

PACTA
Director's
Manual

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Directors Manual

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Purpose Of The Manual

The Director's Manual

The Pennsylvania Association of Career & Technical Administrators (PACTA) is providing the content contained in this ***Director's Manual*** (hereinafter "Manual") as a reference guide for administrative personnel responsible for the operation of Career and Technical Education programs. The purpose of the Manual is to provide administrative personnel working in CTE with ready accessed information relevant to developing an understanding of the operations within both Career & Technology Centers and high school-based programs. In the interest of brevity, an attempt has been made to include only that information that would be used in normal operating circumstances. Where appropriate, resources and links to additional information are provided to help develop a greater level of understanding around specific issues. The Table of Contents is designed to provide a simplified means to navigate the content and find answers to primarily basic, but some complex questions regarding the governance and operational management of an AVTS/CTC and CTE programs.

This Manual is available on PACTA's website at: [PACTA \(pacareertech.org\)](http://pacareertech.org). The Manual will be updated as needed to include additional information, and to incorporate changes as warranted. When updates are facilitated, the most recent text will be maintained and available via the PACTA website as listed, with revision dates provided.

Definitions

And

Acronyms

Common terminology used in Career & Technical Education

Career and Technology education, as with other types of professions, has its own terminology. The following list of terms or phases and their definitions are often used in CTE. More detail on the topics will be provided in other sections of the manual.

1. **Approved Program Evaluation (APE):** The APE evaluation is a review of the approved CTE program to ensure it follows Chapter 4 and 339. It requires an on-site visit and preparation of a report that identifies areas that are not in compliance with statutes, regulations, and guidelines. A school is required to prepare a compliance plan when non-compliance is found. This APE review is required every five years. Resource: [APE Checklist \(pa.gov\)](#)
2. **Articles of Agreement:** Every CTE school has an Articles of Agreement document that defines the operation of the school. The document may include the budget development and approval process, enrollment and enrollment quotas; Joint Operating Committee membership; Superintendent of Record progression; and Capital Improvements method of payment. It is a valuable document that a director must read, understand, and follow to the letter.
3. **Articulation Agreements:** The planned curriculum, instructional strategies, and administrative procedures link the program to an aligned CTE postsecondary education program. The articulation ensures secondary students graduate with the ability to transition from secondary school to a postsecondary institution without experiencing delays in or duplication of learning.
4. **Career Objective Form:** This form is to be completed each year by students enrolled in Pennsylvania Department of Education (PDE) approved career and technical education (CTE) programs with the intent to take further technical instruction offered in the program to achieve a related occupational objective. The scope and sequence for the PDE approved program serves as the educational plan. The instructor and guidance counselor must verify and sign this form. Resource: [Career Objective Form \(pa.gov\)](#)
5. **Career & Technical Student Organizations (CTSO):** Approved CTE programs must integrate CTSOs in the CTE program of study. CTSO related curriculum content includes human relations skills and knowledge of occupations. Leadership and positive attitudes, along with fulfilling occupational, civic, social and community responsibilities, are also included. Resource: [Student Organizations \(pa.gov\)](#)
6. **CATS:** Career & Technical Information System. This is the system used by the Bureau of Career & Technical Education to gather and maintain the required elements for each CTE program in a school.
7. **CIP Codes:** CIP stands for Classification of Instructional Programs. All programs in a CTE school or a high school's approved programs are aligned with a CIP Code. A list of CIP codes is found in [CIP Codes \(pa.gov\)](#).
8. **CIP/SOC Crosswalk:** This information is used to determine the eligibility of educational programs for workforce development training monies. Pennsylvania's CIP-SOC crosswalk has been and will continue to be modified from the national version based on input from various educational

- facilities and the Pennsylvania Department of Education. Resource: [High Priority Occupations \(HPOs\)](#) (bottom of page)
9. **Completer:** As identified in PIMS - COMPLETED CTE PROGRAM AND GRADUATED* – Used for a secondary CTE student who has (1) completed all secondary-level competencies necessary to achieve his/her career objective (or met appropriate related IEP objectives), (2) completed a PDE approved occupational end-of-program assessment (or completed a program which has an assessment waiver) and (3) attained a high school diploma or equivalent.
 10. **Concentrator:** This is a Perkins term. The term “CTE concentrator” indicates: a. At the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and b. At the postsecondary level, a student enrolled in an eligible recipient who has: (1) Earned at least 12 credits within a career and technical education program or program of study; or (2) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
 11. **High-Priority Industry:** The purpose of the HPO lists is to align workforce training and education investments with occupations that are in demand by employers, have higher skill needs and are most likely to provide family sustaining wages. Combining statistical data with regional expert input allow for a complete picture of the actual workforce needs of the commonwealth.
Resource: [High Priority Occupations \(HPOs\)](#)
 12. **In-Demand Occupation list:** The [Pennsylvania In-Demand Occupation List \(PA IDOL\)](#) can help identify careers that have the greatest demand across the commonwealth. “In-demand” jobs 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. Resource: [Home \(pa.gov\)](#)
 13. **Joint Board:** The Joint Board consists of all board members of the sending districts. The Joint Board is required to approve the General Fund budget, capital projects and financing, changes to the Articles of Agreement.
 14. **Joint Operating Committee:** The Joint Operating Committee or JOC is the governing board of the career and technology centers. The JOC members are from the sending school’s board of education and the composition is established by the Articles of Agreement.
 15. **Local Advisory Committee:** The LAC offers guidance pertaining to all CTE programs offered within the LEA. Membership on the LAC consists of multiple stakeholders such as business and industry representatives, public sector employers, labor organizations, community organizations, postsecondary education institutions, the public, representatives authorized by the workforce investment board and civic organizations. Membership could also include an Occupational Advisory Committee (OAC) member from all program areas. Resource: [Microsoft Word - Advisory Committee Local 09_08.doc \(pa.gov\)](#)
 16. **NIMS:** National Institute of Metalworking Skills. NIMS credentials are earned by students, trainees, apprentices, employees, and military personnel nationwide and around the world. By earning NIMS credentials, these individuals secure a competitive edge when applying for jobs because they have demonstrated that their skills meet the industry established standards. Students in machining programs must take the NIMS certification tests in their senior year if

- they are a concentrator. Resources: <https://www.nims-skills.org>; Information on required testing in PA: [Student Occupational Competency Testing | CTE Pennsylvania \(careertechpa.org\)](#)
17. **NOCTI:** NOCTI utilizes several different test types to provide the most comprehensive services. Pre-testing determines a student's baseline knowledge, identifies strengths, and pinpoints knowledge gaps. The knowledge-based component measures factual and theoretical knowledge about an occupation, while the skill-based portion measures the corresponding hands-on skills. Pilot testing allows schools to try newly developed or revised credentials at no cost. NOCTI assessment are used annually for assessing a senior concentrator's knowledge of the course material. Resource on NOCTI: <https://www.nocti.org> Resources for testing information: [Student Occupational Competency Testing | CTE Pennsylvania \(careertechpa.org\)](#):
18. **Non-Traditional Occupations:** 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 or females in technologies and plumbing. Promoting nontraditional career opportunities opens doors for every individual. A list of Non-Traditional Occupations by POS is located on the PDE website. Resource: [Nontraditional Programs \(pa.gov\)](#)
19. **Occupational Advisory Committee (OAC):** OACs are established for each career technical education program or cluster of related programs offered by a school district or AVTS. The majority of the members of the committees shall be employees and employers in the occupation for which training is provided. The committees advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters to verify that the programs meet industry standards. The OACs must meet a minimum of twice a year. Resource: [Microsoft Word - Advisory Committee Occupational 09 08.doc](#)
20. **Occupational Analysis:** It is a method of identifying the specific skills and sub-skills associated with an occupation. It is a determination of the specific duties and tasks that competent workers must perform. Every CTE program must utilize some form of an occupational analysis to determine the skills to be taught in the program. If the program is a Program of Study, the occupational analysis was already completed, and no further analysis is needed.
21. **Participant:** This is a Perkins term. The term "CTE participant" means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.
22. **Performance Objective:** A performance objective has three components.
- The conditions under which the task will be performed—the materials and supplies provided.
 - A description of the task; and
 - The standard for how well the task shall be performed.
23. **Programs of Study:** The term "programs of study" incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to

adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Resource: [Framework \(pa.gov\)](#)

24. **SOC codes:** Standard Occupational Classification: The Standard Occupational Classification (SOC) system is used by U.S. government agencies to classify workers into occupational categories for the purposes of collecting, calculating, or disseminating data. SOC Codes are used in CTE to identify the Occupations under each CIP Code for the approved program. Students will identify their SOC Code intentions on the Career Objective Form.
25. **Students Occupationally and Academically Ready (SOAR):** SOAR is built on programs of study which incorporate secondary education and postsecondary education elements and include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. These career and technical programs of study includes a statewide articulation agreement partnership between secondary schools and postsecondary institutions. Resource: [Programs of Study - SOAR \(pa.gov\)](#)
26. **Pennsylvania Targeted Industry Clusters:** The term “Pennsylvania Targeted Industry Clusters” refers to the Departments of Labor and Industry, Community and Economic Development, and Education identified twelve targeted industry clusters in which Pennsylvania has a competitive advantage and the potential for longterm economic growth. These clusters serve as the basis for industry-driven workforce development. The Departments are re-examining the current clusters to recognize emerging fields and industries. Resource: [Industry Clusters \(pa.gov\)](#)
27. **Work-based learning (WBL):** The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Examples of WBL are job shadowing, internships, cooperative education, participating in school-run activities such as the school store, school restaurant, Cosmetology clinic and a House Project. Resource: [Work-Based Learning Toolkit \(pa.gov\)](#)
28. **Workforce Development Board:** Pennsylvania's local workforce development boards, or LWDBs, are part of our public workforce system – a network of state and local providers and programs that support local and regional economic development, and the education and training of Pennsylvania's workforce. Regulations required a close working relationship between the local workforce development board and the CTE schools. Resource: www.dli.pa.gov/Businesses/Workforce-Development/Pages/lwdb.aspx

Resources: [Career and Technical Education \(pa.gov\)](#)

As with any profession, acronyms are used continually within the organization. A concern arises when those not familiar with the acronyms cannot follow conversations or understand documents due to their inexperience with the organization or profession. Therefore, it is important to refrain from using acronyms with persons or groups who are unacquainted with them. Examples of such persons or groups: Parents, Board Members, Business & Industry Partners. It is good practice to share an acronym list such as the one provided below with groups such as your board or Joint Operating Committee (JOC), staff members or others new to career & technical education if they will be exposed to the terms on a regular basis. This is not to be considered an exclusive list. Each institution may have additional ones to add for their stakeholders' knowledge.

Pennsylvania Career and Technical Education Acronyms

A

ABE: Associated Builders & Contractors, Inc.

A-CAPA: Attendance/Child Accounting Professional Association

ACF: American Culinary Association

ACTE: Association for Career and Technical Education (our field's national association)

ADA: Americans with Disabilities Act (or)

ADA: Average Daily Attendance

ADDA: American Design Drafting Association

ADD/ADHD: Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder

ADM: Average Daily Membership

AED: Automated External Defibrillator

AP: Advanced Placement

APE: Approved Program Evaluation

ASE: Automotive Service Excellence

AUN: Administrative Unit Number

AVTS: Area Vocational-Technical School

AWS: American Welding Association

B

BCTE: Bureau of Career and Technical Education

BEC: Basic Education Circular

C

CATS: Career and Technical Education Information System

CBTE: Competency Based Teacher Education

CCS: Common Core Standards

CDA: Child Development Association

CDT: Classroom Diagnostic Tools

CEW: Career Education and Work standards

CIP: Classification of Instructional Program (codes)

CPR: Cardiopulmonary Resuscitation

CSPG: Certification Staffing Policies Guidelines

CO-OP: Cooperative Education

CTC: Career and Technical Center, formerly Area Vocational Technical School

CTDSL: Career & Technical Distinguished School Leader

CTE: Career and Technical Education

CTSO: Career and Technical Student Organization

D

DECA: A Student Organization for students enrolled in marketing, finance, hospitality, and management programs.

