

**Private Career Schools in
Southwestern Pennsylvania:**

*An Overview of The Industry,
Issues & Needs*

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for
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Introduction

As the Southwestern Pennsylvania region¹ moves forward to create an economy which is more dependent on high-skills and technology, the supply and strength of the region's workforce is a key issue. Private postsecondary career schools are an important, if often overlooked, component in developing this workforce.

This report summarizes the research I have conducted into private vocational education in five industrial clusters in the Southwestern Pennsylvania region, which include:

1. Manufacturing
2. Life Sciences / Biotechnology
3. Information Technology
4. Business & Financial Services
5. Hospitality & Tourism

This report hopes to answer the following questions:

- Who are the major actors in vocational education?
- What is their current capacity to prepare individuals for the workforce?
- What are the factors affecting their growth and how can they be supported?

The information contained in this brief was gathered by sorting through relevant databases, reviewing significant literature regarding private career schools, and conducting focused interviews with private career school administrators as well as experts in workforce development issues.

I. BACKGROUND

Definition of 'Private Career Schools'

According to the PA Association of Private School Administrators, "career schools" are postsecondary, occupationally oriented, educational institutions. Proprietary, or for-profit, career schools are among the fastest growing sectors in higher education, drawing the attention of investors and policymakers, and eliciting both criticism and praise for their for-profit, career-oriented approach to education.

Private career schools should be distinguished from three other types of institutions that prepare adults for the workforce: 1) private, *non-profit* postsecondary schools (such as teaching hospitals, union apprenticeship programs, and university-affiliated training programs); 2) public postsecondary schools; and 3) public vocational-technical secondary schools with additional offerings for adults. When I refer to 'private career schools' in this document, I am speaking of private, for-profit post-secondary institutions.

On the whole, private career schools appeal to their customers with career-oriented, hands-on programs that are accelerated and offer flexible schedules and convenient locations. For-profit

educational institutions are designed to meet employers' needs and compete for students' attention, and thus measure their success by student retention, degree completion, job placement, and employer satisfaction with graduates' performance.

Two important distinctions are key to understanding the types of institutions that make-up the private career school world. The first distinction is between the institutions which offer only certificates or diplomas upon completion and the growing number which are degree-granting, conferring mostly associate and sometimes baccalaureate degrees. The second distinction is based on the geographical and population scope an institution serves. In their report, "Meeting Needs and making Profits", The Education Commission of the States identifies three groups of for-profit institutions: 1) small, local "enterprise" colleges that serve a specific region (comprising about half of for-profit degree granting institutions), 2) publicly traded "super systems" with a multi-campus, multi-state reach, and 3) Internet-based institutions that deliver education on a national and sometimes international scale.

National trends

The following facts and figures give a sense of the state of the for-profit vocational education sector today.

The Higher-Education Market

- Higher education is a \$200 billion market, projected to grow to \$267 billion by 2008. Corporate education and training is a growing \$60.7 billion market.²
- For-profit education institutions are increasingly targeting the over-24 year-old population, which currently makes up 44% of college enrollees.³
- For-profit higher education institutions have been aggressively consolidating over the last four years, with 422 changes of ownership since 1997.⁴

Growth

- Over the past decade, there has been a 78% increase in the number of two-year for-profit degree-granting institutions and a 266% increase in the number of four-year institutions. During this period, enrollment in for-profit degree-granting institutions grew by 59%, to roughly 365,000 students.
- Nationwide, for-profit institutions' share of the two-year college market grew from 19% to 28% over the past decade, and from 3% of the four-year college market to just over 8%

Programs & Reach

- In 1990, private career colleges graduated 61% of students with degrees in trade and industry, while public community colleges graduated 21% of those students, according to U.S. Department of Education Figures. In the same year 60% of students with degrees in communications technologies came out of for-profit institutions, while 21% graduated from public two-year colleges.⁵
- The Accrediting Commission Of Career Schools And Colleges Of Technology (ACCSCCT) reports that 'Medical Assistant' programs have the largest enrollment nationally in their accredited institutions, nearly 25,000 last year.

