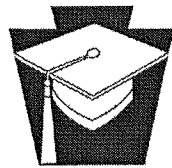


*The Carl D. Perkins Career and  
Technical Education Act of 2006, as  
amended by the Strengthening Career  
and Technical Education for the 21st  
Century Act (Perkins V)*

**Pennsylvania 1-Year Transition Plan**

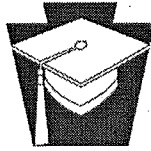
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*May 2019*



**pennsylvania**  
DEPARTMENT OF EDUCATION

**COMMONWEALTH OF PENNSYLVANIA**  
**DEPARTMENT OF EDUCATION**  
333 Market Street  
Harrisburg, PA 17126-0333  
[www.education.pa.gov](http://www.education.pa.gov)



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DEPARTMENT OF EDUCATION

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**Department of Education**

Pedro A. Rivera, Secretary

**Office of Elementary and Secondary Education**

Matthew S. Stem, Deputy Secretary

**Bureau of Career and Technical Education**

Lee Burket, Director

**Division of Data Analysis, Assessment & Contracts**

Monique Burton, Chief

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School Services Unit Director  
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333  
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802  
If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education  
Bureau of Career and Technical Education  
333 Market Street, 11th Floor, Harrisburg, PA 17126-0333  
Voice: (717) 787-5530, Fax: (717) 783-6672  
[www.education.pa.gov](http://www.education.pa.gov)

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## Table of Contents

I.	Cover Page .....	2
II.	Narrative Descriptions .....	4
A.	Plan Development and Consultation.....	4
B.	Program Administration and Implementation .....	4
1.	State's Vision for Education and Workforce Development.....	4
2.	Implementing Career and Technical Education Programs and Programs of Study .....	5
	Table A: Secondary Enrollment in CTE by Special Populations Category.....	17
	Table B: Postsecondary Enrollment in CTE at Perkins-Allocated Institutions by Special Populations Category .....	17
3.	Meeting the Needs of Special Populations .....	24
4.	Preparing Teachers and Faculty .....	26
C.	Fiscal Responsibility .....	26
D.	Accountability for Results.....	31
III.	Assurances, Certifications, and Other Forms .....	33
A.	Statutory Assurances.....	33
B.	EDGAR Certifications .....	33
C.	Other Forms .....	34
IV.	Budget.....	34
A.	Instructions .....	34
B.	Budget Form.....	37
V.	State Determined Performance Levels (SDPL) .....	38
A.	Instructions .....	38

## Checklist of Items Required in Perkins V State Plans Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 Only)	OPTION 2 Perkins V State Plan (FY 2019-2023)
I. Cover Page	Required, except for the Governor's signature	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)	Required
C. Fiscal Responsibility	Required, except for Item 1.c	Required
D. Accountability for Results	Not required	Not required
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century  
Act (Perkins V) State Plan**

**I. Cover Page**

- A. State Name:  Pennsylvania
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  Pennsylvania State Board for Vocational Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.
1. Name:  Lee Burket
2. Official Position Title:  Director, Bureau of Career and Technical Education
3. Agency:  Pennsylvania Department of Education
4. Telephone:  (717) 783-6977  5. Email:  lburket@pa.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name:  Lee Burket
2. Official Position Title:  Director, Bureau of Career and Technical Education
3. Agency:  Pennsylvania Department of Education
4. Telephone:  (717) 783-6977  5. Email:  lburket@pa.gov
- E. Type of Perkins V State Plan Submission – FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*
- F. Type of Perkins V State Plan Submission – *Subsequent Years (Check one):*<sup>1</sup>

---

<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

State Plan (FY 2020-23)

State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>2</sup>

Yes (*If yes, please indicate year of submission: 2020*)

No

I. Governor's Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

<b>Date Governor was sent State Plan for signature:</b>  
---


The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>  Lee Burket	Telephone:  (717) 783-6977
<b>Signature of Authorized Representative</b> 	Date:  May 8, 2019

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

## II. Narrative Descriptions

### A. Plan Development and Consultation

#### Not required for the transition plan

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency 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, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V.)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V.)

### B. Program Administration and Implementation

#### 1. State's Vision for Education and Workforce Development

##### Not required for the transition plan

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V.)
- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V.)
- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment

under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V.)

Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V.)

## 2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V.)

Under Perkins IV, Pennsylvania developed 43 statewide Programs of Study (POS) using the following criteria:

- (1) The POS is developed by stakeholders;
- (2) The POS is based on Classification of Instructional Program (CIP) codes;
- (3) The POS is aligned to industry standards;
- (4) The POS provides students with an opportunity to earn an industry credential;
- (5) The POS is aligned to state academic standards;
- (6) The POS is aligned to employability skills;
- (7) The POS is aligned to labor market needs;
- (8) The POS includes multiple entry and exit points; and
- (9) Completion of the POS leads to a recognized postsecondary credential.

For each POS, a committee was established which included statewide representation from business and industry, instructors and administrators from secondary and postsecondary education, and other interested parties. Details of each POS are found on the Pennsylvania Department of Education (PDE) [website](https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/Framework.aspx)<sup>4</sup>.

Each POS is based on a CIP title and description. The POS begins with general information that covers all aspects of the industry associated with the POS and progresses to increased occupationally specific information throughout the duration of the program.

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<sup>4</sup> <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/Framework.aspx>



Each POS is designed to align to industry standards and credentialing requirements. PDE defines industry standards as standards established by State or National trade or professional organizations or State or Federal regulatory bodies accepted by the Department that describe what learners should know and be able to do and describe how well learners should know or be able to perform a task in a specific occupation. PDE works with Perkins recipients to identify applicable industry credentials/certifications that add value to the career and technical education (CTE) enrollees' opportunity to become employed. PDE's *Industry-Recognized Credentials for Career and Technical Education Programs*<sup>5</sup> guide identifies industry credentials/certifications aligned to approved Programs of Study.

The Department works with academic and CTE instructors to align Pennsylvania Core Academic Standards to each POS. The POS-validated competency task grids include the academic crosswalk. Pennsylvania academic standards include Career Education and Work standards. Each POS address career preparation, career acquisition (getting a job), career retention, and advancement and entrepreneurship.

