instructional training plans • Course quality standards, results and grades • Enrollment levels • Student-teacher ratios • Job placement assistance activities • Placement rates and completion rates • Safety training and practices • Facilities, equipment and supplies • Institution's vision and mission statements • Student admissions policies • Job descriptions • Student follow-up studies • Course descriptions • Methods for keeping curriculum current • Marketing and public relations activities • Complaint procedures • Nondiscrimination and educational equity policies • Other factors that may impact program quality

### **Exhibit Files**

31. Ch 6 – Self Study
32. Indiana CTC Surveys
33. Clearfield CTC Student Surveys
34. Clearfield CTC Employer Surveys
35. Clearfield CTC - Professional Advisory Committee Minutes
36. Clearfield CTC – Occupational Advisory Committee Minutes
37. Clearfield CTC – Local Advisory Committee Minutes
38. Clearfield CTC – Joint Operating Committee Minutes

## **Criteria: 603.24(a)(3)(ii)(B) On-Site Visit Requirements**

Response:

The agency's on-site evaluation teams consist of six to seven reviewers and include personnel from PDE, Continuing Education coordinators, adult career and technical instructors, career and technical administrators, post-secondary educators and individuals whose expertise, experience and education are related to the type of institution and programs being evaluated. The team verifies the accuracy of the information in the applicant institution's self-study to assess whether the institution complies with the agency standards (Leadership, Program, Students, Faculty/Staff/Facilities, Employers) and verifies/clarifies how the institution uses the data and information gathered to make decisions and improve the overall quality of the institution. Areas such as program objectives, course outlines, instructor qualifications, facilities, equipment and supplies, and other unique factors that impact program quality are reviewed. During the on-site evaluation, site evaluators interview school administrators, board members, Careerlink, instructors, counselors, students and participate in off-site visits to businesses which employ the CTC's adult students. At the end of the on-site visit, the team discusses the issues and concerns, prepares a Preliminary Draft Report identifying the strengths, opportunities for improvement and corrective action, and assigns scores to each section.

### **Exhibit Files**

39. Greater Johnstown CTC Preliminary Draft Report
40. Indiana CTC Preliminary Draft Report

## **Criteria: 603.24(a)(3)(iii) Reevaluation**

Response:

The agency reevaluates accredited institutions every five years for reaffirmation of accreditation. The process is identical to the original accreditation process. Programs are reviewed annually for any new submissions, deletions, or changes. The agency also requires each accredited institution to submit an annual report. In the annual report, the institution provides a written narrative and documentation to support how it continues to adhere to the five standards outlined in the ASIAE Guidelines. The SAC reviews the annual reports and looks for any triggers leading to areas of deficiency. If any triggers are found, the institution will be required to provide additional information and/or a corrective action plan.

### **Exhibit Files**

41. Schedule of Upcoming Visits
42. Indiana CTC Re-Accreditation Letter
43. Indiana CTC Self Study
44. Indiana CTC Preliminary Draft Report
45. Indiana CTC Final Draft Report
46. PSBCTE Meeting Minutes – Approval of Indiana CTC
47. Indiana CTC Final Approval Letter

## **Criteria: 603.24(b)(1)(i) Responsiveness to the Public Interest**

Response:

The Pennsylvania Department of Education (PDE) utilizes an advisory committee entitled the Institution Accreditation Advisory Group (IAAG). This group is comprised of administrators from career and technical centers, industry, career and technical associations, among others. The purpose of the IAAG is to strengthen the Pennsylvania Postsecondary Career and Technical Educational (PPPCTE) system. The group provides valuable advice to the State agency, through the BCTE, related to the development of standards, operating procedures and policy; and interprets the educational needs and support projections of the PPPCTE system. Key goals include: • Provide information to update, modify, expand and improve the quality of career and technical education programs related to PPPCTE • 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 PASBVE's Accreditation program. IAAG members serve on accreditation teams, including site visits, as part of the training process. This allows the members to have hands-on knowledge of how the policies and procedures are implemented by the institutions and evaluated by the team.