DCED: Department of Community and Economic Development

DO: Diversified Occupation

DOL: Department of Labor

DPW: Pa. Department of Public Welfare

E

EDNA: Education Names and Addresses

EETC: Education & Equipment Training Council

ELA: English Language Acquisition

ELL: English Language Learner (this term is now preferred over ESL, English as a Second Language)

EQ: Emotional Quotient (refers to emotional intelligence)

ETS: Educational Testing Service

EMT: Emergency Medical Technician

F

FAPE: Free Appropriate Public Education

FBLA: Future Business Leaders of America

FCCLA: Family, Career and Community Leaders of America

FERPA: Family Educational Rights and Privacy Act

FFA: An Association of Agriculture Education Students

FID: Flexible Instructional Day

FRPI: Future Ready PA Index

G

GAERF: Graphic Arts Education & Research Foundation

GED: General Equivalency Diploma

GPA: Grade Point Average

GIEP: Gifted Individualized Education Plan

H

HBA: Home Builders Association

HOSA: Future Health Professionals

HPO: High Priority Occupation

HIPPA: Health Insurance Portability & Accountability Act

HSTW: High Schools That Work

I

IDEA: Individuals with Disabilities Education Act

IDOL: In-demand Occupational List

IEP: Individual Education Plan, a legally binding document that addresses the special education needs of a student.

IU: Intermediate Unit

J

JOC: Joint Operating Committee

JSC: Joint School Committee

L

LAC: Local Advisory Committee (sometimes referred to as GAC: General Advisory Council)

LEA: Local Education Agency

LEP: Limited English Proficiency

LRE: Least Restrictive Environment

M

MACS: Mobile Air Conditioning Society

MAVCC: Multistate Academic and Vocational Curriculum

Consortium

MOS: Microsoft Office Specialist

N

NA: Nursing Assistant (formerly CNA)

NATEF: National Automotive Education Foundation

NBS: NOCTI Business Solutions

NCCER: National Center for Construction Education and Research

NIMS: National Institute of Metalworking Skills (Or)

NIMS: National Incident Management System

NOCTI: Formerly National Occupational Competency Testing Institute

NRF: National Retail Federation

NTHS: National Technical Honors Society

O

OAC: Occupational Advisory Committee

OCA: Occupational Competency Assessment

OPE: Outdoor Power Equipment

OSHA: Occupational Safety and Health Administration

OVAE: Office of Vocational and Adult Education

P

PAC: Professional Advisory Council

PACTA: Pennsylvania Association of Career and Technical Administrators

PASA: Pennsylvania Alternative System of Assessment (or)

PASA: Pennsylvania Association of School Administrators

PASBO: Pennsylvania Association Business Officials

PBA: Project-Based Assessment (or)

PBA: Pennsylvania Builders Association

PBL: Project-Based Learning (may also refer to problem-based learning)

PDE: Pennsylvania Department of Education

PENN*LINK: PDE's electronic mail system

PennSPRA: PA School Public Relations Association

PERMS: Professional Education Record Management System

PIL: Pennsylvania Inspired Leader Program

PIMS: Pennsylvania Information Management System

POS: Program of Study

PPC: Perkins Participatory Committee (no longer used)

PPE: Personal Protective Equipment

PPID: Professional Personal Identification number

PSBA: Pennsylvania School Boards Association

PSC: Pennsylvania Skill Certificate

PSSA: Pennsylvania System of School Assessment

PVAAS: Pennsylvania Value Added Assessment System

PYFA: Pennsylvania's Young Farmers Association

R

RCA: Residential Construction Academy

RTII: Response to Instruction and Intervention

S

SAC: Superintendent Advisory Council

SAS: Standards Aligned System

SD: School District

SkillsUSA: CTE Students Organization

SLO: Student Learning Objective

SOC: Standard Occupational Classification

SOAR: Students Occupationally and Academically Ready

SREB: Southern Region Education Board

SSID: Statewide Student Identifier

STEM: Science, Technology, Engineering, and Mathematics (if STEAM, A is for Arts)

STEAM: Science, Technology, Engineering, Arts, and Mathematics

T

TAP: Technical Assistance Program

TCTW: Technical Centers That Work

TIMS: Teacher Information Management System

TSA: Technology Student Association for students enrolled in

STEM programs.

V

VADM: Vocational Average Daily Membership

CTE ADM: Career & Technical Education Average Daily Membership

W

WIOA: Workforce Innovation and Opportunity Act

WIB: Workforce Investment Board (WDB: Workforce Development Board)

WBE: Work-Based Education

WBL: Work-Based Learning

WDB: Workforce Development Board

WOW: World Organization of Webmasters

WTI: Welder Training & Testing Institute

Organizational Information

Organizational Information

Articles of Agreement

All career & technical schools are required to have a signed Articles of Agreement which defines the operation of the school. When Area Vocational-Technical Schools (AVTS) schools were first opened in the 1960's, there was a template used to develop all Articles of Agreement, so all looked alike, and all contained the same basic information. As new schools opened and existing schools amended their Articles of Agreement, many variations of the document now exist. It is imperative that the director and the business manager read and understand the Articles of Agreement. The Articles of Agreement must be followed and should not be violated.

Typically, the following information is outlined in the document:

1. The member school districts participating in the Career & Technical Center (CTC) are identified. The agreement will specify how new school districts may join the consortium or what must be done if a school district withdraws from the career & technical school. It is important to note that if a school district withdraws from a CTC that has debt, the withdrawing district remains responsible for their payments until the debt is paid.
2. The Joint Board consists of all of the members of the member districts' school boards. The Joint Board is responsible for approving the General Fund Budget of the CTC, approving capital projects including budget and financing. The document specifies approval votes required for each of the actions taken by the Joint Board i.e., majority vote, 2/3 vote. The document will also specify how the votes may be taken.
3. The Joint Operating Committee (JOC) membership and how it is determined is also outlined in the document. The process varies greatly from equally shared such as one or more from each member district, or a weighted scale such as market value of the member district, or enrollment at the member districts, etc. Changing the Articles of Agreement requires approval from the Joint Board. The articles should include the term of office for JOC members and how the member districts elects or appoints JOC members.
4. Finances of the school are explained to include approval process for the general operating budget, capital budget approvals, payments made to and from member districts including subsidy and debt service, **the distribution of surplus funds at the end of the year**, and the use of fund balances.
5. The process for appointing a Superintendent of Record is explained in the Articles of Agreement. The process varies greatly among CTCs. Many appoint an SOR on a rotational basis from the superintendents from the member districts. An IU executive director cannot serve as an SOR at a CTC unless the IU Board is the governing body of the CTC. Some CTC JOC appoint an SOR from its member school districts for an extended term(s). They do not rotate the SOR between member district superintendents. The articles of agreement should specify if the SOR position if the SOR is compensated. The amount of SOR compensation also vary greatly from

\$0 or No compensation to a percentage or an amount that is representative of the duties of the SOR.

6. The articles should address the process for determining enrollment quotas from the sending districts. This is another area that varies greatly across schools. Some are very specific offering minimum or maximum quotas per district per CTE program. Some are more general outlining the process to determine how many students in each district can send. The document should include the process to accept tuition students when space/capacity is available. Then process for recruiting and enrolling students from member districts, non-resident students, etc. should be addressed in the articles of agreement. The topic can also be addressed in JOC/board policy.
7. Transportation of the students to and from the sending districts to the CTE school can be defined as well. This can be a large expense for the CTC if it is required to provide transportation. Another alternative is to reimburse the district for their transportation costs. Some articles of agreement are silent on transportation or require districts to provide transportation.
8. Most articles of agreement establish dates for the duration of the document, which remains in effect until it is reapproved or amended. Some articles of agreement do not identify and end date and remain in effect until amended by the Joint Board. Again, changes to the Articles of Agreement must be approved by the Joint Board. Caution, unless specific areas of the articles of agreement are identified for revision, any area of the Articles of Agreement can be open to amendment. Most schools do not open their agreements unless required by the agreement itself or a major change is needed by member school districts. A CTC director can request a change to the articles of agreement through the JOC and Joint Board. **Note:** The CTC director should discuss potential changes to the articles of agreement with the SOR and member district superintendents prior to discussing the need with the JOC. The school solicitor or a consulting attorney with experience in school law should be involved in preparing amendments to articles of agreement.
9. The CTC typically does not own the property or the buildings. Ownership lies with an Authority or with the sending districts as established in the Articles of Agreement.
10. Other topics in the Articles of Agreement may also be included.

One of the first documents a new director should read is the Articles of Agreement. An orientation for new JOC members is often held and the agreement document should be shared and reviewed with new members. It should also be shared with new superintendents, so they are aware of their rights and responsibilities in the CTC consortium.

Organizational Chart:

Each school should develop an organizational chart which establishes the governance and lines of supervision of the organization. The organizational chart is a visual representation of the organizational structure. The organization chart should be approved by the Joint Operating Committee and should become a part of the school's policy manual. In the case of the high school career and technical programs, the components of the department should be part of the school district's organizational chart.

Components of the chart:

All organizational charts should contain only job titles and not specific names of people. Solid lines denote supervision. These lines can be horizontal or vertical. The solid line shows supervisors which positions they manage, and it shows employees to whom they will report.

Dotted lines denote a working or coordinating relationship between or among positions, but no one person supervises the other(s). For instance, if you have two assistant directors, they would be joined by a dotted line as they work together but do not supervise each other. If those two assistant directors have other administrators under their area of supervision, those positions would be connected to the assistant director's position titles with a solid line. In addition, advisory committees enjoy a working or coordinating relationship to the school, administrators, and teachers.

The Articles of Agreement can aid in developing the organizational chart. The Joint Operating Committee would hold the first box at the top of the chart. There would be a solid line between the JOC box and the Director's box. The Local Advisory Committee and the Solicitor should be shown with a dotted line to the JOC. The participating school superintendents and the Superintendent of Record would go to the left and right of the director. The type of connecting line is determined by the level of authority or supervision. Some Articles of Agreement state the CTC director will report to and/or be evaluated by the Superintendent of Record, which infers a solid line would connect the two. When a coordinating or working relationship is specified between the two, a dotted line would be used.

The rest of the chart is completed in a hierarchy of employees based on supervision levels or working relations using both dotted and solid lines. This organizational chart must align with job descriptions. At any time, new or changed job descriptions are approved, the organizational chart should be revisited, changed as necessary and re-approved, if changed. If changed, the policy manual must be updated, and the new chart distributed to affected personnel.

Failure to identify supervisory relationships and including the information in position descriptions can result in grievances and due process hearings.

Software packages are available that will facilitate the preparation of a professional looking Organizational Chart.

Comprehensive Planning

The hyperlink for information is [Comprehensive Planning \(pa.gov\)](https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs>Title%20I/School%20Plan%20-Guidelines%20and%20Process.docx) which includes how to sign up for access to the Future Ready Comprehensive Planning Portal. The School Plan – Guidelines and Process document gives an overview of the requirements in the actual plan found at the hyperlink below:

<https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs>Title%20I/School%20Plan%20-Guidelines%20and%20Process.docx>

Additional Information from the website on the Comprehensive Planning process:

Planning for continuous improvement of leadership, teaching and learning is critically important to ensuring that all students have access to a world-class education that prepares them for college, career, and life. Pennsylvania's cycle of improvement is grounded in evidence-based approaches that can both improve student outcomes and increase return on investment, as resources are spent on programs and practices likely to have a positive impact. Opportunities to create, assess, and adjust throughout the cycle empowers local education agencies and schools to engage all stakeholders in pursuit of a shared vision for student success.