The Department collaborates with the Pennsylvania Department of Labor and Industry (L&I) to annually prepare labor market data and identify high priority and in-demand occupations. High Priority Occupations (HPOs) are occupations that lead to family sustaining wages and adequate openings exist.<sup>6</sup> In-demand occupations offer a large number of job openings or an above-average growth rate without already having an over-supply of existing workers. These occupations offer a qualified jobseeker a reasonable expectation of obtaining employment in the field.

Occupations on the Pennsylvania In-Demand Occupation List (PA IDOL) are presented in three categories: Today, Tomorrow, and Future. Jobs of Today involve a short period of on-the-job training to become proficient and do not require any formal postsecondary training. With some postsecondary training (i.e. certificate, apprenticeship or Associate degree), an individual can obtain employment in a Tomorrow occupation. Jobs of the Future require at least four years of postsecondary education resulting in a bachelor's degree or higher.

After students enroll in a POS, they progress through general information regarding all aspects of the industry associated with a POS to more specific occupational skills and knowledge. As students complete sections of the POS, they are able to sit for industry certification exams. As students earn recognized postsecondary credentials, they can exit and enter into low skill, semi-skill, middle skill, or advance skill positions. The design of the POS also allows students who exit prior to the advanced skill positions to reenter the POS where they exited.

Each secondary entity (school district, charter school, or career and technical center) may seek approval to offer the state-developed program of study. The Perkins postsecondary entities have been partners in the development of the statewide articulation agreement and alignment of secondary and postsecondary coursework.

<sup>5</sup> [https://www.google.com/url?q=https://www.education.pa.gov/Documents/K-12/Career%2520and%2520Technical%2520Education/Teacher%2520Resources/Industry%2520Recognized/Industry%2520Recognized%2520Credential%2520Resource%2520Guide.docx&sa=U&ved=0ahUKewiD4cGdmZHgAhUGU98KHWAOCYQFggEMAA&client=internal-uds-cse&cx=007572080359491747877:kkqmv\\_r6zw4&usq=AOvVaw0-Me1IGdtKAp0DTC9w9QHb](https://www.google.com/url?q=https://www.education.pa.gov/Documents/K-12/Career%2520and%2520Technical%2520Education/Teacher%2520Resources/Industry%2520Recognized/Industry%2520Recognized%2520Credential%2520Resource%2520Guide.docx&sa=U&ved=0ahUKewiD4cGdmZHgAhUGU98KHWAOCYQFggEMAA&client=internal-uds-cse&cx=007572080359491747877:kkqmv_r6zw4&usq=AOvVaw0-Me1IGdtKAp0DTC9w9QHb)

<sup>6</sup> <http://www.workstats.dli.pa.gov/Products/HPOs/Pages/default.aspx>

Through this process, the secondary graduates earn postsecondary credit once enrolled in the postsecondary component of the program of study.

The process used to develop the programs of study included the following elements:

- (1) Incorporate and align secondary and postsecondary programs:
  - (a) Using Pennsylvania approved Standard Occupational Classification (SOC) Codes.
  - (b) By developing a competency list based on an occupational analysis using resources such O\*NET.
  - (c) By aligning with Pennsylvania recognized industry-based credentials or certifications.
  - (d) By securing validation of the local Occupational Advisory Committee.
- (2) Include coherent and rigorous academic content aligned with the Pennsylvania Core 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.
- (3) Include the opportunity for secondary education students to earn postsecondary education credits through dual or concurrent enrollment, articulated credit, or other avenues which lead to a Pennsylvania recognized, industry-based credential, credit bearing certificate or associate or baccalaureate degree.
- (4) Establish all new state developed career and technical education programs of study based upon the current Pennsylvania Department of Labor and HPOs, PA IDOL lists, or Local Workforce Development Board plans, particularly the Opportunity Occupations listed in those plans. Opportunity Occupations are defined as jobs that provide a family sustaining wage, but do not require a bachelor's degree.
- (5) Develop articulation agreements between secondary and postsecondary institutions which shall include:
  - (a) 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.
  - (b) The operational procedures and responsibilities of each party involved in the implementation of the articulation agreement.
  - (c) A student evaluation plan and process including descriptions of required proficiency levels and criteria for measurement.

- (d) An evaluation plan that includes a review of the agreement, and renewal date not to exceed three years.
- (e) A description of student admission requirements.
- (f) Signatures of authorized representatives of participating institutions.
- (g) On an individual basis, provide options for out of county students to articulate without sanction if equivalent articulation elements are satisfied.

Each of Pennsylvania's 43 programs of study was developed in phases and reviewed every three years. Phase III programs of study were revised for the 2018-19 program year. Through this revision process, Pennsylvania ensures programs of study are aligned to key elements of Perkins V and that each program of study meets the federal Perkins V definition.

From Section 3(41) of Perkins V PROGRAM OF STUDY. The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- (1) Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (2) Addresses both academic and technical knowledge and skills, including employability skills;
- (3) Is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- (4) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (5) Has multiple entry and exit points that incorporate credentialing; and
- (6) Culminates in the attainment of a recognized postsecondary credential.

Each POS competency task grid will demonstrate alignment to the academic PA Common Core standards, Career Education and Work academic standards, and recently released Career Ready Skills. Each POS competency task grid<sup>7</sup> will also provide a link to the Pennsylvania In-Demand Occupations as well as a link to the Industry-Recognized Credentials for Career and Technical Education Programs guidebook. At the local level, if a CIP is not aligned to state or regional HPO, Pennsylvania In-Demand Occupations List, or a Priority or Opportunity Occupation in the Local Workforce Development Board regional plan, the local recipient must provide the results of the comprehensive needs assessment and how the programs meet local economic and education needs including in-demand industry sectors and occupations.

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<sup>7</sup> Pennsylvania Program of Study Competency Task Grids

Each POS offers a planned, non-duplicative sequence of academic and technical courses. Technical courses provide occupational skill and work-related tasks that would be performed in the workplace. The Department-approved sequence is planned, nonduplicative technical instruction (simple courses to increasingly complex courses) within a specific CIP that progresses from general technical program knowledge of all aspects of an industry to occupationally specific content. A random menu of electives does not meet the state's requirements for a POS. Introductory competency tasks will be identified on each POS competency task grid, and parents, students, teachers, school counselors, and others will be able to identify postsecondary partners with programs of study aligned to secondary programs of study. To view current advanced credit opportunities articulated with postsecondary institutions, go to the equivalency search results at [CollegeTransfer.net](http://CollegeTransfer.net).

