

Consolidated Annual Report, Program Year 2013 - 2014 Pennsylvania

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

The methodology used by Pennsylvania to develop valid and reliable assessments of technical skills includes the Nedelsky Method and Angoff Method.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

For the 2013-14 data collection, a Data Quality Engine (DQE) was brought online to ensure more accurate and reliable data by requiring quality control checks be performed before data was accepted for submission. This system requires school data personnel to interact with PDE Center for Data Quality personnel if data rules are violated when data is submitted rather than waiting for personnel to run quality control reports at the end of the process.

Consolidated Annual Report, Program Year 2013 - 2014 Pennsylvania

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The evaluation methodology includes both qualitative and quantitative methods. Programs are evaluated based on Perkins accountability measures, which also are used by Perkins recipients to determine effectiveness of their programs. The accountability measures are broken into the special populations categories, which include Nontraditional, Displaced Homemaker, Economic Disadvantage, Individual with Disability, Limited English Proficiency and Single Parents. The evaluation occurs annually and Department staff analyze each Perkins recipient's impact on each of the special populations categories including meeting locally negotiated levels of performance.

Each Perkins recipient must annually submit a local plan, which requires each recipient to examine their performance indicators and perform a root cause analysis of the indicators where they are not meeting negotiated levels. During the review of the indicators, the recipient considers action plan and funding requests to ensure they address performance improvement. For state program approval, each Perkins recipient's performance on accountability measures is also reviewed at the program level. This review and analysis ensures the Perkins recipient is meeting the targets and allows the recipient to ensure the needs of each special populations category is being met. This method also allows the Department to determine if it needs to direct resources to address a category of special population to ensure all special populations' needs are being met.

As part of the annual local plan submission, each recipient is required to address special population's student academic performance, technical skill attainment, access to high-skill, high wage, high-demand education and training, for disabled, nontraditional, displaced homemaker, single parent, ELL and economically disadvantaged students. The recipients indicate how their use of funds assist students with the implementation of individual education plans, accommodating English Language Learners and those students who are economically disadvantaged.

As a result of these actions, the IEP disability subgroup in particular has demonstrated significant increases over time on several indicators.

The Pennsylvania Department of Education visits recipients to ensure compliance with federal and state regulations. The regulations outline the expected standards of development, admission, and operation of quality career and technical education programs of study. The qualitative review ensures the Perkins recipients have designed the CTE programs to enable the special populations categories to enroll without discrimination and to prepare for further education and training in occupations that are aligned to Pennsylvania industry sectors. The industry sectors are those that are high skill and lead to family sustaining wages. The annual local plan submission also requires submission of assurance documentation and program performance report summary, specifically looking at POS implementation and student pursuit of further education, training or employment in high priority occupations.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

For 2013-14, the Bureau of Career and Technical Education approved equipment grants in excess of \$1.7M. The funds expanded the use of technology in CTE programs. The focus of the grant was on increasing academic proficiency, technical skill attainment, and increased alignment of CTE programs to industry certifications. Secondary and postsecondary Perkins recipients also used their local Perkins allocation to purchase state-of-the-art equipment to support student learning in CTE programs. The Bureau has also continued the use of electronic statewide Professional Learning Communities that are focused on academic and technical achievement of students enrolled in CTE. Annually during the BCTE sponsored Pennsylvania Career and Technical Education Conference run by PA-CTEC, technical updating sessions are coordinated by PA-CTEC and BCTE.

The Bureau provides Professional Learning Communities (PLC) focused on different CTE program areas. The PLCs are delivered through webinar services of the Pennsylvania Department of Education's Standard Aligned Systems (SAS portal). Participation in the PLCs is by the CTE instructor and academic instructors or academic coaches. The SAS portal also provides an online forum and resource center specific to each PLC. The PLC webinar content helped instructors strengthen their ability to develop and deliver well-crafted instructional plans and also strengthened their ability to integrate high quality math and literacy instruction into their CTE program. The PLC built upon and reinforced material covered in the Curriculum PIL and the TAP Classroom Math workshops.

Six virtual PLCs provided targeted support on numeracy and literacy integration as well as skill-development lessons and activities for instructors from the following programs:

1. Autobody/Collision Repair, 47.0603
2. Commercial Art, 50.0402
3. Electrical Power Transmission Installer, 46.0399
4. Health/Medical Assistant, Other, 51.0899 and Health Professional Other, 51.9999
5. Institutional Food Worker, 12.0508
6. Welding, 48.0508

All of Pennsylvania's Pennsylvania Department of Education approved CTE programs include technology. In regard to technology fields, Pennsylvania interprets this to mean those CIP titles that fall under AV Technology, Information Technology and STEM clusters. All approved CTE programs must integrate academic content and technical skills in order to receive approval. All approved programs must be designed as sequenced course offerings in order to receive approval. Thus every approved program provides CTE students with academic and career and technical skills that lead to entry into technology fields, including nontraditional fields. Of the 14 CIP titles that fall under these three clusters, 7 or 50% of the CIPs used in Pennsylvania are classified as non-traditional.

All approved CTE programs are required to develop work based opportunities for their students. The technology industry is typically defined as Information Technology. Thus every approved program that falls under the Information Technology cluster, must develop work based learning opportunities for its students. Compliance with this state regulation is reviewed on a five year cycle.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The Department developed and implemented CTE teacher and administrator certification programs through contractual agreements with three state universities. Each university formed a Professional Personnel Development Center to focus on the CTE teacher and administrator certifications. 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, Pennsylvania State University and Temple University. The mission of each Center is to provide comprehensive regional personnel development opportunities that are specifically designed to prepare and update career and technical teachers, administrators and support personnel. During 2013-14, the Centers provided pre-service and in-service professional personnel development services for approximately 996, and 2,957 career and technical educators respectively. Each university insures the certification programs are based on research and covers topics including curriculum development, integration, instructional practices, parental and community involvement.

Additionally, the Department provides the Pennsylvania Standards Aligned System (SAS). SAS is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

Workshops, seminars and academies (on or off campus, credit or noncredit) are provided for prospective and practicing career and technical education instructors. The activities are designed to enhance the knowledge, academic integration proficiency, and skills or capabilities of career and technical instructors. For example, the following objectives were important in determining professional development programming:

1. Engage the teacher-learner, rather than rely on PowerPoint presentations.
2. When possible, conduct on-going group activities, rather than stand-alone workshops.
3. Create events that meet the needs of all teachers, including incumbents.
4. Promote teacher involvement in Domain 4 (Professional Responsibilities) of the PA Framework for Effective Educators.
5. Complement, but not duplicate, PDE BCTE initiatives and objectives of the Technical Assistance Program (TAP) or the Integrated Learning Conference.