The Future Ready Comprehensive Planning Portal was created to provide a consistent planning framework and collection tool for all Pennsylvania local education agencies (school districts, charter schools, area vocational schools/career and technical centers, Intermediate Units) and schools. This new model provides flexibility in the planning process based on individual community needs, is grounded in an outcomes-based approach, focused on student achievement and encourages schools and districts to more effectively and efficiently plan and lead innovative school improvement practices. The core concepts are based on a simplistic logic model, one that any local education agency or school can effectively use for developing cohesive long-term goals and action plans, monitoring yearly progress, and providing transparency in communication with school personnel, state officials, parents, and community.

Comprehensive Planning in Pennsylvania is required every six years. All school entities are assigned a Phase # 1-3 which denotes which year the LEA is required to complete their plan. Usually, a letter is sent to the school the year prior from the Department of Education to inform the school when their plan is scheduled to be completed.

A template to follow is found in the portal. Part-time career and technical centers may not be required to complete all of the template as some of the template is for school districts only. A School Plan Committee is required to aid in the development of the plan. There are required members to participate, and the school may add additional membership.

In the comprehensive planning process, the school entity will:

- Include the membership of the School Plan Committee.

- Develop mission statements, vision statements, and belief statements.
- Complete a needs assessment to determine the strengths and challenges of the school.
- Develop 2-3 high level priority statements to focus an improvement plan.
- Prepare measurable goals with action plans based on data.
- Have open communication with stakeholders during the development of the plan and after the plan is approved.

Upon completion of the document, the document must be approved by the JOC and must be posted for public comments for 28 days prior to the submission of the final document to Pa Department of Education.

Chapter 4 requirements for planning which are included in the Comprehensive Planning Process:
[Planning Requirements Overview \(pa.gov\)](#)

From the PDE website:

Chapter 4 specifies planning requirements for school entities. A school entity is defined as a local education provider (e.g., public school district, charter school, cyber charter school, AVTS or Intermediate Unit). These planning requirements are as follows:

- *Every 3 years, a school entity must submit to the Secretary for approval a professional education plan. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to PDE.*
- *Every 6 years, a school entity must submit to the Department for approval an induction plan. The induction plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.*
- *Every 6 years, a school entity must develop and implement a comprehensive and integrated K-12 program of student services. This student services plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.*
- *Every 3 years, each school district must develop and submit to the department a special education plan. The special education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE. Part-time CTCs may not be required to complete this process. Follow the guidelines on the template.*
- *Every 6 years, each school district must develop and implement a gifted education plan. The gifted education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board. Part-time CTCs are not required to complete this process. Follow the guidelines on the template.*

The Future Ready Comprehensive Planning Portal is designed to ensure all local education agencies meet these requirements. This is the new portal to which many of the current data collection systems will be migrated such as CATS.

The most current copy of the school's Comprehensive Plan must be provided during the Chapter 339 review conducted every five years by the Bureau of Career & Technical Education.

The Comprehensive Plan should lead your school's direction for the next six years. It should:

- Be developed by a strong School Plan Committee with stakeholders who have a legitimate interest in the school.
- Determine the strengths and the needs of the school by documenting input from all types of stakeholders of the school during the completion of the needs assessment (parents, students, staff, sending districts superintendents and other personnel, business & industry partners).
- Contain fully developed measurable goals with strong action plans that are based needs assessment data.
- Meet the requirements of the PA Department of Education.

Vision, Mission, and Belief Statement(s)

The school's vision statement is a statement that identifies the long-term vision or goal for the school. The statement is typically broad in nature. It should be short and concise so that stakeholders can understand the concept and learn the statement quickly.

The Vision Statement is part of the Comprehensive Planning Process. Here is the recommendation of PDE found in the School Plan – Guidance and Process document.

A School Level Vision for Learning

Effective organizations have a clear direction that informs the work of all employees. Establishing an agreed-upon vision for the school is the first step in plan development for the committee. The vision should embody the school community's best thinking about teaching and learning. A school needs to know where it wants to be in order to improve. The vision provides all stakeholders with a common direction for growth, something that inspires them to continuously strive to better meet students' needs.

LEAs and/or schools may already have a vision statement that has been approved with the Comprehensive Plan. If so, build upon this established vision with specific focus on vision for student groups targeted for school improvement.

Steps to Complete Section I.B.: (Vision Statement)

1. *Facilitate a discussion about your school's vision for students with your School Plan Committee.*
2. *Determine whether the school's vision reflects current beliefs about teaching and learning and needs of students in the community you serve.*
3. *If necessary, revise the vision statement to reflect the committee's feedback.*
4. *In the left column of the table, type your agreed upon vision statement.*
5. *As a committee, identify the measures of success aligned to the vision statement.*

Guiding Questions for Schools:

- *What is the school's vision for teaching and learning?*
- *What will students know and be able to demonstrate upon graduation from your school?*
- *What values and beliefs are reflected in the vision statement?*
- *Does the vision statement align with the needs of the community we serve?*
- *How will we know if we achieved our vision?*

Indicator of Exemplary Planning:

The vision should be stated in a concise, coherent, and bold statement that:

- *Specifically articulates a long-term vision and a measure of success for students;*
- *Demonstrates compelling evidence of alignment to the most pressing school community needs and the school's commitment to and passion for continuous improvement; and*

- *Easily translates to both internal and external stakeholder groups, especially students.*

Mission Statements:

While the focus of the Vision Statement is what will happen tomorrow; the Mission Statements focus on today and what the organization will do to accomplish the vision. The statements are a list of tangible goals of the school. It is how and what the school will do to perform the vision of the school. The school's Mission Statement will also be included in the Comprehensive Plan.

Example of the Mission Statements found online:

From Elkin City Schools in Elkin, North Carolina:

Mission of CTE

- *To prepare students for further career and technical education and lifelong learning.*
- *To prepare students for initial and continued employment.*
- *To assist students in making educational and career decisions.*
- *To apply and reinforce related learning from other disciplines.*
- *To prepare students to make informed consumer decisions and apply practical life skills.*
- *To assist students in developing decision-making, communication, problem-solving, leadership and citizenship skills.*
- *To provide an effective career path for every student*

Some school systems may use the option of providing a single Mission Statement instead of a list of statements.

Here are some examples of Mission Statement found online:

From Golden Valley High School, Santa Clarita, California

The mission of the Golden Valley Career and Technical Education program is to cultivate the potential in our students by integrating rigorous classroom instruction with relevant, work-based experiences that inspire, guide, and empower them for post-secondary college and careers. Our CTE program will bridge the academic, employability and technical skills that prepare our students for leadership roles in the working world.

CTE Mission Statement from Pittsburgh Public Schools, Pittsburgh, PA.

CTE Mission Statement: *CTE prepares students for career pathways in the global marketplace by offering experiential learning, post-secondary credits and industry certifications. Students will gain technical and high-level academic skills, equipping them to be lifelong learners.*

Belief Statements: Lastly, the belief statements are strong, positive statements about what stakeholders believe to be true about the school. Typically, a school will write statements such as: We believe:

- All students can learn.
- Our students learn better in a safe environment.
- The importance in recognizing students' individual abilities and meeting each of their needs.
- Our teachers play an integral part in offering quality education.

Example found online from The Career & Technical Education Department of White Settlement ISD, Fort Worth, Texas.

We believe...

- *Rigorous academic and technical curricula support seamless career pathways.*
- *Career exploration and knowledge must begin in elementary school and continue through high school.*
- *Partnerships with business & industry, post-secondary institutions, the community, and parents will benefit students and their learning environment.*
- *Instructional objectives should be innovative and appropriate to utilize current technology and state-of-the-art facilities.*
- *Quality programs embrace an attitude of continuous improvement by keeping all stakeholders abreast of current trends in business and industry.*
- *Students should engage in relevant, real world experiences to enhance their future successes.*
- *CTE educators must demonstrate knowledge of current curriculum, participate in professional development opportunities to enhance teaching and learning, and work closely with all programs of study to give relevance to education as a whole.*

The belief statements are more interpersonal statements than the mission statements are. Belief statements are sometimes referred to as Value Statements.

Vision, Mission, and Belief Statements should be found on the school's website, on budget documents to sending districts, on letterhead (at a minimum the vision and mission statements), recruitment literature, and student/parent handbooks and course description books. It is important to share all of the statements, so all stakeholders know what is important to the school.

Policy Manual

One of the most important responsibilities of a Joint Operating Committee/School Board is the development of policies to regulate the operation of the school and to ensure that state and federal regulations are followed. The administration of the school should work closely with the board members to develop the policies. PSBA offers a policy service to aid in this process and other schools are typically willing to share their policies. There is a fee for PSBA's policy service.

Once a policy is developed, it must be read twice by the board before a vote can be taken to actually pass the policy. Many schools use a JOC/Board policy committee who does the actual hard work of developing the policy. The mention of the first reading is placed on the agenda as proof the first reading was done. Since approving policy is the responsibility of the JOC/School Board, a board member should be presenting the information, not the administrator of the school. At the following meeting (if the policy is ready for approval), the board member should present the finalized copy and make a motion to approve the policy. The policy should have been included in the board materials prior to the actual meeting for the board materials to review. The motion and vote must be included in the minutes. It also is important to share the policy with the school solicitor prior to the final approval by the board. Some schools have their solicitors attend the policy meetings with the board committee.

Policies must be followed by all members of the staff; therefore, a process of sharing the policies should be developed. Placing the policies on the school's intranet or on the school's webpage is one way of sharing the information. If there is a particular policy that was passed that will directly affect the staff, it is important to provide the affected staff with copies of the approved policy. It would also be wise to discuss the situation with the affected personnel prior to the approval process.

One of the most important things a new director should do is to read the entire policy manual. While this is a time-consuming task, it is better to take the time instead of violating school policy because of not knowing the contents. In addition, it is imperative not to permit any staff members to violate policy. If a policy is worth having; it is worth following.

Governance
And
Advisory
Groups

Governance and Advisory Groups

Articles of Agreement – with the passage of the Vocational Education Act of 1963, partnerships between school districts were formed to utilize the availability of federal funding to build Area Vocational Technical Schools (AVTS) in Pennsylvania. These partnerships were ultimately defined by an agreed upon Articles of Agreement, defining the establishment and operation of these newly formed AVTSs. These agreements, while unique to each AVTS/CTC, commonly address the following:

- The establishment of a Joint Operating/School Committee (JOC/JSC) made up of members from the sponsoring school districts who serve in a governing capacity for the AVTS/CTC.
 - Procedure for the appointment of officers for the JOC/JSC
 - Terms of appointment
- The employment of an Administrative/Executive Director who is a non-commissioned, tenured employee (A Superintendent serves the AVTS/CTC as the commissioned officer).
 - Process for the evaluation of the Administrative/Executive Director
- The identification of one or multiple Superintendent(s) of Record.
- The process for the appointment of a Solicitor.
- The establishment of a Board Authority.
- Funding of capital projects and annual budgets.
- Identification of monthly meeting dates and a date for annual reorganization.
- Timeline and process for approval of the annual budget.
- The process by which the agreement may be modified.

Joint Operating/School Committee

Joint Operating/School Committee (JOC/JSC) - The JOC/JSC consists of representatives from the Board of School Directors of each member school district. These individuals oversee the operation, administration, and management of a an AVTS/CTC.