### **Exhibit Files**

48. IAAG Committee
49. IAAG Meeting Agenda
50. IAAG Meeting Minutes

## **Criteria: 603.24(b)(1)(ii) Demonstrate meaningful contribution by the advisory body**

Response:

The main purpose of the Institutional Accreditation Advisory Group (IAAG) is to strengthen the PPPCTE system. The group provides valuable advice to the State agency, through the BCTE, related to the development of standards, operating procedures and policy and interprets the educational needs and support projections of the PPPCTE system. The IAAG reviews and makes recommendations to the accreditation guidelines to ensure quality and integrity in the PPPCTE accreditation system. The IAAG reviews Preliminary Draft Reports and makes recommendations of accreditation status to PDE. Members of the IAAG serve on site review teams to gain knowledge of the accreditation process. Periodic training is done as new members join the IAAG.

Exhibit Files

51. IAAG Minutes

## **Criteria: 603.24(b)(1)(iii) Revision of Standards**

Response:

The Bureau of Career and Technical Education with the State Board of Career and Technical Education uses a variety of methods for communicating with the public on revisions to PPPCTE accreditation standards or regulations. The Pennsylvania Department of Education website lists all information regarding PPPCTE accreditation. This list includes a description of accreditation, PPPCTE accreditation guidelines, application form, program approval form, annual operational report form, and a list of all career and technical centers that have PPPCTE accreditation to include original accreditation dates, expiration dates, etc. If any changes are proposed, they are listed on the site with contact information for any comments or questions. BCTE staff also attend career and technical education workshops and symposiums and use such events as a vehicle for disseminating information to the affected community. Any comments or questions are compiled and reviewed by the IAAG Committee.

Exhibit Files

52. PA Career and Technical Administrators Adult Education Conference

53. Request for Public Comment

## **Criteria: 603.24(b)(1)(iv) Program Evaluation**

Response:

Pennsylvania Public Postsecondary Career and Technical Education require all accredited institutions to conduct surveys of their students, faculty and industry. Student surveys ask questions in regard to program delivery, content, facilities and equipment, and overall satisfaction. Faculty surveys ask questions in regard to preparedness, equipment, materials and any suggestions on improvements. The industry surveys ask questions in regard to the level of skill of the student and satisfaction of the employer who has hired the student. These surveys are then compiled by the institution and reviewed against their educational goals for each program and for the institution as a whole. These surveys are used as evidence in self-study and during the on-site visits where the site team reviews them for content and consistency. Institutions also must show completion rates, credentials earned, placement rates, drop-out ratios and how this information aligns with their educational goals.

Exhibit Files

54. Surveys

55. PIMS Data

## **Criteria: 603.24(b)(1)(v) Experimental and Innovative Programming**

Response:

Pennsylvania Career and Technical Centers are showing potential students up front what credentials they will earn upon completion of the program and how they can use those credentials to further themselves in college or within their career pathway for employment.

Exhibit Files

- 56. Ch 19 – Innovative Encouragement
- 57. Lehigh Nanofabrication Flyer

## **Criteria: 603.24(b)(1)(vi) Institutional/Program Approval**

Response:

All persons serving on on-site reviews are trained in ASIAE standards, policies and procedures. Reviewers also sign a conflict-of-interest form showing they will be impartial and objective when reviewing the institution. They review the institution's self-study and submit any comments or questions regarding the self-study to the SAC who will then submit them to the institution before the site-visit. During the site-visit, the reviewers review sections of the self-study and use a scoring system provided by PDE as an evaluation mechanism. Scoring guidelines have been developed to: Help calibrate how the Applicant Institution is performing relative to the Standards and Quality Initiatives • Identify the key areas for improvement focus and to help track improvement over time • Identify successful role model practices for benchmarking and sharing with other centers in the adult learning system.

Exhibit Files

- 58. Conflict of Interest Forms
- 59. Site Review Agenda with Training
- 60. Ch7 – Site Evaluation and Ch 17 – Training Site Evaluators

## **Criteria: 603.24(b)(1)(vii) Review of Standards**

Response:

PDE formally reviews its standards, policies and procedures once per year. They are also reviewed during every site visit. After every on-site visit, evaluations are given to the site reviewers and the participating staff at the institution requesting feedback on the visit and the accreditation process as a whole. These evaluations are compiled and reviewed by the IAAG. All comments are taken into consideration and when appropriate, changes are made to the accreditation process. Changes to the standards, if minor, will be made during the spring and be released to career and technical centers for use during the following program year. Once every four years, the SAC will distribute the accreditation standards to each of the career and technical centers located in Pennsylvania. Each career and technical center administrator will be asked to review the standards and provide input on not only the standards but the accreditation process and guidelines. Changes to the standards will be reviewed by the IAAG. During the review of the results, the IAAG will also provide input into the standards and guidelines. The approved changes will be presented to the State Board for Career and Technical Education for their review and approval.

