November 2015
Seattle, Washington

Using Accreditation as a Blueprint for Institutional Success

Foundational Thoughts

Meaningful things are happening every day at accredited institutions.

Every single day, thousands of students are:
• going to class,
• engaging in labs,
• studying for exams,
• researching projects in the school’s library,
• going on externships,
• taking licensure exams, and
• graduating with skills needed to gain entry into a vocational field.
Accreditors regularly test this belief.

Each year accreditors:
• Conducts hundreds of on-site evaluations per year at accredited institutions;
• Interviews hundreds of administrators;
• Surveys thousands of students.

The accreditation process is the cornerstone of an accreditor’s ability to ensure that a quality education is being provided to students.

Foundational Thoughts

Building / Reestablishing Confidence

ACCSC believes that initiatives like
• the independent verification of graduate employment,
• unannounced visits, and
• regular student achievement reporting

Is building / reestablishing confidence around the success of schools and the students they serve.
Foundational Thoughts

Demonstrating successful student achievement by remains a significant challenge for post-secondary career colleges.

- economic conditions,
- state and national employment trends,
- geographic location, and
- student population served

can adversely impact a school's ability to meet established benchmark rates for student achievement.

Pressure Point:
Increased Federalization of Higher Education
Pressure Point: Increased Federalization of Higher Education

The expectations of accreditors are **changing significantly**

Accreditation as we know it today has been subject to increased scrutiny and criticism by a variety of organizations and policy makers who have valid questions about whether or not accreditors are fulfilling their promise.

ACCSC embraces the important role that accreditation plays to help ensure

- the quality of education provided by its member institutions for students, and
- the continued integrity of the Title IV federal student financial aid program.

The expectations of accreditors are changing significantly

Uniform Premise: Need to **strengthen/reform** accreditation to ensure it fulfills its obligations as a gatekeeper to Title IV funding.

- Greater Transparency
- More Accountability

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**Senate HELP Committee – June 2015**
- White Papers Series – Redesign and Reform Accreditation
  - Full Committee Hearing: “Congress had better find a way to improve the accreditation system that measures and ensures quality at today’s colleges and universities.”

**Executive Office – October 2015**
- The Obama administration is planning new **executive action** on higher education accreditation in the coming weeks, as part of a push to make accreditors focus more heavily on student outcomes when judging colleges and universities.
Pressure Point:
Increased Federalization of Higher Education

Accrediting agencies are “the watchdogs that don’t bark.”
U.S. Secretary of Education Arne Duncan
07/15

“Accreditors need to do more and need to focus on outcomes”
Under Secretary of Education Ted Mitchell
10/15

Accreditation should focus on “whether or not schools are actually graduating students” and providing them with the “skills they need for success in the 21st Century economy.”
John B. King, who will become acting secretary of education after Duncan leaves at the end of this year

Changing the Dialogue: From Skepticism to Confidence

The enterprise of accreditation is evolving and improving.

In 2014, ACCSC adopted a policy requiring institutions seeking accreditation to engage an independent third-party auditor to verify the most recently reported graduate employment.

• ACCSC believes that the third party independent audit requirement significantly strengthens accreditation and helps to change the dialogue from skepticism to confidence.
The Accreditation Process

Goals of the Accreditation Process

To ensure consistency in institutional operations
To evaluate each institution’s compliance with accrediting standards
To provide for public accountability
Student Centered Approach to Quality Assessment

Holistic Approach to Quality Assessment

- Leadership
- Management
- Administrative Capacity

Student Success

Infrastructure

Student Services

Facilities, Equipment & LRS

Faculty

Educational Administration
155 Total Team Findings in 51 Team Summary Reports
Considered at the February 2015 Commission Meeting

Avg. – Slightly More than 3 Team Findings Per TSR

237 Total Team Findings in 67 Team Summary Reports
Considered at the November 2014 Commission Meeting

Avg. – Slightly More than 3 Team Findings Per TSR
July 1, 2013 – June 30, 2014:
ACCSC Accredited Institutions on Reporting

Accreditors expect schools to conduct a realistic assessment of the viability of program offerings and the factors impacting student achievement.

In all cases, accreditors expect that a school will take appropriate and responsible action regarding any program offering that is not meeting expectations.