Requirements:

- This is the governing board of an area AVTS/CTC.
- Membership is determined by the Articles of Agreement.
- Meetings are held in accordance with the Articles of Agreement, typically monthly.
- A quorum is required to operate the meeting.

Best Practices:

- Agendas are typically determined by the Administrative/ Executive Director of the AVTS/CTC; however, this may vary in schools.
- Minutes are kept and often shared with superintendents.

Additional Information:

- Superintendent of Record may or may not attend the meetings.
- High School Programs do not have a JOC/JSC and use the school district's School Board as their governing board.

Superintendent of Record (SOR) - The Joint Operating/School Committee shall appoint a chief school administrator from a participating school district as the Superintendent of Record for the AVTS/CTC.

- Requirements:
 - Each AVTS/CTC must have a Superintendent of Record.
 - All unsatisfactory evaluations of professional staff must be signed by the SOR.
 - High School programs must have the district superintendent fill the role of SOR.
- Additional Information:
 - The role of the SOR may be dependent upon school policy.
 - The SOR may or may not be paid.
 - This is usually defined in the Articles of Agreement.
 - The rotation of the SOR is determined by the Articles of Agreement.
 - Some schools do not rotate their SOR.

Superintendent Advisory Committees

Professional Advisory Committee (PAC) - A Professional Advisory Committee, composed of superintendents of districts participating in a consortium to establish and operate an AVTS or CTC, advises the school administration on the educational program and policies of the school and may assist in comprehensive (strategic) planning. (*Establishing and Operating Effective Occupational Advisory Committees, Pennsylvania Department of Education, Revised - June 2018*)

Requirements:

- Composed of Superintendents of sponsoring districts.

Best Practices:

- Monthly meetings held prior to JOC/JSC/Board Meeting.
- Agendas vary by CTC, but the budget should be reviewed and a recommendation for approval documented in the minutes.
- Minutes of meetings should be shared with JOC/JSC/Board.
- Meetings hosted at the CTC with alternate sites considered, such as at the location of a major employer.

Superintendents Advisory Committee (SAC) - The SAC is a representative body of Superintendents typically determined via the governance of the local Intermediate Unit within which the AVTS/CTC is located.

Best Practices:

- The CTC director should be included in the SAC group.
- The CTC director should make it a priority to attend and actively participate in the meetings.
- The CTC director should pay attention to the issues that are important and/or of concern to the sending district superintendents.

Local Advisory Committee

Local Advisory Committee (LAC) - The LAC provides overall direction for the entire career and technical education program of a school district, area vocational-technical school (AVTS), career and technical center (CTC) or postsecondary institution. This committee advises on the whole range of activities and issues involving the career and technical education program, provides advice on appropriate program offerings and support services and, when appropriate, aids and supports the institution. (*Pennsylvania Department of Education (June 2018) Establishing and Operating Effective Occupational Advisory Committees*) [Establishing and Operating Effective Local Advisory Committees](#)

Authority: The Pennsylvania State Board of Education regulation governing Career and Technical Education, Chapter 4 – Academic Standards and Assessment and Chapter 339, all require the establishment of an LAC as a condition for career and technical education program approval by PDE.

Requirements:

- A participating member from the Workforce Development Board.
- Annual meetings.
- Minutes and sign-in sheets.
- Approval of any proposed new programs.
- Approval of closure of any existing programs.

Best Practices:

- Business & Industry membership should be CEOs or Supervisory Personnel.
- Additional membership should include legislators, community leaders, organized labor, post-secondary education, JOC/JSC/Board members, sending school representatives, and Superintendent of Record.
- Two meetings per year.
- Members can be included in the Perkins Stakeholder Advisory group.

For additional information on Local Advisory Committees, see the section on Employer Engagement.

Occupational Advisory Committee (OAC)

Occupational Advisory Committee (OAC) - OACs are established for each career technical education program or cluster of related programs offered by a school district or AVTS/CTC. A majority of the members shall be employees and employers in the occupation for which training is provided. The committees advise the board, administration and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters to verify that the programs meet industry standards. (*Pennsylvania Department of Education (June 2018) Establishing and Operating Effective Occupational Advisory Committees*) [Establishing and Operating Effective Occupational Advisory Committee](#) and [Effective Practices for Occupational Advisory Committees](#)

Authority: The Pennsylvania State Board of Education regulation governing Career and Technical Education, Chapter 4 – Academic Standards and Assessment and Chapter 339, all require the establishment of OACs as a condition for career and technical education program approval by PDE.

Requirements:

- OAC membership must be approved by the JOC/JSC/School Board on an annual basis.
- Two meetings must be held during each school year.
- Representatives from business and industry, working in occupations taught in the program of study, must comprise a majority of the membership.
- Minutes of each meeting must be documented.
- The committee serves in an advisory capacity only.

Best Practices:

- Committees meet as needed to address program needs, beyond the two-meeting requirement.
- The OAC advises the CTC/AVTS/School on safety, curriculum, equipment, facilities, industry accreditation, and opportunities for student certification.
- The JOC/JSC receives and reviews a report of the recommendations from each of the OAC committees on a semi-annual basis.
- Administration provides the JOC/JSC with a plan-of-action to address the OAC committee recommendations.
- OAC committees are provided feedback from the JOC/JSC regarding the acceptance or denial of recommendations. This process serves to lend credibility to the role of the OAC.
- OAC members serve the CTC/AVTS/School via proctoring of NOCTI, Open House activities, Guest Presenters/Speakers, opportunities for field trips, Co-op placements, and other work-based learning activities.

- Vendors should not serve on OACs as this creates a conflict of interest.
- OAC members are recognized for their service via certificates, website, School/Center communications, etc.

Additional information on the operation of Occupational Advisory Committees can be found in the section *Employer Engagement*

Perkins Stakeholders Advisory Group

Resources/URLs:

- <https://cte.ed.gov/legislation/perkins-v>
- https://cte.careertech.org/sites/default/files/PerkinsV_One-Pager_082418.pdf
- <https://www.acteonline.org/perkins-v-faqs/>
-

Authority: Act (PL 115-224), July 2018

Purpose: A Perkins Planning Committee is comprised of specified members as defined in Perkins V: Strengthening CTE for the 21st Century Act, known as Perkins V. The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study. The Participatory Planning Committee is a requirement for local planning and certain competitive funding areas authorized in the Perkins legislation. (*Pennsylvania Department of Education (June 2018) Establishing and Operating Effective Occupational Advisory Committees*)

Requirements:

- Must keep annual connection with the group and document meetings.
- Consultation must include representatives from:
 - Local CTE programs.
 - Postsecondary CTE programs.
 - State or local Workforce Development Boards.
 - Parents and students.
 - Special populations.
 - Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
 - Indian tribes and/or tribal organizations.
 - Any other stakeholder that the eligible agency may require the eligible recipient to consult.
- Used to disseminate data biannually through the Comprehensive Local Needs Assessment (CLNA), Section 134 (c).
- The committee must approve local plan expenditures and action plans.
- A Workforce Investment Board representative must serve on the committee.

Additional information on Perkins can be found in the section Carl D. Perkins V Grant.

Comprehensive (Strategic) Planning Committee

Resources: Pennsylvania Department of Education (June 2018) Establishing and Operating Effective Occupational Advisory Committees

- **URL:** <https://www.education.pa.gov/Teachers%20-%20Administrators/Comprehensive%20Planning/Pages/default.aspx>

Authority: Section 4.13 (Strategic Plans) of Chapter 4 regulations of the Pennsylvania State Board of Education.

Purpose: Planning for continuous improvement of leadership, teaching and learning is critically important to ensuring that all students have access to a world-class education that prepares them for college, career, and life. The Comprehensive Planning process contains six sections:

- Profile
- Core Foundations
- Assurances
- Needs Assessment
- Action Planning
- Plan Submission

Comprehensive planning is a process used to ensure all students are achieving at high levels. All LEAs can create better environments, so more students are achieving at high levels.

Tools: The Future Ready Comprehensive Planning Portal was created to provide a consistent planning framework and collection tool for all Pennsylvania local education agencies to include AVTSs/CTCs. The portal is accessed via MyPDESuite in the PDE Website.

Best Practices:

- Include parents, students, sponsoring district personnel, teachers, administrators, other school personnel, business, and other community members in the planning process.
- The process for planning as outlined within the Planning Portal involves a cycle of:
 - Setting the direction
 - Assessing needs
 - Creating a plan
 - Implementing the plan
 - Monitoring the plan
 - Adjusting the course

Additional information on Comprehensive Planning can be found in the Section Organizational Information

Budget

Budget Notes for Directors

For many CTE Directors, budget development is a weakness. Most rely on their Business Administrators to prepare the school budget. You do not have to be an expert to develop an effective budget. Your business administrator is your primary partner in budget development, but remember you are the “Educator” and budget decisions that impact education must be driven by you.

Your highest priority in budget development is to fund your CTE programs and the support services that are essential to student success. Many school districts allocate funds to CTE programs after they have addressed academic programs and fixed cost. CTE is an elective and not required in PA; therefore, funding for CTE is often a lower priority. Unfortunately, for most CTE students, CTE is their career major and their pathway to postsecondary education and career success.

The largest expenditure in CTC budgets is CTE programs which includes all costs for administration, teachers, support staff, facilities, support CTE programs, etc. Approximately 80% of CTC budgets are considered fixed costs, leaving 20% for nonfixed expenditures.

Approximately 20% of CTC budgets provide funds for instructional equipment (new and replacement), maintenance for CTE facilities and equipment, tools, supplies, courseware, curriculum development, professional development and related costs such as reimbursement for college courses and travel for conferences. Similar to funding strategies applied to budget development in many school districts, most CTCs allocate funds to CTE programs after fixed costs. Therefore, when cuts must be made, instructional equipment, tools, supplies, etc. are reduced. Cuts in CTE programs directly affect student achievement, including credentialing, initial earnings, advanced placement in postsecondary, and career progression.

As a CTE director, funding for CTE programs and student achievement must be your highest priority and the last category to be cut. CTE typically costs more than basic education and providing the best possible CTE programs at the Lowest possible price is critical, but quality is paramount! The most important quality indicator is the success of your graduates in postsecondary education and in their career.

Cost per student is a common focal point among superintendents, member school district business managers, participating school district board members and joint operating committee members. Many believe it is tuition they pay for every student participating in CTE. It is a common misperception that must be corrected by the CTE director and business administrator. Cost per student is a function of two factors: the current enrollment divided into the CTE program capacity, and the enrollment divided into the member district cost; not the total general fund budget. As an example, a CTC with 20 CTE programs has a capacity of 25 students in each cycle (am and pm, or each semester) or 50 students X 20 programs = 1,000 enrollment capacity. If the school has a total enrollment of 800 and a capacity of 1,000 it is at 80% efficiency. Therefore, member school districts are paying for 200 unfilled seats. Again, the true cost per student is a function of dividing the total CTE enrollment into the net amount charged

to the school districts. The amount should not include Perkins funds, PDE CTE subsidy, and competitive and supplemental grants. The final cost per student cannot be determined until the final budget audit is complete and the status of unexpended funds have been determined. Many schools return all or a large percentage of unexpended funds.

The misunderstanding of tuition at a CTC can be changed by explaining how CTC budgets are developed. CTC budgets are program-based and not tuition-based. When CTC budgets are prepared, they represent the cost of the CTE programs. If enrollment increase the cost per student decreases. In essence, member school districts pay for CTE enrollment capacity. The articles of agreement determine individual district costs.

Cost per student is calculated very differently at school districts. It usually is the cost per student in grades K-12. Secondary schools and programs cost more than elementary and middle school because there are fewer or no electives. Member school district superintendents rarely compare their high school cost per student to the CTC cost per student. The cost of a comprehensive high school is much higher than the K-12 cost and often, compatible or higher than the CTC costs.