Each program of study has multiple entry and exit points. High school students can enter and exit a POS throughout high school. Upon graduation from high school, students who complete a POS exit with a high school diploma and an industry credential. Due to the articulations between secondary and postsecondary CTE programs of study, students can continue with their POS and earn a credential, Associate degree and baccalaureate degree. Students can enter and exit the continuum at multiple times.

Under Perkins V, the program of study will be revised, where appropriate, to include technical dual enrollment or concurrent enrollment courses at the high school that lead to postsecondary credit or advanced standing in a postsecondary institution. Each Local Application will demonstrate how the federal Perkins funds will be used to expand opportunities for CTE concentrators to participate in accelerated learning programs that include dual and concurrent enrollment, and early college high school. The Department will maintain the current statewide articulation agreement that provides students enrolled in CTE with the opportunity to earn college credit for their secondary coursework if they enroll at the postsecondary partner. This aligns with the state requirement to implement articulation agreements as part of a CTE program of study.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will:**
- (1) Promote continuous improvement in academic achievement and technical skill attainment;**
  - (2) Expand access to career and technical education for special populations; and**
  - (3) Support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

During the transition year, PDE will continue to use the existing program approval process. Each secondary entity that seeks program approval must provide evidence

that the CTE POS or CTE program aligns with local workforce development needs and that the program prepares students for employment and is supported by local employers.<sup>8</sup> The Department looks for alignment to local workforce needs and membership on the occupational advisory committee by local or regional employers from the program related industries. Each Perkins recipient must offer at least three programs of study.

According to Department regulation, each secondary CTE program and POS is approved for a 5-year period. At the end of the five-year cycle, the secondary school must seek re-approval. As part of the re-approval process, the secondary school must document the workforce needs and provide evidence that the program is supported by local employers and the local workforce development board. For each approved program the school also must provide data that demonstrates the program meets local economic and education needs including in-demand industry sectors and occupations. Schools must provide report(s) prepared by the local workforce development board demonstrating that the program prepares graduates for regional in-demand occupations.

Another standard that must be met for state secondary CTE program re-approval is to establish and meet levels of performance on a number of accountability indicators, as determined by the levels established for the Perkins local application. Each secondary recipient reports annually on the level of performance and examines where they are in meeting the targets. Four of the indicators used for program approval and re-approval at the secondary level focus on academic and technical skill attainment. The school examines data related to challenging state academic standards adopted by the State under ESSA as measured by the academic assessment and CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate defined in ESSA. Under Perkins V the Department will add a third academic assessment as an indicator, Biology Keystone. In addition, the school examines data related to the state mandated end-of CTE POS assessment which measures student technical achievement. If they do not meet levels of performance, they must provide a compliance plan that indicates how they will meet levels of performance and promote continuous improvement over the coming year.

For state program re-approval, each Perkins recipient's performance on accountability measures is reviewed at the recipient and 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 are 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. When the local applications are submitted, the Perkins recipient provides evidence in the local application and during on-site reviews.

Additional state secondary CTE program approval criteria include:

- (1) Description of the program or POS and demonstration of standards-based philosophy;

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<sup>8</sup> Program Approval – Section 339.4 (22 Pa. Code § 339.4)

- (2) Evidence that the instructional equipment is comparable to industry needs;
- (3) Evidence of the length of time students will be scheduled into a program;
- (4) Evidence that each secondary vocational education teacher will hold a valid certificate for the teacher's assigned position;
- (5) Evidence that adequate resource material will be available to support the instructional program plan as required by program accrediting authorities, if applicable, or recommended by the occupational advisory committee;
- (6) Evidence that supports, services, and accommodations will be available to disadvantaged, disabled, or limited English-speaking students;
- (7) Evidence that school entities will provide students adequate supports to meet academic standards and, when applicable, are consistent with the student's IEP, and that instruction in these academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training;
- (8) Evidence that articulation exists between secondary and postsecondary institutions within a service area and that a system exists promoting seamless transition to ensure the maximum opportunity for student placement including opportunities for concurrent enrollment or dual enrollment or other strategies that promote acquisition of postsecondary credit while still in high school;
- (9) Evidence of program sponsorship or involvement, or both, in CTSOs;
- (10) Evidence, if a program submitted for reapproval is reduced in hours, that the reduction in hours will not result in a less effective education program being offered;
- (11) Evidence that joint planning occurs between the Area Vocational-Technical School (AVTS) and district of residence around the academic and other needs of attending students; and
- (12) Evidence that students are following an educational plan and have a career objective.

As part of the annual local application submission, each recipient is required to address special population's student academic performance, technical skill attainment, and access to high-skill, high wage, high-demand education and training. The recipients indicate how Perkins funding accommodates students with individual education plans (IEPs), English Learners, and students who are economically disadvantaged as well as each category of special populations. Department staff then ensure each Perkins recipient's local plan addresses the areas of need.

The criteria for assessing the extent that the local application will promote continuous improvement in academic achievement and technical skill attainment are as follows:

Secondary Program Criteria:

- (1) Past performance on performance indicators. An upward trend in performance indicates that the recipient is promoting improvement.
- (2) The action plan activities directly support academic achievement and demonstrates the recipient will promote improvement.
- (3) The action plan activities support technical skill attainment and demonstrates the recipient will promote improvement.
- (4) Outcomes of the action plan activity will lead to increased student academic achievement.
- (5) Outcomes of the action plan activity will lead to increased student technical achievement.
- (6) Data reflect that the percent of students entering postsecondary requiring remediation in ELA and mathematics is low.
- (7) Data reflect levels of student performance on postsecondary placement test.
- (8) Outcomes of the action plan activity leads to student increased academic achievement based on placement test results.

#### Postsecondary Program Criteria

- (1) Past performance on performance indicators. An upward trend in performance indicates that the recipient is promoting improvement.
- (2) The action plan activities directly support academic achievement and demonstrates the recipient will promote improvement.
- (3) The action plan activities support student attainment of a recognized postsecondary credential and demonstrates the recipient will promote improvement.
- (4) Outcomes of the action plan activity will lead to increased achievement.
- (5) Outcomes of the action plan activity will lead to increased student attainment of recognized postsecondary credential.