+ At what rate are students graduating?
+ At what rate are graduates passing licensure exams?
+ At what rate are graduates getting a job in a training related field?
Program Viability and Assessment

- Are graduation and employment rates getting better? Getting worse?
- Are there any mitigating factors impacting the school’s ability to demonstrate successful student achievement?
- What changes has the school made with respect to the program curriculum or career service initiatives?
- What do the members of the school’s Program Advisory Committee say about employment opportunities?

Scalability

- Size of School
  - Number of students served

- Types of Programs
  - Length of Program
  - Type of Occupation
  - Academic v. Occupational
  - Faculty Qualifications
  - Distance Education

Evaluate Institutional Compliance
Scalability

Know the Requirements of the Standard

Evaluate Based on a Model of Scalability

Fair & Equitable

Schools are Accountable

Quantitative & Qualitative

The Importance of Consistency
Consistency of Policies and Procedures as it Relates to Students is Critical.

Through the accreditation process, accreditors will evaluate the consistent application of a school’s policies and procedures that are student facing, including:

- Refund Policies
- Student Services / Advising / Counseling
- Grades and Attendance
- Admissions

Every. Student. Enrolled.

Accreditors will also evaluate the consistent application of a school’s policies and procedures that focus on institutional operations, including:

- Strategic Planning
- Professional Development of Management
- Faculty Development
Several challenges faced by accredited institutions in terms of compliance regarding strategic planning:

- **There is no plan.**
  - It is the same plan from the school’s previous accreditation cycle (dated).
- **The plan is vague, unclear, unspecific, and too general.**
- **The plan is unrealistic / does not align with the school’s mission.**
- **No documentation exists to demonstrate that the school has implemented any aspects of the strategic plan, including the documentation of faculty professional growth.**
- **There are no budget allocations to support the plan.**
Best Practices: Strategic Planning

- Encourage (require) Greater Involvement of All School Departments in Creating the Strategic Vision for the Institution.
- Not just a plan handed down from the corporate office/corner office, but one that involved the leadership team of the school.

- Establish buy in and participation from your leadership team.
- Make strategic planning a priority.
- Performance Evaluations.

- Establish of a Realistic Budget to Ensure that Goals Identified Have the Necessary Fiscal Support.

- This Strategic Plan is a “Living Document” and should be Updated/Revised/Adapted as needed.
- Not simply for accreditation purposes.
- Significant and Ongoing – Not Just Once Every Five Years.

Best Practices: Program Performance and Viability
Best Practices: Program Performance and Viability

What is the graduation rate for the program? How is that data trending?

What does the retention data show? Are students dropping out at a particular point in the program?

Are graduates able to get a job in the field based upon the training they received at your institution? What does the data say?

What is the pass rate on any certification/licensure exam?

Best Practices: Program Performance and Viability

• What are members of the Program Advisory Committee saying?
  • Have employers identified any skill-gaps that can be remedied through a change in the curriculum?
  • Have employers identified any new occupational trends that should be considered as part of a revised curriculum?

• Is there an opportunity for faculty to provide feedback on the delivery of the curriculum in the classroom?

• Do you survey current students, particularly those student on externship?
  • Do they feel prepared to enter the workforce based on practical experience during externship?

• Do you survey graduates?
  • Is there any area of focus they wish they had more time studying/training/practicing?
  • Do graduates feel prepared to enter the workforce based on the training received?
Best Practices: Advisory Committees

The best way to ensure success is to continuously involve advisory committee members with the school on a regular basis.

- Provide a copy of the school newsletter or annual report to PAC members
- Invite PAC members to attend/speak at graduation, serve as a guest lecturer, participate in a career day, judge a student competition, or to be involved in a community service initiative.
- When you meet with VIPs (local community leaders, members of Congress, state legislators), have members of your PAC with you
Ensure that the PAC member feels valued and part of the fabric of the institution
Help them to see the impact of their involvement on the lives of students
Provide regular updates on student success

Provide a tentative agenda to PAC members well in advance of the meeting and ensure that PAC member are encouraged to add agenda items for consideration by the group.

Program Performance

Provide copies of meeting minutes from the previous meeting well in advance of the next scheduled meeting:
The Importance of Detailed Minutes
Include an action memorandum that highlights the institution’s efforts since the previous meeting well in advance of the meeting.