CTE directors should be able to explain or clarify cost calculations for per student costs at school districts versus CTC program-based budgets. Allowing superintendents and/or board members to refer to "Tuition" at the CTC is a mistake and it adds to the confusion over the costs of CTE.

Cost per student varies greatly in a part-time (1/2 day) vs. a comprehensive CTE school. The delivery model is a major cost consideration.

Cost per student at a CTC can be calculated as "Gross" cost or "Net" cost

Gross cost is determined by dividing the actual enrollment into the total general fund budget. Do NOT include Capital costs.

Clarifying Points:

- Net Cost is determined after the year-end audit and it represents the actual CTE ADM enrollment divided into the actual amount of money spent, minus the State CTE Subsidy and Federal Perkins amount. This calculation represents the actual amount paid by the member school districts. Note: Equipment grants, and competitive grants should Not be included in either the Gross or Net cost calculation.
- Know how your business administrator prorates CTE subsidy to member districts.
- Budget Philosophy: Your **Vision** and **Beliefs** must be anchored in your school improvement model. It is your framework for decision making.
- Spend money as if it were your own and Never **Violate** your Philosophy & Beliefs.
- "Students are the #1 Priority". Resource your CTE programs FIRST and Accept only one standard – the highest.

Other Considerations:

- CTE in PA is an elective (often first to be cut).
- Operating costs must be managed.
- The Quality of a CTE program does not necessarily equate to the costs of the program. Low enrollment can create excessively high program costs.
- Start-up and sustainment costs are **CRITICAL** factors when considering new programs and/or cost cutting measures.

Act 1 does not apply to CTCs and IUs; however, it must be a consideration because it does impact member school districts, and they provide the majority of your funding. Many CTCs are limited by their sending school districts to the Act 1 index.

Each year (usually in September) the Secretary of Education provides the index Calculation Required by Special Session Act 1 of 2006. It is listed on PDE's website.

Funding Basics and notes

Revenue – CTC vs. school district. NOTE: Revenue varies among CTCs, based on aid ratio and local demographics. The CTC figures are approximate. CTC: Perkins = 5%, PDE = 8-10 %, Local = 85 to 90% School district: IDEA, Title I, IV, basic subsidy, Taxes, etc.

Approximately 15% of your revenue comes from State & Federal funds

Expenditures - resource your accountability measures; and priorities (**Student Achievement**)

Statewide, Perkins funding is increasing and so are accountability measures. Your school may experience a reduction in Perkins funding, depending on your demographics and enrollment.

Policy - Articles of Agreement and JOC/board policies control many aspects of budgeting, expenditures, reserve accounts, internal and budgetary controls, etc.

As Director, you have the most influence on your budget practices

The Budget cycle begins July 1, Ends June 30 + Audit(s) local, state, and/or federal.

Most of the year, you are dealing with two budgets: at times, three budgets

- Current operating budget
- Development of next year's budget
- Close-out and audit of previous year

The role of the Superintendent of Record (SOR) and the PAC in Budget Development and Approval

- Advise and/or assist CTE Director in budget preparation if advice or assistance is needed.
- Articles of Agreement and/or a position description for the SOR should provide clarification: look for specific guidance

- Is your relationship with superintendents collegial, supportive, or adversarial?
- The Base Index? You need to know the member districts' average increase. It is usually higher than the Base Index? School district can get exceptions to criteria in the Base Index
- Status of unexpended funds? (Critical). Can your school keep all or part of unexpended funds, or are you required to return unexpended funds to member districts?
- Conduct early meetings to identify high cost issues and establish expectations

Typical Budget Calendar

- Planning begins 1 year before preparation: notes help, use a file for each budget acct. Make your case early & often
- June/July – identify equipment needs, do purchase orders so equipment is received in time for the start of school. The students need the equipment.
- Remember to include a minimum of **\$50,000** in your general fund budget for a competitive equipment grant. A 50% match is required.
- August – September: CTC Staff Review
Present first draft to Bus/Finance Committee of JOC, Sept/October (Use JOC Committees)
“Buy-in”
 - Present Draft to Superintendents in late Oct, early Nov
 - Revise Draft as necessary, present 2nd draft to JOC Bus/Finance Committee in November
 - **Business Administrator give preliminary figures to district business administrators after Superintendents.**
 - Present Draft budget to JOC in December focus on highlights: program needs and other high-cost items. Use your **administrative team** and **JOC members**
 - Present/review of final Draft to JOC in January, ask JOC to “recommend” member school districts approve budget
 - Feb/April – Presentations at SD Boards: **You present; focus on “Their” students and “Their” CTE school. Your business administrator can respond to accounting questions, etc.**
 - May – Approved budget to PDE
 - Implementation July 1st
 - CTC Business Administrator provides update to member school district business administrators.
 - Caution! Give Budget info to your SOR, superintendents and JOC Bus/Finance committee **before** district business administrators. Show respect for superintendents and JOC members’ position and build their support.
 - Only give preliminary numbers to member district business administrators, NOT details. They need to know the CTC’s percent and/or dollar increase for their budget development.

Helpful Hints for Budget Development and Utilization

- The need for High Quality CTE Programs provides **justification for funding** requests
- Perform a critical assessment on the key components of every CTE program; facilities, instructional equipment, supplies and support services, etc. (ongoing)
- Develop a budget and a plan to **resource the key components** of CTE programs
- REMEMBER: The CTE programs support member district students. You don't need resources, CTE (their) students need them for success in their careers and postsecondary education. The budget is "All about Student Achievement"
- Cutting funds from CTE programs hurts students. Make cuts in other parts of the budget. FUND CTE programs FIRST, not from money that is left when fixed costs are funded. Fixed costs are NOT Fixed – find ways to cut fixed costs
- NEVER return more money than the amount of the increase in your proposed budget. The message is Clear – you did NOT spend allocated, budgeted monies on CTE programs.
- Avoid 11th hours purchasing. Buy instructional equipment with unexpended funds. Use the list of equipment identified in (next year's budget). Use the recommendations from OACs to justify purchases. Your business administrator should be able to give an accurate forecast of unexpended funds in late February or early March. Have Purchase Orders and Bid specs available and advertise immediately.
- Purchases of equipment at the end of the school year is risky because all equipment must be substantially received on or before June 30th. You cannot encumber funds for instructional equipment beyond June 30th.
- Buy instructional equipment in July and August each year – don't hold money until later in the year. You are denying educational opportunities to CTE (their) students.
- Five-year equipment plans are ineffective for a CTE program. A CTC that serves students in grades 10-12 may never provide needed instructional equipment to two or three (grade) levels of students.
- The CTC equipment plan should be driven by: What can I buy this year? What can I fund/buy in next year's budget? and What grants and/or donations can I garner to buy additional equipment that are not resourced in the current and next year's budget?
- Use "year-end" unexpended funds to buy equipment. Don't return money that has been allocated for students.
- Be entrepreneurial and use student production or enterprise accounts to offset cost and/or purchase additions supplies and equipment.
- Use adult education and industry training funds to purchase instructional equipment. Never use adult education revenue to balance the general fund budget. It is too unpredictable and once the practice begins, it is difficult to stop.

Purchasing Procedures

General References:

- Pennsylvania Department of Education. *Uniform Guidance Implementation Guide: Procurement*, April 2018.
- Pennsylvania Association of School Business Officials (2016, November 3). *Issuing Bids and RFPS – How to Protect Your School District with Proper Forms and Specifications*.
- **Attachments:**
 - Sample Bidding Template (At the end of the document)

Awarding Bids

- **School Construction, Repairs and Maintenance**
 - This applies to “construction, reconstruction (renovation), repairs, maintenance or work of any nature, upon any school building or upon any school property.”
 - Mandatory bidding is required if construction costs exceed \$21,300 (2021), subject to inflation index.
 - If bidding is required, you must have “multiple prime contracts” for general construction, mechanical, plumbing, and electrical work.
 - Contracts are to be awarded to the “lowest responsible and responsive bidder” for each contract.
 - There is an exception to bidding requirements for “emergencies” that render a building “unusable,” but PDE is strict on requiring the building to be truly “unusable.”
 - Three written or telephone quotes are needed if construction costs are between \$11,500 and \$21,300 (2021 subject to inflation index).
 - No bids or quotes are required if construction costs are below \$11,500 (2021 subject to inflation index).
 - You cannot “piecemeal” a single project into multiple projects to evade need for bids or quotes.
 - School entities may perform building maintenance through their own employees regardless of cost.
 - Bidding is not required for schools to contract for construction-related services, to include:
 - Architect
 - Engineers and consultants (if not subcontracted by architect)
 - Construction manager, clerk of the works, etc.
 - Construction law attorney
 - Where bidding is not required, districts often use a Request for Proposal (RFP).
- **Furniture, Equipment and Supplies**
 - Reference: *PA School Code, 24 P.S. § 8-807.1*

- Applies to “furniture, equipment, textbooks, school supplies and other appliances for the use of the public schools.”
 - Except for non-textbook classroom materials, which are exempt: “maps, music, globes, charts, educational films, filmstrips, prepared transparencies and slides, pre-recorded magnetic tapes and disc recordings, textbooks, games, toys, prepared kits, flannel board materials, flash cards, models, and teacher demonstration devices necessary for school use.”
 - The same threshold amounts exist as for bidding (\$21,300) and three quotes (\$11,500) as with construction projects (2021 subject to inflation index).
 - The same “lowest responsible and responsive bidder” rules exist as with construction projects.
 - The same prohibition exists against “piecemealing” as with construction projects.
- ***Cooperative/Joint Purchasing Arrangements***
 - Reference: *Commonwealth Procurement Code, 62 Pa C.S. § 1902*
 - Allows individual government entities to “piggyback” on cooperative/joint purchasing arrangements.
 - The statute says: School Districts may purchase items under a contract awarded by a “public procurement unit” or an “external procurement activity” if the “public procurement unit” or “external procurement activity” complied “with the requirements governing its procurement” of the contract.
 - There are three basic questions to ask about cooperative/joint purchasing:
 - 1. Was the contract awarded by a public entity?
 - 2. Did the public entity follow its legally required procurement process?
 - 3. Was the item you are purchasing included in the awarded bid?
 - A frequent issue is whether “installation” was included in the bid as an “ancillary service.”

**[Name of School/Center]
[Address of School/Center]**

INVITATION TO BID

A N D

S P E C I F I C A T I O N S

for

[Name of Equipment]

Any questions regarding this bid information should be directed to:

[Name, Title, Phone]

**[Name of School/Center]
[Address of School/Center]**

Specifications – [Name of Equipment]

NOTICE TO BIDDERS

SEALED BIDS for a **[Name of Equipment]** to be installed at the **[Name of School/Center]**, will be received by the **[Name of the School/Center]** Joint **[Operating/School]** Committee, Business Office, **[Address]**, until **[Time and Date]**.

BIDS will be opened and read aloud on **[Day/Date/Year]** at **[Time]** in the **[Location]** of the **[Name of School/Center]**, **[Address of School/Center]**. The public is invited to attend the bid opening.

BIDS must be submitted on the attached BID SHEETS. They shall be typewritten or written in ink and properly signed by the bidder. Bids must be sealed and addressed to the undersigned. All bids shall be plainly marked **BID – [Name of Equipment]**.

The Joint **[Operating/School Committee]** will not receive any bids via FAX.

The Joint **[Operating/School Committee]** reserves the right to reject any or all bids, to reject any part of any bid, or to waive any informalities or irregularities.

Bid questions shall be directed to **[Name/Title/Phone/Extension]**.