Adult CTE programs are approved by the Department. Similar to the secondary program approval process, Perkins recipients offering Adult CTE programs demonstrate how each program meets local or regional labor market need. The program curriculum must be planned and developed in consultation with the community and business representatives. Each program must provide evidence that it is aligned to industry standards and that students are eligible to sit for industry credential exams. Each program also must have sufficient instructional materials and equipment that meets industry standards.

Specific criteria for assessing the extent that the local application will promote continuous improvement in academic achievement and technical skill attainment are as follows:

- (1) Past performance on performance indicators. An upward trend in performance indicates that the recipient is promoting improvement.
- (2) The action plan activities directly support academic achievement and demonstrates the recipient will promote improvement.
- (3) The action plan activities support student attainment of a recognized postsecondary credential and demonstrates the recipient will promote improvement.
- (4) Outcomes of the action plan activity will lead to increased achievement.
- (5) Outcomes of the action plan activity will lead to increased student attainment of recognized postsecondary credential.

Perkins postsecondary recipients are accredited by an authority recognized by the U.S. Department of Education and are considered approved. Because the Perkins postsecondary recipients serve on the committee to develop the state developed POS, the POS that they offer are also considered approved.

The Department approves and re-approves secondary CTE programs that demonstrate compliance with equity and access standards. This includes providing evidence that services and accommodations will be available to disadvantaged, disabled, or limited English-speaking students enrolled in vocational and technical programs and supported by the district of residence, in accordance with applicable law, service agreements, and student IEPs. Reapproval requires evidence that school entities will provide students adequate supports to meet academic standards as determined by Pennsylvania State Board of Regulation Title 22, Chapter 4, and, when applicable, are consistent with the student's IEP, and that instruction in these academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training.

The Department will use the following criteria for assessing the extent by which a school entity is expanding access to CTE for special populations:

- (1) Action plan activity demonstrates collaboration with the local workforce development board to ensure the program meets workforce development needs;
- (2) Action plan activity has an outcome to increase partners, such as Office of Vocational Rehabilitation, CareerLink, county offices of Children and Youth; and
- (3) Action plan activity has an outcome to increase enrollment in CTE POS including increase of students exiting the secondary portion of the POS, and enrolling into the postsecondary portion of the POS.

Pennsylvania collects data on special populations categories by Perkins recipient and by program. Based on the past three years of data, the overall enrollment in the



special populations categories associated with Perkins IV continues to increase. Listed below are specific state strategies used to approve CTE programs locally and the criteria used to determine the extent a local application will expand access to CTE for special populations:

**(1) Department emphasis on special populations and analysis of performance levels on each of the Perkins IV indicators by Perkins recipient.**

The local Perkins recipients will conduct an evaluation of the use of Perkins funds, using both qualitative and quantitative methods. The evaluation will be part of the local application. Department staff will analyze each Perkins recipient's impact on each of the special populations categories including meeting locally negotiated levels of performance.

As part of the annual local application submission, each recipient is required to address special population's student academic performance, technical skill attainment, and access to high-skill, high wage, high-demand education and training. Recipients indicate how their use of funds accommodates students with IEPs, English Learners and economically disadvantaged students. Staff then ensures each Perkins recipient's local plan addresses the areas of need.

**(2) Department review of Perkins performance levels during state re-approval of CTE POS and programs.**

For state program re-approval, each Perkins recipient's performance on accountability measures is reviewed at the school and 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 are being met. This method 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.

**(3) Department emphasis on equal access during on-site reviews.**

Department staff visit Perkins recipients to ensure compliance with federal and state regulations. The regulations outline the expected standards of development, admission, and operation of quality CTE programs. The qualitative review ensures recipients designed CTE programs to enable special populations to enroll without discrimination and to prepare for further education and training in occupations aligned to Pennsylvania industry sectors.

**(4) Department emphasis on equity in technical assistance and professional development.**

The Department has a partnership with the Pennsylvania Association of Career and Technical Administrators (PACTA). The partnership includes the Department's support and input into professional development that leads to viable professional development and technical assistance for instructors and administrators in CTE settings. PACTA representatives serve on the Pennsylvania Department of Education, Bureau of Career and Technical Education (BCTE) strategic planning committee and assist in identifying action

steps the Bureau, with PACTA's assistance, can take to improve student academic and technical achievement, increase business engagement, develop K-12 pathways, serve special populations students, address academic and technical proficiency, and expand career development.

Each year BCTE conducts the "Integrated Learning Conference: The School to Career Connection" to highlight academic and technical integration strategies. The conference has concurrent sessions and consists of six strands focused on the following educational topics: 1) programs of study, 2) school counselor, 3) special populations (non-traditional, English Learners, economically disadvantaged, homeless, youth aged out of foster care, etc.), 4) academic integration, 5) teacher effectiveness, and 5) institutional leader.

The Department also supports the annual conference conducted by the Pennsylvania Association of Career and Technical Education Special Populations (PACTESP). The purpose of the conference is to provide professional development to CTE and regular education personnel to increase and align support and services to special populations students. Sessions are designed for secondary and postsecondary settings. BCTE annually provides a pre-conference workshop on supporting special populations students so that they can be successful in their career and technical education programs and future employment.

The Department's annual Data Summit<sup>9</sup> offers attendees an opportunity to learn, network, ask questions about, and discuss education data with peers and leaders from across the state and nation. Keynote speakers and breakout sessions are strategically coordinated to provide attendees with information, resources, and tools on a wide variety of topics that change each year. From data governance, to reporting school data, to improving data quality, to making data decisions and more, dozens of topics are explored at PDE's Data Summit each year. The goal is for each attendee to experience impactful professional learning opportunities, gain technical skills, and return to their school community with a better understanding of data and how they can use it to support and benefit the students they serve.

Regional professional development workshops were provided to support local efforts to attract and retain students in their non-traditional programs. This technical assistance was offered to those schools that received sanctions letters related to their nontraditional performance indicators. Workshop content included a brief review of previous year's micro-messaging training and moved on to analysis of empathy and equity as they relate to school/classroom environments. The goal was to provide tools faculty and administrators can use to recruit and sustain to graduation students that are underrepresented in career and technical education programs in both secondary and postsecondary institutions.