In Agriculture, programs were offered in geographic regions based on responses and demographics collected in the last bi-annual needs assessment. Many more were offered in a central location, at state FFA leadership events, and the summer Pennsylvania State Agriculture Educators' conference.

The eastern region of Pennsylvania, met with the Center Professional Development Advisory Committee (PDAC) once in the fall and again in the spring to advise the Center on topics that were relevant to their needs. This input provided the basis for the spring Director's Academy and another spring workshop. Additionally, Center staff meetings were held regularly to share "notes from the field" and discuss topics of interest to the school personnel in the Eastern region. Also, professional development experiences are developed on the basis of a comprehensive needs assessment with input from the following sources:

1. advisory groups made up of volunteers from the group for which the experience is intended.
2. evaluative data collected from previous participants in similar activities.

The western region of Pennsylvania conducts workshops or seminars with a unique objective based on the needs of the audience. The following common objectives are present in this region's professional development opportunities:

1. Provide opportunities to acquire new knowledge and skills related to the instructors' occupational area so they can provide dynamic, cutting-edge CTE instruction.
2. Engage in discussions related to educational delivery methods and instructional techniques.
3. Obtain and disseminate resources and current information on PDE-BCTE initiatives.
4. Collaborate and network with other education professionals.

In addition, career and technical educators are provided with technical training on how to access, select, develop and implement curricula materials that support statewide programs of study and rigorous challenging programs; scope and sequence of courses, in accordance with Chapter 339; industrial standards and articulation agreements; and, other state and federal mandates.

Annual Conference

The Bureau of Career and Technical Education's 22rd Annual Conference on Integrated Learning – The School-to-Career Connection was held at the Penn Stater Conference Center Hotel on November 6 – 8, 2013. There were over 450 educators attending; and, they included academic and technical teachers, administrators, and educational partners. The Conference goals are to improve career and technical education students' performance, to raise the interdisciplinary approaches of instruction to enhance student learning, and to provide support for career and technical education programs that improve the academic, career, and technical skills of students through the integration of academics with career and technical education.

The program consists of three half –day pre-sessions, 75 workshops and five strands demonstrating specific educational topics for beginners and experts in the areas of:

Program of Study

Technical Centers That Work

Special Populations

Career Development

Curriculum Development

Integrated Lesson Planning

All teachers and administrators must hold a certification in order to be employed in a secondary school entity. State standards exist for teacher preparation programs and the teacher preparation programs must align to state certification requirements. The three Professional Personnel Development Center prepare CTE teachers and administrators and recommend them to the Department for certifications.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

The emphasis for 2013-14 was on promotional strategies targeting nontraditional career choices for both genders. A three-hour pre-conference was held at the Integrated Learning Conference. Approximately 50 schools that did not meet their Perkins nontraditional participation/completion negotiated targets were invited to attend. Prior to the conference, Bureau staff analyzed the attendees' websites for evidence of nontraditional promotional efforts. Several exemplars were then shared with the attendees. Statistical analysis by Bureau staff refuted a popular misconception that low nontraditional participation is more common in rural areas. Participants worked in regional groups to share strategies they were already using to address nontraditional enrollment and retention. Throughout the year, as attendees developed their new nontraditional promotional efforts, these were forwarded to the Bureau and then to the other attendees.

STEM-Three Saturday workshops were conducted by Pennsylvania State System of Higher Education (PASSHE) staff in the spring of 2014. The workshops were directed towards middle school students and their parents and focused on manufacturing occupations. Two career and technology centers (CTC) and one post-secondary institution worked with PASSHE staff to present the workshops and to emphasize the opportunities available through BCTE's SOAR initiative for students graduating from CTCs to articulate at least 9 credits at postsecondary Perkins institutions.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

As outlined in Chapter 339, and supported by Chapter 4 of the school code, Pennsylvania's state CTE program approval system provides equal access to all students into career and technical education programs in an integrated setting. Annually, each recipient is required to address student academic performance, technical skill attainment, and access to high-skill, high wage, high-demand education and training. All recipients retain documentation related to specific questions in sub-section 124 (b) 1, of PDE/BCTE's Perkins on-line Local Plan application. The recipients utilize staff positions, equipment purchases, and professional development for teachers and para-professionals to assist all students which includes the student who is economically disadvantaged, has limited English proficiency, has disability, is a displaced homemaker and single parent.

The Bureau of Career and Technical Education (BCTE) continues to collaborate and share resources at the state level, BCTE and Bureau of Special Education have established IDEIA Indicator 13 – Transition Planning training. The training is provided by PaTTAN and includes a cohort of comprehensive career and technical centers. The training requires participating school districts to attend the training with the CTC. The goal is to establish stronger ties with sending school districts in order to write and implement appropriate transition planning into each CTC student's IEP.

BCTE supports the Pennsylvania Association of Career and Technical Education Special Populations (PACTESP) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to provide professional development to CTE and regular education personnel to increase and align support and services to special education and special populations students. PACTESP holds an annual conference on Perkins IV special populations' issues and includes sessions on special education.

BCTE continues to work with the Pennsylvania Association of Career and Technical Administrators to develop and offer targeted technical assistance that is focused on improving the performance indicators associated with special populations, specifically nontraditional and student with disabilities.

A new initiative this past year, resulted in BCTE's participation in the State Leadership Transition Committee. An interagency MOU exists with participating state agencies in cooperation with the Bureau of Career and Technical Education (BCTE) and PaTTAN Pittsburgh, and the OVR Central Office Harrisburg. The Transition Committee has now moved to working with regional area Transition Councils to strengthen less rigorous transition councils using the Berks County model that has been active since 1995.

As outlined in Chapter 339, and supported by Chapter 4 of the school code, Pennsylvania's state CTE program approval system provides equal access to special education students into career and technical education programs in an integrated setting. Annually, each recipient is required to address student academic performance, technical skill attainment, and access to high-skill, high wage, high-demand education and training. All recipients retain documentation related to specific questions in sub-section 124 (b) 1, of PDE/BCTE's Perkins on-line Local Plan application. The recipients utilize staff positions, equipment purchases, and professional development for teachers and para-professionals to assist all students which includes the student who is economically disadvantaged, has limited English proficiency, has disability, is a displaced homemaker and single parent.