**[Name of School/Center]
Joint **[Operating/School]** Committee**

[Name/Title]

[Name of School/Center]
[Address of School/Center]

Specifications – [Name of Equipment]

GENERAL BID CONDITIONS AND INSTRUCTIONS TO BIDDERS

1. PREPARATION OF BIDS

- A. All bids must be submitted on the attached “BID SHEET” supplied to you in duplicate. One sheet is for your files, and the other sheet must be returned when bidding.
- B. Put your company name on all sheets by some satisfactory means (stamp, label, etc.)
- C. All bids must indicate a firm name and the Bid Sheet signed by a responsible person.
- D. Date of submission of bid is part of the proposal and must be adhered to by the bidder.
- E. Specifications used are intended to be open and nonrestrictive. Any references to brand name or stock number shall not be construed to discriminate against an equal product made by another manufacturer. Consideration will be given to all bids on equal and similar items. Complete specifications must be furnished for all bids on equal and similar items. These specifications shall include the name of the manufacturer, cut, sizes, quality, finish, weight, materials, and catalog numbers, if any.
- F. When no reference or change is made on a proposal, it is understood that the specific item named on the proposal will be furnished. Any deviation/change made to specifications must be clearly indicated in RED.
- G. The [Name of School/Center] Joint [Operating/School] Committee (hereafter referred to as the [Name of School/Center]) shall be the sole judge in deciding as to the quality. Bid on each item separately. To be considered, prices must be stated in units specified.
- H. A “MATERIAL SAFETY DATA SHEET” shall be provided with all bids, if applicable

2. RECEIVING HOURS

- A. All shipments to the specified destination shall be made between the hours of 8:00-11:00 A.M. and 12:00-3:00 P.M., Monday through Friday, unless a school holiday occurs.

3. TAXES

- A. The [Name of School/Center] is exempt from all State sales and Federal excise taxes.

4. CHARGES AND EXTRAS

- A. All prices are to be firm net prices and are to be F.O.B. destination, including charges for delivery and placement.

5. AWARD

- A. The award of bid shall be made to the lowest responsible bidder complying with all requirements of the specifications and bidding materials.

[Name of School/Center]
[Address of School/Center]

Specifications – [Name of Equipment]

- B. Unless the bidder specifies otherwise in his/her bid, the [Name of School/Center] may accept any item or group of items of any bid whichever is to be the best interest of the [Name of School/Center] CONTRACT: The Request for bid, the Bidder's response and a Purchase order and its attachments when received by the successful bidder shall constitute (1) a binding contract on the terms set forth therein and (2) the entire contract, and is to be interpreted construed and given effect in all respects according to the laws of the Commonwealth of Pennsylvania.
- C. Bidders agree that their bids are subject to acceptance within 120 days after opening, unless otherwise stipulated in the bid.
- D. The [Name of School/Center] may accept or reject any or all bids, or parts of bids, and may waive informalities, technicalities, and irregularities. The judgment of the [Name of School/Center] on such matters shall be final.

6. **COMPLIANCE WITH LAWS**

- A. All property of services furnished must comply with all applicable Federal, State, and local laws, codes, and regulations.

7. **DEFAULT**

- A. In the event any property or service furnished by the bidder under a contract or purchase order should for any reason not conform to the specifications contained herein and to the sample submitted by the bidder, the [Name of School/Center] may reject such property or service. In such event, the [Name of School/Center] shall instruct the bidder to remove any rejected property without expense to the [Name of School/Center] and replace it with such property as conforms to the specifications and samples and/or provide additional or alternative services that conform to the specifications.

8. **SAMPLES**

- A. Samples, when required, must be furnished free of expense, and must be tagged with bidder's name and bid identification. Samples not used or destroyed in testing will be returned at his/her request and expense.

9. **RIGHTS AND REMEDIES**

- A. The rights and remedies of the [Name of School/Center] provided above shall not be exclusive and are in addition to any other rights and remedies by law or under contract.

10. **COMPLIANCE WITH BID REQUIREMENTS**

- A. Any inability to comply with the conditions and specifications as outlined must be clearly stated in your bid.

11. **BIDDERS EVIDENCE OF RESPONSIBILITY**

- A. Bidders may be required to furnish evidence in writing that they maintain permanent places of business and have adequate equipment, finances, and personnel to furnish the items offered satisfactorily and expeditiously and extend proper warranties for items.

12. **BID SECURITY**

A certified check in the amount of 5% or a Bid Bond in the amount of 10% of your total bid, made payable to the [Name of School/Center] is to be submitted with your proposal. Bid security will be forfeited by the successful bidder if he/she refuses to accept a contract when tendered. Any payment made to the [Name of School/Center] by reason of default shall be considered liquidated damages for breach of contract.

13. **EQUIPMENT SPECIFICATIONS**

[Name of School/Center]
[Address of School/Center]

Specifications – [Name of Equipment]

[Specific Name of Equipment] or EQUIVALENT

[Quantity]

[Equipment/Model Number/Description/Specifications]

[Warranty if appropriate]

[Name of School/Center]
[Address of School/Center]

Specifications – [Name of Equipment]

[Phone]

[FAX]

BID SHEET FOR [Name of Equipment]

Quantity	Description	UNIT COST	BID COST
	[Name of Equipment] or EQUIVALENT to include [shipping/hood-up/start-up/test/etc.]		
TOTAL BID			

Please check the type of Bid Security that is enclosed with sealed bid.

- Certified Check Enclosed
 Bid Bond Enclosed

Please print or type the following information:

COMPANY NAME: _____

REPRESENTATIVE: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

Signature

Date

COPY FOR YOUR RECORDS

[Name of School/Center]
[Address of School/Center]

Specifications – [Name of Equipment]

[Phone]

[FAX]

BID SHEET FOR [Name of Equipment]

Quantity	Description	UNIT COST	BID COST
	[Name of Equipment] or EQUIVALENT to include [shipping/hood-up/start-up/test/etc.]		
TOTAL BID			

Please check the type of Bid Security that is enclosed with sealed bid.

- Certified Check Enclosed
 Bid Bond Enclosed

Please print or type the following information:

COMPANY NAME: _____

REPRESENTATIVE: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

Signature

Date

RETURN THIS COPY

Local, State, and Federal Audits

AVTS/CTC Financial Audits:

Resources: Pennsylvania General Assembly – 1949 Act 14, Article XXIV

URL: <https://www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=24>

It is the responsibility of management and JOC/JSCs of AVTS/CTCs to address issues relative to accounting, budget control, internal controls and reporting that are unique to public school entities. This responsibility is achieved during the audit process and will occur for resources received by the school entity from local, state, and federal sources of revenue.

An audit provides the opportunity for an AVTS/CTC to demonstrate fiscal responsibility and financial transparency. AVTS/CTC funding is primarily generated from Federal, State and local governments, and their taxpayers. Therefore, it remains imperative for AVTS/CTCs to be able to account for the use of all resources and to demonstrate proper accountability and stewardship over the resources generated to fund operations. Audits provide an independent report on how well schools are managing these resources and help to ensure proper controls exist to ensure that the legal and other constraints placed on the proper use of funding is managed.

Auditors will typically examine the following:

- State funding and the formula used to determine the amount of revenue
- The purpose and use of resources allocated to activity funds
- Food service and transportation funds
- Compliance relating to the following issues:
 - General ledger
 - Accounts payable
 - Grants
 - Personnel data
 - Attendance and Average Daily Membership (ADM) of students
 - Budgeting
 - Procurement practices
 - Vendor data
 - Conflicts of interest
 - Nepotism

AVTS/CTC Compliance Audits/Monitoring:

The Pennsylvania Department of Education will periodically audit/monitor AVTS/CTCs and high school-based CTE programs for compliance in the following areas of operation:

- **Title 22 - Chapter 339 – Career & Technical Education**
 - Chapter 339 of the Pennsylvania School Code mandates that all school districts in the Commonwealth have a comprehensive, sequential program of guidance services, which does stress career and future readiness; Kindergarten through Grade 12.
 - It is advisable for the AVTS/CTC to work closely with the sponsoring districts in developing these plans.
 - **URL:** <https://www.education.pa.gov/K-12/PACareerStandards/Resources/Pages/339CounselingPlan.aspx>
 - Chapter 339 establishes vocational education standards for AVTS/CTCs to adhere to:
 - **URL:** <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter339/chap339toc.html&d=reduce&f=1&g=1&h=1&i=1&j=1&k=1&l=1&m=1&n=1&o=1&p=1&q=1&r=1&s=1&t=1&u=1&v=1&w=1&x=1&y=1&z=1>
 - The monitoring of these standards is completed via a process called Approved Program Evaluation (APE)
 - A checklist of the standards is used to demonstrate compliance within each approved program
 - **Program Approval URL:** <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/ProgramApproval/Pages/default.aspx>
 - **Approved Program Evaluation (APE) Checklist URL:** <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Program%20Approval/Approved%20Programs%20Evaluation%20Checklist.pdf>
- Perkins Secondary and Postsecondary Plans
 - **URL:** <https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Perkins/Pennsylvania%20Perkins%20V%204%20-Year%20Plan.pdf>
 - Appendix B (Page 82) of the *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 4-Year State Plan, March 2020* outlines the following requirements subject to compliance:
 - Comprehensive Local Needs Assessment (CLNA)
 - Standard Narrative
 - Local Negotiation on Levels of Improvement
 - Requirements for Use of Funds
 - Action Plan
 - Budget Detail
 - The Bureau of CTE will conduct a risk assessment of each local entity and may assign specific additional conditions within the grant award to develop the applicant's ability to deliver and/or administer the grant program.

- Adult Education
 - The Pennsylvania Bureau of CTE provides CTCs the opportunity to pursue and obtain postsecondary accreditation. Once granted, centers are able offer education services to postsecondary students via the Title IV program.
 - Once approved, Centers will be monitored for compliance in accordance with guidelines established by the Bureau.
 - Funding secured for adult education students via WIOA, TAA/TRA, VA, and/or OVR may be subject to compliance inquiries as well.

Carl D.
Perkins V
Grant

Carl D. Perkins V

Strengthening Career and Technical Education for the 21st Century Act

The federal Carl D. Perkins V Act legislation was enacted on July 1, 2019, and is slated to be in effect for six years. The first year was a transition year from Perkins IV. Pennsylvania's five-year plan for Perkins V was approved by the United State Department of Education in March 2020.

Pennsylvania was awarded \$46,868,338 in federal Perkins dollars for the year 2021. The career and technical schools and high schools with approved career & technical programs are awarded funds each year to meet the demands of the Act. The amount a school is eligible to receive is based on a formula and the amount of funding dollars is typically released each year in May for the following school year. A small percentage of the federal monies are managed by the Bureau of Career & Technical Education in the Department of Education to offer other services to the schools such as the Technical Assistance Program (TAP). Funding is given to the three professional development centers; Temple University, Penn State University, and Indiana University of Pennsylvania to offer the career & technical education (CTE) certification programs.

Significant changes in the new Perkins Act are in definitions and a greater impact on business & industry and other stakeholder involvement. In addition, there are changes to the performance indicators (formerly known as performance measures in Perkins IV). Each year, the school is provided targets to meet in the performance indicators. If the school fails to reach the targets, they may be required to write an improvement plan. The targeted performance indicators in Perkins V are:

1S1: Four-year graduation rate

2S1: Extended graduation rate

3S1: Academic Proficiency in Reading/Language Arts (Keystone Exams)

4S1: Academic Proficiency in Mathematics (Keystone Exams)

3S1: Post-secondary placement

4S1: Non-traditional Program enrollment

5S1-5S2 are Program Quality. The school chooses which of the four offered to address.