#### **(5) Department participation on the State Leadership Transition Committee.**

The State Leadership Transition Committee is an interagency committee comprised of representatives from the Pennsylvania Departments of Education,

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<sup>9</sup> <https://www.education.pa.gov/Data-and-Statistics/PDEDataSummit/Pages/default.aspx>

Human Services, Health, and Labor and Industry. The committee established a Memorandum of Understanding (MOU) to promote interagency collaboration and cooperation to assist students and young adults with any type of disability as they transition to a job, postsecondary education, or independent living. The Transition Committee supports 70 Local Transition Coordinating Councils (LTCC) across Pennsylvania with identifying potential supports and services for transitioning students.

**(6) Department support and alignment of Nontraditional Occupations to POS.**

Nontraditional occupations refer to jobs that have been traditionally filled by one gender. Within nontraditional occupations individuals from one gender comprise less than 25 percent of the individuals employed. Examples are males in nursing and childcare and females in technologies and plumbing. Promoting nontraditional career opportunities opens doors for every individual. A list of Non-Traditional Occupation by POS is located on the Department's website.

**Table A: Secondary Enrollment in CTE by Special Populations Category**

	<b>2014-15 Student Enrollment</b>	<b>2015-16 Student Enrollment</b>	<b>2016-17 Student Enrollment</b>	<b>Overall Increase or Decrease in Student Enrollment</b>
<b>Total Secondary Enrollment (9-12<sup>th</sup> Grade)</b>	546,960	546,617	541,921	-0.9%
<b>Secondary CTE Enrollment</b>	65,858	67,648	67,294	2.2%
<b>Percent Enrolled in CTE</b>	12.0%	12.4%	12.4%	0.4%
<b>CTE Participants (At least 10% of the program earned)</b>	62,308	64,166	63,847	2.5%
<b>Female</b>				
	25,893	26,714	26,574	2.6%
<b>Male</b>				
	36,415	37,452	37,273	2.4%
<b>Race/Ethnicity</b>				
<b>American Indian / Alaskan Native</b>	154	147	163	5.8%
<b>Asian</b>	728	820	872	19.8%
<b>Black or African American</b>	7,945	8,304	8,439	6.2%
<b>Hispanic</b>	6,395	6,868	7,247	13.3%
<b>Multi-Racial</b>	920	1,089	1,114	21.1%
<b>Native Hawaiian or Other Pacific Islander</b>	29	34	38	31.0%
<b>White</b>	46,137	46,904	45,974	-0.4%
<b>Disabilities Status</b>				
<b>Economically Disadvantaged</b>	17,533	17,825	17,899	2.1%
<b>Single Parents</b>	31,619	31,849	33,644	6.4%
<b>Displaced Homemakers</b>	374	302	231	-38.2%
<b>English Learners</b>	-	-	-	0.0%
<b>Migrant Status</b>	974	1,192	1,301	33.6%
<b>Nontraditional Enrollees</b>	58	30	37	-36.2%
<b>Nontraditional Enrollees</b>	7,870	8,255	8,183	4.0%

**Table B: Postsecondary Enrollment in CTE at Perkins-Allocated Institutions by Special Populations Category**

	2014-15 Student Enrollment	2015-16 Student Enrollment	2016-17 Student Enrollment	Overall Increase or Decrease in Student Enrollment
<b>Total Postsecondary CTE Enrollment</b>	77,574	75,563	72,504	-6.5%
<b>CTE Participants (More than one credit of the program earned)</b>	71,409	70,247	67,088	-6.1%
<b>Gender</b>				
<b>Female</b>	41,362	40,697	37,375	-9.6%
<b>Male</b>	30,047	29,550	29,713	-1.1%
<b>Race/Ethnicity</b>				
<b>American Indian / Alaskan Native</b>	240	214	195	-18.8%
<b>Asian</b>	1,780	1,821	1,814	1.9%
<b>Black or African American</b>	12,722	12,248	10,719	-15.7%
<b>Hispanic</b>	5,482	5,803	5,938	8.3%
<b>Multi-Racial</b>	1,267	1,320	1,451	14.5%
<b>Native Hawaiian or Other Pacific Islander</b>	72	92	81	12.5%
<b>White</b>	43,262	41,715	40,140	-7.2%
<b>Unknown</b>	6,584	7,034	6,750	2.5%
<b>Other Student Characteristics</b>				
<b>Individuals with Disabilities (ADA)</b>	3,541	3,521	3,495	-1.3%
<b>Economically Disadvantaged</b>	34,916	32,382	30,087	-13.8%
<b>Single Parents</b>	6,708	5,865	5,391	-19.6%
<b>Displaced Homemakers</b>	729	618	614	-15.8%
<b>Limited English Proficient</b>	1,295	1,400	1,606	24.0%
<b>Migrant Status</b>	0	0	0	0.0%
<b>Nontraditional Enrollees</b>	12,387	12,240	11,828	-4.5%

Employability skills are addressed in each program of study through existing state regulation. At the secondary level each school district, charter school, and career and technical center must cover the Career Education and Work academic standards adopted by the Pennsylvania State Board of Education in 2004. These academic

standards include knowledge and skills of career awareness and preparation, career acquisition or getting a job, and career retention and advancement.

The state also has developed career readiness skills, in cooperation with the Department's Safe Schools division. The committee members are inclusive of the Department's Office of Child Development and Early Learning, PA Keys, Pennsylvania Training and Technical Assistance Network, Berks Intermediate Unit and Pennsylvania Department of Labor and Industry. The Career Readiness Skills (CRS) include self-awareness and self-management, establishing and maintaining relationships, social problem-solving skills. All schools are asked to incorporate the CRS into existing curriculum.

At the postsecondary level, all Perkins recipients are required to integrate employability skills in the CTE program of study. The state will collect and disseminate promising practices where postsecondary recipients include employability skills in the CTE POS.

Below are the criteria the Department will use to assess the extent to which the local application supports the inclusion of employability skills in programs of study and career pathways:

- (1) A review of the applicants needs assessment and use of funds; and
- (2) Action plan activity that:
  - (a) Requires all students to participate in work-based learning and a Career and Technical Student Organization;
  - (b) Includes professional development of instructors and faculty on how to engage business in curriculum development and on employability skills; and
  - (c) includes career counseling.