The Bureau of Career and Technical Education (BCTE) continues to collaborate and share resources at the state level, BCTE and Bureau of Special Education have established IDEIA Indicator 13 – Transition Planning training. The training is provided by PaTTAN and includes a cohort of comprehensive career and technical centers. The training requires participating school districts to attend the training with the CTC. The goal is to establish stronger ties with sending school districts in order to write and implement appropriate transition planning into each CTC student's IEP.

BCTE supports the Pennsylvania Association of Career and Technical Education Special Populations (PACTESP) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to provide professional development to CTE and regular education personnel to increase and align support and services to special education and special populations students. PACTESP holds an annual conference on Perkins IV special populations' issues and includes sessions on special education.

BCTE continues to work with the Pennsylvania Association of Career and Technical Administrators to develop and offer targeted technical assistance that is focused on improving the performance indicators associated with special populations, specifically nontraditional and student with disabilities.

BCTE continues to sit on the State Leadership Transition Committee. An interagency MOU exists with participating state agencies in cooperation with the Bureau of Career and Technical Education (BCTE) and PaTTAN Pittsburgh, and the OVR Central Office Harrisburg. The Transition Committee has now moved to working with regional area Transition Councils to strengthen less rigorous transition councils using the Berks County model that has been active since 1995. In addition, the participation by BCTE staff on the State Leadership Transition Committee has led to a unique partnership with the Berks County CTC, serving 16 school districts, and the PA Department of Labor's Office of Vocational Rehabilitation (OVR) to establish a joint funded program called "Work Partners"... this partnership provides career planning services for Berks County CTC's Service Occupations program that are POS based and designed to result in successful and sustainable competitive employment for OVR eligible CTE students prior to age 21.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The Department provides technical assistance to eligible recipients that is focused on leadership at the local recipient building level supports 3 professional development centers to prepare teachers and administrators for certification and works with the Pennsylvania School Counselors and the Career Development Leaders to address Pennsylvania's High Priority Occupations and student career development needs.

Additionally, technical assistance was provided by several different methods which include telephone conversations and emails to assist with the submission of a substantially approvable Local Plan and Performance Report; data collections webinars; review performance indicator data and definitions with individual recipients.

In addition, regional workshops that are deemed necessary to provide guidance on the new online application, performance data, local negotiations, leveraging funding sources, and nontraditional participation and completion.

Provided access to the Departments "Best Practices" website that describe what secondary and postsecondary recipients are doing in the following key strategies: Literacy and Numeracy Integration, Instructional References (websites, books, etc.), Cross-Curricular Linkages, Targeted Professional Growth, Strengthening Student Performance, Teacher Evaluation, Student Support and Guidance, Team Building, Standardized and Aligned Curriculum, Systemic Change, Data-driven Programs, Assessment-based Instruction, Stakeholder Engagement, Education Partner Development and Eligible content Instruction., Technical assistance is provided in developing programs of study, integrating academics into CTE curriculum, statewide articulation agreements and programs of study (SOAR).

In addition, annual visits were scheduled for the following postsecondary recipients.

Clarion University/Venango Campus

Luzerne County Community College

Orleans Technical Institute

Pennsylvania College of Technology a Pennsylvania State University Affiliate

Rosedale Technical Institute

Thaddeus Stevens College of Technology

The Pennsylvania Department of Education (PDE), in conjunction with the Southern Regional Education Board (SREB), MAX Teaching and the Pennsylvania Association of Career and Technical Administrators (PACTA), have developed professional development and technical assistance opportunities specifically designed to assist Pennsylvania's schools with raising student performance on the state academic assessment (PSSA) and technical end-of-program assessments. Under the direction of PDE's Bureau of Career and Technical Education, 9 Career and Technical Distinguished School Leaders (CTDSL) provide direct technical assistance to participating CTCs. The CTDSL provides continuous assistance to instructors and administration at each of their assigned schools throughout the year. Each participating Perkins recipient agrees to use their Perkins Local Plan as an improvement plan for increasing student achievement, and participate in professional development and technical assistance activities provided by BCTE.

Each Technical Assistance Program (TAP) activity utilizes sustained, intensive, classroom focused instruction. One TAP activity was designed for administrators and is called the Pennsylvania Inspired Leadership (PIL) program. Each PIL is established to meet research based standards and is based on two face-to-face meetings with webinars in between the meetings. Each participant has assignments that must be completed in order to receive credit for the program. PIL is based on state regulation, and is required to be completed by administrators in the secondary school system.

The Career and Technical Distinguished School Leader, CTDSL, works with the schools throughout the year. They assist the school teams to develop goals to address common problems associated with levels of academic and technical performance.

SREB Seven Essential Teaching Skills for the 21st Century and Enhanced CTE Assignments TAP activities are developed as 2 day workshops followed by 2 days of on-site coaching provided to the school teams that attended the workshops.

The PLCs provided by Meeder Consulting are developed as two one-day workshops with six webinars in between the face-to-face meetings. Participants complete projects that are then made available to other instructors.

All TAP activities are focused on assisting administrators and teachers to improve student academic and technical achievement. Each TAP participant agreed to work toward a 2 percentage point increase over the state baseline in students achieving proficiency on the end of program occupational assessment, and a 5 percentage point increase over the state's baseline in students achieving proficiency on the Literature Keystone Exam and a 6 percentage point increase over the state's baseline in students achieving proficiency on the Algebra I Keystone Exam.

One result of the technical assistance is the increase in student technical proficiency. The NOCTI average for TAP cohort schools was 86.6%, which is higher than the state average.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

365190

Number of students participating in Perkins CTE programs in state correctional institutions:

235

Describe the CTE services and activities carried out in state correctional institutions.

The Bureau of Corrections Education provides supplemental education services for adults in vocational education programs and also provides special educational services and Title 1 services for inmates who have been identified as requiring special needs. The Carbon Lehigh IU-21 assists students in acquiring the necessary skills and knowledge to aid in the rehabilitation of a two-hundred year old building, the Manor House, on the grounds of Hickory Run State Park, as well as helping student obtain skills in media technology.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The regulation reads as follows: Sec. 112(a)(s)(A)an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.... All funds support the State correctional institutions and are not utilized at institutions that serve individuals with disabilities and the Department does not have information to provide for this section of the report.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