These performance indicators are defined in the Perkins V document found at this hyperlink, pages 26-27. [PERKINS LOCAL PLAN GUIDELINES \(pa.gov\)](#)

If the school operates adult programs that are eligible for Perkins V funding, the school will receive separate funding dollars. The adult programs have a different post-secondary performance indicators. Most community colleges also receive Perkins V funding and must meet the post-secondary indicators. They can be found on page 27 of [PERKINS LOCAL PLAN GUIDELINES \(pa.gov\)](#)

Here are some important steps to follow if the school receives Perkins funding:

1. Annually, the school must apply for the Perkins funding by completing the application in the e-grant system. PDE does permit two persons in the school to be “Perkins Coordinators” who can access Perkins in the e-grant system.
2. The application is fairly comprehensive and takes time to complete it. Many persons cut and paste from a Word document which is recommended as the e-grant system does time out and often information is lost.
3. No funds can be expended until the application is approved by the Bureau of Career & Technical Education. This is important because if personnel are paid starting July 1, the Perkins application must be submitted sometime mid-June at the latest to provide enough time for approval. If not approved by July 1, the personnel cannot start working until approval is granted.
4. The school is also required to complete the Perkins Performance Plan (also on e-grant system) at the end of the year. The Performance Plan is addressing what the application said was going to happen for that school year. Did all of the things in the action plans happen? Were the funds spent the way the application said it would be spent? The performance plan MUST be completed and submitted before the school receives approval for the next application.
5. In February or March of each year, the Perkins expenditures in each of the areas should be reviewed by administration. If any area was expended over 10% of the budgeted amount or there are areas that have not and will not spend funds, a revision of the plan must be completed and submitted through the e-grant system before the due date. Typically, PDE announces when the e-grant system opens for the revisions. If all of the funds budgeted are not spent (within a 10% variable), the remaining funds must be returned. This should be avoided at all costs. Also, if the school spent the funds differently from the approved budget, the mis-spent funds must be refunded to PDE. **Remember: do not misspend federal dollars ever!!!**
6. When writing the application, be sure to check the list of Required Uses of Funds (pages 20-23 of the Perkins plan) and the ineligible uses of funds (pages 42-43 of the Perkins Plan).
[PERKINS LOCAL PLAN GUIDELINES \(pa.gov\)](#)
7. Supplanting: As the administration determines how to spend the Perkins funds, do not supplant. This means, if general funds were used previously for a position or a particular item, the same position or item cannot be transferred to Perkins funds. This is considered to be supplanting. It must be a new position or item.
8. If equipment was purchased for the school with Perkins’ funding, the equipment must be labeled “Purchased with Perkins funding and then add the date.”

9. A new component of Perkins V, is the addition of gathering data (the Comprehensive Needs Assessment) from several sources and sharing the data with a stakeholder's group. This stakeholder's group has required participants and a participant from each of the identified groups must have provided documented input. The gathering of the data and holding the stakeholders' meetings must be done biannually. Additional information regarding the comprehensive needs assessment can be found in the local plan guidelines on pages 71-72. The data is collected and shared with the group. There must be documentation who attended the meetings and the discussion of the participants. This information is submitted through the e-grant system. **The school must spend the Perkins funding in areas that the data showed a problem, concern or deficient or where the stakeholder's group identified a concern.**

10. If personnel are paid through Perkins' funding, a job description for the position must be prepared and signed annually. This job description should denote their work functions which must align with the required uses of funding. The job description must denote if all of their pay is Perkins' funding or if some of it is paid locally. For instance, if the instructional assistant is also going to do hall duty, this if not an eligible expense. So, there would have two job descriptions and mark the one paid through Perkins' funding as 80% (or whatever the percentage) so an auditor would see that Perkins is only paying a portion of the person's salary while they are doing an assignment that meets Perkins requirements. Remember, the job description is for the position, not the person. **Have the personnel filling the position sign their job description each year and date it.** Maintain those signed descriptions each year.

11. Personnel paid by Perkins should also complete a daily log of what they do each day to show they are spending their time/days doing an assignment that meets the required uses of Perkins funding and follows their job description. This log will be viewed in a Perkins audit so it must be maintained and kept for several years.

11. Each spring, the Bureau of Career & Technical Education hosts a state-wide meeting to go over the requirements of the upcoming Perkins submission. Make sure someone attends the meeting. It is vital to being successful applying for the funds.

Resources:

ACTE offers an explanation of the Perkins V federal act at: [AdvanceCTE ACTE P.L.115-224Summary_Updated080618.pdf \(acteonline.org\)](https://www.acteonline.org/AdvantageCTE_ACTE_P.L.115-224Summary_Updated080618.pdf)

Bureau of Career & Technical Education: [PERKINS LOCAL PLAN GUIDELINES \(pa.gov\)](https://www.pde.state.pa.us/Programs/CareerTechEducation/PerkinsLocalPlanGuidelines.aspx)

Bureau of Career & Technical Education

Perkins Coordinator - Monique Burton - 717-346-3188 or moburton@pa.gov

Common

CTE

Grants

Common CTE Grants

Each year, grant funding is offered in support of career & technical school programs and can be accessed through the eGrant system. Each new director must complete steps to gain access to the system.

One of the first steps is to have the director identified in EDNA. EDNA stands for Educational Names and Addresses. For more information on EDNA: [EdNA \(pa.gov\)](#) Along with Edna, the director must have a Keystone login and a MyPDESuite login and password. Instructions on these steps and EDNA can be found in the User manual for EDNA: [Table of Contents \(pa.gov\)](#).

The next step is to have the director complete the process to gain access to the eGrant system. In addition, in order to submit grants or receive funding from a grant, each school must also have an electronic signature of the director approved by the JOC/School Board and sent to PDE ([EGrants \(pa.gov\)](#)). Once the eGrant login and password is completed, login with eGrant system to see the process. If unable to login into the eGrant system, check the MyPDESuite to see if the eGrant is one of the approved systems. If not, have the school's system administrator approve access.

Some of the CTE grants are open to all schools with career & technical programs; some to only those schools operating a minimum of eight approved programs; and some for those offering adult education. The following sections will cover some of the important highlights of those most common grants usually seen each year. The last section, there will be mention of other ways of receiving grant funding.

For the list of potential CTE grants: [Grants \(pa.gov\)](#). Of the ones mentioned, the following three are typically offered to CTE schools annually:

Competitive Equipment Grant:

Supplemental Equipment Grant:

Perkins Local Application Funding:

Each of these will be described separately in the following pages.

Important note: Any time a person is working in the eGrant system, they should save the work on a regular basis. If not, the system will time out and all of the hard work can be lost. Many people will write out the answers to the grant in a Word document, and then cut and paste followed by a save. Less work is lost using the cut and paste method.

Competitive Equipment Grant:

The competitive equipment grant guidelines are typically released in September with approximately four weeks turn-a-round. This grant is, as the name refers, “competitive” meaning there is only a certain amount of funding to go around so the applications are competitive. To do this, PDE denotes a particular number of points needed during the scoring of the grant that a school must achieve in order to receive the funding. Those below the threshold will not receive the grant funding. The maximum amount of the grant is typically \$50,000 with a \$50,000 match from the school. The grant guidelines for the current year remains on the BCTE website for the entire year. [Career and Technical Education Competitive Equipment Grant Guidelines \(pa.gov\)](#)

The equipment grant guidelines can change from year to year. These recommendations are based on the 2020-2021 Competitive Equipment Grant Guidelines. [Career and Technical Education Competitive Equipment Grant Guidelines \(pa.gov\)](#) The recommendations listed below are not to be used as a replacement for following the rubric to ensure each of the requirements have been met. Read the grant guidelines carefully as they may have changed.

1. It is a competitive grant of a maximum amount of \$50,000 which requires a match of \$50,000. This can be accomplished in many ways. Many people submit for a piece of equipment worth \$50,000 (or less) and show in the budget page where they will pay \$25,000 in local funds and \$25,000 in the grant funding. That is only one way of applying for the grant and is probably selling the school short. Schools can also use other local funding from other program areas as long as it is not from other grants such as Perkins or the Supplemental Grant. For instance, if the school is requesting two \$25,000 CNC Machine Lathes for the Precision Machining Program for a total of \$50,000, there must be a match of \$50,000. The school could use already purchased equipment for this school year with local funds such as two \$10,000 tire machines for the Auto Tech Program (\$20,000), a \$15,000 fork lift for the Material Handling Program and three welders @ \$5000 each (\$15,000) for the Welding Program (total \$50,000). The school can use the tire machine, the fork lift, and the welders as the match for the entire \$50,000 CNC Lathe purchase. By using already purchased equipment as the match, the school can now apply for the two \$25,000 CNC machines and get them paid for fully from the grant. See how much more profitable it is to match the donation with other locally funded equipment. Please note, it is recommended to budget each year for the equipment match (either in cash or other equipment) so the school is prepared to match the entire \$50,000.

Equipment donations from business and industry may also be used as a match but read the requirements in the grant guidelines. The donated equipment must be new or state of the art and must be appraised by a professional if not new.

Other ways to find a match is to solicit monetary donations from business and industry or use funds from the adult education accounts.

2. Each piece of equipment requested must be a minimum of \$3000. Stay away from items that are around \$3000 because if the final invoice comes in at \$2999, it will create a problem. Also, bundling items to get to \$3000 like two hospital beds at \$1500 each is **NOT PERMITTED!**
3. **Read the list of items that do NOT qualify** such as motor vehicles, skid loaders, front loaders, computers, software, refrigerators, freezers, icemakers, furniture, dust-collector systems. There is a very large list of items in the grant!!! Do not apply for them as they will not be approved.
4. There must be an analysis of workforce data completed in the grant. There are three steps to this process.
 - a. First Step: Use the CIP/SOC Crosswalk (hyperlink is in the grant). Find the CIP Code for the program for which equipment is being requested. The school can only use their approved CTE Program CIPs. For instance, if the school plans to purchase a 3D Printer for the Drafting program 15.1301 CIP. There were 4 SOC CODES listed in the crosswalk. The school must use those same four SOC codes to complete the next two steps. This step is done for any program for which the school is requesting equipment. Each CIP Code # and title and the applicable SOC codes # and titles must be listed.
 - b. Second Step: What is the entry-level annual wage an employee can receive for the SOC Codes listed? The threshold in these guidelines were \$25,000 so try to avoid a program that is going to be less than that such as perhaps Child Care or Cosmetology. The hyperlink of where the information is found is typically in the grant. Type in the annual entry-level wages for each of the SOC codes (use the SOC Code and the occupation name). Points are deducted if no SOC code listed with its entry level wage meets the threshold. If all of them are below the threshold but the projected new openings are above the threshold, continue to write in the annual wage any way. Points will be deducted but it is not many.
 - c. Third step: Projected New Openings: Use the hyperlink in the grant for Long-term Occupational Employment Projections for Pennsylvania webpage. The threshold is 1000 openings in these grant guidelines. It may be important to look at this before a final decision is made on the equipment. Points are deducted if no SOC code listed meets the threshold. Type in the SOC code with occupation name and the projected job openings. If the threshold was not met but the entry wages were, continue to use the information. Points will be deducted but not many.
 - d. **There is no tie to High Priority Occupations (HPO) or the In-Demand Occupations Lists (IDOL). That was deleted several years ago.**
5. The Occupational Advisory Council for the program must have **discussed and approved** any equipment that is requested in the grant. The entire OAC minutes must be

uploaded to shows the equipment was recommended by the OAC. It is a nice addition to highlight the equipment and discussion in the minutes. The meeting had to have been a recent meeting from the current or previous year. The minutes must have included the list of members at the meeting and the majority must be from business and industry not teachers from other schools.