Best Practices: Advisory Committees

- Provide a Certificate of Appreciation / Certificate of Dedicated Service to PAC members upon the completion of their term
- Consider implementing a PAC “Wall of Fame” at the institution, or online, that includes a photo of each participating member and identifies the organization they represent
- Include the roster of all PAC members, with photos and organization information in the school catalog
- Provide an opportunity for PAC members to have complimentary access to the facilities for their corporate meetings and events
Best Practices: Learning Resource Systems / Library

Do you have a strategic plan for library improvements?

Do you have a realistic budget to support the identified areas of improvement in your library?

What does the retention data show?
Are students dropping out at a particular point in the program?

Are you examining how technology is impacting how you deliver learning resources?
Are you examining how technology is impacting the way your students learn?
Do you survey students about how they use the library?

Do you survey faculty inquiring as to what library resources they are using in the classroom?
Do you encourage students to use the library for study groups, as a place to do homework, or is it kept under lock and key? What about evening students? Examples of student work as part of documentation that curriculum requires LRS use by students.

Do you conduct a usage study to determine what references are being utilized by students, and what references are not?
School success is dependent on the quality of its faculty.

Schools must retain a strong and experienced faculty that is continually attentive to the needs of the students.

Faculty are sufficient in number for the instructional programs offered by the school.

By hiring and retaining qualified faculty, a school is able to strengthen the quality of its training program.

Faculty must engage in ongoing faculty assessment and professional development which are appropriate to size and scope.

Best Practices: Faculty Development

- Do you have a faculty development plan?
- Can you document that faculty engaged in professional development activities in a systematic fashion?
- Have you established a realistic budget to support the implementation of the faculty development plan?
- Do you customize the plan to meet the individual needs of faculty?
  - A tenured faculty member will have different professional development needs than a brand new instructor.
- How do you monitor/evaluate the effectiveness of teachers in the classroom?
  - Do you have a mentoring/shadowing program?
The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered.
Best Practices: Admissions

Accreditation seeks to ensure that all students enrolled in the school met the school's published admissions criteria.

Admission decisions must be based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant’s ability to achieve the program's objectives.

Schools must have ready access to documentation demonstrating that students enrolled met the published admissions criteria.

Best Practices: Admissions

Do you examine the reported rates of student graduation/retention in relation to your admission standards?

Who is dropping out?

When are students dropping out?

The Challenges of Open Enrollment
If you have an admissions test, did those students who just achieved the minimum passing score graduate?
At what rate did they graduate?
Is it comparable to the rest of students?

Do you survey students and inquire as to their thoughts on the admissions process?
Is there something they wish they would have known earlier in the admission process?
Do you get feedback from instructors about any perceived skills gaps?

Do you talk about motivation?
Why did they pick a career college?
What are their goals?
More specifically, what was it about YOUR institution, YOUR program offerings that attracted them?

Best Practices: Admissions

Do you talk explicitly about expectations?
In-uniform, on-time, for the first 9 months.
Grades, attendance, and attitude (conduct).
Typical job opportunities.

Do you talk about any barriers to their success?
Transportation, Child Care, Job Responsibilities.
Are these areas you can ameliorate through the delivery of student services?

How are you ensuring consistency in admissions?
Scripting, Secret Shopping,
Random, Unannounced, Internal File Review,
Expectations: Date of Enrollment.
Best Practices: Student Services

Schools must remain attentive to their students’ educational and other needs.

- Coordinated by individual with appropriate professional & educational qualifications
- Responds to individual student needs
- Specific counseling services for schools that enroll ATB / Degree students
- Documentation of advising sessions

Advising and Counseling
Best Practices: Student Services

What type of student services do you offer?

Do you survey students to gain a better understanding of how they use, or if they use these services?

Do you survey employers to gain a better understanding of the skill gaps that might exist?

Do you survey graduates to gain a better understanding of any areas of weakness they had coming out of the school?

Best Practices: Student Services

Have you examined how you communicate with your students?

The Importance of a Robust Orientation

Do you have a realistic budget in place to support student service initiatives?