No Perkins funds were not used to support public charter schools operating career and technical education programs. However, staff salaries are supported by Perkins funds and staff time is devoted to these activities. Pennsylvania has one charter school with Department approved career and technical education programs. The Department worked with charter school staff during the 2013-2014 school year as it sought to become eligible for a Perkins grant during the 2014-2015 school year.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Major initiatives and activities that support the Family and Consumer Sciences (FCS) Programs included the development of sample student learning objectives for the implementation of the new teacher effectiveness system. Training and professional development is continuing to prepare students to sit for the Child Development Associate (CDA) - READY certificate with 81 students successfully earning this CDA ready credential. The Bureau of Career and Technical Education and Office of Child Development and Early Learning and Pennsylvania key partnered with postsecondary to align POS task grids and NAYCE standards to ensure the seamless alignment from secondary to postsecondary. The purchase of the Core Knowledge Competencies (CKC) for Early Childhood professionals was dispersed to aid in this process. In cooperation with Pennsylvania State University Extension, Temple University and Indiana University of Pennsylvania, Family and Consumer Sciences teachers received training on STEM strategies aimed at:

- Defining STEM philosophy and alignment to FCS
- Identifying STEM content in the FCS curriculum
- Using STEM pedagogy to teach content
- Identifying resources to help FCS teachers promote STEM content & pedagogy.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2013 - 2014 Pennsylvania

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

The Department has aligned the Programs of Study (POS) technical standards to the Pennsylvania Core academic standards. The alignment tables are placed on the Department's website.

The Pennsylvania State Board of Education has approved the end-of-course Keystone Exams to replace the state 11th grade assessment. The scores of the Keystone Exams will be used as the baseline data beginning with the 2012-2013 school year. The Exams are aligned to the Pennsylvania Core academic standards. The Pennsylvania Core academic standards and Keystone Exams are part of the accountability measures for ESEA.

Resources developed and distributed by the Department to strengthen and integrate academic standards with CTE include:

T-Charts

T-charts continue to be developed to "bridge the gap" between CTE and math that can be used by both math and CTE teachers. This resource consists of three components: a T-chart, a script, and practice problems. Math T-charts are currently being updated to align with the new Pennsylvania Core Standards. Each T-chart demonstrates how a CTE teacher teaches the technical concept covered by the Program of Study task list and its alignment to the academic content and covers the material in the same manner that a math teacher teaches.

All resources can be found on the Pennsylvania Department of Education website:

<http://www.education.state.pa.us>

Academic Best Practices

The Best Practices section of the Pennsylvania Department of Education website annually highlights integration of academics into technical program content and special education practices to assist CTE staff to improve student academic achievement.

Implementation guides were developed and serve as practical step-by-step resources for CTE leaders and stakeholders throughout the Commonwealth as they evaluate how to improve school and student performance. The material presented in the guides draws upon the collective professional experience and knowledge of the PLC members as presented during meetings and in online discussion forums.

Implementation Guides are found on the Bureau's website. The guides include:

Career and Technical Education Leadership connections: A Guide to Effective Working Relationships

Developing a Data Protocol/Framework

Developing a School-wide Professional Development Plan

Enhancing Literacy and Numeracy in CTE

Establishing and Sustaining Business/Industry Partnerships

Student Recruitment and Enrollment Strategies

Career and Technology Center Leadership Connections: A Guide to Effective Working Relationships

Academic best practices are found at the following link:

http://www.portal.state.pa.us/portal/server.pt/community/best_practices/7683

The Department also conducts the annual Integrated Learning: The School to Career Connection. This conference highlights academic and technical integration strategies.

Industry Certifications

The Department continues to research and recommend those industry certifications that are appropriate for CTE students to earn as they prepare themselves for high-skill, high-wage, and high-demand occupations. Thirty-one (31) new industry recognized student certifications were added to the list of reportable certifications for 2013-14 for 56 CTE programs. The number of students earning certifications should increase as a result of providing increased reporting opportunities for CTE programs. Updates to the certifications listing continue to be made as industry standards evolve and government regulations change.

During the 2013-14 school year, 13,202 students enrolled in PDE approved secondary CTE programs earned 23,521 industry credentials/certifications.

Technical Content of CTE) Programs

The Department works on ensuring that the approved career and technical education programs are aligned with the CIP codes that the state has adopted. Program approvals are based on the local schools' technical scope and sequence, and its alignment to a CIP description. Additionally, the Department works with the secondary instructors and postsecondary faculty and business/industry representatives to develop statewide technical task grids that must be taught as part of the POS. Postsecondary faculty ensures the secondary and postsecondary technical coursework are aligned. Postsecondary faculty award college credits to the secondary students for the secondary technical coursework based on the alignment.

The Department also provides technical assistance to the schools in regard to improving student achievement on technical skills assessments. This includes providing preassessments and study guides to each approved program area along with instruction on how to utilize the data from the preassessments and how to incorporate the use of study guides by students.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The Agency supports partnerships in a number of ways and includes partnerships with business and industry and between secondary and postsecondary providers. The focus of the partnerships is on improving student academic and technical skill attainment levels.

The Bureau supports the Pennsylvania Automotive Association Foundation. They provide an annual student competition. The event committee designs five (5) workstations that can include: Automotive Alignment, Electrical Systems, Brake Systems, Waveform Measurement, and Information Systems, additionally, processing a new car delivery with troubleshooting for vehicle faults is typically part of the competition. The ten highest scoring schools in the PAA western and central region areas are determined and a school team is selected based on the written test scores of the two top students in each school. The top ten schools in the western and central region participate in the PAA Automotive Competition event. The Pennsylvania Automobile Association Foundation's annual Automotive Instructor's Conference was held on May 16, 2014. Over 75 instructors from both secondary and postsecondary automotive mechanics programs attended the event.

Statewide Articulation Agreements are established in automotive mechanics technology programs of study that award advance credits to qualifying secondary program completers of SOAR automotive technology programs. The Department holds current Statewide Agreements with the following Postsecondary Institutions: Community College of Allegheny County, Community College of Philadelphia, Delaware County Community College, Harrisburg Area Community College, Johnson College, Luzerne County Community College, Northampton Community College, Pennsylvania College of Technology and Thaddeus Stevens College of Technology. Knowing the various postsecondary articulation opportunities better prepares automotive instructors to provide postsecondary guidance and program of study information to their secondary school students who wish to pursue postsecondary training in automotive mechanics technology upon graduation from high school.

The Pennsylvania Workforce and Development Association is supported by PDE/BCTE. PWDA is the association that represents the regional workforce investment boards. The Bureau supports the annual PWDA Employment, Training and Education Conference. The Education Workforce Leadership Award was given in conjunction with the 2014 Pennsylvania Workforce and Development Association's Annual Conference on May 8, 2014. Thirteen Perkins recipients and non-recipients submitted nominations this year for the award. Most of the partnerships have been in existence for at least 5 years. This year's award recognized the partnership between the Forbes Road Career and Technology Center, Monroeville, PA and the Point Spring and Driveshaft Company of Pittsburgh. Since 1926, the Point Spring and Driveshaft Company has been providing the heavy duty vehicle aftermarket with high quality truck parts and outstanding service. In addition, they also operate a state of the art brake remanufacturing facility known as Brake Lining Supply. With ten locations throughout Pennsylvania, Ohio and West Virginia, the Point Spring and Driveshaft Company specializes in suspension, drivetrain, auxiliary power, brake and wheel end, filtration and electrical services. Currently, the Point Spring and Driveshaft Company has over 140 employees in various positions such as: technicians, managers, counter sales, corporate office staff and outside sales teams. Recognized as the Truck Parts and Service Distributor of the Year, they are also affiliated with professional organizations that include HDA Truck Pride, The Association for the Work Truck Industry (NTEA) and the Commercial Vehicle Solutions Network (CVSN). In addition, continuing education and employee training allows the Point Spring and Driveshaft Company to expand its products and services and provide for the development of long-lasting relationships with customers and suppliers. William "Bill" Ryan, the Point Spring and Driveshaft Company Chairman and CEO, contacted the Forbes Road Career and Technical Center (CTC) ten years ago to discuss developing a pipeline for trained diesel mechanics with a proposal of creating a partnership between the Point Spring and Driveshaft Company and the school. As a result, a Forbes Road CTC student was offered to job shadow for a day at the company. He then participated in the School-to-Work program as an apprentice. This student will soon be celebrating his ten year anniversary as a mechanic with the Point Spring and Driveshaft Company. With this first student placement at the Point Spring and Driveshaft Company, the business became registered with the Pennsylvania Apprenticeship and Training Council and the Bureau of Apprenticeship and Training under the United States Department of Labor as a registered apprenticeship site.

The Department sits on the Pennsylvania Apprenticeship and Training Council. This appointment allows the Department to discuss programs of study and connection to registered apprenticeship programs. There has been discussion on expanding apprenticeship programs through connections to secondary and postsecondary CTE education providers.

The Department sits on the Pennsylvania Workforce Investment Board and various subcommittees. The Pennsylvania Workforce Investment Board (PA WIB) is the governor's principal private-sector policy advisor on building a strong workforce development system aligned with state education policies and economic development goals. The Pennsylvania WIB is aware of the Pennsylvania Core academic standards and the programs of study and has been supportive of both.

The Department has a partnership with the Pennsylvania School Boards Association, Pennsylvania Association of School Administrators, Pennsylvania Association of Career and Technical Administrators. During the 2013-14 year, a resource guide was developed for administrators and school board members. The guide is titled "Leadership Connections: Effective Relationships."

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Career guidance and academic counseling programs are supported by Pennsylvania state funds. Staff salaries are supported by Perkins funds and staff time is devoted to these activities.

Career Counseling Leadership Committee

The Bureau supports and maintains a statewide Career Counseling Leadership Committee to advise the Bureau in the area of career guidance. The committee meets quarterly and is made up of professionals from around the state in the areas of higher education, secondary, middle, elementary, business, and workforce development. The committee members conduct career counseling workshops at state conferences and provide on-site workshops at school districts' requests. The committee members conduct review of new career education and work lesson plans that are submitted by education professionals from across the Commonwealth for publishing on Standards Aligned System (SAS). They also are responsible for maintaining and up-dating the Career Education and Work (CEW) standards toolkit website, which is www.pacareerstandards.com.

The Bureau continues to support the PACareerZone website to assist teachers, students, parents and the public. This website is a career exploration resource for use in the classroom by students and job seekers interested in finding information on careers. PACareerZone is a web-based career exploration and planning system. It is a user-friendly, interactive tool to find information on 900 high priority occupations in Pennsylvania. Students complete a self-assessment to determine their likes and dislikes that relate to job tasks and personality traits. Once the assessment is completed, the software will align those likes to job clusters. The students can further research the cluster to find a job title that they are interested in and continue their research to learn more about the job tasks, job labor market in PA, salary, and educational needs. The website is: www.pacareerzone.com.

The Bureau developed tools for counselors to use for planning a comprehensive school counseling program. It provides evidence that school counseling programs and school counselors are integral members of the school academic team in raising achievement, meeting school goals and preparing Pennsylvania students for college and career success. The Tools for Developing a Comprehensive K-12 Guidance and Counseling Plan has thirteen basic steps to lead schools through a process to meet the requirements in Pennsylvania.

A new system for tracking the progress by school districts and career and technical centers regarding the plan development has begun with the following initial tracking components being utilized: onsite compliance reviews, surveys and annual online local plan submission. This system will also track the development and effectiveness of both advisory councils and integration efforts of the standards into all K-12 instruction and curriculum. Other components will be identified and implemented into the overall tracking system.

High quality, "Best Practice", Comprehensive K-12 Guidance Plans are being submitted for implementation into the pacareerstandards.com website as "Model Plans" for use by all educational entities in Pennsylvania.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The state used state funds to support this activity. Staff salaries are supported by Perkins funds and staff time is devoted to these activities.

The statewide articulation agreement is found online and is an agreement between the Department and the Perkins postsecondary entity. Articulation for advanced credit transfer is made possible when Perkins-allocated postsecondary institutions and Pennsylvania secondary schools offering SOAR programs agree to the terms and conditions stated in the Perkins Statewide Articulation Agreement. This agreement outlines the general agreement conditions between secondary and postsecondary institutions and student qualification measures allowing for the student to acquire postsecondary education credits leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

The Program of Study (POS) ensure that the secondary planned academic and technical courses are aligned to the postsecondary general education and technical courses, bound by a PDE approved statewide articulation agreement. A BCTE Perkins Program of Study Statewide Articulation Agreement (Agreement) was released by the Agency on July 7, 2009. By developing statewide technical standards aligned to industry expectations and aligning to 11th grade academic standards, students are able to earn college credit for the secondary career and technical education coursework. Students can earn between 2 to 22 college credits, depending upon the specific program of study due to the Perkins IV Statewide Articulation Agreement.

The Agency has 521 postsecondary statewide Perkins statewide articulation agreements reported across 42 POS for a total of 1,441 agreements with secondary programs. The course/credit alignment reported on a website located at www.collegetransfer.net. To date, 28 postsecondary institutions have reported credit alignment in various PDE developed POS(s). The number of postsecondary credits aligned from 2 to 22 credits depending upon the related CTE POS to which credit is being aligned. Some postsecondary institutions have aligned credit opportunities with as many as twenty-six different POS(s). As postsecondary faculty continue to make program to program credit alignments, the transfer and articulation information for PDE/BCTE POS is listed on the college transfer website: www.collegetransfer.net. If credits are aligned to a commonwealth community college partner, the information can also be found on the Pennsylvania Articulation and Transfer Center at www.PATRAC.org

An Agreement amendment was enacted by PDE/BCTE on June 1, 2011. The Agreement amendment further defines transfer credit awarding and waiver processes to be used by Perkins-Allocated Postsecondary Institutions in order to meet the measures of full compliance. All Perkins-Allocated Postsecondary Institutions met the measures of full compliance on June 30, 2013.

Staff conducted two regional-level workshops and two state-level POS workshops across the Commonwealth during year 2013. The workshops addressed POS development, POS frameworks, articulations, student documentation, dissemination and marketing. Audiences for these workshops included secondary school and postsecondary institution administration, guidance personnel, school board members, and CTE instructors.

Bureau staff presented the regional- level POS/Statewide Articulation workshops at the following venues: Eastern PA Regional Guidance Counselors Workshop at the Lehigh Carbon Community College, Schnecksville, PA on May 9, 2014; Central PA Regional Guidance Counselors Workshop at the Penn State University Main Campus on February 27, 2014 and the Western PA Regional Guidance Counselors Workshop at the Westmoreland County Community College, Youngwood, PA on October 24, 2013. Statewide level workshops were held at The Pennsylvania Association of Career and Technical Educators Summer Conference on June 18, 2014. A second state level workshop was held in the Programs of Study at the BCTE Integrated Learning Conference, at the Penn State Conference Center, University Park, PA on November 8, 2013.

All workshop activities highlighted the PDE Students Occupationally and Academically Ready (SOAR) Programs/Articulation opportunities, marketing to increase secondary CTE program enrollment, and orientation to the articulation and credit transfer database at www.collegetransfer.net. The goal of the workshops was to provide the guidance counselors information about CTE postsecondary education and training pathways, and postsecondary institutions which provide articulated credits in postsecondary CTE-related programs of study as established under the Perkins IV Statewide Articulation Agreement. The marketing focus of the workshop was to inform guidance counselors about the wealth of information concerning SOAR programs that is found on the PDE/BCTE Programs of Study website. The guidance counselors also were given an information packet with materials they could duplicate and disseminate to student audiences enrolled in career education classes at the home school. The result of providing such information and materials at this workshop is the guidance counselor at the home school is better prepared to discuss and present CTE career pathway and postsecondary education and training opportunities to the students and parents who are deciding which career pathway to select.

Two national presentations were given by BCTE staff during 2012-2013 centering upon the Programs of Study Initiative centering upon development and implementation of POS. BCTE staff presented a session entitled, "The Evolution of an Interstate Transfer Credit Programs of Study Model" at the ACTE 2013 CareerTech Vision Conference in Las Vegas, NV on December 5, 2013. The interstate transfer credit Programs of Study model evolved on a nine credit transfer structure developed in Pennsylvania and was recently extended across state boarder lines with articulation agreements with the State University of New York (SUNY) System. The foundational structure of this model developed in several incremental stages and now includes 42 fully developed CTE program areas with over 521 registered institutional articulation agreements cataloged on www.collegetransfer.net, a comprehensive on-line data base record keeping system for use by all participating institutions. Session participants learned about the development, implementation, assessment, accountability and revision process used in this model. Resources and new program elements under development were also shared.

A second national presentation entitled: Pennsylvania Statewide Articulation Project and a College Implementation session at the National Alliance of Community and Technical Colleges 2013 Summer Conference held in Princeton, New Jersey on July 19, 2013. The session was co-presented with Dr. Gary Mrozinski, Dean of Business and Technology and the Perkins Grant Coordinator at the Luzerne County Community College, Nanticoke, PA. Dr. Gary Mrozinski supervises seven academic departments and oversees 82 of the college's 111 academic programs. Twenty-Seven community and technical college representatives from 15 states attended the national presentation session. Session participants learned about the development, implementation, assessment, accountability and revision processes and current web resources used in the Pennsylvania model. The Pennsylvania Programs of Study model was developed on a 9 credit transfer platform saving CTE students both time and money in their postsecondary training, and allowing accelerated entry into the job market.

The BCTE staff presented the Pennsylvania Statewide Articulation Process Model in a video conference format to representatives of the Michigan Department of Education on October 15, 2013. Four areas presented included an overview of Pennsylvania's SOAR Program of Study Initiative and four key areas in the SOAR model including, creating, implementing, marketing and assessing the Initiative.

A BCTE Programs of Study Out-of-State Articulation Agreement (Agreement) was approved by the Agency on January 11, 2010. The purpose of this Out-of-State Agreement is to ensure that students make the transition from a Pennsylvania Secondary School to an out-of-state postsecondary institution without experiencing delays in or duplication of learning. The further purpose of this Agreement is to ensure that matriculated students are awarded college-level credit or equivalent clock hours toward the completion of the approved PDE POS, leading to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. This Agreement sets forth the terms and conditions for the awarding of college-level credit or equivalent clock hours to students who complete the approved PDE POS at a Pennsylvania secondary school so that those students can seamlessly continue their education in a related POS at an out-of-state postsecondary institution.

To date, out-of-state articulation agreements have been signed in New York State University of New York SUNY/ Cobleskill Campus. BCTE staff conducted out-of state articulation workshops with campus representatives of the State University System of New York (SUNY) on September 4-5, 2013 in Alfred, NY. The purpose of the workshops was to establish and expand Out-of-State Career and Technical Education (CTE) Statewide Articulation Agreements between Pennsylvania and the SUNY postsecondary system.

By establishing Out-of-State Statewide Articulation Agreements with the SUNY system, the BCTE can provide the possibility of 9 to 12 postsecondary credits being made available at no cost to Pennsylvania High School graduates who qualify under the terms and conditions of the Pennsylvania Out-Of-State Statewide Agreement. Currently Pennsylvania has 42 programs of study which are PDE approved at the secondary level. Establishing these Out-of-State Statewide Articulation Agreements will provide additional postsecondary training opportunities at a reduced financial cost to PA students.

BCTE staff met with SUNY Faculty to review the articulation process needed to establish articulation agreements with Pennsylvania which would award transfer credit from Pennsylvania Secondary School Programs of Study to those aligning SUNY postsecondary CTE Programs. BCTE staff explained the CTE Out-of-State Statewide Articulation Agreement Language, CTE Program alignment possibilities, and student documentation requirements.

This visit contained a series of orientation sessions with SUNY Deans, Faculty, and Admission Personnel to examine specific CTE programs that may be considered for Agreements made with the SUNY Campus sites located in the southern tier region of New York. SUNY Campus representatives present at the workshops included the following six SUNY Campuses: Alfred State College of Technology, Alfred, NY; Jamestown Community College, Jamestown, NY; Corning Community College, Corning, NY; Alfred State College of Applied Technology, Wellsville, NY; Broome Community College, Binghamton, NY; and SUNY Cobleskill College of Agriculture & Technology, Cobleskill, NY.

The University of Northwestern Ohio, Lima, OH continues to express interest in aligning postsecondary articulated credit opportunities in the UNOH Automotive Mechanic Technology Program, Automotive Diesel Medium/Heavy Truck Program, and Commercial Heating, Ventilation, Air-Conditioning and Refrigeration Program and discussions at this institution are still in process.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Pennsylvania uses state funds to support this activity. Staff salaries are supported by Perkins funds and staff time is devoted to these activities.

For 2012-13, the Bureau of Career and Technical Education has established one statewide Program to Program (P2P) articulation for Child Care (K – 16), CIP 19.0708 and continues this agreement in the 2013-14 grant year. This articulation agreement covers those students who pursue the Child Care POS in secondary school, and matriculate at postsecondary institutions, which may lead to an Associate's Degree or a BS degree. Information, regarding Program to Program (P2P) agreements may be accessed at the following link:

Pennsylvania Transfer and Articulation Center (PA TRAC)

As indicated in an earlier section of the report, a BCTE Programs of Study Out-of-State Articulation Agreement (Agreement) was approved by the Agency on January 11, 2010. One purpose of this Agreement is to ensure that matriculated students are awarded college-level credit or equivalent clock hours toward the completion of the approved PDE POS, leading to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Pennsylvania continues to work with NOCTI and the National College Credit Recommendation (NCCRS) in regard to college credit awarded for level of performance on the Pennsylvania specific end-of-program technical skill assessments. NCCRES reviews the assessments and determines if college credit can be awarded. One example is the Building Construction program assessment, in the lower division baccalaureate/associate degree category, 1 semester hour in Building Trades or Methods and Materials will be awarded. An additional 1-2 credit may be awarded based on successful completion of the Performance Component when given in conjunction with the written proficiency examination.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

No, Perkins funds were not used to support CTSO however, in 2013-2014, BCTE committed \$58,875 in state funding to support CTSO programs. Through this support, the Bureau gives assistance to career and technical student organizations (CTSO) by providing for curricular activities that enhance the quality of student leadership training at secondary and collegiate levels.

Additionally, BCTE has staff dedicated to support each of the CTSOs. Current state regulation requires each approved secondary CTE program to include CTSOs as part of the curriculum. All approved CTE programs must include human relations skills, knowledge of occupations, leadership competencies and positive attitudes toward fulfilling occupational, civic, social and community responsibilities.

Pennsylvania coordinates eight student organizations that provide career awareness, leadership, motivation, and recognition for career related skills. The CTSOs are recognized in the State regulations: Federal regulation, the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.) and State regulation, Title 22, Chapter 339. The CTSOs are an extension of the classroom instructional program by integrating academics and career and technical skills into real work experiences.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Pennsylvania supports the use of Perkins funds to address all aspects of an industry. All local plans include all aspects of an industry with each Perkins recipient responding how they use Perkins funds to support all aspects of an industry.

The state provides Perkins funds to entities that provide services or programs to support experiences in and understanding of all aspects of an industry. The state does not mandate specific programs and allows recipients to select programs and services that meet their needs. Examples of programs supported through local grants include the following.

The PAC committees help to educate the technical/clinical faculty members of changes in the workplace and needs of the workplace. Through contacts made with PAC committee members, students are given the opportunity to tour industry through field trips. This direct contact with the workplace aids the student in understanding the industry in a more thorough and meaningful manner. Guest speakers are also used from industry to speak to classes on a variety of pertinent subjects. These industry leaders are brought into the classroom to give the students first-hand knowledge of industry.

Perkins funded job and internship coordinators arrange industry work experiences and internships collaborating with career program faculty and program advisory committees. The Health Careers programs all have work site components as degree requirements. Other CTE programs with work site experience required include Biotechnology, Computer Systems, Drafting CAD, Criminal Justice, Fire Science, Human Services and Early Childhood Education. The College also provides Service Learning opportunities to provide students with career related community service experiences.

Through the efforts of the Student Services Team every student entering Beattie will receive career counseling to develop a career pathway program. As a part of the students' career pathway program they will be afforded the opportunity to participate in at least one job shadowing experience, an internship and cooperative education. All work experiences are monitored by the cooperative education coordinator. The academic integration instructors and the Cooperative education coordinator will work with all students to ensure that they are exposed to all aspects of their chosen field and able to make informed decision regarding their future career. Entrepreneurship training will further develop the students understanding of the industry and business world as a whole. The Cooperative education Coordinator Joanne Vano was very successful in increasing the numbers of our students participating in industry experiences. During 2013-14 we had students complete 303 job shadows, 15 internships, 64 clinical, and 9 cooperative education experiences. A.W. Beattie is partnering with the Junior Achievement of Western PA on curriculum and internships for our Early Childhood students for teaching in local schools.

LCCTC is addressing experiences in and understanding of all aspects of an industry by focusing on professional development for teachers through an instructional coach at each building. This master teacher is responsible for assisting CTE teachers to identify all aspects of an industry and to cooperatively address them with the assistance of the OAC for each program.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Pennsylvania continues to develop Programs of Study to ensure secondary and postsecondary students are enrolled in challenging academic and technical coursework. As part of the Perkins IV Programs of Study (POS) mandate, the BCTE continues to advance the POS initiative by having Perkins–allocated postsecondary institutions offer advanced credit opportunities to students qualifying under the conditions stated in the Perkins IV Programs of Study Statewide Articulation Agreement. Students can earn collegiate credits depending on the POS selected and the partnering agreement made with PDE and the postsecondary institution. Students do not have to pay for the college credit earned as part of the POS.

Currently there are 42 POS that the Department has developed with over 1,441 POS approvals at the secondary schools. BCTE holds 521 Postsecondary Statewide Articulation Agreements (Agreements) signed with 28 Perkins-allocated postsecondary institutions plus 14 Career and Technical Centers offering Practical Nursing Adult Programs.

The Pennsylvania POS framework includes the following components.