6. **Here are some very common problems with grant applications with OAC minutes:**
 - a. Sometimes, the OAC minutes says the committee recommends the purchase of a specific type of equipment such as the Binford 500 but it doesn't say what that is. Then the equipment grant is requesting a piece of equipment such as a lathe and there is no way for the evaluator of the grant to know that the Binford 500 is indeed a lathe that is being requested in the grant. When administrators receive minutes following a meeting and notices something like this, the administrator should send the minutes back to the teacher to correct. It is important to make sure the minutes match what the grant application is saying. Refer to the equipment as the Binford 500 lathe in the grant so the reader can easily match up the OAC minutes with what is being requested.
 - b. **MAKE SURE THE OAC MINUTES REFLECT DISCUSSION ON WHY THE EQUIPMENT IS NEEDED FOR THE PROGRAM AND HOW IT IS USED IN THE PROGRAM.** If there was no discussion, there will be points deducted from the grading rubric. Administrators may need to talk with the teacher to get the minutes updated before submitting to reflect the discussion that was held.
 - c. There must have been business and industry members at the meeting so the minutes must reflect attendance at the meeting (name, company, and position).
7. There must be an accompanying letter from the area **Workforce Development Board** uploaded into the grant. It must be on letterhead, dated, and signed. Typically, the grant requires the letter to include the CIPs of the programs noted for the equipment, the list of the equipment and something about how the equipment will support the region.
8. The PA Common Core standards must be crosswalked with the tasks because integration of academics is a requirement from both Chapters 4 and 339. A common problem seen in grant applications is schools fail to identify the PA Common Core Standards for the tasks that will be addressed by the equipment requested. If the program(s) in the grant is a Program of Study (POS) program, it will be a simple cut and paste from the POS website. [Framework \(pa.gov\)](#) If the program is not a POS, the school will have to complete the process to crosswalk to the PA Common Core Standards to the program tasks. [Instructors Guide - Linking PA Core Standards to CTE Programs of Study.pdf](#) Some schools identify the Common Core standards but fail to list the tasks. For full points, both must be listed and crosswalked. **Remember, only the tasks that will be addressed by the new equipment must be listed and crosswalked.**
9. The grant typically will ask how the school plans to update curriculum for the new equipment and develop assessment items as they relate to the PA Core standards. The administrator must answer what the process is used to update curriculum in the school.

If the school gets the grant, **it is a requirement to complete a final performance report in eGrant and develop and submit a math or English T-Chart or Lesson Plan.** More information on T-charts can be found here: [Math T-Charts \(pa.gov\)](#)

10. The grant guidelines usually require the school to identify certifications or credentials that will be addressed by the purchase of the requested equipment. The approved certifications are found at [Industry-Recognized Credentials for Career and Technical Education Programs \(pa.gov\)](#).
11. The application will also be asked the school to address any National standards or credentialing agency such as ACF or Culinary Programs, ASE or NATEF for Auto Programs, NIMS for Machining Programs, etc. Look for any National accrediting agency and then **find the National or State tasks** that would be addressed by this new equipment. If the program is a POS, simply note “The program is a Program of Study” in the narrative to answer this section as the POS task list was developed partially by aligning it to National or State standards.
12. Last recommendations: **Read the rubrics and evaluate the grant before submitting it.** Don’t submit until all answers will receive the fullest number of points in each of the categories.
13. Keep in mind that sometimes grants can be redundant. They can ask for the same thing in two places. **If they do, write the same information in both places as they are scored individually.** If the information is not in both places, points will be deducted or scored as a zero because no answer was given. Do not write see section #_. The application is expected to have complete answers for each question. ***This is very important to remember!!!!***

Supplemental Equipment Grant

The Supplemental Equipment Grant differs from the Competitive Equipment grant in many ways. It is only offered to all CTE and High Schools that have a minimum of eight approved programs. Schools with less approved programs are not eligible for the grant. This grant is funded through a line item in the State budget. The list of eligible schools is usually posted on the Bureau of Career & Technical Education’s website at the same time the Supplemental Grant guidelines are posted. The grant allocation is based on a formula established by law as to the amount each eligible school may receive. No matter what equipment the school requested in the grant application, they will receive the amount that is determined by the formula, but they must complete the grant application in eGrant system to be eligible. As this grant is funded through the state budget, the release of the supplemental grant varies each year depending on the date the budget is passed. The hyperlink to view the current grant guidelines:

[Supplemental Equipment Grant Guidelines \(pa.gov\)](#)

Other ways this grant differs from the competitive grant:

1. This is a non-matching grant which means the school does not have to find ways to match the amount.
2. The Supplemental Equipment Grant involves no written contract, no amendments or revisions, no approval letter, no refunds, no curriculum submission, and no Final Expenditure Report.
3. The eligible expenditures are similar to the competitive grant with the exception of the underlined area in the third bullet below. The school can purchase a set of tools that together costs \$3000 but be aware the manufacturer must group the tools. The school is not permitted to buy tools separately and make their own tool set.
4. Eligible Expenditures as listed in the 20-21 Supplemental Equipment Grant were:

Equipment criteria:

- Supports student hands-on training in approved career and technical education programs that lead to high growth or high demand careers.
 - Meets industry standard.
 - Costs \$3,000 or more per unit or per complete set of tools (priced by the manufacturer as one item);
 - Is recommended by the OAC, with a recommendation date that is prior to submission. (No submission of OAC minutes is required)
 - Retains its original shape, appearance, and character with use.
 - Does not lose its identity through fabrication or incorporation into a different, or more complex unit, or substance.
 - Is nonexpendable, which means that if the piece of equipment is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit.
 - Can be expected to serve its principal purpose for more than a 12-month fiscal period, under normal conditions of use, including reasonable care and maintenance.
5. If funds remain after purchases of instructional equipment and hand tools that costs \$3,000 or more, the remaining funds must be used to purchase instructional equipment and hand tools that costs less than \$3,000, but otherwise meets the criteria for eligible expenditures. PDE expects the school to spend all of the dollars allocated to them.
 6. Ineligible Expenditures (much like those in the Competitive Equipment Grant) are: Bundles, kits, packages, sets, etc. that the LEA creates by combining several items of lesser value to attain the \$3,000 minimum, compressors, generators, refrigerators, freezers, coolers, ice makers, software, computers, laptops, computer upgrades, tractors, motor vehicles, motor cycles, vehicle attachments, infrastructure, greenhouses, furniture, office equipment, shelving systems, cabinets, coops, pens, dust collection systems, exhaust systems, dehumidification systems, clothing, certification exams, and warranties.
 7. The amount of the awarded Supplemental grant dollars is usually sent to the school in a letter from PDE or the monies may be sent directly to the business office accounts. The award dollars will not be shown in the eGrant system leading some schools to think they

did not receive the funding. **With this grant, if the school applied for the dollars in the eGrant system and the school was eligible, the school will receive the funding as determined by the formula.** As mentioned previously, the school is expected to spend all of the dollars allocated to them.

8. All funds must be obligated by and all obligations paid by June 30 of the school year.
9. The grant application is completed through the eGrant system. See the Supplemental Grant guidelines for the required information needed to complete the grant guidelines.

Carl D. Perkins Grant

Title I Funding

Strengthening Career and Technical Education for the 21st Century Act of 2018

The hyperlink for the Perkins V application is: [PERKINS LOCAL PLAN GUIDELINES \(pa.gov\)](https://www.pabusiness.com/PerkinsLocalPlanGuidelines)

The Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act provides federal funding to both secondary and post-secondary institutions offering career and technical education.

More detailed information on the Carl D. Perkins Act and the application process can be found in the Carl Perkins V section of this Director's Manual.

Equipment can be purchased with Perkins funds.

Additional grant opportunities:

A variety of grants are occasionally released throughout the school term by various agencies. Keep on the lookout for any funding opportunity usually sent in a PennLink email. Here are examples of grants or contacts that may aid in the funding for the programs in the school.

GEERS Grant: Governor's Education Emergency Relief funds. The GEER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, provides funds to help local education agencies (LEAs) respond to changes in student needs due to COVID-19 (CARES Act, Section 18002). GEERS Grant I and II were offered to CTE schools to offset costs from COVID-19 and to offer additional education to students. [Governor's Emergency Education Relief \(GEER\) Funds \(pa.gov\)](https://www.pabusiness.com/GovernorsEmergencyEducationRelief(GEER)Funds(pa.gov))

PA Department of Community and Economic Development or DCED will offer grants to address the shortage of skilled workers in certain fields such as manufacturing. These grants are often open to career & technical schools, schools offering post-secondary or adult programs

and community colleges. Scanning the DCED website on a regular basis for grants and other funding is a valuable use of time. [PA Department of Community & Economic Development](#)

State and federal legislators can also be a source of funding for projects at the school. Opening the doors of communication and have the legislators be knowledgeable in the needs of the school and the community can open the possibility of funding to renovate a program or open a new one.

Suggestions for state and federal legislative contacts:

- First-be non-partisan. Be involved with the legislators no matter what political affiliation they represent.
- Get to know the legislators in the school's area.
- Invite them to the school for a tour.
- Visit them in their offices.
- Share the good things that are happening at the school.
- Invite them to sit on committees at the school such as the Local Advisory Committee.

All of these endeavors can pay off in funding for a project.

Other areas to consider:

Local Workforce Development Boards (WBD) often have funding opportunities for training especially in the Adult Education programs. Meet with the Executive Director of the local Workforce Development Board to make the connections. The WDB must be involved in the school. They must sit on the Local Advisory Committee; they must approve the OAC memberships or sit on those committees; and part of any post-secondary funding the school receives from Perkins V must go to the Local Workforce Development Board. They also must provide letters in support of the Competitive Equipment Grant.

PA Department of Labor: Skilled worker training is often offered through the DOL.

U.S. Department of Education: The USDOE will occasionally offer grants. They are usually quite large sums but with a lot of work involved; however, that should not prevent the school from considering the option.

Human
Resources/
Personnel

Human Resources/Personnel

Some larger CTCs and school districts employ a Human Resources Manager/Director. The HR Manager fulfills many responsibilities within the system that an administrator or confidential secretary may handle in a smaller system. The HR Director may aid in contract negotiations, budget preparation, recruiting and hiring employees, developing new job descriptions, maintaining personnel files, ensuring appropriate procedures are followed in employee discipline matters, ensuring compliance with State and Federal laws, provide mandated professional development for employees and record-keeping, and acting as a liaison to the school solicitor in employee matters or contracts. They also manage the pay and benefits program of the school. The position must have a strong job description outlining the expected duties. The HR Manager must have a separate compensation plan and are not permitted to be in the Act 93 Compensation Plan because he/she may participate in contract negotiations and budget preparation.

Typically, HR Managers at a minimum, possess a human resources certification while others will have a bachelor's degree in human resources. Pay for the position should be based on experience and level of certification/degree. It is highly recommended for those schools without a human resource manager to ensure the person responsible for HR duties receives professional development in their assigned duties to avoid violations of the law.

In lieu of a HR Manager, it is important for someone(s) in the school be assigned to handle the human resources responsibilities. As mentioned earlier, it may be the director of the school or a confidential secretary that handles the majority of the duties or a combination of people. The business administrators or business office personnel often assist in HR tasks. Personnel overseeing the Carl D. Perkins Grant have an important responsibility in the accountability of staff supported by Perkins funds.

Hiring Practices:

Job/Position Descriptions: Every position at the school should have an up-to-date job description including one for each administrative position (including the director and Superintendent of Record), teachers, counselors, other non-teaching professional staff and support staff which includes secretaries, custodial & maintenance personnel, and instructional assistants/paraprofessionals. Job descriptions should contain major duties, ADA statements, and if the position falls within a particular bargaining unit. