

**U. S. Department of Education
Office of Vocational and Adult Education**

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006
P.L. 109-270**

**Five Year State Plan
Commonwealth of Pennsylvania**

Effective July 1, 2008-June 30, 2013

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INTRODUCTION

The Office of Vocational and Adult Education (OVAE) developed this guide to assist you in preparing your State plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 *et seq.* as amended by P.L. 109-270. Sections 122(a)(1) and 201(c) require each eligible agency desiring assistance under Titles I and II, respectively, for any fiscal year to prepare and submit to the Secretary a State plan for a six-year period. During the first fiscal year following the enactment of the Act (Program Year [PY] 2007 which operates from July 1, 2007 – June 30, 2008), each eligible agency may fulfill its obligation by submitting a one-year transition plan.

The framework for the guide is based on the requirements in the Act and a renewed vision of Career and Technical Education (CTE) programs for the 21st century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (Department), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability and strengthens the connections between secondary and postsecondary education.

This guide is organized into three parts. Part A outlines the required State plan narrative for the State plan in seven key areas: planning, coordination and collaboration prior to State plan submission; program administration; provision of services to special populations; accountability and evaluation; tech prep programs; financial requirements and EDGAR certifications and other assurances. For each of these areas, the statutory requirements are provided, along with other U.S. Department of Education (Department) requirements. Each section of the guide also includes procedural suggestions and planning reminders to help you prepare your State plan narrative, although these items are not required as part of your State plan submission.

Part B includes the required budget form. Information and directions for completing the budget form are provided in the financial requirements Section (VI) of Part A.

Part C includes the required accountability form. Information and directions for completing the accountability form are provided in the accountability and evaluation Section (IV) of Part A.

As indicated above, each State has several options in preparing its State plans. A State may complete a one-year transition plan, a six-year plan or a unified plan pursuant to Section 501 of the Workforce Investment Act of 1998 (P.L. 105-220). Each State that chooses to submit a one-year transition plan must follow the instructions provided in the shaded boxes under the section headings throughout this guide. Each State that opts to submit a six-year plan must complete each item in this guide. Any State that wishes to submit a unified plan must follow any instructions and submission requirements provided by the Employment and Training Administration, U.S. Department of Labor. For further information, please contact Janet Sten, the Federal Coordinator for Plan Review and Approval, at sten.janet@dol.gov or Robin Fernkas at fernkas.robin@dol.gov. Both can be reached by calling (202)693-3054..

Section 202 of the Act provides each State with the option to consolidate all or a part of its funds under Section 201 of the Act with funds received under Section 111 of the Act in order to carry out the

activities described in the State plan under Section 122. States that opt to consolidate *all* of their funds do not need to complete the Tech Prep programs Section (V) in Part A and must add together the amounts received under Section 111 and 122 of the Act before completing the budget form.

The timeline for State’s submission of their new State plans and the Department’s issuance of grant awards for the first program year (July 1, 2007 – June 30, 2008) is provided below.

Timeline	Actions
March 12, 2007	Department issues the final Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of State Plans
March 2007	Department issues State’s FY 2007 Title I and Title II estimated allocations
March 19, 2007 to April 30, 2007	OVAE’s Regional Accountability Specialists hold technical assistance calls to discuss State’s definitions, measurement approaches and performance levels for the core indicators of performance
May 7, 2007	States submit their new State plans to the Department
May 14, 2007 to June 12, 2007	Department reviews State plan submissions and reaches agreement with States on performance levels for the core indicators of performance
July 1, 2007	Department issues 1 st installment of grant award funds for program year one (July 1, 2007 – June 30, 2008) to States via email, fax and hard copy mailing
October 1, 2007	Department issues supplemental (and final) installment of grant award funds for program year one to States via email, fax and hard copy mailing

Submission Instructions

You must submit your State plan, including the Cover Page, no later than close of business (5:00 pm EST) on Friday, May 7, 2007. State plans may be submitted in one of three ways: (1) emailed to Perkins2007@ed.gov; (2) entered into the electronic Perkins IV State Plan Database (further information on submitting plans through this database will be sent to State Directors under separate cover) or (3) mailed to the submission address below.

If you choose to transmit your plan electronically, you must submit in hard copy to the address below signed originals of any pages within the document that require a signature. This includes the Cover Page, EDGAR certifications and other assurances.

Submission Address

Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

Publication Information

The Department may publish your State plan, in whole or in part, on our Web site or through other means available to us.

We look forward to reviewing your State plans and your initiatives to implement the new Act in the coming years. Staff of the Division of Academic and Technical Education (DATE), particularly your State Liaisons and Regional Accountability Specialists, are available at any time to answer questions that arise as you prepare your plan.

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Pennsylvania

Eligible Agency Submitting Plan on Behalf of State:
Pennsylvania Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Lee Burket

Position: Director, Bureau of Career and Technical Education

Telephone: (717) 787-5530

Email: lburket@state.pa.us

Type of State Plan Submission (check one):

Five-Year Full Plan – FY 2008 – FY 2013

One-Year Transition Plan – FY 2007 – 2008

Special Features of State Plan Submission (check all that apply):

Unified – Secondary and Postsecondary

Unified – Postsecondary Only

Title I only (All Title II funds have been consolidated under Title I)

Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-1); A8; B1 and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	Only items A(1); B(1) and B(2) required if State is using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs
Financial Requirements	All items required	All items required
EDGAR Certifications and Other Assurances	All items required	All items required
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	Student definition and measurement definitions and approaches for all core indicators Baseline data and performance levels as specified in the chart on pages 19 and 41.
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary Levels	All items required	Student definition and measurement definitions and approaches for all core indicators Baseline data and performance levels as specified in the chart on pages 19 and 41.

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

A. Statutory Requirements

1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Section 122(a)(3)]

The Pennsylvania Department of Education scheduled three hearings within the state. The notice of Perkins IV public hearings were sent to all stakeholders through various media. Stakeholders received a notice of the hearings by e-mail. The state has a distribution list that reaches every local education agency and is the predominate means for making announcements statewide (PennLink). An announcement was prepared and distributed through the Pennlink system to all school districts and career and technical centers. Additionally, the hearing notice was sent to all Perkins recipients. In order to notify individuals not associated with school entities, the announcement was published in the PA Bulletin. In addition, draft documents of the five year plan and guidelines were posted on the Pennsylvania Department of Education's Bureau of Career and Technical Education's Perkins webpage for review prior to public hearings scheduled for December 2007.

The announcement follows:

Perkins IV Five Year State Plan Hearing Announcement

Pursuant to Section 122 (a) (3) of the “Carl D. Perkins Career and Technical Education Improvement Act of 2006”, public hearings will be conducted in the following locations to allow for stakeholder groups as defined in Section 122 (b) (1) of the Act to present their views and make recommendations regarding the Perkins IV Five Year State Plan.

To view documents, please visit our website at www.pde.state.pa.us/bcte/perkins.

Tuesday, December 4, 2007

Community College of Allegheny County, Boyce Campus

595 Beatty Road

Monroeville, PA 15146-1348

Auditorium

1:00 pm – 4:00 pm

Wednesday, December 5, 2007
Central PA Institute of Science and Technology
540 North Harrison Road
Pleasant Gap, PA 16823-8644
Lab 2
1:00 pm – 4:00 pm

Thursday, December 6, 2007
Lehigh Career and Technical Institute
4500 Education Park Drive
Schnecksville, PA 18078-2501
JOC Boardroom
1:00 pm – 4:00 pm

If you wish to provide public comment, please contact Ellie Bicanich at eeb6@psu.edu no later than December 1, 2007 to schedule a 15-minute time slot during one of the three regionally based public hearing sites listed above. Testimony will be restricted to issues that address CTE policy and/or programs, and not to air personal complaints. Participants are asked to summarize testimony at the hearings and submit written copies of testimony to the panel.

2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Section 122(a)(3)]

In compliance with Section 122 (a) (3) of the "Carl D. Perkins Career and Technical Education Improvement Act of 2006", public hearings were scheduled in December 2007 at three regional locations to allow for stakeholder groups as defined in Section 122 (b) (1) of the Act to present their views and make recommendations regarding the Perkins IV Five Year State Plan. Three public hearings were scheduled for December 4-5, 2007 and were held regionally across Pennsylvania. The Central Region hearing was cancelled due to lack of participation. In addition to the hearings, the state plan was made available to the public through the Pennsylvania Department of Education website and was distributed to directors of career and technical education and others requesting copies through e-mail correspondence.

Hearing panel members were moderated by administration of Workforce Investment Boards and members included individuals from business and industry. Six individuals provided public comment. The Perkins IV State Plan reflects responses to the comments.

Comments included:

- Ensuring sending schools and career and technical centers strengthen their relationships to implement comprehensive high school reform.
- Ensuring secondary students are prepared academically for postsecondary education
- Developing a statewide articulation agreement that will have a positive impact on student participation in postsecondary career and technical education programs.
- Developing or identifying reliable methods of technical skill attainment and occupational competency testing for postsecondary programs.

- Ensuring programs of study are connected to the Science, Technology, Engineering and Mathematics (STEM) initiative.

One comment addressed Pennsylvania Department of Education regulation Chapter 339, which has no impact on the Perkins IV State Plan.

3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in Section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business) and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Section 122(b)(1)(A)-(B)]

The five year Perkins IV State Plan was developed in consultation with vested stakeholders. A list of State Plan Committee members is found on pages 87-88. The State Plan Committee met monthly from September through October. The time period between meetings involved continued consultation with committee members and other interested stakeholders.

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in Item 3 above to participate in State and local decisions that relate to development of the State plan. [Section 122(b)(2)]

All state planning documents were distributed as e-mail attachments and hard copy to state planning team committee members. All team members received copies of the transition state plan and state planning guide prior to the initial meeting conducted in July to facilitate communication between the members and Pennsylvania Department of Education (PDE). During the meetings state plan committee members provided their input into the policies and procedures included in the state plan. They also drafted and approved final language.

Draft copies of the plan were made available throughout the planning process to stakeholders not on the planning committee. Their input was presented to the state plan committee members and discussion was held. In addition, committee members discussed the plan with other interested stakeholders in between meetings. E-mail exchanges took place among state plan committee members. Throughout this process consensus was reached in all areas of the plan. The State Board of Vocational Education was also actively involved in providing input. During each Standing Committee meeting and SBVE meeting, updates were provided to the Board members and their input and questions were addressed and changes made to the plan.

5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education and secondary career and technical education after

consultation with the State agency responsible for supervision of community colleges, technical institutes or other two-year postsecondary institutions primarily engaged in providing postsecondary career and technical education and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Section 122(e)(3)]

There is one state agency responsible for secondary and postsecondary education. The Pennsylvania Department of Education (PDE) is responsible for secondary career and technical education (CTE), adult CTE, postsecondary CTE and tech prep education. CTE is included in two offices within the PDE. Both offices, Elementary and Secondary Education and Postsecondary and Higher Education, were active members of the state planning committee. The state plan committee agreed on the amount and uses of funds.

B. Procedural Suggestions and Planning Reminders

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held and attendance levels. See Section 122(a)(3).
- ✓ You should develop and implement policies and procedures for the framework of consultations required by Section 122(b)(1)(A-B) and Section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.
- ✓ Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.
- ✓ Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under Section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under Section 112(a)(2)(B) of the Act.

II. PROGRAM ADMINISTRATION

Five-Year Plan- July 1, 2008 thru June 30, 2013

A. Statutory Requirements

1. **PDE must prepare and submit to the Secretary a State plan for a six-year period; or**

PDE may prepare and submit a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]

A one-year Transition Plan was submitted and approved for 2007-2008. This plan is a five-year plan and covers the years of operation July 1, 2008 – June 30, 2013.

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-1); A8; B1 and B2. States that submit a six-year State plan must address all of the items below.

2. **PDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—**

(a) The career and technical education “Programs of Study,” that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents, as appropriate) when planning for and completing future coursework, for career and technical content areas that –

- i. **Incorporate secondary education and postsecondary education elements;**

The Pennsylvania Department of Education (PDE) will ensure during the implementation of the five-year plan all school entities receiving funds through Perkins IV will have, at minimum, at least one “Program of Study.” The local plan guidelines will include the requirement of Perkins IV legislation and the contract approval process will require evidence of, at minimum, one “Program of Study.”

The existing CTE program approval system requires secondary entities to submit secondary and postsecondary scope and sequence. Articulated credits are submitted as part of the approval process. The current program approval system does request that secondary schools evidence in the program approval request the secondary and postsecondary education elements.

In consultation with PDE’s state level development committee, both secondary and postsecondary entities are required to identify their respective partners and to ensure the components at the secondary and postsecondary levels are aligned. PDE has existing statewide committees developed during the “transition year”

having the following required representations: secondary academic and technical instructors, postsecondary academic and technical faculty, counselors and college admissions, business and industry, trade associations and professional associations.

The Pennsylvania Department of Education will develop and make available a scope and sequence by Pennsylvania's Targeted Industry Cluster. <http://www.paworkstats.state.pa.us/gsipub/index.asp?docid=407>. Each recommended scope and sequence will evidence secondary planned academic and technical courses aligned to the postsecondary general education requirements, with the technical courses articulated according to the state authorized articulation agreement. The purpose of all secondary programs, as noted in Pennsylvania's legislated Chapter 4 regulations, is to establish rigorous academic standards and assessment to facilitate the improvement of student achievement... (Levin, 2003, p. 1221). Research has evidenced that Pennsylvania's academic standards will lead to college preparedness. PDE monitors all approved career and technical education programs currently and will continue to monitor them during the Perkins IV authorization to insure the integration of academic standards across CTE content area and the academic course sequencing. The "Programs of Study" (POS) ensure the secondary planned academic and technical courses are aligned to the postsecondary general education and technical courses.

Tech Prep "Programs of Study" historically have been designed to provide students with a nonduplicative sequence of courses consisting of at least two years of secondary education and two years of postsecondary education. This "Program of Study" was developed between participants in the Tech Prep consortium and operates under an articulation agreement. Existing Tech Prep programs will be revisited to ensure the secondary planned academic and technical courses are aligned to the postsecondary general education and technical courses.