**c. Describe how the eligible agency will:**

- (1) Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.**

Pennsylvania has numerous resources that address programs of study and provide related guidance and advisement. The materials are available to students and their families, and secondary and postsecondary education partners in a variety of formats and languages and are ADA compliant.

Resources include:

- (a) Information on college credits earned through the CTE POS<sup>10</sup>
- (b) SOAR Flyer
- (c) SOAR Bulletin
- (d) Spanish SOAR Bulletin

Each resource notes the availability of college credit for time spent in the secondary CTE program of study. Pennsylvania will revise the resources to reflect the revisions to programs of study required under Perkins V. The resources then will be disseminated by email and posted on the Department of Education's and partner websites. These materials are also duplicated and sent to schools and postsecondary entities offering the CTE POS.

Various toolkits also have been developed to assist schools in developing Advanced Placement, dual enrollment, and work-based learning opportunities for students. The following toolkits are located on the Department's website:

- (a) Advanced Placement Program Toolkit
- (b) Dual Credit Program Toolkit for Pennsylvania School Entities
- (c) Independent Study Program Toolkit
- (d) International Baccalaureate (IB) Program Toolkit
- (e) Work-Based Learning Toolkit

Pennsylvania is developing information on career pathways that will be used during the 2019-20 school year. The template can be used by the recipients with parents/guardians, student and others.

The Department continues to work with instructors, and career and school counseling staff as they implement the state CEW academic standards. Local schools are developing and finalizing comprehensive K-12 guidance plans that have been approved by the district school board. The Department also maintains a number of resources for school counselors<sup>11</sup> to use and are found on the website.

In addition, the Career Education and Work assessment continues to be available through NOCTI to address student understanding of the CEW standard areas – Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

The Department provides resources to assist the Perkins recipients to assist them in implementing the CEW standard strand of career awareness and

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<sup>10</sup> <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/Articulations.aspx>

<sup>11</sup> <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/Guidance-Counselor-Resources.aspx>

preparation. One resource available to students is the [Pennsylvania CareerZone](#) website that now includes an elementary page named [Up the Ladder](#). Up the Ladder includes several gaming elements, including badges that reward young students for career pathways explored. The animated interface is especially colorful, interactive, and responsive. Students can go in depth into various careers and learn what it takes to succeed in each of them. The young students' experience is guided with an optional voice narration for lower reading levels. Up the Ladder provides an excellent way to begin career discussions and sets students up for success as they start exploring the rest of the Pennsylvania CareerZone offerings in middle school. The [Pennsylvania Academic Standards for Career Education and Work](#) are fully integrated into Up the Ladder and Pennsylvania CareerZone. As such, they provide teachers essential tools to show the relevance of each student's educational experiences to their individually chosen career pathways.

As middle school and high school students explore the careers of interest, they can use the website to develop an individualized portfolio. The website also has a skills profiler where students explore careers based on their current skill set. Other tools on the website allow students to develop a printable resume and to determine how to establish a budget by looking at their preferred lifestyle or by working backwards to determine if a given salary will support a preferred lifestyle.

- (2) Facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.**

Not required for the transition plan.

- (3) Use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.**

Not required for the transition plan.

- (4) Ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.**

Not required for the transition plan.

- (5) Coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.**

Not required for the transition plan.

- (6) Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships,**



**simulated work environments, and other hands-on or inquiry-based learning activities.**

Not required for the transition plan.

- (7) Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V.)**

Not required for the transition plan.

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V.)**

State regulation requires every approved secondary CTE program to articulate with a postsecondary CTE program. Each approved secondary CTE program demonstrates a planned process of curriculum development, instructional strategies and administrative procedures, which link educational agencies with other education agencies or with industries. The linkage helps students transition from a school entity to another school entity, postsecondary institution, or a business/industry (apprenticeship) without experiencing delays in or duplication of learning. During program evaluation and Perkins visits, the Department looks for seamless transition to ensure the maximum opportunity for student placement including opportunities for concurrent enrollment under Article XVI-B of the School Code (24 P. S. §§ 16-1601—16-1613) or dual enrollment or other strategies that promote acquisition of postsecondary credit while still in high school. Evidence includes articulation agreements and concurrent or dual enrollment agreements. Because this is part of Department regulations, the Department will continue to support dual and concurrent enrollment opportunities.

To apply for program re-approval, the secondary local recipients must document the secondary and postsecondary planned sequence of courses in the state's electronic program approval system. The electronic program approval system requires the recipient to identify the postsecondary institution that has entered into a dual enrollment agreement and identify which courses are dual enrollment courses.

When the postsecondary Perkins recipient submits a local application, it will identify which program(s) of study it offers and includes in a dual enrollment agreement. The compliance visits will examine each dual enrollment agreement and student transcripts.

The Pennsylvania Information Management System (PIMS), the state's longitudinal educational data system, includes dual enrollment course and enrollment data submitted by Perkins recipients. PDE will use data from PIMS to establish a state determined performance level for dual enrollment.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor**

organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V).

Not required for the transition plan.

- f. **Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(v) of Perkins V.**

Not required for the transition plan.

- g. **Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134© of Perkins V**

Not required for the transition plan.

- h. **Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

**(1) Size**

Size is based on the number of programs of study available at the Perkins institution, not on enrollment in a specific CTE program. To be eligible for funding, a Perkins recipient must have at least three programs of study, each of which must serve a minimum of eight students. An eligible school also must have laboratories and classrooms that are readily accessible to all students, as well as a non-discriminatory admissions policy that is board approved and implemented.

**(2) Scope**

The scope of a program is defined as a curriculum that covers all aspects of the industry and meets the criteria listed in the POS definition of Perkins V, including:

- (a) One technical course per year is offered (definition of a courses is 240 technical instructional hours);
- (b) Secondary and postsecondary academic and technical content are aligned, leading to a nonduplicative program offering; and
- (c) An articulation agreement exists between the secondary CTE program and the corresponding postsecondary CTE program.

**(3) Quality**

Quality of secondary programs of study is based on the state regulations for approved programs. See Title 22 Education, Chapters 4 and 339. During the transition year, PDE will work with stakeholders to define high-quality postsecondary programs of study and to identify an approval process aligned to that definition.

### **3. Meeting the Needs of Special Populations**

#### **a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations:**

**(1) Will be provided with equal access to activities assisted under this Act.**

**(2) Will not be discriminated against on the basis of status as a member of a special population.**

**(3) Will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113 and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations.**

Not required for the transition plan.