Exhibit Files

- 61. Request for Public Comment

## **Criteria: 603.24(b)(1)(viii) Independent Judgment of Quality**

Response:

All institutions follow the same self-study when applying for PPPCTE accreditation. The State Accreditation Coordinator works to make sure that the training and review completed by the site evaluation team is consistent and follows the ASIAE guidelines. Team members also must sign a conflict-of-interest form which would exclude anyone who resides or previously worked in the institution's school district, which could in any way potentially prejudice the outcome of the site evaluation or is in any way biased towards the institution, staff or its students.

Exhibit Files

- 62. PSBCTE Meeting Minutes – Greater Johnstown
- 63. PSBCTE Approval Letter– Greater Johnstown

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

Response:

Any institution that wishes to file a complaint regarding the PPPCTE Accreditation process must do so in writing to the Director of Career and Technical Education at the Pennsylvania Department of Education. Solutions will be executed as appropriate. If necessary, a disposition of the complaint will be provided in writing within 10 calendar days of the final decision. Neither the Pennsylvania State Board of Career and Technical Education nor the PDE has had complaints submitted to them in regard to PPPCTE Accreditation. A process is in place to discuss complaints in the ASIAE Guidelines

Exhibit Files

- 64. Complaint Form
- 65. Complaint Procedure

## **Criteria: 603.24(b)(1)(x) Publicly Available Information**

Response:

The public can find all information regarding PDE Accreditation on the PDE website – [www.education.pa.gov](http://www.education.pa.gov). Such information includes the ASIAE Administrative Guidelines, Accreditation Application form, Program Approval form, Annual Report form, and a list of all PDE Accredited Institutions including those institutions applying for accreditation and those coming up that year for re-accreditation. At any time, interested parties make comments to PDE by phone, mail or e-mail using the contact information provided at the bottom of the webpage. When policy changes are made, announcements are sent out to PPPCTE centers and posted on PDE's website.

Exhibit Files

- 66. Accreditation Website

## **Criteria: 603.24(b)(1)(xi) School/Program Changes**

Response:

Pennsylvania State Board of Career and Technical Education accredited institutions must submit an annual report to PDE by August 31 of each year. In the annual report, the institution reports any changes to their vision and/or mission statement and any changes to: • Administrative/Staff Personnel • Policies/Procedures – per program • Instructional Delivery Any changes to the programs are completed through the Career and Technical Information System (CATS) and approved by the SAC. The SAC reviews all changes to determine if the institution remains in compliance with PPPCTE ASIAE Accreditation standards. Pennsylvania State Board of Career and Technical Education was not informed of any changes during this recognition period.

Exhibit Files

67. Ch 13 – Adding Programs After an Institution Has Been Accredited

## **Criteria: 603.24(b)(1)(xii) Interagency Consultation**

Response:

The Pennsylvania Department of Education maintains regular and ongoing contact with its public postsecondary Career and Technical Education counterparts in other states to exchange current information about accreditation review, methods, techniques and standards. Through calls and emails, PDE confers with other state agencies when considering major changes to the policies and standards.

Exhibit Files

68. Emails With Oklahoma

## **Criteria: 603.24(b)(2)(i) Site Visits**

Response:

As part of the on-site review, each team is assigned to conduct interviews with specific members of the institution. These interviews include board members, administrative director, adult education instructors, adult students, counselors, Career Link staff, and interviews with representatives from business and industry who hire the institution's adult education students. Each site team group is given a list of specific questions to ensure consistency from one institution to the next. These interviews give the site reviewers a chance to further validate evidence provided in the self-study through a consensus of the group.

Exhibit Files

69. Agenda

70. Interviews

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

Response:

After a site visit, a Preliminary Draft Report is generated and sent back to the applicant institution for review. In the report is a written comment and if applicable - commendation, opportunity for improvement or corrective action. The institution will have 30 days from the date of the Preliminary Draft Report Cover letter to respond in writing to any items in the report and may submit supporting documentation. If the institution does respond to the Preliminary Draft Report, the response will be reviewed by the SAC and if necessary, the site team members. The Preliminary Draft Report will be amended to reflect any changes before being given to the IAAG for their review and recommendation of accreditation status.