The Pennsylvania Department of Education in cooperation with Perkins recipients and stakeholders will coordinate the development of "Programs of Study" that meet Perkins IV requirements. On an ongoing basis, PDE will develop, evaluate and update "Programs of Study" aligned with state designated "High Priority" occupations during the five year authorization period

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

State Board of Education regulations require all school districts and career and technical centers in the design of their educational programs to provide for the attainment of the academic standards. Attainment of the academic standards requires students to demonstrate the acquisition and application of knowledge. School districts and CTCs shall prepare students to attain academic standards in 12 content areas, which include mathematics, reading, writing, speaking and

listening as well as career education and work. School districts and CTCs develop a local assessment plan that includes a description of how the academic standards will be measured and how information from the assessments is used to assist students having difficulty meeting the academic standards. (Levin, 2003, p. 1224)

Pennsylvania has in place a statewide assessment for Math, Science, Reading and Writing. The State assessment system was designed to determine the degree to which school programs enable students to attain proficiency of academic standards and provide results to school districts and CTCs. (Levin, 2003, p. 1232) The State assessments shall be administered annually and levels of proficiency shall be advanced, proficient, basic and below basic (p. 1233).

The State Board of Education recently adopted Academic Standards, Career Education and Work (CEW). The CEW standards will assist all students, K–12, to assess their educational opportunities and academic achievement in light of their chosen career path(s). Local plans will evidence how schools are integrating the standards and assisting students with career pathways through the development of individualized career plans and career portfolios.

Postsecondary entities are involved as the “Programs of Study” are developed. Their role is to serve on the statewide committees that identify the technical standards that cover secondary to postsecondary completion. This involvement assures that the technical content is nonduplicative. They also review the State Board of Education academic standards and ensure there is alignment of secondary academic standards to the postsecondary general education courses. The academic standards and general education courses are aligned to the technical content and occupations related to each “Program of Study.”

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and

State legislation provides state funds to support dual enrollment activities. Funds are awarded competitively and support academic dual enrollment activities. Dual enrollment activities are for high school students to take college-level, credit-bearing courses at local community colleges and four-year colleges and universities. These courses will also count towards high school graduation requirements. Pennsylvania’s dual enrollment program also emphasizes early college, middle college and gateway to college programs. State funds are targeted to at-risk students and academically challenged school districts. Career and technical schools are eligible to apply for these state funds.

Pennsylvania Department of Education standards for career and technical education also assure that students enrolled in secondary career and technical education will have the occasion to participate in opportunities where college credit is awarded for postsecondary coursework during high school.

iv. Lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree;

The State program approval system for career and technical education programs ensures all programs are aligned with industry standards where applicable. All “Programs of Study” must align with industry credentials or certificates at the secondary level. This is evidenced upon the State’s approval of the program. As the “Programs of Study” are implemented, the postsecondary recipients will also align with industry credentials where appropriate and applicable.

The “Program of Study” is itself aligned to industry credentials. The statewide committee comprised of business, industry and trade associations, will identify appropriate and related industry credentials and certifications. The statewide committee will also identify the appropriate opportunity for a student enrolled in a “Program of Study” to obtain the credential or certificate.

In addition, *An Industry Certification Resource Guide* was developed by the State utilizing the state identified statewide and regional high demand/skill wage occupations, as well as the PDE approved lists of industry-recognized certifications for Career and Technical Education programs currently used by the CTCs within the Commonwealth. This resource guide will also be used by the postsecondary entities in identifying program areas that align to this need of industry recognized credentials and certifications.

(b) How PDE, in consultation with eligible recipients, will develop and implement the career and technical “Programs of Study” described in (a) above;

PDE has developed statewide committees to develop and implement “Programs of Study” defined by classification of instruction (CIP) and the Department of Labor’s designated “High Priority” occupations derived from Pennsylvania’s Targeted Industry clusters. The committees have the following required representations: secondary academic and technical instructors, postsecondary academic and technical faculty, counselors and college admissions, business and industry, trade associations and professional associations.

During the transition year, the PDE identified a statewide ad hoc committee to discuss a template for the “Programs of Study.” The committee developed a “Program of Study” template that all funded recipients must follow during the five year authorization period to develop at least one “Program of Study”.

The “Programs of Study” template requires that the programs be based on national databases such as O*Net, VTECs, MAVCC and state and national certifications, industry skill standards and licensing boards, as applicable. The “Programs of Study” serve as the basis for alignment to the classification of instructional program (CIP) titles and identifies related occupational end of program assessments, industry certifications and specific student outcomes at secondary and postsecondary levels.

(c) How PDE will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

The Office of Elementary and Secondary Education continues to work with the Office of Postsecondary and Higher Education to evaluate the implementation of the (POS) statewide articulation agreement. The template for the statewide articulation agreement was developed during Perkins III. As each “Program of Study” is developed, the statewide committee develops and finalizes the statewide articulation agreement that is specific to the “Program of Study.”

Because the “Program of Study” covers secondary and postsecondary levels, the statewide committee has identified the appropriate alignment of the related industry recognized credentials and certifications. If the student earns a credential or certification at the secondary level, the articulation agreement will recognize student achievement of the credential through articulated credit. The agreement also recognizes student achievement of proficiency on the state academic assessment.

As the PDE approved and supported statewide committees meet to identify the secondary and postsecondary academic and technical standards, the committees will also identify the courses that will articulate as transferred credit. The support that PDE provides to the eligible recipients in developing and implementing the articulations agreements will be phased in during “Program of Study” development.

The PDE will work with the Tech Prep consortia annually to ensure the implementation of the “Programs of Study” in their assigned regions is achieved. This support includes meeting with the Tech Prep consortia members, providing technical assistance and professional development.

(d) How programs at the secondary level will make available information about career and technical “Programs of Study” offered by eligible recipients;

Current State Board of Education regulation requires that career and technical education courses shall be developed in a planned instruction format and shall be accessible to all high school students attending those grades in which career and technical education courses are offered. All students and their parents or guardians shall be informed of the students’ rights to participate in career and technical education programs and courses. Recipients of federal Perkins funds will provide program information to students at least one year prior to the start of the program year at the career and technical center.

The State Board of Education has also adopted the academic standards of Career Education and Work. The standards address career awareness and preparation, career acquisition, career retention and advancement and entrepreneurship for all students beginning at the elementary grades and continuing through to the twelfth grade. Students are to develop career plans and career portfolios.

Each “Program of Study” follows a scope and sequence that was developed by the statewide committees. The scope and sequence outlines the required academic and

technical coursework at the secondary and postsecondary levels. Schools place the scope and sequence in student course selection guides currently. By establishing identified “Programs of Study,” the individual student will be able to plan and develop an education plan to incorporate his/her targeted career objective.

The state is supporting various statewide professional development and technical assistance efforts to strengthen career counseling. These efforts include development of an online toolkit to implement PA Career Education and Work Standards and launch PDE’s new PA Career Zone. In addition, PDE will provide on-going professional development opportunities focused on “Career Pathways” aligned with “Programs of Study.” The toolkits will include each “Program of Study” with associated scope and sequences.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by PDE, to develop, improve and expand access to appropriate technology in career and technical education programs;

This agency will use funds to support school entity purchase of appropriate technology for the purpose of training students in approved “Programs of Study” that align with State identified “High Priority Occupations.”

According to Chapter 4, a school district or CTC administering career and technical education programs will appoint a local advisory committee and occupational advisory committees shall be established for each CTE program offered at the school district or CTC. The Occupational Advisory Committee (OAC) is comprised of business and industry representatives. The purpose of the OAC is to verify that the programs meet industry standards, licensing board criteria where applicable and that students are prepared with occupational related competencies. The OAC also provides advice on the curriculum, “Program of Study,” instructional tools and equipment, safety requirements and program evaluation. This ensures that each program has the appropriate technology in place. (Levin, 2003, p. 1231)

PDE reviews each secondary school that has approved career and technical education programs according to state regulation. During the approved program review, PDE staff ensures that the OAC is a viable and active committee and the local advisory committee and school administration address the recommendations of the committee.

Annually, 20 percent of the underperforming Perkins funded recipients will be selected for on-site compliance technical assistance visits based on the following criteria: most recent validated performance data putting the program at risk of non-compliance with Perkins performance measures as identified in the FAUPL; mismanagement of the plan as evidenced by guideline violations in regards to timely submission of the annual application, performance assessment, program data and fiscal reporting. In addition: of the 20% of programs selected annually for on-site reviews, one-third of the lowest performing consortiums will be required to participate in BCTE determined professional development, technical assistance workshops, conferences and related CTE improvement activities.

The state Perkins Five Year Plan requires each secondary and postsecondary eligible agency to organize and operate a Participatory Planning Committee (PPC). The purpose of the PPC is to provide advice on the “Programs of Study,” instructional tools and equipment, program evaluation, professional development and related required uses of funds as outlined in the Perkins Local Plan guidelines. The committee ensures that technology is addressed in the offering of the postsecondary portion of the “Program of Study.”

During technical assistance and monitoring reviews, PDE staff will evaluate the effectiveness of the PPC to ensure committee recommendations are shared with LEA administration.

The State approved program reviews also ensure that the programs are meeting the State’s program standards. The program standards are a means of verifying the quality of every career and technical education program provided by the local entities by ensuring that they meet the established standards. It allows the local entities to review their programs and systems and establish goals for improvement to meet the standards. Areas covered by the standards review cover Program Planning, Curriculum Development and Offering, Guidance Plans and Services, Personnel Qualifications and Learning-Centered Facilities and Equipment and Organizational Performance Results. This process involves faculty, staff, student and the public/community. The process that is used is one of continuous improvement, which means it focuses on educational systems and examines the results. The review ensures each “Program of Study” offers quality programming, including the use of industry-relevant instructional equipment and technology.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

Data is collected by school entity at the secondary and postsecondary level. This data is also collected by “Program of Study” (specific CIP). Local entities have access to student level data. Data at the State level will be examined and compared to the negotiated levels between the State and USDOE and the negotiated levels between the local entities and the State. Review of the data will allow the State to assess the extent local plan activities are achieving continuous improvement in academic achievement.

The local plan requires recipients to indicate how they will promote continuous improvement. The review criteria will examine the activities and connection to research based practices. The reviewers will ensure eligible recipients are utilizing research based practices and the entities are meeting or making progress toward established performance levels. Pennsylvania uses the NCLB Adequate Yearly Progress academic targets on Reading, Writing and Math state assessments for the secondary recipients. Postsecondary accountability measures do not include academic proficiency as a measure. The current data collection system is under revision and by the end of Perkins IV, the system will

reflect required data elements. The data elements will include data that allows for analysis that evidences continuous improvement at the postsecondary level.

ii. Promote continuous improvement of technical skill attainment;

This response is similar to (i), but has an emphasis on technical skill attainment. Data is collected by recipient at the secondary and postsecondary level. This data is also collected by “Program of Study” (specific CIP). Local entities have access to student level data. Data at the State level will be examined and compared to the negotiated levels between the State and USDOE and the negotiated levels between the local entities and the State. Review of the data will allow the State to assess the extent local plan activities are achieving continuous improvement in technical achievement. At the secondary level, Pennsylvania uses PDE approved end of program assessments and establishes cut scores annually for each occupational area assessment.

During the term of Perkins IV, the State will work with postsecondary entities to identify appropriate and available industry recognized assessments that will measure postsecondary technical achievement. The postsecondary technical standards will be identified during the development of the “Programs of Study.” The identification of technical standards will serve as the basis of the technical skills to measure.

The statewide business and industry committee will identify the relevant technical standards. The statewide “Program of Study” committees will align the technical standards secondary through postsecondary. The statewide articulation agreement will ensure technical standards and student proficiency at the secondary level are recognized.

Programs must align with national industry standards where applicable. The statewide committees will identify applicable industry standards and credentialing opportunities and align the technical standards to the industry standards. The State will review the “Programs of Study” to ensure the technical coursework is aligned with the recognized industry standards or credentialing opportunities and has been validated by a viable statewide occupational advisory committee.

Data associated with the performance indicator, 2S1 Technical Skill Attainment, is collected annually. The State has collected data related to this indicator as part of Perkins III. Currently, PDE examines the number of career and technical education concentrators who successfully achieve competency levels at or above the competent level on PDE approved job ready assessments and who complete the PDE approved occupational tests in the reporting year.

New to the data collection is 1P1 Technical Skill Attainment. The current data collection system needs to change in order to collect relevant data. Until the change occurs, the State will use grade point average. Once the data collection system changes and assessments designed, the State will be able to measure continuous improvement at the postsecondary level.

iii. Identify and address current or emerging occupational opportunities

The local plan submission will be reviewed to ensure the eligible recipients are addressing “High Skill/Wage/Demand/Priority Occupations.” The State has conducted analysis of state economic and labor market data and identified occupations that are considered “High Priority” established by regional Workforce Investment Boards (WIB’s). High priority means the occupation will lead to economic growth for the state and nation and will provide opportunity for employment at a life sustaining wage.

Pennsylvania Departments of Labor and Industry and Education have worked together to identify a valid and reliable CIP/SOC crosswalk. All recipients are to align the “Programs of Study” with the “High Priority Occupations” identified by the Pennsylvania Department of Labor and Industry. The State will only approve requests for new “Programs of Study” as long as the programs are aligned with State identified “High Priority Occupations” or meet the State criteria for “High Priority Occupations.”

Community colleges apply for the Economic Development Stipend. This state supported reimbursement program supports only those programs aligned to “High Priority Occupations” including emerging occupational opportunities.

In some cases, statistical analysis and projections can miss differences and dynamics in regional and local labor markets. In order to ensure that the “High Priority Occupations” list has appropriate input from regional businesses, the following mechanism was put in place in order to obtain local input.

It is important for all career and technical education institutions to be aware of this process and get involved as is appropriate, if a local emerging occupation is not reflected in the regional “High Priority Occupations” list. Information on the ‘appeal process’ is available at www.paworkforce.state.pa.us¹. Local Workforce Investment Board (LWIB) Directors are key contact for the petition process and should be contacted to initiate such a process.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

With the adoption of the State Board of Education academic standards of Career Education and Work, all students K-12 are to have a career plan. The State has developed online toolkit and professional development opportunities to assist local entities in implementing the standards. The local entities are to teach, challenge and support every student to realize his or her maximum potential and to acquire the

¹ For Statewide and Regional lists of Pennsylvania’s “High Priority Occupations” please visit: <http://www.paworkforce.state.pa.us/jobseekers/cwp/view.asp?a=464&q=153135> or contact the Center for Workforce Information and Analysis for alternate formats at workforceinfo@state.pa.us, (717) 787-6466 or toll-free at 1-877-493-3282.

knowledge and skills needed for career awareness and preparation, career acquisition, career retention and advancement and entrepreneurship.

As the students move through the educational system, they are to develop career plans. The “Program of Study” ensures that all career and technical education students will follow a rigorous academic sequence of courses while gaining in-depth technical training that prepares them for profitable employment or college as required by state school code regulation. The “Program of Study” includes aligned secondary and postsecondary coursework. This alignment ensures students will graduate prepared to enter the workforce or to continue into the postsecondary component of the “Program of Study.”

According to Chapter 4, the record of a student enrolled in a CTE program shall include the student’s educational and occupational objectives and the results of the assessment of student competencies. Chapter 4 also notes that CTE courses shall include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards. (Levin, 2003, p. 1231)

The State provides financial resources and technical assistance to support schools in meeting the needs of special populations’ students. In addition, the State supported and approved teacher education programs provide instruction in addressing the needs of special populations in the pre-service and in-service programs.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand occupations in current or emerging occupations and how participating students will be made aware of such opportunities;

The local plan guidelines include the requirements of the “Program of Study,” statewide articulation agreement, Pennsylvania academic standards, technical skill credentialing and “High Priority Occupations.” Assurance will be given by the recipients that the “Programs of Study” also meet State Board of Education regulations and Department of Education career and technical education standards. Both the regulations and standards require equal access and support services for students identified in special populations categories.

Funds support programs that align with the Pennsylvania Department of Labor and Industry identified industry clusters and “High Priority Occupations,” or entry into high-skill, high-wage and high-demand occupations. Other criteria identified in funding guidelines include: (a) improving career and technical education students’ occupational and academic knowledge and skills required to perform successfully in high-priority, high-demand, high-wage, high-skill positions; (b) gaining industry credentials and/or eligibility to sit for credentialing exams, which provide skills portability and career mobility by enhancing lateral and upward career moves and (c) developing partnerships and linkages with business, industry, labor and community groups.

In order for local entities to receive approved career and technical education program status, the entity must evidence a labor market analysis and use of an occupational analysis and alignment with “High Priority Occupations” and postsecondary opportunities. The “Program of Study” must address the state recommended academic standards. This will ensure all students, including special populations enrolled in “Programs of Study,” are prepared for “High Priority Occupations” or emerging occupations. The data is submitted to the State for review. The entities not meeting the requirements will not receive approved program status.

State Board of Education and Pennsylvania Department of Education regulations require all “Programs of Study” to address Pennsylvania academic standards and assess student achievement in the areas of academic and technical competence. Through on-site reviews, compliance monitoring and review of requests for program approval status; the State will ensure students, including special populations, will be prepared academically and technically for profitable employment and postsecondary education. The State recommends academic coursework that is focused on career and postsecondary preparation and has been identified by research as appropriate for postsecondary enrollment and employment. The State reviews the basis for program development and determines if the Occupational Advisory Committee has been active in the occupational analysis, curriculum revision and instructional tools/equipment requirements. The review also ensures that recipients are providing appropriate support services, counseling services and equal access. Best practices in this area have been identified.

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Eighty-five percent of the Perkins funds are allocated to local education agencies, both secondary and postsecondary, to improve, expand or modify existing programs or implement new programs where existing programs do not meet educational and training needs. Of the 85 percent local allocation amount, 70 percent of the funds are allocated to secondary entities.

Eligible secondary entities applying for Perkins IV funds will submit a five year local plan that covers July 1, 2008 – June 30, 2013, with annual updates to the Budget and Action Plans. The Perkins Local Plan Guidelines are attached (Attachment 1). Each local entity shall include and describe in their plan the following:

1. How the career and technical education programs will be carried out with Perkins IV funds;
2. How the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance;

3. How the eligible recipient will (a) offer the appropriate courses of not less than one of the career and technical “Programs of Study,” (b) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in (i) the core academic subjects and (ii) career and technical education subjects, (c) provide students with strong experience in and understanding of all aspects of an industry, (d) ensure that students who participate in such career and technical education programs are taught the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students and (e) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;
4. How comprehensive professional development for career and technical education, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education;
5. How parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in, understanding the requirements of this title, including career and technical “Programs of Study”;
6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope and quality to bring about improvement in the quality of career and technical education programs;
7. The process that will be used to evaluate and continuously improve the performance of the eligible recipient;
8. How the eligible recipient will (a) review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations; (b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance and (c) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency;
9. How individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations;
10. How funds will be used to promote preparation for nontraditional fields;

11. How career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities and
12. Efforts to improve (a) the recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and (b) the transition to teaching from business and industry. (Perkins IV, S. 250-50 to S. 250-52)

Comprehensive professional development, which includes initial teacher preparation for career and technical, academic, guidance and administrative personnel, will be provided through planned scheduled seminars, workshops, conferences and courses in accordance with the objectives.

The Pennsylvania State Department of Education's Bureau of Career and Technical Education has developed and implemented a comprehensive professional personnel development program by working with universities to establish Professional Personnel Development Centers. The Centers were established and approved by the Pennsylvania State Board of Education on July 1, 1978. The Centers are located at Indiana University of Pennsylvania, The Pennsylvania State University and Temple University. The mission of each Center is to provide comprehensive regional professional personnel development for career and technical educators and administrators that are specifically designed to prepare, update and upgrade career and technical teachers, administrators and other career and technical education support personnel. The Centers provide a wide range of professional personnel development activities for career and technical educators.

During 2006-2007, the Centers provided pre-service and in-service professional development for approximately 12,000 prospective and current career and technical educators. The following is a partial listing of the required use of funds that are also major functions of the Centers:

1. Provide Center management for career and technical professional personnel development.
2. Develop and maintain a comprehensive Occupational Competency Assessment (OCA) program.
3. Provide outreach services (Vocational Intern/Instructional Certification Program) for personnel off-campus through traditional undergraduate courses.
4. Provide outreach services (Vocational Intern/Instructor/Coordinator and Cooperative Education Certification Programs for personnel off-campus through Field-Based Competency-Based Teacher Education (FB-CBTE).
5. Provide outreach services (Vocational Administrative, Supervisory and Teacher Leadership) for personnel off-campus through traditional graduate courses and Field-Based Competency-Based Leadership Training (FB-CBLT).

6. Provide continuing technical and professional development, including workshops, seminars and academies for all personnel involved in vocational programming.
7. Provide pre-induction, professional education for clients recruited from business, industry and the health occupations with little or no pedagogical education or experience.
8. Provide an occupational experience program.
9. Provide placement services for career and technical education professional personnel.
10. Provide a recruitment system for career and technical education teachers and leadership personnel.
11. Assist schools with the selection, development, dissemination and implementation of “Programs of Study” that include rigorous academics and industry based career and technical content. The “Programs of Study” provide a nonduplicative sequence of courses that align secondary and postsecondary instructional programs.
12. Provide assistance for career and technical educators who serve special populations as defined in Perkins IV.

The *Professional Personnel Development Centers* guidelines are provided in Attachment 2.

ii. At the postsecondary level that are relevant and challenging; and

Eighty-five percent of the Perkins funds are allocated to local education agencies both secondary and postsecondary to improve, expand or modify existing programs or implement new programs where existing programs do not meet educational and training needs. Of the 85 percent local allocation amount, 30 percent of the funds are allocated to postsecondary entities.

Eligible postsecondary entities applying for Perkins IV funds will submit a local plan that covers July 1, 2008 – June 30, 2013. The Perkins Local Plan Guidelines are attached (Attachment 1). Each local entity shall include in their local plan the following:

1. How the career and technical education programs will be carried out with Perkins IV funds;
2. How the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance;
3. How the eligible recipient will (a) offer the appropriate courses of not less than one of the career and technical “Programs of Study,” (b) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in (i) the core academic subjects and (ii) career and technical education subjects, (c) provide students with strong experience in and understanding of all aspects of an industry, (d) ensure that students who participate in such career and

technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students and (e) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects;

4. How comprehensive professional development for career and technical education, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education;
5. How parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical “Programs of Study”;
6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope and quality to bring about improvement in the quality of career and technical education programs;
7. The process that will be used to evaluate and continuously improve the performance of the eligible recipient;
8. How the eligible recipient will (a) review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, or lowering success in, the programs for special populations; (b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance and (c) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency;
9. How individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations;
10. How funds will be used to promote preparation for nontraditional fields;
11. How career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities and
12. Efforts to improve (a) the recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and (b) the transition to teaching from business and industry. (Perkins IV, S. 250-50 to S. 250-52)

iii. That lead to employment in high-skill, high-wage or high-demand occupations;

The State has followed a policy that the best means of preparing secondary career and technical education completers for opportunities in postsecondary education and/or entry into high-priority, high-skill, high-wage, high-demand occupations is to have the students complete a rigorous planned sequence of academic and technical courses as well as to integrate the academic standards into the technical courses. Secondary program approval criteria include a description of both the academic and technical course sequence at the secondary and postsecondary levels. The approval system also requires submission of articulated courses.

Local plan guidelines require assurances that career and technical education programs at the secondary and postsecondary level are aligned with “High Priority Occupations.” “High Priority Occupations” are identified by the Pennsylvania Department of Labor and Industry and are updated on an annual basis. The program approval process developed by the State ensures that all “Programs of Study” are aligned with “High Priority Occupations.” The program approval process includes an on-site review process to ensure the entity conducts labor market and occupational analysis, and aligns with “High Priority Occupations” and postsecondary opportunities.

The State also requires postsecondary entities offering career and technical education programs to align with “High Priority Occupations.” The State reimbursement for such programs is provided to only programs that prepare graduates for “High Priority Occupations.”

(j) How PDE will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

The State sponsors an annual conference that focuses on evidenced-based best practices. One strand at the annual conference is focused on Tech Prep strategies. The State also works with two associations (Pennsylvania Association of Career and Technical Educators, Pennsylvania Association of Career and Technical Administrators) to cosponsor annual conferences, symposiums and regional workshops. In addition, through on-site reviews, technical assistance visits, data review and program approvals, the State identifies the evidenced-based best practices eligible recipients.

To facilitate and communicate evidenced-based best practices, the State will also identify school districts, career and technical education centers and postsecondary institutions that are having difficulties in meeting the Perkins IV indicators. The State will provide resources that will enable the educational entities to improve program quality and student achievement.

Technical assistance to the school districts, career and technical centers and postsecondary institutions includes:

- Assistance in developing a program improvement plan that specifically identifies the strategies, techniques and methods to improve program quality and student achievement.
- Assistance in identifying and realigning resources to improve program quality and student achievement.
- Assistance in monitoring program quality and progress.

The State staff will analyze each entity's performance data. Those school districts, career and technical centers and postsecondary institutions with "Programs of Study" that are not meeting the standards will be required to develop a program improvement plan that specifically addresses program improvement and student achievement. Once the State receives the plan, State teams will work with the entity by providing appropriate resources. Dissemination of evidenced-based best practices will also occur through the State's website.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement and

The State is working with the Tech Prep consortia to identify statewide committees. The statewide committees are comprised of business and industry related to a given "Program of Study." There are also statewide committees that include representatives from secondary and postsecondary entities. This includes academic and technical instructors and counselors/college admissions. The "Programs of Study" that are developed align secondary and postsecondary academic and technical courses. This alignment lends to articulated credit. The statewide committees will develop an articulation agreement that identifies the areas that can be articulated.

The developed "Program of Study" identifies academic and technical standards relevant for given careers. Once the standards are identified, they are sequenced in a manner that leads to planned courses and nonduplicative sequencing. Each grade level serves as the foundation for the next grade level.

The State adopted academic standards of Career Education and Work also support the development of "Programs of Study," and individual student career plans. The plans ensure students will graduate from high school prepared to enter into a postsecondary program that meets their career goals.

State Board of Education regulation requires all school districts and career and technical centers to integrate the Pennsylvania academic standards into courses. The State has been providing in-services, conferences, workshops and pre-service sessions on integrating Pennsylvania academic standards into technical content areas. State supported research has also been conducted and results disseminated

that evidence integration of academic standards into technical content has led to increased student achievement levels on the state academic assessment.

The State will commit funds through a competitive process to enable the part-time career and technical centers to strengthen the linkage between the part-time career and technical centers and the participating school districts. The efforts will ensure that the participating school districts are meeting the state academic standards and working toward meeting Adequate Yearly Progress for all students, including those students enrolled in the “Programs of Study.”

(I) How PDE will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Section 122(c)(1)(A)-(L)]

The extent of such integration will be evident during the on-site reviews and compliance monitoring. The local plan reporting documents reflect the extent of compliance with state and federal requirements. In addition, the Consolidated Annual Report (CAR) includes a summary of the extent of integration.

3. PDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators and career guidance and academic counselors will be provided, especially professional development that—

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Professional Development Centers include academic integration strategies into technical program content in their program requirements.

PDE sponsors an annual conference that is focused on academic and technical integration strategies. The conference is attended by academic and technical instructors of high schools and Career and Technical Education Centers. PDE also sponsors faculty from Perkins eligible postsecondary institutions. PDE provides registration, travel and subsistence costs for the postsecondary faculty attending the conference.

To ensure that sustained professional development is provided, PDE has entered into contract with Southern Regional Education Board (SREB) and EdTrust. Both entities are providing year long training, including coaching activities, at the participating school districts and career and technical centers. SREB is providing training and coaching that assists the part-time career and technical centers with establishing a culture of high expectations and incorporating literacy strategies into the technical education courses. EdTrust is working with school districts and the participating career and technical centers to transform school counseling.

Throughout the term of Perkins IV, PDE will continue to seek additional sustained professional development opportunities and various means of offering the training, such as utilizing technology (Webinars) and regional opportunities with continued assistance through the Commonwealth's intermediate units.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

In an attempt to increase the percentage of teachers that meet teacher certification or licensing, the Professional Development Centers will work closely with the Career and Technical Education Directors and assist them when possible in identifying highly qualified potential candidates for teaching positions. The school entity administrators and personnel managers will be provided with criteria that will assist them in selecting the best candidate for the available teaching position. Currently recruiting is done by the directors of the career and technical centers. The recruitment is done in collaboration with the Professional Development Centers. Guidelines for certification and recruitment will be readily available. Guidelines for certification are currently found on the PDE Website, www.pde.state.pa.us.

(c) Is high quality, sustained, intensive, focused on instruction and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Continuing professional education is required in Pennsylvania. To address ongoing professional development, the Commonwealth of Pennsylvania legislated Act 48 for all certified teachers in 1999. Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification, including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, letters of Eligibility and all vocational certificates, to participate in ongoing professional education. Act 48 requires all education professionals to acquire six credits/180 hours/a combination of professional development hours/credits equivalent to 180 hours every five years to maintain an active certificate. Certified educators must enroll in professional development related to pedagogy, content knowledge and skills.

Act 48 applies to all certified education professionals, effective July 1, 2000, or beginning the date a certificate is awarded, whether or not the educator is employed in education.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Career and Technical Education in Pennsylvania at the secondary level is based on contextual (applied) learning. Students enrolled in Career and Technical Education are taking a career major that ranges from 720 to 1,440 hours of instruction in technical education, as well as being exposed to inquiry-based and project based learning.

At the postsecondary level, because the students are enrolled in a career major, the training must include contextual (applied) learning. Students are engaged in demonstrations and project-based instruction.

Both secondary and postsecondary entities work with Occupational Advisory Committees. The Occupational Advisory Committees ensure that learning contributes to the specific occupational needs aligned with the programs. Each program is assigned to a CIP Code.

Pennsylvania also requires all programs to be aligned to industry standards and ensure students are eligible to sit for certification examinations as appropriate and applicable.

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations and

PDE has the Pennsylvania Training and Technical Assistance Network (PaTTAN). PaTTAN provides educators, parents and agencies involved in special education with a consistent, statewide network of technical assistance opportunities and services. PaTTAN, with offices in King of Prussia, Harrisburg and Pittsburgh, supports the efforts of the Bureau of Special Education (BSE) to build the capacity of Local Education Agencies to provide appropriate services to children/students who receive Special Education or who are at risk. PaTTAN includes training and onsite support for Early Intervention providers and personnel. These services are collaborated between the Bureau of Special Education and the Office of Child Development, Pennsylvania Department of Public Welfare.

PaTTAN delivers onsite guided practice workshops, team training, publications, distance learning and videoconferencing. PaTTAN's training centers, meeting facilities and support services make it possible for clients to participate in professional development opportunities locally and statewide. Interactive videoconference meetings and trainings link PaTTAN offices to outside sites. Live satellite broadcasts can also be downlinked to multiple sites across the Commonwealth.

PaTTAN works with school district and intermediate unit personnel in Pennsylvania to help them achieve adequate yearly progress for all students, including students with disabilities, as required by the federal "No Child Left Behind Act."

Teacher certification regulations have changed this past year. All CTE 60 credit teacher certification programs must now embed three credits of English language learner and six credits of special needs instruction.

English as a Second Language (ESL) is an instructional program housed within the Bureau of Teaching and Learning Support at the Pennsylvania Department of Education (PDE). As part of curriculum and instruction, professional development for ESL is provided statewide and planned and developed by the ESL/Bilingual Education Advisors at the PDE. Information regarding state sponsored ESL professional development activities can be found on the Web at

www.pde.state.pa.us/esl. PDE requires all CTC staff be prepared to work with ESL students and receive ongoing professional development as part of strategic planning and Chapter 4.26 of the PA School Code/BEC.

PDE/BCTE funds a dedicated staff person to promote nontraditional programs at the statewide level. Programs receiving Perkins allocation must document on their annual local plan application the uses of funds to support nontraditional programming. In addition, each program is required to maintain assurances on nontraditional program improvement activities for PDE onsite review.

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended and Title II of the Higher Education Act of 1965, as amended. [Section 122(c)(2)(A)-(G)]**

Professional development for Career and Technical Education educators and administrators in Pennsylvania is developed and structured through the local education agency's (LEA) Strategic Plan and more specifically within their Professional Education Plan. The Strategic Plan encompasses all aspects of the LEA's vision and direction for a six year period with a Mid-point Review conducted three years into the plan. The Professional Education Plan that is a component of the Strategic Plan is developed by the LEA every three years. All these aforementioned plans are reviewed and approved by Pennsylvania Department of Education regional directors in accordance with approved state guidelines.

The Professional Education Plan shall include the LEA's proposed plan for providing professional development opportunities for their educators and administrators that include strategies and models to support the integration of the core academic subjects (Math, Science, Language Arts) into each of their career and technical curriculums.

The Pennsylvania Department of Education provides statewide assistance to these LEAs through several initiatives:

The Department also offers online professional development courses at no cost to the educational community that can be utilized by any educator or administrator that holds a Pennsylvania teaching certificate.

Each of the 29 Pennsylvania Intermediate Units provide many professional development courses that are reviewed and approved by the Department's regional directors prior to availability or at time of modification. The intermediate units cooperate with all regional LEAs to develop specific professional development courses that meet the LEA's current needs. Several IUs have developed courses designed to address strategies and models for the integration of core academic subject matter into career and technical curriculum.

The Bureau of Career and Technical Education will also be providing technical assistance to the educational community regarding these efforts.

4. PDE must describe efforts that your agency and eligible recipients will make to improve—

(a) The recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and

In recruitment and retention of CTE teachers, faculty and career counselors PDE will focus on the following:

- 1) Work closely with administrators and assist them in identifying specific criteria that are associated with success in the classroom setting.
- 2) Assist the administration in providing career ladders for staff.
- 3) Work with school based staff in creating a pleasant working environment.
- 4) Continue to provide pre-induction workshops for new teachers, expand the mentoring program and provide additional in-classroom supporters as appropriate.

Pennsylvania conducted a research based study that examined retention of secondary Career and Technical Center teachers. The findings evidenced that in Pennsylvania there is an older entrant, average age 37, who has attained life skills. Due to the Professional Development Center programs and regulated in education programs, the mentoring and financial support of the school entities ensure that 90 percent of the teachers remain in the teaching profession.

PDE encourages local school districts receiving federal funds to actively recruit teachers from ‘underrepresented’ groups, which mirror student “special populations” as defined in federal legislation, with the intent of aligning teachers who come from diversified backgrounds (economically disadvantaged, single parent, migrant, ESL, non-traditional, etc.) to these student populations. The PA Department of Education strongly believes a diversified teacher workforce will serve as good role models for students who face similar obstacles.

(b) The transition to teaching from business and industry, including small business. [Section 122(c)(3)(A)-(B)]

- 1) Applicants are screened by the administrators and during the screening process, the candidates are given information on the basic requirements and the instructional and certification process. The Professional Development Centers are contacted by the applicant.
- 2) The Professional Development Centers provide each candidate with specific instruction as to the process the applicant needs to follow in order to become a teacher.
- 3) The pre-induction workshops for new teachers focus exclusively on the transition from business/industry to an educational setting. All new candidates (small businesses or large businesses) are provided the same type of assistance.
- 4) The mentoring programs are another specific effort to address retention. Each new teacher is assigned a mentor that is located within the same school. This is

a Pennsylvania requirement for all schools to develop an induction plan and ensure a new teacher is working with a mentor within the district.

5. PDE must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Section 122(c)(4)]

Pennsylvania's "Programs of Study" shall be in compliance with five template elements, which includes as one of the activities the opportunity for secondary education students to earn postsecondary education credits through dual or concurrent enrollment, articulated credit or other ways leading to a Pennsylvania recognized industry-based credential, credit-bearing certificate, associate or baccalaureate degree. BCTE will work with community college/two-year programs to demonstrate that an articulation agreement exists that enables the student who completes an associate degree and transfers credits earned to an institution of higher education in pursuit of a bachelors degree. Additionally, the Transfer and Articulation provisions of state Act 114, requires the state system universities and community colleges to develop and approve a set of course equivalency standards and 30 credits of foundation-level courses that will be accepted across all state system institutions. Students will not have to repeat the credit-bearing courses at other institutions.

6. PDE must describe how to actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses) and labor organizations in the planning, development, implementation and evaluation of career and technical education programs in Pennsylvania. [Section 122(c)(5)]

The State utilizes numerous means to involve various partners in the development, implementation and evaluation of the Career and Technical Education programs. PDE has established collaborative relations with various state agencies and nonprofit organizations that are focused on workforce development. This includes the PA Partners, PACTEC, Transition Council, PAVSNP, PACTA. Attendance at the meetings held by each organization ensures that their concerns related to Career and Technical Education are heard and policy changes have occurred due to interaction with the various groups. The State has an approved program onsite evaluation process in place. The evaluation process involves establishing a team that visits secondary school entities that hold approved Career and Technical Education programs. The team is comprised of business, postsecondary faculty, career guidance and academic counselors, secondary teachers and administrators. During the review, parents and students are interviewed. The purpose of the review is to ensure quality program offerings are available at the school entity and findings are reported as commendations, recommendations and corrective actions. The school entity submits a plan that describes how changes will occur. This review examines the connection to postsecondary programs, specifically those operating under an articulation agreement.

7. PDE must describe efforts that your agency and eligible recipients will make to –

(a) Improve the academic and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in –

i. The core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965, as amended) and

Reform efforts began in 2005 to ensure improvement in student achievement. Specific activities include regional workshops, revision of the career and technical education approval system and identification of approval requirements.

PDE has aligned CTE programs with statewide high school reform efforts under a state initiative entitled Project 720.

Chapter 4 (PA school code) 4.31. Vocational-Technical Education.

Vocational-technical education programs shall consist of a series of planned academic and vocational-technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, vocational-technical education programs may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.

Vocational-technical education courses shall include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards. In listing planned instruction in its strategic plan under §4.13 (relating to strategic plans), a school district or AVTS shall indicate which courses meet the requirements of this section.

ii. Career and technical education subjects;

The Governor's Office of Administration is requiring an alignment of CTE programs to academic and industry standards. PDE has redirected state funds to support alignment of programs to academic and industry standards.

(b) Provide students with strong experience in and understanding of, all aspects of an industry and

The "Programs of Study" will be developed that meet the requirements and are established as a statewide minimum. Please review website for complete roll-out and strategy PA is using to align secondary with postsecondary CTE programs.

http://www.pde.state.pa.us/career_edu/cwp/view.asp?A=115&Q=129230&career_eduNav=|3842|

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Section 122(c)(7)(A)-(C)]**

CTE curriculum requires joint planning to align academic courses. PDE program approval process ensures program scope and sequence is aligned with regular academic courses per Chapter 4. Technical assistance will be provided to those not meeting the requirements. Evidence based “Best Practices” will be identified and shared with non-performing programs.

- 8. PDE must describe how to provide local educational agencies, area career and technical education schools and eligible institutions in the State with technical assistance. [Section 122(c)(15)]**

PDE provides technical assistance to all funded secondary and postsecondary approved programs on an ongoing basis. This occurs at the request of the local entities or is based on a review of data related to the performance measures. Technical assistance workshops will be developed based on LEA needs and PDE assessment of performance data, (e.g., program approval, data submission, assessment administration, counseling, integration of academics into CTE). PDE annually sponsors an : Integrated Learning Conference (ILC); Pennsylvania Career and Technical Education Conference (PACTEC) and Pennsylvania Career and Technical Administrator’s Association (PACTA) conference that is focused on integration of academics into CTE programs, career counseling, secondary to postsecondary alignment and instructional strategies. PDE also supports week long training sessions that focus on academic and technical instructors learning how to integrate Reading and Mathematics Pennsylvania academic standards across the technical content areas.

PDE will identify evidence based “Best Practices” that lead to student success and facilitate collaboration between school entities that need assistance with school entities that are successful. PDE continues to explore additional means of providing sustained Professional Development activities and will do so throughout the term of this grant. PDE is exploring study groups and Webinars as alternative means of providing sustained Professional Development. PDE has entered into agreements with SREB, EdTrust and PACTA. These agencies will provide sustained Professional Development during the Perkins IV Authorization.

Topics for Professional Development will be based on a review of the CAR data, as well as, onsite evaluation reports. The onsite evaluation reports are generated from BCTE’s Approved Program Evaluation (APE) reviews and Perkins IV compliance monitoring visits.

- 9. PDE must describe how career and technical education in Pennsylvania relates to your State’s and region’s occupational opportunities. [Section 122(c)(16)]**

All newly approved programs are contingent on preparing students for “High Priority Occupations.” PDE/BCTE coordinates its funding and development of high-priority occupations based on the Commonwealth’s labor market data for local, regional and

statewide economic and workforce development sectors as outlined on the PA Workforce Development website at www.paworkforce.state.pa.us.

- 10. PDE must describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Section 122(c)(17)]**

Reform efforts since 2005 are aligned. The goal is to develop a K-12+ system.

- 11. PDE must describe the procedures developed to ensure coordination and non-duplication among programs listed in Sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Section 122(c)(20)]**

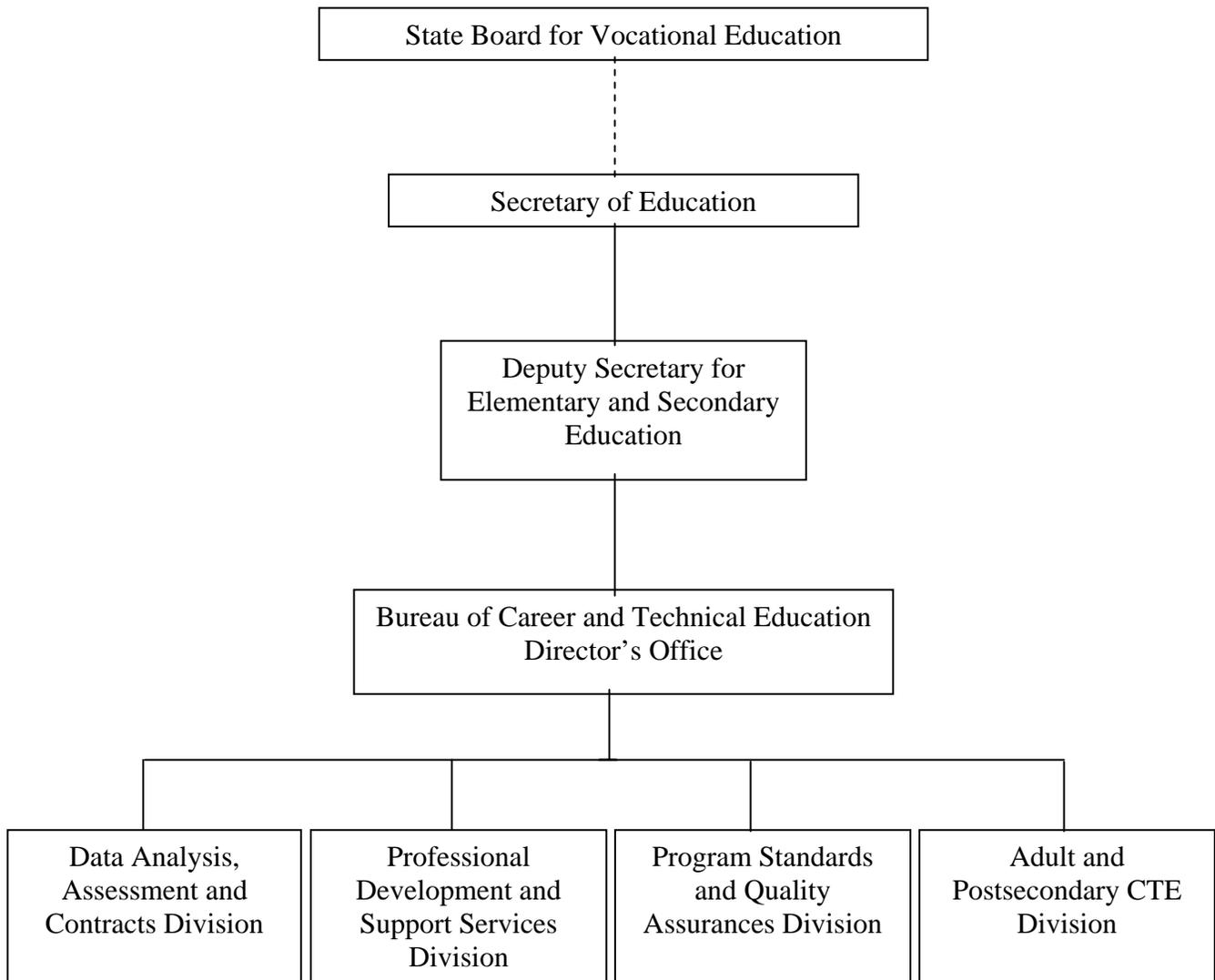
BCTE has been working with PDE's Office of Postsecondary and Higher Education's Bureau of Adult Basic Literacy Education (ABLE) through the release and assignment of incentive grant funds generated during the Perkins III authorization to directly fund and implement ABLE program initiatives. BCTE has also assisted higher education to develop and pilot a monitoring tool to track ACT 101 (a state funded program to support at risk postsecondary students with academic remediation and career counseling) progress, as well as, identifying strengths and needs of the program.

B. Other Department Requirements

- 1. PDE must submit a copy of local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Section 134(b) of the Act.**

See Attachment 1, Local Plan Guidelines.

2. PDE must provide a description of Pennsylvania’s governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.



The approximate number of eligible secondary recipients is 120 school entities and 40 postsecondary institutions programs.

3. PDE must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of Workforce Investment Act (WIA).

In Pennsylvania, postsecondary career and technical education is an important component in the services of the one-stop career center delivery system established by Title I of WIA. Postsecondary Perkins funded programs partner directly with regionally based one-top CareerLink Centers established by the Department of Labor to coordinate the development of postsecondary career and technical education programs which complement Title 1 activities to prepare adult students for high-priority, high-skill, high-wage and high-demand occupations.

The following is a listing of collaborative activities:

- Job search and placement assistance
- Labor market information
- Initial assessment of skills and needs
- Information about available jobs
- Comprehensive assessments
- Development of individual employment plans
- Group and individual counseling
- Case management
- Short-term pre-vocational services
- Training services which are directly linked to job opportunities in their local area
- Occupational skills training
- On-the-job training
- Entrepreneurial training
- Skill upgrading
- Job readiness training
- Adult education and literacy activities

C. Procedural Suggestions and Planning Reminders

- ✓ Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <http://www.ed.gov/policy/sectech/guid/cte/title19911.html>.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

- 1. PDE must describe program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**

- (a) Will be provided with equal access to activities assisted under the Act.**

Secondary and Postsecondary Strategies

The agency's strategy for special populations is in strict compliance with all laws and regulations for special populations and in developing the potential of each individual to become an independent adult, economically, financially and socially. This is pursued through assurances that address equal access to all occupational programs, provisions for supporting supplemental services to assure the success of each special populations group, and an assessment strategy to monitor the success of each special population, thus the success of the state strategy.

Special populations will be provided equal access to activities assisted under this title through guidelines written for use of Perkins funds. Required signed assurances and descriptions of how members of special populations will be provided equal access to CTE programs and services assisted under Title I and II of the Perkins Act will be documented locally. This is evidenced in the submission of the local plan by the secondary and postsecondary entities. Routine on-site reviews to secondary and postsecondary entities will examine documentation relative to participation of special populations. Department of Education staff will investigate thoroughly and promptly any written complaints.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and**

Secondary and Postsecondary Strategies

Special populations will not be discriminated against based on their status as members of the special populations through appropriate requirements of civil rights legislation incorporated into program assurances. Initial reviews of secondary and postsecondary recipients' applications, on-site reviews investigation of complaints will insure that discrimination does not occur on the basis of status as a member of a special population.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance and how you will prepare special populations for further learning and for high-skill, high-wage or high-demand occupations. [Section 122(c)(9)(A)-(C)]**

Secondary and Postsecondary Strategies

Special populations will be provided with services designed to enable them to meet or exceed state-adjusted levels of performance. Programs will prepare special populations for further learning and for high-skill, high-wage careers. The local plan design requires the evaluation of each CTE program and the success of each special population group on adjusted levels of performance. Guidelines further require the use of funds for programs and activities where performance is below adjusted state standards.

The Bureau of Career and Technical Education will annually utilize a Special Populations Needs Assessment for incorporation into local plan applications via the eGrant, fulfilling the requirements of Section 124(b) 1; a series of questions from the legislation relating to what the needs of the special populations students are from each funded LEA and how each LEA plans to address these assessed needs.

Special populations will participate in career guidance and academic counseling programs designed to promote improved career and education decision making skills regarding postsecondary education and training options in preparation for high-skill, high-wage or high-demand occupations and nontraditional fields.

2. PDE must describe how to adequately address the needs of students in alternative education programs, if PDE has such programs. [Section 122(c)(14)]

Pennsylvania regulations established Alternative Education programs for disruptive youth. The programs are implemented by a school district, an area career and technical education school, a group of school districts or an intermediate unit, which removes disruptive students from regular school programs in order to provide those students with a sound educational course of study and counseling designed to modify disruptive behavior and return the students to a regular school curriculum. Notwithstanding Section 1502, Alternative Education Programs may operate outside the normal school day of the applicant district, including Saturdays. School districts shall adopt a policy for periodic review of students placed in the Alternative Education program for disruptive students. This review shall occur, at a minimum, at the end of every semester the student is in the program or more frequently at the district's discretion. The purpose of this review is to determine whether or not the student is ready to return to the regular school curriculum. Programs may include services for students returning from placements or who are on probation resulting from being adjudicated delinquents in a proceeding under 42 PA C.S. Ch. 63 (relating to juvenile matters) or who have been judged to have committed a crime under an adult criminal proceeding. These programs address the academic, social and emotional needs of youth.

3. PDE must describe how funds will be used to promote preparation for high-skill, high-wage or high-demand occupations and non-traditional fields. [Section 122(c)(18)]

Secondary and Postsecondary Strategies

All newly submitted programs must meet the criteria developed by the Pennsylvania Department of Labor and Industry (L&I). The Department of Labor and Industry has developed a CIP/SOC crosswalk that identifies which “High Priority Occupations” are aligned to each CIP program. The Department of Labor and Industry develops a career guide and other resources that can be used as instructional materials. The materials can be used with all students beginning at the middle school. The materials show students how to choose a career and how choosing a career and the education path is linked to Career and Technical Education. The recently adopted statewide academic standards of Career Education and Work require all school districts to develop education and career plans for all students beginning with Grade K. PDE has also developed resources that can be used by school districts and career and technical education centers. The materials not only evidence high-priority occupations but also provide information on nontraditional fields and connection to postsecondary opportunities. All postsecondary institutions participating in Perkins must establish a working relationship with the local WIBs and PA CareerLink Centers to ensure that postsecondary Perkins local occupational advisory committees are addressing current state, regional and local labor market needs in high-priority, high-skill, high-wage and high-demand occupations. To improve nontraditional participation and completion, PDE/BCTE is identifying state non-traditional occupations by CIP and aligning with NAPE’s national listing of nontraditional occupations by industry cluster. All funded secondary and postsecondary programs are required to maintain assurance folders on nontraditional program efforts and overall improvement of nontraditional performance measures.

4. PDE must describe how funds will be used to serve individuals in State correctional institutions. [Section 122(c)(19)]

The Pennsylvania Department of Corrections Inmate profile reveals the following characteristics: (A) the average inmate is functioning on a 7.5 grade level in reading and a 6.7 grade level in math, (B) almost 46 percent of the inmates lack a high school diploma and 32 percent have not completed the 9th grade, (C) 75 percent claim they have little or no vocational skills and over 80 percent were unemployed upon arrest and (D) 85 percent report that they need some type of drug/alcohol treatment. The average inmate spends approximately 49 months incarcerated and there are approximately 42,000 inmates in the system, thus a significant need for educational programs. The Commonwealth of Pennsylvania provides an education/training appropriation in which full-time academic, vocational and counseling staffs are hired. The funds received from this grant (\$431,453) provide five institutions with supplemental vocational funding, specifically, the salary and benefits for five vocational instructors.

5. PDE must describe how to require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs as contained in Section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Secondary and Postsecondary Strategies

PDE requires all eligible recipients to submit a proposal that outlines the actions and use of funds the recipient will follow. The grant application is reviewed by regionally assigned staff members whose responsibility is to ensure Perkins IV funds are used as required. The review of the grants ensures that the eligible recipients will meet the requirements of 427(b). Inclusion of all special population's sub-groups is monitored during the local plan application process, on-site reviews and annual reporting of disaggregated data for federal CAR reporting.

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

C. Procedural Suggestions and Planning Reminders

- ✓ Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services and activities for special populations. See Section 134(b)(8)(A)-(C) and 134(b)(9)-(10).
- ✓ The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See Section 3(29).
- ✓ Under the State leadership set-aside, there is a cap of not more than one percent of the funds allotted to you under Section 111 of the Act that can be used to serve individuals in State institutions. See Section 112(a)(2)(A).
- ✓ You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to non-traditional training and employment.
- ✓ Your accountability system must be able to disaggregate data for each of the core indicators of performance under Section 113(b)(2) of the Act for the categories of students described in Section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and Section 3(29) of the Act that are served under the Act. See Section 113(c)(2)(A).

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under Section 113(b) of the Act as provided below:

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary Student Attainment	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	Not required	X
6S2 Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under Sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

- 1. Describe procedures used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Section 113(b)(1)(A)-(B), Section 113(b)(2)(A)-(C)]**

Accountability is a foundation of the Commonwealth's emerging workforce development system. Programs and providers will be measured on the results they achieve as a return on investment of public funds. The state accountability system will ensure quality performance, as well as be compatibility with the seamless delivery system of the Pennsylvania Performance Management System. This system collects and examines workforce development efforts supported by state and federal funds.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 identified core performance indicators to be measured as part of the education improvement efforts. Pennsylvania will incorporate the core indicators of performance into its accountability system. Pennsylvania Department of Education sought input into the Perkins accountability system and the five year state plan from representatives of the eligible recipients. A task force was formed. The purpose of the task force was to assist in outlining actions for the State to pursue and to assist in developing the core indicators of performance.

The steps that the Pennsylvania Department of Education, Bureau of Career and Technical Education, took to involve representatives of eligible recipients in the development of core indicators of performance and the state adjusted levels of performance are as follows:

- (a) An email and phone calls inviting input from eligible recipients to develop core indicators and the state adjusted levels of performance. The eligible recipients acknowledging an interest in participating formed a Task Force.
- (b) Seven face-to-face consultation meetings were held with representatives from the Pennsylvania Vocational Administrators of Pennsylvania, Bucks County Community College, Community College of Allegheny County, Lackawanna College, Luzerne County Community College, the Penn State University System, Lehigh Career and Technical Institute and Cumberland Perry Technical School.

(c) The five year state plan will be presented to the State Board of Vocational Education for approval prior to April 1, 2008 submission deadline. Final comment was gathered during regional statewide public hearings held in December 2007.

2. PDE must describe the procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Section 122(c)(10)(A), Section 113(b)(3)(B)]

An advisory committee was convened, consisting of representatives from all stakeholder groups required under Perkins IV including: high schools, adult programs, postsecondary institutions, members of special populations, charter school organizers, parents and students, labor organizations, counselors and members from business and industry including a state WIB member. The initial state adjusted performance levels have been decided upon by USDOE for those indicators whose definitions have not changed. The initial state adjusted performance levels are based on most recent available data. The advisory committee supports the process and the use of appropriate existing performance measures used in the previously submitted FAUPL.

The state will only establish baselines on those measures for which data is available (1S1, 1S2, 2S1, 5S1, 6S1, 6S2, 1P1 4P1, 5P1 and 5P2). For the new indicators we are establishing baselines during the transition year (3S1 and 2P1).

In regards to graduation rate-4S1*, multi year identification of CTE students will begin in 2007-2008 utilizing PDE's unified data collection system which uses a unique student identifier, entitled Pennsylvania Information Management System, (PIMS) to establish graduation rates by the 2012 school year. PDE is still ascertaining a valid collection vehicle to obtain 4S1 data.

Student Retention and Transfer (3P1)**: PDE is exploring a working relationship with the National Student Data Clearing House to report 3P1 on the 2008-2009 CAR.

The State established Annual Measurable Outcomes (AMO) for Math, Reading and Graduation Rates based on state established targets. The Skill Attainment, at Competent and Advanced (2S1), baseline has been calculated based on the most recent past performance.

3. PDE must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Section 113(b)(2)(A)-(B)]

The measures that we are using are part of the Pennsylvania State System of Academic assessment. The measures 1S1, 1S2 have undergone extensive research and development and annual review by test publishers and third party to ensure maximum validity and reliability. We adhere to the *Standards for Educational and Psychological Measurement*.

Graduation rate 4S1 has been calculated using procedures defined in the Pennsylvania Accountability Workbook (which has received USDOE approval).

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

- 4. PDE must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Section 113(b)(2)(F)]**

The performance measures used to meet the Act's accountability requirements are the same performance measures used in monitoring and evaluating career and technical education programs. The state provides funds to support career and technical education programs and effectiveness of the programs is determined by reviewing the data associated with performance measures for the core indicators established for this Act. This data is the same data that is reported for the state's performance management system that examines workforce development systems across agencies.

- 5. On the forms provided in Part C of this guide, PDE must provide for the five year period covered by the State plan performance levels for each of the core indicators of performance. For performance levels that are required, the State's performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable and measurable and require the State to continually make progress toward improving the performance of career and technical education students. [Section 113(b)(3)(A)(i)-(II)]**

Pennsylvania has provided performance levels for the Five Year Plan FAUPL. At the conclusion of the transition year, after baseline data is collected for updated definitions, PA will request to update FAUPL.

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- (a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to Section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e., the State’s reading/language arts and mathematics tests) implemented under Section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.
- (b) Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in Section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under Section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under Section 1111(b)(2)(C)(vi) and others States have defined AYP only to require improvement in the graduation rate each year.

6. PDE must describe the process for reaching agreement on local adjusted levels of performance, if an eligible recipient does not accept the State adjusted levels of performance under Section 113(b)(3) of the Act and ensure that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Section 113(b)(4)(A)(i)(II); Section 122(c)(10)(B)]

For three of these indicators (1S1, 1S2 and 4S1*) the performance levels are already established under NCLB.

Student Graduation Rates (4S1)* - Individual student data collection will begin with the 2007-2008 school year, high school graduation rates will not be available using

PA SecureID information until February 2012 for the Class of 2011. By definition, graduates include students that graduated over the summer following the usual June graduation and dropouts are not determined until October 1 for the preceding 12-month period. Therefore, the potential exists to track occupational career/technical center student graduation rates starting with the Class of 2011.

The negotiations for 2S1, 3S1, 5S1, 6S1, 6S2, 1P1, 2P1, 4P1, 5P1, 5P2 will be based on each recipient's previous performance which will establish their baseline. The baseline will be the most recent data when available.

The following response refers to the indicators not associated with NCLB. Pennsylvania is expected to conduct negotiations with local eligible recipients on levels of performance for five of the eight secondary indicators (2S1, 3S1, 5S1, 6S1, 6S2) and all 6 postsecondary indicators (1P1, 2P1, 3P1**, 4P1, 5P1, 5P2).

When presented with an established baseline, the eligible recipient will be given an opportunity to demonstrate continuous yearly improvement. All eligible recipients must maintain continuous improvement over the previous year's performance in all performance measures.

- 7. PDE must describe the objective criteria and methods used to allow an eligible recipient to request revisions to its local adjusted levels of performance, if unanticipated circumstances arise with respect to an eligible recipient. [Section 113(b)(4)(A)(vi)]**

Reviews and revisions of local adjusted performance levels will be made when the circumstances clearly prevent the eligible recipient from meeting the levels. Requests must be accompanied by a recovery plan containing a realistic timeline. During the transition year, objective criteria and methods were developed.

- 8. PDE must describe how to report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate and reliable. [Section 122(c)(13);Section 205].**

To insure that accurate data is reported to PDE, general data reporting workshops are provided for local education agencies throughout the state. Technical assistance is provided on a one-to-one basis as requested. This includes visits to schools when necessary. In addition, Perkins on-site monitoring includes a review of data and local reporting procedures. Postsecondary data is reviewed at two levels first through the Division of Data Services and second through the Bureau of Career and Technical Education. Data is not accepted until both levels are satisfied.

All student data reports are subjected to extensive edits, both computerized and manual, at the state level. PDE is in the process of implementing a unified data collection system

entitled the Pennsylvania Information Management System (PIMS) to collect all required data for federal reporting.

For each group of indicators, a review is made by using the Data Quality Manual. There is a series of questions on the checklist requiring a yes/no and a commentary with the initials of the reviewer. For all measures, common items include a comparison of current and previous year data for consistency and inclusion of all categories (gender, ethnicity, special populations, tech prep). The reviewers also follow the rules of CAR data quality used by the OVAE. For those data from third party and administrative records, it is required that they contain the data initiator and a supervisory sign-off.

9. PDE must describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Section 113(b) and 203(e) of the Act. [Section 204(e)(1)]

Local negotiations have been developed and conducted for the first two years and submitted via the annual eGrant application. This process will be used per Perkins IV requirements during the third and fifth year. During the negotiations period, years three and five, each consortium will be given its respective trend data that will determine its baseline. If this baseline is equal to or greater than the state's Final Agreed Upon Level, the consortium's proposed performance level will be the same as the state FAUPL. If the consortium's baseline is below the state baseline, the initial proposed level will be the number halfway between the states and the consortiums. PDE will also accept any modest increase over the consortium's baseline.

10. PDE must describe how to annually evaluate the effectiveness of career and technical education programs and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Section. 122(c)(8)]

Pennsylvania's performance management system is created on the premise of continuous improvement. Continuous improvement is a cyclical, never ending process of planning, implementing, evaluating and improving services.

Simply measuring performance alone does not guarantee service/program improvement. The institutional framework of Pennsylvania's workforce strategy is based upon the Malcolm Baldrige seven principles of quality management with a focus on continuous improvement.

WIA offered the opportunity for significant change and unprecedented cooperation between the public and private sectors in supporting Pennsylvania's economic and workforce development needs. Successful implementation of the WIA in Pennsylvania required a constant focus on the employer and job seeker to effectively integrate economic and workforce development at the local, regional and state levels.

Pursuant to Section 113 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Department of Education, Bureau of Career and Technical Education, has developed and implemented a state performance

accountability system based on measures and standards approved by the State Board of Education designed to evaluate annually the effectiveness of approved career and technical education programs at the secondary and postsecondary levels. The Perkins requirement to establish a State Performance Accountability system includes the use of evaluation methods containing both process and product.

Each secondary and postsecondary eligible recipient is evaluated annually to determine the effectiveness of all approved career and technical education programs; and provide information on how to maximize the return of investment of state and federal funds in career and technical education activities.

To implement the Five Year Plan beginning July 1, 2008, local entities will be required to submit a five year local plan application via PDE's eGrant system and will include the following: required uses of funds with yearly budget updates; annual amendments to PPC designated Action Plans; a detailed set of descriptions and assurances for the local application covering all aspects of the local program. Attention must be given to the scope of the local program and local accountability issues. The annual evaluation will be based on the state performance measures and standards described above, developed with input from the eligible recipients and approved by the State Board of Education, as prescribed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The design of the State Performance Accountability System has been guided by input from the eligible recipients. In addition, the design addresses the Joint Committee on Standards for Educational Evaluation – 1994 Program Evaluation Standards. These standards were established to provide guidance to effective evaluation. The Joint Committee believes the standards will lead to useful, feasible, ethical and sound program evaluations and that these evaluations will, in turn, contribute significantly to the betterment of education and training in diverse settings. (1994, p. XVIII)

The standards provide a guide for evaluating educational and training programs, projects and materials in a variety of settings. They are intended both for users of evaluations and for evaluators. (1994, p. 1)

The standards are organized around the four important attributes of an evaluation: utility, feasibility, propriety and accuracy. The Joint Committee believes that these four attributes are necessary and sufficient for sound and fair evaluation. (1994, p. 5)

The four attributes are defined as follows:

Utility: These standards guide evaluations so that they will be informative, timely and influential. The seven standards included in this category are Stakeholder Identification, Evaluator, Credibility, Information Scope and Selection, Values Identification, Report Clarity, Report Timeliness and Dissemination and Evaluation Impact.

Feasibility: These standards recognize that evaluations usually are conducted in a natural, as opposed to a laboratory, setting and consume valuable resources. The three standards in the category are Practical Procedures, Political Viability and Cost

Effectiveness; moreover, they require the evaluation to be realistic, prudent, diplomatic and economical.

Propriety: These standards reflect the fact that evaluations affect many people in a variety of ways. They are intended to facilitate protecting the rights of individuals affected by an evaluation. The eight standards for propriety are: Service Orientation, Formal Agreement, Rights of Human Subjects, Human Interactions, Complete and Fair Assessment, Disclosure of Findings, Conflict of Interest and Fiscal Responsibility.

Accuracy: These standards determine whether an evaluation has produced sound information, that is, the information must be technically adequate and the judgments rendered must be linked logically to the data. The twelve standards are: Program Documentation, Context Analysis, Described Purposes and Procedures, Defensible Information Sources, Valid Information, Reliable Information, Systematic Information, Analysis of Quantitative Information, Analysis of Qualitative Information, Justified Conclusions, Impartial Reporting and Meta-evaluation.

B. Other Department Requirements

1. For States submitting one-year transition plans, PDE must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Section 113(c)(1)-(2), including:

(a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary core indicators of performance;

The definitions are included on the form provided in Part C.

(b) Baseline data for the core indicators of performance under Section 113(b)(2) using data from the most recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data and

Data for the required core indicators are provided in Part C.

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-2008 and 2008-2009 program years and send the forms for you to finish completing.

The baseline data that is required of states submitting a transition plan are provided. The state is using the AMOs for those indicators measuring academic performance

and graduation rate. All other indicators evidence a performance level developed as described above. These are located on the form provided in Part C.

- 2. PDE must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments and the State's plan for increasing the coverage of programs and students reported in future program years.**

BCTE is in the process of aligning approved program areas to an industry based third party national assessment. Barring unforeseen circumstances, it is expected that 86 percent of CTE concentrators will be the minimum participation rate for all concentrators who will be tested for job readiness in general or industry credentials in particular.

BCTE is continually seeking to add to the list of approved tests for use in assessing student skill attainment. We annually invite industry representatives and test developers to present their assessments for review. The evaluations will be conducted on the basis of the criterion checklist which includes data availability, test security and validity. To date BCTE has recognized three test developers. During the Perkins IV authorization, as program of studies are developed, related assessments will be identified or developed on the basis of industry standards alignment.

C. Procedural Suggestions and Planning Reminders

- ✓ The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that a State must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See Section 122(e)(1)(A)-(B); Section 113(b)(2).
- ✓ If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of Section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See Section 113(b)(2)(D).
- ✓ You will be required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance and information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations. See Section 113(c)(1).
- ✓ With respect to future reports, your accountability system must be able to disaggregate data for each of the core indicators of performance under Section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in Section 1111(h)(1)(C)(i) of the ESEA and Section 3(29) of the Act that are served under the Act. See Section 113(c)(2)(A). The Department will issue further guidance to States on nonduplication of data. See Section 113(c)(3).

- ✓ If your State does not consolidate all of its tech prep funds into its Title I grant, the State will be required to disaggregate data for each of the core indicators of performance under Section 113(b)(2) of the Act for tech prep students.
- ✓ You will be required to identify and quantify any disparities or gaps in performance between any category of students described in Section 1111(h)(1)(C)(i) of the ESEA and Section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See Section 113(c)(2)(B).
- ✓ The Department will make the information contained in reports submitted by States under Section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically by the Internet, will disseminate State-by-State comparisons of the information and will provide the appropriate committees of Congress with copies of such reports. See Section 113(c)(5)(A)-(C) and Section 205.
- ✓ Your State is responsible for identifying, using national, state or regional data, the career and technical education programs that lead to non-traditional fields. See Section 113(b)(2)(A)(vi) and Section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau and the National Association of Partners in Education are several sources of information and data to assist States in this effort. See, <http://www.napequity.org>, <http://www.bls.gov/home.htm> and <http://www.dol.gov/wb/factsheets/nontra2005.htm>.
- ✓ Your State is responsible for identifying, using national, state or regional data, the occupations or professions that it will classify as high-skill, high-wage or high-demand. See Section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, as well as the Department's website at <http://www.edcountability.net>.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under Sections 111 and 201 may choose to consolidate all, or a portion of, funds received under Section 201 with funds received under Section 111 in order to carry out the activities described in the State plan submitted under Section 122. Only States that will use all or part of their allotment under Section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1) and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. PDE must describe the competitive basis or formula you will use to award grants to tech prep consortia. [Section 203(a)(1)]

The application submitted for all consortiums must contain a plan for the development and implementation of "Programs of Study" that will be reviewed and endorsed by the local Workforce Investment Board.

Beginning in the 2008-2009 the current 16 Tech Prep regional consortia will be realigned. Tech Prep awards will be granted on a competitive basis

PDE will give special consideration to Tech Prep applications that –

- Develop and implement statewide "Programs of Study" by CIP, as recognized by the Pennsylvania Department of Education (PDE).
- Establish, as part of that "Program of Study," an approved statewide articulation agreement that supports the CIP and the Guidelines designed for all PDE approved Career and Technical Education "Programs of Study."
- Facilitate the alignment of academic and technical curriculum between secondary and postsecondary levels that meets industry standards related to an approved "Program of Study."
- Facilitate the alignment of curriculum between secondary and postsecondary levels that meets Pennsylvania academic standards related to the approved "Programs of Study."
- Facilitate the alignment of academic and technical curriculum between secondary and postsecondary levels to eliminate the need for remediation at the postsecondary level.

- Assess, plan, develop organize and implement “Program of Study” activities within the state defined regions that prepare graduates for “High Priority Occupations” as identified by the Pennsylvania Department of Labor and Industry.
- Maintain communication with all consortium schools that have PDE approved Career and Technical Education “Programs of Study.”
- Assist all consortium schools in the identification and reporting of Tech Prep students within PDE approved Career and Technical Education “Programs of Study” within the state defined regions that prepare graduates for “High Priority Occupations” as identified by the Pennsylvania Department of Labor and Industry.

2. PDE must describe how to give special consideration to applications that address the areas identified in Section 204(d) of the Act. [Section 204(d)(1)-(6)]

BCTE has developed a “Program of Study” template that will require Tech Prep Regions in the state to assist in the development of “Programs of Study” by CIP Code t CIPs will be selected and approved for development by the BCTE and will be based on the program’s potential to lead to high-wage, high-skill and high-demand jobs to include emerging technology, in which there is a significant workforce shortage. These “Programs of Study” will lead to employment opportunities or the transfer of students to baccalaureate or advanced degree programs. The “Programs of Study” will be developed in consultation with business and industry, institutions of higher education and labor organizations to incorporate and align secondary and postsecondary programs. “Programs of Study” will effectively address the issues of school dropout prevention and reentry by aligning “Programs of Study” with Pennsylvania academic standards and employability competencies.

3. PDE must describe how to ensure an equitable distribution of assistance between urban and rural consortium participants. [Section 204(f)]

There will be equitable distribution of awards between urban and rural through Pennsylvania’s designated Workforce Investment Regions.

4. PDE must describe how to ensure that each funded tech prep program –

(c) Is carried out under an articulation agreement between the participants in the consortium, as defined in Section 3(4) of the Act;

Every “Program of Study” will operate under a statewide articulation agreement. The required statewide articulation agreements between secondary and postsecondary institutions shall include:

1. Content specified in courses offered by the secondary institution that aligns with course content at the postsecondary institution syllabi and/or competency lists of courses from the institutions involved must be maintained in the appropriate offices.
2. The operational procedures and responsibilities of each party involved in the implementation of the articulation agreement.

3. The student evaluation plan and process including descriptions of required proficiency levels and criteria for measurement.
4. Evaluation plan that includes an annual review and a renewal date not to exceed three years.
5. A description of student admission requirements.
6. Signatures of authorized representatives of participating institutions.
7. On a case-by-case basis, provide options for out-of-county students to articulate without sanction if equivalent articulation elements are satisfied.

(d) Consists of a “Program of Study” that meets the requirements of Section 203(c)(2)(A)-(G) of the Act;

“Programs of Study” will be carried out under a statewide articulation agreement between participants in the consortium and combine a minimum of two (2) years of secondary education with a minimum of two(2) years of postsecondary education in a nonduplicative, sequential course of study or an apprenticeship program of not less than two (2) years following secondary education instruction. Instruction will integrate academic and career and technical education instruction and utilize work-based and worksite learning experiences where appropriate and available to build student competency. “Programs of Study” will lead to a career field that is high-skill, high-wage and high-demand. Technical skills and core academic subjects will be attained in a coherent sequence of courses that lead to technical skill proficiency, an industry-recognized credential, a certificate or a degree in a specific career field. The goal is to have each student in a “Program of Study” that leads to placement in high-demand, high-skill or high-wage employment or to further education.

(e) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of Section 203(c)(3)(A)-(D) of the Act;

Pennsylvania “Programs of Study” will include coherent and rigorous academic content aligned with Pennsylvania academic standards and relevant career and technical education content integrated in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in careers. Pennsylvania academic standards link secondary schools and two-year postsecondary institutions, and if possible and practicable, four-year institutions of higher education. These “Programs of Study” will also include the opportunity for secondary education students to earn postsecondary education credits through dual or concurrent enrollment, articulated credit or other ways leading to a Pennsylvania recognized industry-based credential, credit-bearing certificate, associate or baccalaureate degree. If appropriate and available, work-based or worksite learning experiences, in conjunction with business and all aspects of an industry, will be made available. As appropriate, educational technology and distance learning will involve all the participants in the consortium.

(f) Includes inservice professional development for teachers, faculty and administrators that meets the requirements of Section 203(c)(4)(A)-(F) of the Act.

Inservice professional development will include teachers, faculty and administrators to support the effective implementation of “Programs of Study,” to encourage joint training in the Tech Prep regions, to support the needs, expectations and methods of business and all aspects of an industry, to support the use of contextual and applied curricula, instruction and assessment, to support the use and application of technology and to assist in accessing and utilizing data, information available pursuant to Section 118 and information on student achievement, including assessments.

The annual integration conference and specially designed videoconferences and regional workshops will address “Programs of Study.” In addition, the agency will work with PA Association of Career and Technical Education (PACTEC) and the PA Association of Career and Technical Education Administrators (PACTA) to deliver POS training.

(g) Includes professional development programs for counselors that meet the requirements of Section 203(c)(5)(A)-(F) of the Act;

In light of the Perkins IV legislation, any professional development programs for school counselors must focus active support in the creation of a middle and high school environment that is student centered, results focused, data informed and personalized. In particular to the State Tech Prep Plan, it is imperative that school counselors assist all students to feel connected to and complete the “Programs of Study,” to promote access and equity for all students and to assist in designing a school counseling program that ensures all students meet high academic standards.

To accomplish these goals of professional development under the State Tech Prep Plan, it is suggested the Bureau contract with outside consultants in conducting five regional training sessions or webinars. Selected regional sites could be: IU 7 (Southwestern), IU 5 (Northwestern), IU 14 (Southeastern), IU 18 (Northeastern), IU 15 (Central Pa). The following suggested topics could guide the day long training session: (1) How to use the new websites of: www.pacareerstandards.com, www.pacareerzone.com and using the Pa Career Guide more effectively within the classroom, (2) Understanding/ Implementing the new Career Education and Work Standards, (3) Understanding and using career software for career research and developing online career plans and career portfolios, (4) Understanding, collecting and using data to drive change.

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations [Section 203(c)(6)];

“Programs of Study” will provide equal access to individuals who are members of Special Populations and include the development of “Programs of Study” services appropriate to the needs of Special Populations. All entities receiving Perkins funds adhere to regulations addressing Special Populations including Individuals with Disabilities Education Act (IDEA), Civil Rights and PA Chapters 11. 14. 4 and 339.

(g) Provides for preparatory services that assist participants in tech prep programs [Section 203(c)(7)] and

Preparatory services will assist “Program of Study” participants. All entities receiving Perkins funds are required to provide preparatory services.

(h) Coordinates with activities under Title I. [Section 203(c)(8)]

“Programs of Study” will coordinate with activities conducted under Title I. The agency requires all career and technical education programs to follow the components of “Programs of Study.” All recipients of Perkins IV Title I funds will participate with Tech Prep Consortia to assist in the development of “Programs of Study.” Each entity will also report required data.

5. PDE must describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Sections 113(b) and 203(e) of the Act. [Section 204(e)(1)]

Each consortium receiving Perkins IV Title II funds enters a contractual agreement. This agreement includes agreeing to meet the required performance indicators. The agency will establish minimum levels of performance for each indicator on the previous year’s data. When the performance indicator is a new indicator and previous year’s data is not available, the 2007-2008 year will serve as the baseline.

B. Other Department Requirements

1. PDE must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

The guidelines are attached. See Attachment 3.

2. Provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.

The 2008-2013 Tech Prep Guidelines will introduce a restructure of the current Tech Prep consortia. 10 Team PA Workforce Investment regions listed below will compete for tech prep funds.

- Central Region: Centre, Clinton, Columbia, Juniata, Lycoming, Mifflin, Montour, Northumberland, Snyder and Union counties
- Lehigh Valley Region: Lehigh and Northampton counties
- North Central Region: Cameron, Clearfield, Elk, Jefferson, McKean and Potter counties
- Northeast Region: Carbon, Lackawanna, Luzerne, Monroe, Pike, Schuylkill and Wayne counties

- Northern Tier Region: Bradford, Sullivan, Susquehanna, Tioga and Wyoming counties
- Northwest Region: Clarion, Crawford, Erie, Forest, Lawrence, Mercer, Venango and Warren
- South Central Region: Adams, Cumberland, Dauphin, Franklin, Lebanon, Perry and York
- Southeast Region: Berks, Bucks, Chester, Delaware, Lancaster, Montgomery and Philadelphia counties
- Southern Alleghenies Region: Bedford, Blair, Cambria, Fulton, Huntingdon and Somerset counties
- Southwest Region: Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington and Westmoreland counties

C. Procedural Suggestions and Planning Reminders

- ✓ Non-supplanting requirements apply to Title II tech prep programs. See Section 311(a).
- ✓ State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See Section 311(b).
- ✓ State administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ Title II funds may not be used for State leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.
- ✓ You will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See Section 205.

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

- 1. PDE must describe how your agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that you choose to consolidate under Section 202(a) of the Act, will be allocated among career and technical education at the secondary level or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Section 122(c)(6)(A); Section 202(c)]**

Funds received under Section 111 for allocations to secondary and postsecondary eligible recipients were divided as follows: 70 percent to secondary recipients, 30 percent to postsecondary recipients. The split was determined by the following criteria:

- (a) History of set aside amounts
- (b) Number of career and technical enrollees
- (c) Number of career and technical programs
- (d) Consideration of full-time and part-time enrollment
- (e) Consideration of overlap of facilities for programs
- (f) Amounts of other state/federal reimbursement

Formulas described in the Act will be utilized for allocation among secondary and postsecondary eligible recipients.

- 2. PDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools and educational service agencies within the State. [Section 131(g); Section 202(c)]**

\$28,620,398.00: See Appendix A

- 3. PDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Section 202(c)]**

\$12,140,538.00 was made available to postsecondary institutions during the 2007-2008 year. Allocation distribution is based on a percentage derived by dividing the individual

number of each institution's student vocational Pell count by the total number of vocational Pell counts for all postsecondary and adult programs. The percentage of vocational Pell per institution is then applied against the total allocation awarded to the state producing a percentage of the total to be allocated to each individual postsecondary and adult program.

Allocation = (Pells/State Sum of Pells) X Allocation amount

- 4. PDE must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Section. 122(c)(6)(B); Section 202(c)]**

\$ 18,697,795.00 was made available to secondary consortia during the 2007-2008 year.

When local consortia fall below the minimum allocation amount of \$15,000, the consortia is contacted and notified of the need to join new consortia. All fiscal agents operate under a memorandum of understanding. The distribution of funds in the new consortia is not based on a pro-rata distribution.

Pennsylvania will continue to utilize the current formula to allocate Perkins funds to the local consortia. This has proven to be an objective and equitable means of allocating the funds.

Allocations are calculated based on the following formula:

After elimination criteria -

Get percentage of individual population 5-17 by dividing individual Population 5-17 by state total of Population 5-17

Get percentage of Poverty 5-17 by dividing individual Poverty 5-17 by state total Poverty 5-17

70% allocation = Poverty percentage from above x (allocation amount x .7)

30% allocation = Individual population percentage from above x (allocation amount x .3)

Total allocation = 70% allocation + 30% allocation

Allocations are summed up and enrollments collected via PDE's unified data collection system utilizing a secure ID identifier for each student.

Percentages of total student enrollments for each member of the consortia are collected by dividing each individual member of the consortia against the total number of all enrollments within the consortia to get a final percentage for each school.

Total allocation is then divided by this percentage and allocated to the consortium fiscal agent.

A consortia file is generated from the Division of Data Services, which drives the distribution to the fiscal agent.

- 5. PDE must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); Section 202(c)]**

\$ 1,968,794.00 was made available to postsecondary consortia during the 2007-2008 year.

When local consortia fall below the minimum allocation amount of \$50,000, the consortia is contacted and notified of the need to join new consortia. All fiscal agents operate under a memorandum of understanding. The distribution of funds in the new consortia is not based on a pro-rata distribution.

Postsecondary consortia that are currently formed will receive the allocations as determined by federal regulation. Any new consortia that form will request and notify PDE of the formation. PDE will adjust the postsecondary allocations and assign a fiscal agent.

A consortia file is generated from the Division of Data Services based on known memberships. This file drives the distribution to the fiscal agent. The rationale for such an allocation is based on the formula for calculating the distribution to the individual schools. The formula is:

As per item # 3, the allocation distribution is based on a percentage derived by dividing the individual number of each institution's student vocational Pell count by the total number of vocational Pell counts for all postsecondary programs. The percentage of vocational Pell counts per institution is then applied against the total allocation awarded to the state producing a percentage of the total to be allocated to each individual postsecondary and adult program.

- 6. PDE must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Section 131(a)(3)]**

Changes to the allocation will be based on the use of the most current census data for secondary entities and annual collection of Pell data for postsecondary entities.

- 7. PDE must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary, as described in Section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers**

of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

An alternative allocation formula is not used.

B. Other Department Requirements

- 1. PDE must submit a detailed project budget, using the forms provided in Part B of this guide.**

The estimated detailed budget is provided on the form found in Part B. The detailed budget is based on the 2007 allocation amount. The budget will change upon notice of the allocation for 2008.

- 2. PDE must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) of the Act.**

A listing of allocations made to consortia from funds available under Sections 112 (a) and (c) of the Act is provided in Appendix A.

- 3. PDE must describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**

The following formulas are used to allocate funds to the postsecondary and secondary local entities:

Postsecondary:

Allocation =

$(\text{Pells}/\text{State Sum of Pells}) \times \text{Allocation amount}$

Secondary:

After elimination criteria -

Calculate percentage of individual population ages 5-17 by dividing individual population ages 5-17 by state total of population ages 5-17

Calculate percentage of poverty ages 5-17 by dividing individual poverty ages 5-17 by state total poverty ages 5-17

70% allocation = Poverty percentage from above \times (allocation amount \times .7)

30% allocation = Individual population percentage from above \times (allocation amount \times .3)

Total allocation = 70% allocation + 30% allocation

Allocations are then summed.

Enrollments are collected.

Dividing school enrollments by a district total collects percentage of enrollments.

Total allocation is divided by this percentage.

4. PDE must describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.

At this time, reserve funds will not be established during the administration of the Five Year Plan beginning July 1, 2008 through June 30, 2013..

5. PDE must describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.

This is not applicable.

6. PDE must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.

Pennsylvania recognizes secondary and postsecondary CTE programs located in rural and sparsely populated areas generating less than the minimum allocation under Sections 131 and 132 of the Act. Pennsylvania, upon request, by a secondary LEA, not meeting the minimum allocation, shall waive the application of Paragraph (1) as required under Section 131(c)(2) in accordance with current state guidelines of providing a program of sufficient size, scope and quality. Pennsylvania may waive the application of Paragraph (3)(A)(i) for postsecondary consortiums.

C. Procedural Suggestions and Planning Reminders

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See Section 315.
- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See Section 311(b)(1)(A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See Section 314(1).
- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard or certificate of mastery. See Section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See Section 6.
- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See Section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one

State to another State, if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See Section 322.

- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See Section 324(a).
- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See Section 324(c).

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

All States must complete this entire section.

A. EDGAR Certifications

I, the undersigned authorized official of the eligible state education agency responsible for the administration of career and technical education in the Commonwealth of Pennsylvania, certify that:

1. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. A State officer, specified by title in the certification, has authority under State law to receive, hold and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

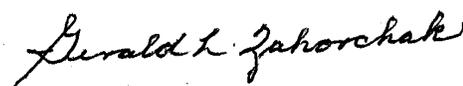
B. Other Assurances

I, the undersigned authorized official of the eligible state education agency responsible for the administration of career and technical education in the Commonwealth of Pennsylvania, certify that:

1. A completed and signed ED Form 80-0013 for certifications regarding lobbying, debarment and suspension and other matters; and drug-free workplace requirements is submitted. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
2. A completed and signed Assurance for Non-Construction Programs form is submitted. [See http://wdcrobiis08/doc_img/sf424b.doc]

3. PDE will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act, which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]
4. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity or any affiliate of such an organization. [Section 122(c)(12)]
5. Pennsylvania will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
6. Pennsylvania will provide, from nonfederal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from nonfederal sources for such costs for the preceding fiscal year. [Section 323(a)]
7. Pennsylvania and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Section 317(a)]
8. Except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]
9. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

March 27, 2008
Date



Gerald L. Zahorchak
Secretary of Education

CERTIFICATION OF THE STATE BOARD

March 20, 2008

State of Pennsylvania:

I hereby certify that the Perkins IV Five Year Plan for Career and Technical Education, for fiscal years July 1, 2008 – June 30, 2013 was adopted by the Pennsylvania State Board for Vocational Education on March 20, 2008.

The Perkins IV Five Year Plan as submitted constitutes the basis for the operation and administration of the state program established by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270.

All information and representation contained in the plan, as of this date, are accurate to the best of my knowledge and belief.

Sincerely

James Buckheit
Executive Director
Pennsylvania State Board for Vocational Education

C. Procedural Suggestions and Planning Reminders

- ✓ EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- ✓ EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- ✓ Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e., subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: <http://www.epls.gov/>.

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
 - Line I.D.1 The amount, if any, to be reserved under section 112(c).
 - Line I.D.1.a The percent and amount reserved for secondary recipients.
 - Line I.D.1.b The percent and amount reserved for postsecondary recipients.
 - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
 - Line I.D.2.a The percent and amount slated for secondary recipients.
 - Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
 - Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
 - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

PART B: BUDGET FORMS
One-Year Transition Plan

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 2008 2/26/08

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$ 45,000,763.</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ _____
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$ 45,000,763.</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ___%</i>)	<u>\$ 38,250,649.</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ _____
a. Secondary Programs (<i>70% of Line D</i>)	\$ _____
b. Postsecondary Programs (<i>30% of Line D</i>)	\$ _____
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$ 38,250,649.</u>
a. Secondary Programs (<i>70% of Line D.2</i>)	<u>\$ 26,775,454.</u>
b. Postsecondary Programs (<i>30% of Line D.2</i>)	<u>\$ 11,475,195.</u>
E. Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	<u>\$ 4,500,076.</u>
a. Nontraditional Training and Employment	(\$110,000.)
b. Corrections or Institutions	(\$450,007.)
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	<u>\$ 2,250,038.</u>
G. State Match (<i>from non-federal funds</i>) ²	<u>\$ 2,250,038.</u>

² The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year. **Revised per Troy Justesen memo dated 02/25/2008.**

Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 2 2008 Estimate 2/26/08

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 4,235,352.

- B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds \$ _____

- C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) \$ 4,235,352.

- D. Tech-Prep Funds Earmarked for Consortia \$ 3,885,352.
 - a. Percent for Consortia
(*Line D divided by Line C*) [__%]

 - b. Number of Consortia _____

 - c. Method of Distribution (*check one*):
 Formula
 Competitive

- E. Tech-Prep Administration \$ 350,000.
 - a. Percent for Administration
(*Line E divided by Line C*) [__%]

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

Provide the career and technical education (CTE) student definitions used for the secondary and postsecondary core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under Section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under Section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how its proposed definitions and measures would be valid and reliable.

III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data using data for the most recently completed program year (July 1, 2005 – June 30, 2006) on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under Section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – Eight Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary Student Attainment	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary Level – Six Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under Section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State’s standards, assessments and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s AMOs or targets for the 2007-08 and 2008-2009 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

Pennsylvania will provide performance levels for the Five Year Plan FAUPL at the conclusion of the transition year after baseline data is collected for updated definitions.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via email submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

Student Definitions

I. Secondary Level

Participants –

A student, who by the end of the reporting school year, was reported as having earned at least 10% of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.

Concentrators –

A student, who by the end of the reporting school year, was reported as having earned at least 50% of the minimum technical instructional hours required for Pennsylvania Department of Education program approval.

II. Postsecondary Level

Participants –

A postsecondary student, who by the end of the reporting school year, was reported as having earned more than one (1) but less than twelve (12) academic or CTE credits required by an approved occupational program.

Concentrators –

A postsecondary student, who by the end of the reporting school year, was reported as having been enrolled in an approved occupational program and completed at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate or a degree.

Note: The use of terms ‘Concentrator’ and ‘Participant’ was not in effect at the time of establishing baselines. Actual results may vary from 2007-2008 projections.

**2008-2013 Updated 06/23/08FAUPL with OVAE negotiated level
FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

I. SECONDARY LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 53%	L: 63% A:	L: 63% A: LB
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act, based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 38.1%	L: 56% A:	L: 56% A: LB
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE concentrators who perform at or above the Competent level on PDE approved occupational tests in the reporting year.</p> <p>Denominator: Number of CTE education concentrators who complete the PDE approved occupational tests in the reporting year.</p>	National/State Standards and Assessment Systems	B: 54.94%	L: 55% A:	L:56% A:

<p>3S1 Secondary Student Rates of Attainment 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 90.07%</p>	<p>L: 91% A:</p>	<p>L: 92% A:</p>
<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records In order to duplicate the NCLB statewide calculation specific to career and technical education, Pennsylvania will need a minimum of four years of using the PAsecureID. The baseline is an interim approximation.</p>	<p>B: 90.07%</p>	<p>L: 91% A:</p>	<p>L: 92% A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of respondents to the PDE follow-up survey who were reported as a) employed; b) pursuing additional education or training or c) in the military.</p> <p>Denominator: Number of respondents who returned a usable PDE follow-up survey.</p>	<p>State-Developed, School-Administered Surveys/Placement Forms</p>	<p>B: 92.93%</p>	<p>L: 93.73% A:</p>	<p>L: 94.53% A:</p>
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 17.81%</p>	<p>L: 17.9% A:</p>	<p>L: 17.91% A:</p>
<p>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 12.23%</p>	<p>L: 12.25% A:</p>	<p>L: 12.27% A:</p>

**2008-2013 Updated 06/23/08FAUPL with OVAE negotiated level
FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

II. POSTSECONDARY LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07-6/30/08	Column 6 Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who perform at or above the 2.5 grade point average in occupational courses during the reporting year. Denominator: Number of CTE concentrators who receive grades in occupational courses in the reporting year.	State and Local Administrative Records	B: 56.07%	L: 56.2% A:	L: 60% A:
2P1 Credential, Certificate or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate or a degree and who left postsecondary education during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.	State and Local Administrative Records	B: 15.78%	L: 35% A:	L: 40% A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators who remain enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall or spring of the previous reporting year. Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall or spring of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year.	State and Local Administrative Records	B: 17.11 Approximated from the 2007 follow-up placement into education	L: 35% A: Currently gathering baseline data on new Performance Indicator	L: 40% A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of respondents to the PDE survey who were reported as employed, pursuing additional education or advanced training and/or in the military. Denominator: Number of respondents who returned a usable PDE follow-up survey.	State-Developed, School-Administered Surveys/Placement Forms	B: 91.92%	L: 92.72% A:	L: 93.52% A:
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 19.12%	L: 19.3% A:	L: 19.31% A:

<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 17.06%</p>	<p>L: 17.2%</p> <p>A:</p>	<p>L: 17.21%</p> <p>A:</p>
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References

Carl D. Perkins Career and Technical Education Improvement Act of 2006, P.L. 109-270

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Joint Committee on Standards for Educational Evaluation (1994), *Program Evaluation Standards*.

Appendix A

2007-2008 Allocations for Secondary Perkins Funds

<i>Fiscal Agent</i>	<i>Allocation</i>	<i>Fiscal Agent</i>	<i>Allocation</i>
A W Beattie AVTS	\$306,020	Indiana County Technology Center	\$168,934
Admiral Peary AVTS	\$133,543	Jefferson Co-DuBois AVTS	\$179,447
Beaver County AVTS	\$398,866	Jersey Shore Area SD	\$37,165
Bedford County Technical Center	\$58,967	Johnsonburg Area SD *	\$14,652
Berks CTC	\$404,651	Kane Area SD	\$20,233
Bermudian Springs SD	\$33,673	Keystone Central AVTS	\$80,777
Bethlehem AVTS	\$314,268	Lancaster County CTC	\$850,025
Bradford Area SD	\$51,238	Lancaster SD	\$231,184
Bucks County Technical HS	\$485,560	Lawrence County AVTS	\$244,620
Butler County AVTS	\$305,888	Lebanon County CTC	\$252,353
Carbon County AVTS	\$127,238	Lehigh Career & Technical Institute	\$716,565
Career Institute of Technology	\$221,853	Lenape Tech	\$173,723
Carlisle Area SD	\$61,729	Littlestown Area SD	\$31,934
Center for Technical Studies/Montgomery County	\$313,710	Lycoming CTC	\$119,369
Central PA Institute of Science & Technology	\$97,166	Mathematics, Science & Technology CS	\$23,793
Central Westmoreland CTC	\$400,644	McKeesport Area Technical Center	\$126,251
Chester County IU 24 (Ctr for Arts & Technology)	\$736,542	Mercer County Career Center	\$312,383
Chestnut Ridge SD	\$22,089	Middle Bucks Institute of Technology	\$312,918
Clarion County Career Center	\$100,215	Midd-West SD	\$21,609
Clearfield County CTC	\$149,025	Mifflin-Juniata CTC	\$160,880
Columbia-Montour AVTS	\$175,037	Milton Area SD	\$30,523
Conewago Valley SD	\$41,229	Mon Valley CTC	\$190,097
Connellsville Area CTC	\$117,685	Monroe Career & Technical Institute	\$379,613
Corry Area SD	\$50,621	Mountain View SD *	\$10,129
Crawford County AVTS	\$187,882	North Clarion County SD *	\$10,027
CTC of Lackawanna County	\$466,039	North Montco Technical Career Center	\$316,313
Cumberland-Perry AVTS	\$399,374	Northern Bedford County SD	\$16,675
Dauphin County AVTS	\$313,267	Northern Tier Career Center	\$180,618
Delaware County AVTS	\$1,085,052	Northern Tioga SD	\$43,091
Delaware Valley SD	\$55,747	Northern Westmoreland AVTS	\$166,853
Derry Area SD *	\$13,874	Northumberland County AVTS	\$89,923
Eastern Center for Arts & Technology	\$281,440	Parkway West AVTS	\$298,812
Eastern Westmoreland CTC	\$118,126	Penn Hills SD	\$70,373
Erie City SD	\$436,930	Penns Manor Area SD *	\$12,469
Erie County Technical School	\$320,073	Philadelphia City SD	\$6,060,239
Fairfield Area SD *	\$11,927	Pittsburgh SD	\$991,188
Fayette County AVTS	\$302,967	Pottstown SD	\$60,088
Forbes Road CTC	\$458,646	Reading-Muhlenberg AVTS	\$543,517
Franklin County CTC	\$302,165	Ridgeway Area SD	\$15,798
Franklin Towne CS	\$123,185	Saint Marys Area SD	\$30,306
Fulton County AVTS	\$33,415	Salisbury-Elk Lick SD *	\$10,102
Gettysburg SD	\$44,603	Schuylkill Technology Centers	\$270,756
Greater Altoona CTC	\$302,726	Selinsgrove Area SD	\$16,163
Greater Johnstown AVTS	\$210,624	Seneca Highlands IU 9 (Seneca Highlands AVTS)	\$110,339
Greene County AVTS	\$109,567	Shikellamy SD	\$18,693
Harrisburg City SD	\$260,535	Somerset County Technology Center	\$142,034
Hazleton Area Career Center	\$126,627	Southern Tioga SD	\$29,681
Huntingdon County CTC	\$96,094	State College Area SD	\$65,481

<i>Fiscal Agent</i>	<i>Allocation</i>	<i>Fiscal Agent</i>	<i>Allocation</i>
Steel Center AVTS	\$347,230	Wallenpaupack Area SD	\$58,617
SUN Area CTC	\$127,184	Warren County AVTS	\$93,135
Susquehanna County CTC	\$124,695	Wayne Highlands SD	\$50,866
Tunkhannock Area SD	\$33,295	Wellsboro Area SD	\$30,935
Tussey Mountain SD	\$19,153	West Side AVTS	\$205,305
Twin Valley SD	\$19,466	Western Area CTC	\$248,059
Tyrone Area SD	\$35,573	Western Center for Technical Studies	\$119,121
Upper Adams SD	\$16,384	Western Wayne SD	\$23,137
Upper Bucks County AVTS	\$140,276	Wilkes-Barre AVTS	\$313,483
Upper Darby SD	\$112,569	Williamsport Area SD	\$147,329
Upper Dauphin Area SD	\$16,852	York County School of Technology	\$716,276
Venango Technology Center	\$194,400		
		Total	\$28,620,398

* Schools fell below \$15,000 threshold to be funded directly

2007-2008 Allocations for Postsecondary Perkins Funds

<i>Fiscal Agent</i>	<i>Allocation</i>
Bucks County CC/Main	\$162,812
Butler County Community College	\$234,278
Clarion University/Venango Campus	\$112,303
Commonwealth Technical Institute	\$103,706
Community College of Allegheny County	\$1,097,237
Community College of Beaver County	\$357,328
Community College of Philadelphia	\$1,252,527
CTC of Lackawanna County	\$75,227
Delaware County Community College	\$291,773
Edinboro University of PA	\$73,078
Fayette County AVTS	\$72,003
Greater Altoona CTC	\$104,780
HACC/Main	\$1,379,338
Harcum College	\$105,318
Johnson Technical Institute	\$126,811
Lackawanna Junior College	\$239,114
Lancaster County CTC	\$263,831
Lehigh Carbon Community College	\$368,074
Luzerne County Community College	\$536,797
Manor College	\$63,405
Mercer County Career Center	\$106,930
Mercyhurst College	\$198,276
Montgomery County CC/Main	\$484,138
Mount Aloysius College	\$171,947
Northampton Co Area CC/Main	\$485,213
Orleans Technical Institute/Rhawn Street	\$185,380
Pierce College	\$412,673
Penn College/PSU Affiliate	\$608,263
Pennsylvania Highlands CC	\$233,741
Pennsylvania Inst of Tech	\$120,363
PSU/Altoona College	\$94,571
PSU/Commonwealth College-DuBois	\$141,856
PSU/Commonwealth College-Fayette	\$72,540
PSU/Commonwealth College-Mont Alto *	\$44,599
PSU/Commonwealth College-Shenango *	\$49,435
PSU/Commonwealth College-Wilkes-Barre	\$80,063
PSU/Commonwealth College-York	\$53,196
Reading Area Community College	\$642,652
Rosedale Technical Institute	\$115,527
Schuylkill Co AVTS – North *	\$48,897
Thaddeus Stevens College of Tech	\$106,392
Westmoreland County CC	\$664,146
Total	\$12,140,538

* Schools fell below \$15,000 threshold to be funded directly

**CERTIFICATIONS REGARDING LOBBYING
DEBARMENT, SUSPENSION
AND OTHER RESPONSIBILITY MATTERS
AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State or local health, law enforcement or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street Address, City, County, State, Zip Code)

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT ----- PR/AWARD NUMBER AND / OR PROJECT NAME

Perkins IV State Five-Year Plan

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Gerald L. Zahorchak, Secretary of Education

DATE

ED 80-0013

12/98