Validated statewide tasks lists,

Aligned technical task lists to the 11th grade Pennsylvania academic standards, which are aligned to the national common core standards,

Signed statewide and this year out-of-state articulation agreements that lead to 9 or more college credits for secondary technical coursework;

Aligning the secondary technical assessments to the POS performance task lists.

The Pennsylvania Department of Education's, Bureau of Career and Technical Education continues to pursue the development and revision of statewide Program of Study. The program of study effort is aligned with the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Pennsylvania Department of Education's, Bureau of Career and Technical Education has revised Phase III Program of Study task lists to align the technical standards to new or modified industry standards. There is currently a second validation by postsecondary faculty of the technical standards is being conducted through use of an online survey. Once the statewide technical standards are completed, the postsecondary institutions realign their current program of study articulation agreements to show a continual sequence of courses that begins with secondary and continues through postsecondary. Secondary career and technical education instructors will revise their curriculum to show alignment to the revised technical standards and begin offering the revised program of study in the 2013-14 school year.

As part of the program of study revisions, the Pennsylvania Department of Education's, Bureau of Career and Technical Education also conducts an alignment of the revised technical standards with the applicable technical end-of-program National Occupation Technical Institute assessments.

Program of Study Phase I and II

Academic integration is a requirement of Pa Code 22, Chapter 4 and federal Perkins regulation. The Pennsylvania Department of Education's, Bureau of Career and Technical Education assists secondary schools with the integration of the Pennsylvania Common Core standards into their career technical education programs. Many schools use crosswalks to demonstrate their alignment to the standards. The Bureau has developed a Program of Study Common Core Matrix crosswalk for each of the Program of Study areas. The Pennsylvania Department of Education's, Bureau of Career and Technical Education has worked with academic and technical instructors to validate the alignment.

Career Pathways Plan

The Pennsylvania Department of Education has initiated the opportunity for districts and career and technical centers (CTC) to develop Career Pathways. As defined in Pa Code 22, Chapter 339.22(a)(1)(ii)(B), Career Pathways is a plan designed to provide basic information and skills for a number of closely related occupations and to develop basic competencies in a variety of jobs within an occupational field.

One goal of the Career Pathway is to enhance the communications and alignment of educational programs among the district and career and technical centers, and engage increased numbers of students in developing career experiences and objective as well as educational plans.

A Career Pathway approval is an option in the Career and Technical Education Information System. Career Pathways include Program of Study that fall within the same cluster. An example of a potential Career Pathway would be a pathway that includes 46.0201, Carpentry; 46.0399, Electrical Power and Transmission Installers and 47.0201, HVAC. Once approved the Career Pathway offers the same foundational curriculum during the first year with students selecting a specialized area to pursue for the remainder of high school.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

No, the state did not use Perkins funds for this activity. However, the Pennsylvania State Board of Education has academic standards, preK-12, in the area of career education which includes Entrepreneurship. Every secondary Perkins recipients must incorporate the academic standards in the approved CTE program of study. Integration is determined locally and the Department ensures the schools are in compliance with state regulation during compliance reviews.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

In the Commonwealth, all Perkins recipients are required to address retention and recruitment of career and technical education teachers, faculty, administrators, or career guidance and academic counselors. Onsite Perkins reviews and onsite compliance reviews provide for recommendations and best practices to be shared in order to advance the retention and recruitment of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business. At the secondary level, a description of the recruitment and retention plan for Career and Technical Education teachers and other support staff is required. Also, a copy of the in-service plan that ensures Career and Technical Education teachers are keeping current with technology, and with the practices and standards of their professional areas. At the postsecondary level, organizations are required to describe the recruitment and retention of all staff (full and part-time) involved in the delivery and promotion of Career and Technical Education programs. Also, these organizations are required to provide documentation that ensures Career and Technical Education instructors are current with technology, and with the practices and standards of their professional areas.

The Department is engaged with three professional development centers to address recruitment. The centers are located at Indiana University of Pennsylvania in the western region, The Pennsylvania State University in the central region, and Temple University in the eastern region. Specifically, each of the centers work with the secondary schools in their regions to provide assistance for prospective teachers to find professional positions, and assist administrators in locating individuals to fill teaching and other professional vacancies; and, to provide career and technical education personnel development resources for recruiting prospective career and technical education teachers, supervisors and administrators. In addition, the centers assist new career and technical education teachers with the difficult transition from industry to the career and technical education classroom/laboratory. The centers conduct programs in which the participants are involved in learning experiences that have been identified as being essential to the first few weeks of teaching. These activities are articulated with the ongoing certification program.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

The state continues support of the Pennsylvania toolkit and career websites. The Department also worked with the Career Development Leaders Network to develop career materials related to the manufacturing field. The materials supported include occupation and employment information resources.

Consolidated Annual Report, Program Year 2013 - 2014 Pennsylvania

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

The Bureau of Career and Technical Education has been evaluating enrollments and CIPs to maximize the number of students aligned to end-of-program testing. At this point, only 22% of CIPS did not have a test alignment. At the secondary level, Pennsylvania has aligned 66 of 85 CIP codes with skill attainment end-of-program tests. These tests are provided by the NOCTI and the National Institute of Metalworking Skills (NIMS). The CIPS aligned with NOCTI and NIMS tests include 97% of CTE enrollees. Several CIPS have not met the requisite enrollments needed for valid and reliable test development so these CIPs have been dropped from the CIP list.

The goal is to have a secondary and postsecondary aligned assessment for each program of study. Currently there are 42 programs of study that have been completed. Pennsylvania developed statewide committees to examine the current NOCTI assessment that is aligned to the secondary portion of the POS. The assessment alignment effort identified NOCTI assessments that are not aligned to the POS. Pennsylvania is working with NOCTI to develop assessments that align. There were 12 customized tests being utilized in 2013-14. There were 10 end of program assessments aligned to the POS being pilot tested in 2014. Another 7 tests will be aligned or realigned to POS task lists during the 2014-15 year.

At the postsecondary level research has determined that GPA is a valid and reliable methodology for assessing skill attainment so no further action is required.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	-9	-9	100
Postsecondary Students	-9	-9	100

Consolidated Annual Report, Program Year 2013 - 2014 Pennsylvania

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

For 2013-14, 84 secondary and 24 postsecondary recipients missed one or more of the 90% of the local negotiated targets based on the 2012-13 grant year. Each recipient submitted a Perkins Local Plan, which is an improvement plan, by the required August 31, 2013 deadline. Pennsylvania follows the approved Perkins State Plan that requires every entity to develop an improvement plan based on the performance targets and expectation that each recipient show improvement on the performance targets. Recipients that have failed to meet one or more performance targets for three consecutive years receive a sanction letter.