Exhibit Files

71. Indiana Preliminary Draft Report

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

Response:

As stated in the previous criteria, the career and technology center has an opportunity to respond to the Preliminary Draft Report up to 30 days after the date of the Preliminary Draft Report cover letter. The SAC will then give the Preliminary Draft Report to the IAAG for review, and they will make a recommendation of accreditation status to the SAC. The SAC will complete a Final Draft report with recommended accreditation status to the Director, Bureau of Career and Technical Education (BCTE). The Director will then present the Final Draft Report to the Pennsylvania State Board of Career and Technical Education for their review. The Pennsylvania State Board of Career and Technical Education will send the Final Draft Report with BCTE's accreditation status recommendation to the institution and provide an opportunity for the institution to appeal the recommendation within 30 days of the Final Draft report.

Exhibit Files

72. Responses to Preliminary Report

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

Response:

The Accreditation System of Institutions for Adult Education Guidelines provides institutions with information regarding the right to appeal an adverse decision. When an appeal is filed by the institution within 30 days of receipt of the Final Draft Report, PSBCTE will provide written notice to the parties of receiving the appeal, assign a hearing officer so that a hearing may be held to develop a full and accurate record for the Pennsylvania State Board of Career and Technical Education's consideration. The PSBCTE will review the full record, discuss issues raised, and issue a written final decision including a statement of its reasons thereof. If, after the appeal the decision stands, the institution will be permitted to reapply for accreditation with PDE one (1) year from the denial letter. Pennsylvania Board of Career and Technical Education has had no adverse action or appeal.

Exhibit Files

73. Ch 9 – Accreditation Approval and Appeal Process and Ch 10 – Accreditation/Probationary with Stipulations/Denial Status Processes

### **Criteria: 603.24(b)(2)(v) Published Appeals Procedures**

Response:

All procedures regarding the appeal process for PPPCTE accreditation are published in the ASIAE Administrative Guidelines which are distributed during adult education conferences and workshops. The guidelines are available on the PDE website for public viewing.

Exhibit Files

- 74. Ch 9 – Accreditation Approval and Appeal
- 75. Website

### **Criteria: 603.24(b)(2)(vi) Approval Status Pending Appeal**

Response:

The Accreditation System of Institutions for Adult Education Guidelines clearly demonstrates the continuation of the approval status of an institution pending an appeal decision. The Pennsylvania State Board of Career and Technical Education has had no institutions submit an appeal

Exhibit Files

- 76. Ch 9 – Accreditation Approval and Appeal

### **Criteria: 603.24(b)(2)(vii) Notifications: Appeal Decisions**

Response:

The Pennsylvania State Board of Career and Technical Education, at this time, has had no opportunity to apply the appeal process. The Department is prepared to address appeals as stated in the PPPCTE Guidelines. The Pennsylvania State Board of Career and Technical Education has had no institutions submit an appeal

Exhibit Files

- 77. Ch 9 – Accreditation Approval and Appeal

### **Criteria: 603.24(c)(1) Capacity to foster ethical practices**

Response:

As part of the self-study and on-site review, the site evaluation team reviews the policies and practices of the career and technical center to ensure the ethical value of its responsibilities to the students and stakeholders. All public schools including accredited institutions must adhere to Title 22 Chapter §49.12 of the Pennsylvania regulations require "every professional employee certified or permitted to serve in the schools of this Commonwealth shall:

- (1) Be of good moral character.
- (2) Be at least 18 years of age.
- (3) Except in the case of the Resource Specialist Permit, Career and Technical Emergency Permit, Career and Technical Instructional Intern Certificate, and Career and Technical Instructional Certificate, have earned a baccalaureate degree

As part of the accreditation review, Appendix B: Applicant Institution Self-Study of the Guidelines, Category

B3 states: Describe how the institution ensures that ethical practices are followed in regard to adult education. Site team evaluators review evidence provided to confirm practices are followed.

Exhibit Files

78. Appendic B – Seld Study

**Criteria: 603.24(c)(ii) Maintains review in relation to ethical practices**

Response:

All ethical practices of institutions applying for PPPCTE Accreditation are reviewed on site and again in the annual report. Any triggers of deficiencies in these areas will require the career and technical center to provide more information or a corrective action plan.

Exhibit Files

79. Indiana Final Draft Report

80. Indiana Approval Letter

81. Indiana Annual Report Narrative