**(4) Will be provided with appropriate accommodations.**

**(5) Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V**

Not required for the transition plan.

#### **3.a.(1-2)**

Department regulations require Perkins recipients to have nondiscriminatory admissions policies, that states whether enrollment is unlimited or limited. If enrollment is limited, an admissions policy must include nondiscriminatory eligibility requirements for the purpose of predicting a student's success in a given program. When the number of students predicted to be successful in a given program is less than the number of openings available in that given program, the openings may be available to adults or students at another school district. When the number of students predicted to be successful in a given program exceeds the number of openings available, the admissions policy must include a nondiscriminatory selection procedure, as required by current Federal and State statutes, regulations, and guidelines.

Additionally, if a selection procedure is necessary to select and reject qualified applicants, as judged by established and publicized eligibility requirements, the procedure shall be nondiscriminatory under the Federal and State statutes and regulations and guidelines.

Recipients must develop a recruitment program and the program includes announcements concerning CTE and must exemplify freedom from occupational stereotypes and to the extent possible the philosophy of equal access.

The Department also requires guidance personnel to provide students the information necessary to make informed decisions regarding the selection of appropriate occupational programs and discuss the importance of high school academic achievement and postsecondary education and training to career success.

The Department 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. 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 Department strategies also ensure technical assistance activities and professional development are inclusive of special populations and equity. These activities have been outlined in an earlier section.

Department review of Perkins recipients include the on-site evaluation to determine that the admissions policy is nondiscriminatory. The Department also conducts Civil Rights reviews. The Department works with the U.S. Office for Civil Rights and has developed a review process that measures the compliance of the publicly funded programs with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 amended in 1990 regulations and the Age Discrimination Act of 1975. The guidelines explain the civil rights responsibilities of recipients of federal financial assistance that offer or administer CTE programs. The Civil Rights on-site reviews focus on the identified Department regulations require approved secondary CTE programs to provide services and accommodations to disadvantaged, disabled or limited English-speaking students enrolled in CTE programs. The district of residence is required to provide services and accommodations in accordance with applicable law, service agreements and student IEPs. The Department examines specific evidence during on-site reviews and program evaluations, which includes student IEPs and service agreements.

### **3.a.(4)**

Additionally, the Department requires entities with approved secondary CTE programs to provide students adequate supports to meet academic standards as determined by Title 22, Chapter 4 Academic Standards and Assessments and, when applicable, consistent with the student's IEP, and that instruction in these academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training. Evidence that the Department examines during on-site reviews and approved program evaluations includes transcripts, course sequences, student IEPs, support plans, and operating agreements.

The Department will require the same expectations for any postsecondary recipient applying for a Perkins V grant. The postsecondary recipient must provide evidence that appropriate services and accommodations are available and provided to each special populations category.

#### **4. Preparing Teachers and Faculty**

**Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

Not required for the transition plan.

### **C. Fiscal Responsibility**

#### **1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how:**

- a. Each eligible recipient will promote academic achievement;**
- b. Each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
- c. Each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Not required for the transition plan.

Each eligible agency will submit a local application to the Department that includes a section focused on academic achievement. The eligible recipient will use information from the local needs assessment to identify needs specific to the recipient's students' academic achievement and determine action steps that will increase student performance. Academic achievement is not a postsecondary performance measure but will still be part of the local application and requirement for receipt of Perkins V funding. The Department's process includes program approval outlined in the previous section and data collection related to student attainment for each Perkins recipient.

The Department will use the following criteria to review both secondary and postsecondary applicants:

- a. Action plan includes professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula.**
- b. Action plan includes implementation strategies to improve student achievement and**

close gaps in student participation and performance in career and technical education programs.

- c. Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices.
- d. Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act.
- e. Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a focus on students with disabilities and English Learners, which may include universal design for learning, multi-tier systems of supports (MTSS), and positive behavioral interventions and support (PBIS).
- f. Support integration of academic skills into CTE programs and programs of study.

As part of the local application submission, the eligible recipient will determine action steps that will lead to increase student skill attainment. Skill attainment is not a postsecondary performance measure but will be part of the local application and requirement for receipt of Perkins V funding. Postsecondary recipients will provide data that demonstrate continuous improvement in the percentage of CTE concentrators who receive a recognized postsecondary credential.

Approved CTE programs are required to be aligned to industry standards. The standards are those established by State or National trade or professional organizations or State or Federal regulatory bodies accepted by the Department that describe what learners should know and be able to do and describe how well learners should know or be able to perform a task in a specific occupation.

The Department's process includes program approval outlined in the previous section and annual data collection related to student skill attainment including the collection of students earning a recognized postsecondary credential for each Perkins recipients.

The Department will use the criteria below to evaluate secondary and postsecondary applicants.

Criteria for Secondary Applicants:

- a. The action plan demonstrates instructors align national industry standards to the CTE program of study and student eligibility to earn an industry certification.
- b. The action plan includes data submission related to technical skill attainment level, industry certification earned by students, and number of industry certification by

program area.

- c. The applicant is providing professional development that supports the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs.
- d. The applicant intends is using funds to support industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential.

#### Criteria for Postsecondary Applicants

- a. The action plan demonstrates instructors align national industry standards to the CTE program of study and student eligibility to earn an industry certification.
  - b. The action plan includes data submission related technical skill attainment level, industry certification earned by students and number of industry certification by program area.
  - c. The applicant is providing professional development supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs.
  - d. The applicant is using of funds support industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential.
- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed:**
- a. Among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
  - b. Among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

During the transition year, funds received under Section 111 for allocations to secondary and postsecondary eligible recipients are divided as follows: 70 percent to secondary recipients, 30 percent to postsecondary recipients. This funding ratio was determined by the following criteria:

- (1) History of set aside amounts
- (2) Number of career and technical enrollees
- (3) Number of career and technical programs

- (4) Consideration of full-time and part-time enrollment
- (5) Consideration of overlap of facilities for programs
- (6) Amounts of other state/federal reimbursement

State regulations also require each secondary approved CTE program to provide work-based learning, industry standards, and career counseling; provide evidence of meeting labor market needs; and articulate to postsecondary CTE programs.

The Department will use the formulas described in the Act to calculate the allocation for secondary and postsecondary eligible recipients.

All Perkins recipients must form articulation agreements, secondary with postsecondary. However, each eligible Perkins recipient (secondary and postsecondary) remains an eligible agency, and consortia formula will not be developed and implemented.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

During the 2019-2020 school year, \$26,433,793 will be made available to secondary consortia. Pennsylvania will continue to utilize the current formula to allocate Perkins funds to the local consortia, as USDE approved the formula and deemed it to be an objective and equitable means of allocating the funds.

Allocations are calculated based on the following formula:

- a. After elimination criteria, calculate the percentage of individual population age 5-17 by dividing the individual population age 5-17 by state total population age 5-17.
- b. Calculate the percentage of poverty age 5-17 by dividing individual poverty for age 5-17 by state total poverty for age 5-17.
- c.  $70\% \text{ allocation} = \text{poverty percentage} \times (\text{allocation amount} \times .7)$ .
- d.  $30\% \text{ allocation} = \text{individual population percentage} \times (\text{allocation amount} \times .3)$ .
- e.  $\text{Total allocation} = 70\% \text{ allocation} + 30\% \text{ allocation}$ .

Allocations are summed and enrollments collected using PIMS, the state longitudinal data system for education data, and a unique identification number 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 then is divided by this percentage and allocated to the consortium fiscal agent.



A consortia file is generated from the PDE Office of Data Quality, which drives the distribution to the fiscal agent.

- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

During the 2019-2020 year, \$11,328,768 will be made available to postsecondary institutions. 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 CTE 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 CTE program.

Allocation = (# of student vocational Pell students at the institution ÷ Sum of vocational Pell students for all postsecondary and adult CTE programs) × Allocation Amount

- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V.)**

Distribution of funds is based on a formula. The formula will be adjusted to reflect changes in the consortia. See Question 3. When local consortia fall below the minimum allocation amount of \$15,000, the consortia are 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.

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

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a):**
- a. Include a proposal for such an alternative formula; and**
  - b. Describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V.)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

Pennsylvania's current funding process meets the federal requirements. Therefore, the Department is not seeking a waiver to the secondary allocation and did not request a waiver under Perkins IV.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a):**
  - a. **Include a proposal for such an alternative formula; and**
  - b. **Describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

Pennsylvania's current process meets the federal requirements. Therefore, the Department is not seeking a waiver to the secondary allocation and did not seek a waiver under Perkins IV.

8. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The 2016-17 fiscal effort per student was \$970.73.

Due to an increase in the 2019-20 Perkins State Allocation and based on guidance from USDE, Pennsylvania is not seeking to establish a new baseline for fiscal effort.

## **D. Accountability for Results**

Not required for the transition plan

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality:**
  - a. **The percentage of CTE concentrators (See Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
  - b. **The percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
  - c. **The percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

**Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.**

**Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.**

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**
- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include:**
  - a. A description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V).**
  - b. An explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8.**
  - c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws. (Section 122(d)(10) of Perkins V.)**

**As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.**

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

**As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.**

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V.)**

**As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP)<sup>12</sup>, the eligible agency could indicate that it will analyze data on the core indicators of**

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<sup>12</sup> See page 11 of Committee Report at <https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf>.

performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

### III. Assurances, Certifications, and Other Forms

#### A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>13</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V.)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V.)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V.)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V.)
5. None of the funds expended under this 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(d)(13)(B) of Perkins V.)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V.)

#### B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

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<sup>13</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

### **C. Other Forms**

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040).
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013).<sup>14</sup>
  3. Certification Regarding Lobbying (ED 80-0013 Form).
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005).

## **IV. Budget**

### **A. Instructions**

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide:
  - a. Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*
  - b. Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5*

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<sup>14</sup> [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)

*percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

- c. Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
- d. Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
- e. Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
- f. Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*
- g. Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- h. Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- i. Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- j. Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- k. Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- l. Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- m. Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

- n. Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

## B. Budget Form

State Name: Pennsylvania

Fiscal Year (FY): 2019-2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$44,426,542
2	<b>State Administration</b>	5%	\$2,221,327
3	<b>State Leadership</b>	10%	\$4,442,654
4	Individuals in State Institutions	0.9%	\$399,839
4a	Correctional Institutions	<b>Not required</b>	\$399,839
4b	Juvenile Justice Facilities	<b>Not required</b>	\$0
4c	Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$0
5	Non-traditional Training and Employment	<b>Not applicable</b>	\$135,000
6	Special Populations Recruitment	0.1%	\$44,427
7	<b>Local Formula Distribution</b>	85%	\$37,762,561
8	Reserve	0%	\$0
9	Secondary Recipients	0%	\$0
10	Postsecondary Recipients	0%	\$0
11	Allocation to Eligible Recipients	100%	\$37,762,561
12	Secondary Recipients	70%	\$26,433,793
13	Postsecondary Recipients	30%	\$11,328,768
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$2,221,327



## V. State Determined Performance Levels (SDPL)

Not required for the transition plan

### A. Instructions

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide:
  - a. Column 2: Baseline level.
  - b. Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.
2. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
  - a. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
  - b. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593. (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Lee Binkert</i>	TITLE <i>Director</i>
APPLICANT ORGANIZATION <i>Pennsylvania Dept. of Education</i>	DATE SUBMITTED <i>May 24, 2019</i>

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\*Name:

\*Street 1:     Street 2:

\*City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Strengthening Career and Technical Education Act of 2018 (Perkins V)"/> CFDA Number, if applicable: <input type="text"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
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**10. a. Name and Address of Lobbying Registrant:**

Prefix  \*First Name  Middle Name

\*Last Name  Suffix

\*Street 1  Street 2

\*City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

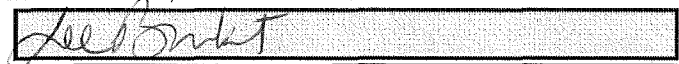
Prefix  \*First Name  Middle Name

\*Last Name  Suffix

\*Street 1  Street 2

\*City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\*Signature: 

\*Name: Prefix  \*First Name  Middle Name

\*Last Name  Suffix

Title:  Telephone No.:  Date:

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Pennsylvania Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Lee Middle Name:

\* Last Name: Burkett Suffix:

\* Title: Director

\* SIGNATURE: Lee Burkett

\* DATE: May 8, 2019

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- 1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- 2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- 3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- 4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.