- Among schools accredited by the Accrediting Council For Independent Colleges And Schools (ACICS), the top program by enrollment is ‘Electronics Technician’, followed by ‘Medical Assistant’; more ‘Accounting’ programs are offered nationwide at ACICS Institutions than any other.

Accessibility⁶

- Tuition cost on average is cheaper at private for-profit than private nonprofit institutions, according to U.S. Department of Education figures.
- While for-profit institutions enroll only 8% of postsecondary students, they enroll 16% of all black students, 14% of Hispanic students and 4% of Native American students, according to the U.S. Department of Education.

Breakdown of the Region

- In 1998, there were 240 career schools in Pennsylvania; including 44 in the Western Pennsylvania region, 24 of which are in Allegheny county.
- Pennsylvania ranks sixth nationally for enrollment in for-profit degree-granting program, with 25,308 students in the fall of 1998.⁷
- In 1997, there were over 78,000 students enrolled in Pennsylvania private career schools.
- In the 1994-1995 school year, 19% (17,141) of higher-education students in Allegheny County attended proprietary schools, as opposed to 74% (67,220) in colleges and 7% (6,762) in Vo-Tech institutions.⁸
- 2% of private career school students had previously attended a community college or four year college university.

Accreditation & Licensure

Private career schools must be licensed by an appropriate state government agency to ensure that they meet requirements established by the legislature to grant diplomas and operate an educational institution. Accreditation, on the other hand, is a voluntary process to assure that an entity meets standards of educational quality and ethical business practice. Accreditation serves the purposes of encouraging school improvement, providing a form of public accountability, and building relationships —such as articulation agreements for course credit transfer— between accredited schools.

Licensure

In Pennsylvania, the State Board Of Private Licensed Schools, a fifteen-member agency appointed by the Secretary of Education and supported by the Department of Education, is responsible for granting and renewing school licensure and establishing standards, rules and regulations for private licensed schools. These standards are meant to protect consumers: developing baseline educational and ethical business practices for student customers and demonstrating to employers that an institution is more than a diploma-mill. In Pennsylvania, institutions as well as programs must be licensed; so that schools must seek state approval to offer additional programs and confer new degrees.

Accreditation

Accrediting organizations are generally of three types: regional, national, and specialized. Regional and national organizations accredit an institution as a whole, while specialized accrediting organizations approve individual programs. Most traditional postsecondary institutions are accredited by one of the seven regional accrediting organizations, which examine all of the educational programs at an institution as well as such areas as student services, financial condition, and administrative effectiveness. Regional accreditation organizations are the most widely recognized accrediting bodies, although only about 10% of for-profit degree-granting institutions are accredited by them.⁹ The Middle States Association of Colleges and Schools, responsible for accrediting schools in Pennsylvania, currently does not include any proprietary postsecondary schools among its members.

Private career schools are more likely to be accredited by national or specialized accrediting organizations, of which there are over ninety. The most prominent national accreditors are the Accrediting Commission Of Career Schools And Colleges Of Technology (ACCSCT) and the Accrediting Council For Independent Colleges And Schools (ACICS). In order to maintain these accreditations, schools must meet some minimal requirements for retention, completion, and placement. ACCSCT, which focuses on technical schools, accredits 26 schools in Western Pennsylvania (and 768 nationally); ACICS, oriented towards business schools, has 18 members in the region (608).

Specialized accrediting organizations accredit particular programs within a college or university, and are often closely linked to professional associations, such as those for engineering, law, medicine, library science, journalism, or nursing. In this region, for example, the Median School of Allied Health Careers offers an Orthotic & Prosthetic technician program accredited by the National Commission of Orthotic and Prostheses Education (NCOPE), just as ICM School of Business and Medical Careers has an Occupational Therapy program approved by the Accreditation Council for Occupational Therapy Education (ACOTE).