The Culture of Documentation
The Culture of Documentation

Student Enrolls Admissions, Completed Enrollment Agreement, Catalog (Policies)

Documentation of Student Advising

Academic

Written Notice that Continued Poor Academic Performance will result in Termination

Termination as Per Stated Policy (Catalog)

Attendance / Conduct

Written Notice that Continued Poor Attendance will result in Termination

Tutoring

Documentation of Tutoring Sessions

Best Practices: Career Services
Career Services is a Verb

What are you employers saying?
- Do you regularly meet with employers to get a better understanding of job market trends?
- What can they tell you about the graduates they hire?
- Soft-skill development

How is career services wielding technology to meet the changing needs of students?
- How are you communicating with students, graduates, employers?
  - Social Media
- How often are you communicating with students, graduates, employers?

When are you talking with your students about career services?
- Conversations with students on the availability of career services should start on day 1 of orientation.

Best Practices: Career Services

Retention Data
Student Satisfaction Data
Licensure Pass Rate Data
Graduate Employment Data
Employer Satisfaction Data

What does the data say?

- Use the data to gain a better understanding of student/graduate performance.
- Ensure that reported placement rates are 100% accurate
  - Internal Audits
  - Job Titles/Responsibilities
Do you have a presence in your community? Do you participate in community improvement activities like blood drives, clothing drives, food drives, and other charitable activities?

Most career college students are “local” and stay local after graduation. Doesn’t it make sense to put forth the effort to contribute to the betterment of your local community while at the same time boosting your presence?

Be **Known**... For the **RIGHT** reasons. Be **Involved**. Be a **Leader**.
Using Accreditation as a Blueprint for Institutional Success

November 2015
Seattle, Washington
Achieving Institutional Success

Fundamental Pillars:
- Mission, Culture, Values
- Self-Evaluation and Assessment
  - Institutional
  - Individual
- Use Knowledge for Improvement
  - Action
  - On-going
- Commitment

Institutional Mission

Key Questions
- What is the School’s Mission?
- Does the Mission Align with Goals?
- What are the Organization’s Values?
Achieving Institutional Success

Strengths and Challenges

Areas to Commit to for Achieving Institutional Success:

- Self-Evaluation
- Institutional Assessment & Improvement
- Students
- Community
Achieving Institutional Success

Self Evaluation & Institutional Assessment

- Chart Your Course
- Provides Clarity of Vision and Direction
- Provided Direction
- Produces Knowledge
- You must know where you have been to better determine where you should be going
- What makes institutional assessment successful?
  - Leadership Matters
  - Commitment

Achieving Institutional Success

Self Evaluation & Institutional Assessment

- Should be a significant and on-going process
- Endemic
- Not Episodic
- Should evaluate all factors within the context of an institution’s stated mission.
- Should involve the entire school
- Should involve internal and external validation
- Should combine quantitative measures with qualitative measures
- Should use assessments to gauge success and develop paths to improvement
Achieving Institutional Success

**Students:**
- Commit to student success
- Enroll “Graduates”
- **Know** your students
- Understand your students and their needs
  - Educational Programs
  - Student Services
    - Assess and Quantify Needs
  - Give them a Place

**Community:**
- Be a part of your community, be of service
- Give – Show your value
- Mine the value of giving
  - Students
  - Staff and Faculty
  - The Community
- Show the value of a the school’s education
  - Satisfy the intrinsic and the extrinsic will follow
Start at the Center

- The Student
- The Student’s Family
- The Student’s Community
- Our Nation
- Global Economy

Filling the Skills Gap
Partnerships

Achieving Institutional Success

The Role of Accreditation:

- Provides the “Blueprints”
- Enhances the quality of education provided
  - Systematic
  - Comprehensive
  - Criteria based
- Requires:
  - Continuous improvement,
  - Self-evaluation
  - Accountability
- Promotes partnerships and peer review amongst institutions
Achieving Institutional Success

Student Achievement

Quantitative Assessment

Qualitative Assessment

Programs 10-12 Months in Length

Student Achievement Outcomes

Graduation Rates 2011-2013

Just Good Enough

Being Good Isn’t Good Enough

14% Below Mean

37% between Benchmark and Mean

49% > Mean

Average
Achieving Institutional Success

Student Achievement Outcomes
Graduation Rates 2011-2013

Being Good Isn’t Good Enough

Putting it All Together
Achieving Institutional Success

Commitment to Excellence:

- Know your Mission
- Achieve your Mission
  - Create Opportunities of Success for your Students
  - Help students to contribute to their own success
- Have a Vision
- Align Your Goals to Your Mission
Elements to Consider Going Forward:

- Identification of Mission and Goals
  - Alignment and Congruence
- Identification of Culture and Values
  - Organizational and Personal
- Quantitative and Qualitative Approaches for Assessment and Student Achievement
- Continuous Attunement and Assessment
- Leadership Matters - You Matter

Questions
THIRD PARTY VERIFICATION OF EMPLOYMENT

Today:

- The Standards of Accreditation
- Background/History 3rd Party requirement
- How it's going so far
- Member Services available as a resource
Section VII (B)(1)(b), Substantive Standards, Standards of Accreditation

Support employment rates - verifiable records and documentation of initial employment

Appendix VII Substantive Standards, Standards of Accreditation
Guidelines for Employment Classification (2011)

- Employment is directly related to and aligns with majority of program objectives
- Employment is for a reasonable period of time and is sustainable
- The employment classification is verified by the school:
  - Regular employment: Written documentation from employer or graduate
    - In cases where a school can show diligent efforts - verbal
  - Self-employment: Signed attestation from graduate

ANNUAL REPORTS: Section V (B)(3) Rules of Process and Procedure, Standards of Accreditation

The Commission will verify information provided on the Annual Reports using various methods to include:

a. Verification during On-site evaluations

b. Verification of a Random Sample of reports each year.
Third Party Verification.

- 2011 - Annual **Random Sample Annual Report**

- July 1, 2013 Accreditation Alert: Third-party verification requirement for **Initial/Renewal applicants**

- ACCSC believes that the third party independent audit requirement significantly strengthens accreditation and helps to **change the dialogue from skepticism to confidence.**

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**Six Year Grant of Accreditation**

For Schools of Excellence

Incentive to perform at a higher level and by extension lead to enhanced student achievement.
Independent Third-Party Verification of Employment: ACCSC's Process for Initial and Renewal Applicants

www.accsc.org

Resources Tab

Forms and Reports: Self-Evaluation Report
The Commission’s “Tests” of Independent

- Not affiliated with the school
- Does not provide any other service to the school
- The auditor must verify employment data in a manner independent from the school
- The auditor must select a minimum of a 50% sample of employed graduates from each program
- The auditor must secure written or verbal verification from the graduate or employer
  - Not just an audit of “back-up” documentation
- The auditor must sign a signed certification attesting to the accuracy of the findings and the auditor’s independence

Independent Third-Party Verification

Employment Process

- Which Annual Report?
  
  The most recently submitted Annual Report at the time of the due date of the SER.

- 50% Sample (minimum) for each program

- Third-party should not alter the sample to get better results
Independent Third-Party Verification of Employment Process

Self-Evaluation Report (SER)

A summary of results for each G&E Chart that includes the following (at a minimum):

a. The total number of students in the sample; and
b. The number of students in each of the categories below and the percentage in each category:
   • Verified as Correct
   • Not verified
   • Verified as Not Correct
   • Verified but Different

What happens with the Results?

• On-site Evaluation - results from the independent third-party in the SER

• Team Summary Report
  • The school is provided an opportunity to respond to the Commission (written documentation on file)

• Commission Decision
First Look:
Independent Verification Results
• 2011 – 2014 ACCSC Annual Reports
• 2014 / 2015 – Accreditation Cycle

4 Years Worth of Data – Random Sample of Annual Reports

2011-2014
303 Schools Randomly Selected for Independent Verification
• 12,894 Employment Records
• The percentage of records classified as “Verified as Correct”
  • 73% (9,348 of 12,894)
• The percentage of records classified as “Unable to Verify”
  • 21% (2,706 of 12,894)
• The percentage of records classified as “Verified as Not Correct”
  • 4.4% (580 of 12,894)
131 Schools with Results – that entered the process in 2014

- 21 Different Third-Party Verification Companies
- 10,010 records

99% (130 of 131) schools met the required 50% sample.
  - 10% (13 of 131) submitted 100% samples.

The average percentage of records classified as “Verified as Correct” is 75%.
Another 5% were “Verified but Different”
  25 of 131 schools reported 100% “Verified as Correct”

The average percentage of records classified as “Unable to Verify” is 17%.

Best Practices / Lessons Learned
Working with an Independent Third-Party

Results that are provided by the independent third party should be:

- **Useful** – The report should provide specific details in each of the categories identified.

- **Usable** – Organized to afford the school an opportunity to explore any “unable to verify” or “verified as not correct”?
  - For any graduate found to be “verified as not correct” the report should be specific as to why.

- **Sortable** – by category or by employer…trends in the results?

Start Early.

- **Real Time Verifications**
  - Older employment data proves to be more difficult to verify.

- Verify the employment **AFTER** the graduate started work.
  - Many times a graduate is offered a position (after externship).
  - Verify 5, 7, or 14 days after the graduate started, began working, and received pay.
Set Expectations with Students

Begin on the First Day of Orientation and continue throughout the program

Help Students to Understand Their Role in the Accountability Framework
  • ACCSC Resources: New Student Letter / Graduation Letter

Establish protocols for post-graduation activities that can be managed and tracked.

Set expectations with Employers

• Work proactively with Employers
  • Set expectations, Get feedback

• Batching Verification
  • When contacting employers who hire multiple graduates, have the third-party do it as one call/email/fax with the request for multiple graduates.

• Avoid calling employers to “scrub” data in advance of the third-party verification process, only to have your 3rd party call them.
  • Employers and Graduates get frustrated that “they just gave that information”
Frequently Asked Questions

Q: Does my school have to have an independent third-party verification of employment data every year?

A: No. Only at the time of the Application for Renewal or Initial Accreditation and results are due at the same time as the Self-Evaluation Report (“SER”).

- A school may opt to have employment information verified annually or on-going if it chooses to.
Frequently Asked Questions

Q: Which Annual Report will my school need to have verified?

A: Most recently submitted Annual Report at the time of the due date of the SER.
Example based on 2015 workshops:

**January 2015 workshop:**
SER due July 2015 --> verify the 2014 Annual Report

**March 2015 workshop:**
SER due September 2015 --> verify the 2014 Annual Report**
**(unless your 2015 annual report has been submitted)**

**July 2015 workshop:**
SER due January 2016 --> verify the 2015 Annual Report

**September 2015 workshop:**
SER due March 2016 --> verify the 2015 Annual Report

Frequently Asked Questions

Q: With the Annual Report due in October there is not enough time to complete the verification project by the deadline of the SER. What should I do?

A: Don’t wait until the annual report due date to begin the employment verification project. The Report Date on the Annual Report G&E Chart is July - so as of July the school can begin sending information to the third-party.

In fact, because the G&E Charts are backwards looking, you should have a good idea of the cohorts that will be reported. Go ahead and start right after the workshop – or before!

Some schools conduct the third-party verification in “real-time” as students are placed.
ACCSC Member Services

**ACCSC Blueprints for Success**
Preparing a Response for Commission Consideration
Organizing an Effective Electronic Submission
Preparing for an On-site Evaluation *(Coming soon)*

**ACCSC Monograph Series**
Learning Resource Systems
Program Advisory Committees
Institutional Assessment and Improvement Planning
Self-Evaluation: Best Practice
Faculty Improvement Planning

**ACCSC Best Practices Workshops**
May 13, 2015 – Pittsburgh, PA
July 15, 2015 – San Diego, CA
November 5, 2015 – Seattle, WA
April 13, 2016 – San Antonio, TX

**ACCSC Faculty Development Workshop Series**
Offered at no charge *(ACCSC Member Schools Only)*

**2015**
February 11, 2015 – Arlington, TX
May 13, 2015 – Pittsburgh, PA
July 8, 2015 – Springfield, MA
October 20, 2015 – Orlando, FL
November 18, 2015 – Torrance, CA

**2016**
February 2016 – Southwest (Arizona)
April 2016 – Midwest (Texas)
July 2016 – West Coast
October 2016 – Southeast (Florida)
November 2016 – East Coast (Pennsylvania)
ACCS Member Services

NEW STUDENT LETTER & GRADUATION LETTER

Available for download from www.accsc.org

Also available in Spanish

SAVE THE DATE! 2016 Professional Development Conference
September 21-23, 2016 in San Diego, CA
November 2, 2015 – ACCSC Accreditation Alert

ACCSC establishes a scholarship for students that are members of SkillsUSA!

Annually beginning with the 2016 SkillsUSA national championship in Louisville, Kentucky June 20-24, 2016, ACCSC will award a $1,500 SkillsUSA scholarship to help pay for a student’s travel expenses to attend and compete at the conference.
Questions?