Financial Aid

Schools also rely on government approval to be eligible for financial aid for their students. In Pennsylvania, PHEAA (PA Higher Education Assistance Act) grants are given to students seeking aid to attend institutions with PHEAA approval. In order to participate in federal title IV financial aid programs, an institution must have a Program Participation Agreement with the US Department of Education. The Department of Education generally relies on accrediting organizations and states licensing boards to determine federal financial aid eligibility, and additionally requires that an institution offer a program of at least 300 clock hours in length and has been in business for at least two years.

Students in vocational education often have access to other funds, such as those made available by the Workforce Investment Act, the Office of Vocational Rehabilitation, the Veterans Administration, and other private and public sources.

Degree types

The majority of programs given by private career schools do not offer a degree, but confer a diploma or certificate attesting to competence in some occupational area. Beyond these are associate and baccalaureate degrees, which require state approval for each program offered. In addition to Bachelors of Arts (BA) and Bachelors of Science (BS), the following associate degrees are offered:

- Associate of Arts (AA)
- Associate of Applied Business (AAB)
- Associate of Applied Science (AAS)
- Associate of Occupational Studies (AOS)
- Associate of Science (AS)
- Associate in Specialized Business (ASB)
- Associate of Specialized Technology (AST)

II. REGIONAL FINDINGS

This study identifies forty-four institutions within the 13 county Southwestern Pennsylvania region that are training individuals for jobs in the five clusters. Of these, campuses were distributed as follows: 26 in Allegheny, 5 in Westmoreland, 2 in Beaver, 2 in Indiana, 1 in Washington, 6 in Fayette, 2 in Lawrence, 1 in Butler, and 1 in Bedford. Specific information about these institutions is included in the ‘**CATALOG OF PRIVATE CAREER SCHOOLS**’, part six of this report. The focus has been on for-profit institutions (although some non-profit institutions are included) with added emphasis on those institutions within Allegheny County.

The information contained in this section was gathered by sorting through relevant databases, reviewing significant literature regarding private career schools, and conducting focused interviews with private career school administrators as well as experts in workforce development issues.

Following is a synopsis of the information gathered from interviews, categorized as follows: A) Programs and Enrollment; B) Retention; C) Placement & Employer Relations; D) Existing growth, trends, and partnerships; E) Barriers to Growth; F) Ideas for Moving Forward; and G) Additional Information.

Programs and Enrollment

In general, program offerings are consistent across the sector, with similar names, degree types, and length. The majority of institutions offer diverse programs spanning the industry clusters; although there were a handful of schools specializing in information technology, life sciences or manufacturing.

Of the 44 institutions profiled, 27 offered some type of degree, while the remaining 17 offered only diploma or certificate awards. Most degree programs were Specialized Associate Degrees,

either in Business or Technology, and lasted between 12-24 months. Nearly all schools offer some programs, usually granting a diploma, that require less than one year to complete.

The majority of schools enroll between 100-300 students. Three schools had more than 1,000 students, an additional five had enrollments between 500-1000, and five others had between 300-500 students. Of the eight schools with over 500 students, five are local branches of national “super-systems”.

For the majority of institutions, tuition cost was \$10,000-\$15,000 per year, although several “budget” colleges were able to offer their programs at rates between \$5,500 - 9,000 per year or for a full program under twelve months.

Retention

Nationally, and locally as well, private career schools maintain much higher rates of retention than their public school counterparts. Nearly every school for which information was obtained cited retention rates of over 70% - keeping these rates high is a requirement for most national accreditation organizations. Individuals spoke of several reasons that private career schools are able to keep their students in programs: they select carefully, set high standards for attendance and performance, and pay close attention to students who are under-performing.

Nevertheless, nearly all schools said that retention was a high-priority concern. The following reasons for non-completion were cited:

- Individuals who are hired for a new job, or re-hired for some job, during training.
- Individuals who cannot balance training with work and family.
- Individuals who lack focus.
- Higher dropout in harder programs.

Placement & Employer relations

Private career schools proudly display their placement rates, which are often their major selling points and must meet minimum requirements to maintain most accreditations. The lowest placement rate found was 78%— most are between 90-100% within ninety days of graduation.

To maintain these high rates, private career schools develop on-going relationships with employers and put a significant amount of resources into hiring full-time placement staff. Many schools also have externships towards the end of programs, which often lead into employment. A host of schools offer “lifetime” job placement, assisting past graduates when they lose their jobs. Many institutions spoke of repeat placements in the same companies and of the high demand for graduates. One private career school administrator cut clearly to the bottom line driving placement: graduates are the products they offer to employers, and they must sell a high-quality product to keep business at a high level.

To ensure that private career schools meet employers’ labor needs, they often seek input into, and follow standards for their curriculum. Advisory boards of employers and surveys are the norm, and in some cases employers take an active partnership role in program development, such

as at the Bidwell Training Center, where UPMC recently assisted in the design of a 'Patient Information Coordinator' program.

Despite these collaborations, some administrators spoke of the need for more employer involvement. The Director of the Median School of Allied Health Careers suggested that employers have not been able to work with schools to develop a Medical Lab Tech program at an associate degree level. Several administrators in manufacturing mentioned that employers could invest more energy and money into institutions training for their fields.

Existing growth, trends, and partnerships

Private career schools represent a customer-driven industry that has grown significantly in the past ten years. Several factors are essential for this growth:

- Institutions are constantly upgrading and developing new programs. This means that some institutions are developing higher degrees of specialization, while others are chasing growing industries, such as in health. One computer-training center was actively developing programs dealing with 'multiple-user networking', as a greater number of smaller businesses develop intra-office computer networks.
- Institutions are actively upgrading diploma programs to degree programs.
- Private career schools are consolidating, both on the national and local levels. In the past 2-3 years, the Boyd School was absorbed by Pittsburgh Technical Institute; the Sawyer school by ICM School of Business and Medical Careers, the Machine Shop Technologies Institute by Triangle Tech, and the Dean Institution of Technology acquired an HVAC program from Gateway.
- Expansion efforts also extend to infrastructure development, including physical facilities and Internet offerings.

Becoming accredited and qualifying for financial aid both affect growth. WrightCo Technical Training Institute, which is about to qualify for title IV federal financial aid, expects to triple enrollment in its first year. Another growth strategy is to develop partnerships with other educational institutions. Most institutions have targeted recruitment efforts, which usually include presentations at local high schools. Private career schools are also increasingly seeking articulation agreements with local colleges and universities, which make it possible to transfer credits between institutions.

Barriers to growth

When asked what factors create barriers for institutions in their efforts to expand enrollment, four common themes were sounded:

- Image & Awareness
 - A large percentage of administrators mentioned perception problems as endemic to private and vocational education. This includes a widespread belief that only academic-based higher education leads to success, which steers parents, teachers, and guidance counselors to push high school students into the college fast track.

- Distinct from image, several administrators thought that potential students knew little either about the school or the occupation for which they train. Many manufacturing occupations suffer from the perception that they lead to low-quality “blue-collar” jobs—school administrators believed that individuals knew little about the reality of such work.
 - Many also spoke of the uninformed consumer, who forgoes vocational training in favor of low-wage and often part-time employment. These underemployed individuals, often 25 or older, posed a marketing challenge because they are usually neither seeking re-training nor tied to any large institutions.
- Financing Education
 - Perhaps the most popular reason cited for slow institutional growth was the strain that vocational education places on individuals – both in terms of monetary costs and time demanded from individuals who often must work and take care of families when not in class. Transportation posed another obstacle to potential enrollees.
 - Some institutions have had difficulty gaining approval for state or federal financial aid, severely limiting their applicant pool.
- Economic Factors: Employment
 - Several individuals saw enrollment limited by natural factors, taking the attitude that if there were more jobs, there would be more applicants. Some spoke of areas, mostly in surrounding counties, still suffering a lagging economy, while others suggested that employment opportunities are slowly drying up, and that companies were cutting back on employee training.
- Accreditation and Licensing Requirements
 - Some administrators suggested that bureaucracy creates obstacles for institutions seeking to grow. Each new program must be approved by multiple agencies (state government and accreditors), who often have different standards of evaluation.
 - Additionally, the Middle States Association does not credit any private career schools in the area, making it more difficult to transfer course credit to public institutions with Middle States Accreditation. Instead, administrators must seek articulation agreements with colleges on an individual basis.
- Competition & Public Subsidy
 - Several administrators spoke of competition with public two-year and four-year institutions, which can offer similar degrees at a fraction of the price. While most were confident that they offered a superior product, they were not as sure that prospective students could make informed choices.

In addition to these major themes, these limits to growth were cited:

- Prohibitively high capital requirements for programs, particularly in manufacturing.
- Difficulty finding teachers with the qualifications required by accreditation organizations.

- A shift of emphasis in workforce training legislation from training individuals to placing individuals in jobs (comparing WIA with JTPA).

Ideas for moving forward

Faced with the large obstacles that administrators cited as limits to growth, most made only general suggestions about the types of changes needed: increasing job opportunities, improving basic high-school education, increasing funding for students seeking career education, and changing perceptions of the inferiority of for-profit career education.

A handful of administrators, however, offered original ideas for promoting and supporting the growth of their institutions. Four themes emerged:

- A) **Institutional Partnerships.** Partnership ideas emphasized working with other institutions, both public and private, to decrease duplication of services offered and establish amicable relations. Some suggested that public sector involvement in trades-education, viewed as inferior, be limited.
- B) **Employer involvement.** New ideas for working with and inspiring the interest of employers were suggested, such as to show schools to employers on a more regular basis and to develop co-participation in funding training programs, both by sharing the burden of expensive programs and helping to finance the training of new employees.
- C) **Outreach & image campaigns.** A regional promotion campaign that involved high-schools, extensive advertising and business support was suggested. It was also thought that high-profile leaders need to publicly support vocational schools.
- D) **Working with Accrediting organizations.** The Pennsylvania Association of Private School Administrators is working with the Council of Recognized National Accrediting Agencies to improve transferability of course credit between vocational and traditional higher education institutions. It was also suggested that state agencies and accrediting organizations should streamline their processes to reduce duplication, and increase their reliance on outcomes rather than available resources as factors determining accreditation status.

Although more employer involvement was sought to open wider the back door to employment, the barriers to growth faced by private career schools fall predominately on the front-end. With this in mind, strategies for increasing enrollment should focus on attracting students and easing their entry into private career schools.

III. SCHOOLS BY INDUSTRY CLUSTERS

Following is a list of profiled schools categorized according to the industry clusters for which they train. Schools within Allegheny County are listed separately from those in outlying counties, and in each list the three largest schools, by enrollment, are bolded. For a list of careers in each cluster, see the Resources section.

Manufacturing

<u>Allegheny County</u>	<u>Outlying Counties</u>
Associated Builders and Contractors of Western Pennsylvania	New Castle School of Trades Detail (Lawrence)
Dean Institute of Technology	Penn Commercial Inc (Washington)
Pittsburgh Technical Institute (& Boyd School)	Triangle Tech Group (Westmoreland)
Pittsburgh Institute of Aeronautics	
Triangle Tech Group	

Life Sciences/Biotechnology

<u>Allegheny County</u>	<u>Outlying Counties</u>
Bidwell Training Center, Inc.	Cambria-Rowe Business College (Indiana)
Bradford School	Career Training Academy (Westmoreland)
Career Training Academy	Community Training Institute* (Fayette)
Duff's Business Institute	Douglas School of Business Inc. (Westmoreland)
Education and Technology Institute	Erie Business Center South (Lawrence)
Goodwill Employment Training Center	Garfield Business Institute (Beaver)
Harrison Training Center	Goodwill Employment Training Center (Fayette)
Health Phlebotomy Training Center	National Career School (Fayette)
ICM School of Business and Medical Careers	Newport Business Institute (Westmoreland)
Median School of Allied Health Careers	Penn Commercial Inc. (Washington)
Mon Valley School of Allied	West Virginia Career Institute (Fayette)
Three Rivers Employment Service, Inc.	
Ultrasound Diagnostic School	
Western School of Health and Business Careers	

Information Technology

<u>Allegheny County</u>	<u>Outlying Counties</u>
Bidwell Training Center, Inc.	Compu-tech Learning Center (Bedford)
Duff's Business Institute	DCI Career Institute (Beaver)

Harrison Training Center	Douglas School of Business Inc. (Westmoreland)
ICM School of Business and Medical Careers	Education and Technology Institute (Westmoreland)
International Academy of Design & Technology/ International Culinary Academy	Erie Business Center South (Lawrence)
ITT Technical Institute	Fayette Institute Comm & Tech (Fayette)
Newberry Career School (PTI Affiliate)	Garfield Business Institute (Beaver)
Pittsburgh Institute of Aeronautics	Laurel Business Institute (Fayette)
Pittsburgh Technical Institute (& Boyd School)	Learning Institute for the Growth of High Technology - L.I.G.H.T. (Butler)
The Art Institute of Pittsburgh	Penn Commercial Inc. (Washington)
Three Rivers Employment Service, Inc.	West Virginia Career Institute (Fayette)
	Wright co Technical Training Institute (Cambria, Fayette, Indiana, Lawrence)

- In addition to diploma and degree-granting schools, there are a large number of certificate-granting programs offered by computer training centers. For a list of the largest 25 in the Pittsburgh area, see the Book of Lists.

Business & Financial Services

<u>Allegheny County</u>	<u>Outlying Counties</u>
Bradford School	Cambria-Rowe Business College (Indiana)
Career Training Academy	Career Training Academy (Westmoreland)
Duff's Business Institute	Douglas School of Business Inc. (Westmoreland)
ICM School of Business and Medical Careers	Education and Technology Institute (Westmoreland)
Pittsburgh Technical Institute (& Boyd School)	Erie Business Center South (Lawrence)
Western School of Health and Business Careers	Garfield Business Institute (Beaver)
	Goodwill Employment Training Center
	Laurel Business Institute (Fayette)
	Newport Business Institute (Westmoreland)
	West Virginia Career Institute (Fayette)

Hospitality & Tourism

<u>Allegheny County</u>	<u>Outlying Counties</u>
Bidwell Training Center, Inc.	Erie Business Center South (Lawrence)
Bradford School	Laurel Business Institute (Fayette)
Five Star Travel and Tourism Program	National Career School (Fayette)

ICM School of Business and Medical Careers	Newport Business Institute (Westmoreland)
Pennsylvania Culinary	
Pittsburgh Technical Institute (& Boyd School)	

IV. NEXT STEPS FOR POSSIBLE RESEARCH

This study provides a basic characterization of schools serving this region and the barriers to growth they face. In order to develop a more comprehensive understanding of the sector, the following avenues should be pursued:

- **Formalize and complete basic research on institutions.** Make information more thorough and consistent for each institution, by getting such information as enrollment data per program for all schools.
- **Develop aggregate figures by industry cluster.** These could include: total enrollment training in each industry cluster, comparison of placement and retention by program type, and geographical spread of programs. Comparisons could also be made by accreditation-type (some of this information can be found in the annual reports of accrediting organizations).
- **Deepen qualitative investigations.** Increase the number and focus of interviews, and potentially bring administrators together for group interviews and focus groups.
- **Speak to additional actors in vocational education.** These could include students, industry partners, accrediting organizations, and individuals studying private career schools, such as the Education Commission for the States.
- **Pursue additional questions.** For example: the business-side of for-profit education, how location and type of ownership affect outlook for growth.
- **Increase the scope of research.** Research could include the private non-profit as well as the public sectors.

V. RESOURCES

<u>Organization</u>	<u>Description</u>	<u>Web-site / contact information</u>
<i>Advocacy & Membership Organizations</i>		
PAPSA: Pennsylvania Association of Private School Administrators	Member organization that collects information and advocates on behalf of private career schools. Database includes 24 schools in Pittsburgh area and 20 in Western PA.	www.papsa.org
Education Commission of the States	ECS is a national, nonprofit organization that helps governors, legislators, state education officials and others identify, develop and implement policies to improve student learning at all levels. Several studies on proprietary education, and growing national database of for-profit degree-granting institutions.	www.ecs.org
Commission for Workforce Excellence	Private Industry Council established by the JTPA whose function is to guide the efforts of local job training systems in the 13 county region. Database shows 61 institutions in Allegheny county and 162 in the larger area offering a total of 1,764 programs. Includes contact and geographical area information, as well as program and degree information.	www.learn2earn.org/workbook
Council of Recognized National Accrediting Agencies (CRNAA)	Alliance of seven national accrediting agencies whose objectives are to promote continuous peer review and assessment of accreditation practices and to ensure that the purposes and interests of accreditation, accredited institutions, and the students they serve are properly represented and fostered.	Contact: NACCAS
<i>Government/Regulatory</i>		
Pennsylvania Department of Education	State Higher Education Executive Officer: George L. Shevlin Degree Granting Authority: Paula J. Fleck Includes database with contact information, showing 158 total private career schools in Allegheny county and 206 in the thirteen county region.	http://edna.ed.state.pa.us/ Department of Education 333 Market Street, 12 th Floor Harrisburg, PA 17127
State Board of Private Licensed Schools	Agency responsible for approving or disapproving the initial and renewal licensure of schools, suspending or revoking licensure, and establishing standards, rules, and regulations for private licensed schools.	http://www.pde.psu.edu/pls/index.html
PA Higher Education Assistance Agency	PHEAA oversees and regulates state financial aid programs.	www.pheaa.org

Team Pennsylvania CareerLink	A public-private partnership that serves as a one-stop source of information for job seekers, employers, and others. Extensive database of adult training providers; lacks phone number and does not distinguish institution by any categories.	www.pacareerlink.state.pa.us WIA Liaison: Timothy B Bittle, Deputy Secretary for Workforce Development
<i>Statistics & School databases</i>		
PALMIDS: PA Labor Market Information Database System, Center for Workforce Information & Analysis	Modular labor market information database with customizable searches maintained by the PA Department of Labor.	www.lmi.state.pa.us
PROWL Pittsburgh Regional Career information site	Sponsored by the Pittsburgh Regional Alliance, a comprehensive set of resources for job seekers and employers. Database includes contact and program information, and is searchable by area and type of institution. Includes 41 private career schools within 100 miles of downtown.	http://www.usworks.com/Pittsburgh-Region/
PA Dept of Education Career & Technical Education Information System	Includes enrollment and completion data for public vocational education schools.	http://www.pde.psu.edu/voced/Cats.html
National Center for Education Statistics in the U.S. Department of Education	The Integrated Postsecondary Education Data System (IPEDS) is a comprehensive database of institutions and educational organizations that provide postsecondary education. Searchable by institution type, program, and location, this database displays comprehensive program, enrollment, and cost information. Includes 67 private for-profit institutions within 50 miles of downtown (additional 50 private not-for-profit institutions in same area).	http://nces.ed.gov/ipeds/cool/
XAP College Finder	General college reference with basic information about most colleges.	http://www.xap.com/gotocollege/collegefinder/
American Business Information Disc Information for Allegheny County & 12 Outlying Counties	CD-Rom based business database similar to Dun & Bradstreet. Searchable by school type, displays contact information, number of employees and sales figures for 86 private career schools in Allegheny county, and 100 additional institutions in outlying counties. sales figures	Available at the Library center, 414 Wood Street. (412) 281-5945.
Three-Rivers Freenet	Variety of directories and resources related to vocational and technical schools.	http://trfn.clpgh.org/Education/vocational.html

Accreditation Organizations

Acronym	Organization	Contact Information	Website
DETC *formerly NHSC	Accrediting Commission of the Distance Education And Training Council	1601 18 th Street, NW Washington DC 20009 (202) 234-5100	www.detc.org
ABHES:	Accrediting Bureau Of Health Educating Schools	803 W Broad Street Falls Church VA 22046 (703) 533-2082	www.abhes.org
ACCET	Accrediting Council For Continuing Education And Training	1200 19th Street NW Suite 200 Washington DC 20036 (202)955-1113	www.accet.org
ACCST: *formerly NATTS	Accrediting Commission Of Career Schools And Colleges Of Technology	2101 Wilson Boulevard Suite 302 Arlington VA 22201 (703) 247-4212	http://www.accst.org/
ACICS *formerly AICS	Accrediting Council For Independent Colleges And Schools	750 First Street NE Suite 980 Washington DC 20002-4241 (202) 336-6780	http://www.acics.org/
ACOTE:	Accreditation Council For Occupational Therapy Education	4720 Montgomery Lane P.O. Box 31220 Bethesda, MD 20824 (301) 652-2862	www.aota.org
CAAHEP:	Commission On Accreditation Of Allied Health Education Program	35 East Wacker Drive, Suite 1970 Chicago, IL 60601 (312) 553-9355	www.caahep.org
CCA	Career College Association	750 First Street NE Suite 900 Washington DC 20002 (202) 336-6700	www.career.org
COE	Council on Occupational Education	41 Perimeter Center East, NE, Suite 640 Atlanta, GA 30345 (770) 396-3898	www.council.org
CRNAA	Council of Recognized National Accrediting Agencies	Send to NACCAS (below)	
MSACS	Middle States Association Of Colleges And Schools (Regional)	3624 Market Street Philadelphia PA 19104 (215) 662-5606	www.middlestates.org
NACCAS:	National Accrediting Commission Of Cosmetology Arts And Sciences	901 North Stuart Street, Suite 900 Arlington VA, 22204 (703) 527-7600	www.naccas.org

There are many more. See http://voled.doded.mil/dantes/refpubs/nat_accredit/info_2.htm for a more complete listing.

Additional

1. The Three Rivers Workforce Investment Board (www.trwib.org) is conducting a survey of all training providers in the TRWIB area. (in process)

2. 'Occupations in Demand' table displaying occupations by cluster with information on average starting wage and cost of training. (available upon request)
3. 'Occupations in Demand' database, which additionally includes a list of programs offered by public and private area institutions, categorized by occupation and including program cost, length, and degree award information. (available upon request)

VI. CATALOG OF PRIVATE CAREER SCHOOLS

See attached.

Notes

¹ The area of focus was the 13 county region surrounding Allegheny, which includes: Allegheny, Armstrong, Beaver, Bedford, Butler, Cambria, Fayette, Greene, Indiana, Lawrence, Somerset, Washington, Westmoreland

² Tunde Brimah, ECS Research Associate, "Literature Review: For-Profit Degree-Granting Institutions Within Higher Education," November 1999, <http://www.ecs.org/clearinghouse/14/47/1447.htm>

³ Ibid.

⁴ Borrego, Anne Marie, "A Wave of Consolidation Hits For-Profit Higher Education," *The Chronicle of Higher Education*, August 10, 2001.

⁵ Brimah, Tunde, "Higher Education: Are For-Profit Institutions Treated Differently?" *State Education Leader*, ECS, Fall 2000; <http://www.ecs.org/clearinghouse/22/57/2257.htm>.

⁶ Ibid.

⁷ Ibid.

⁸ Commission for Workforce Excellence; <http://www.learn2earn.org/workbook/Answer2.htm>.

⁹ Kelly, Kathleen, "Meeting Needs and Making Profits: The Rise of For-Profit Degree-Granting Institutions," July, 2001.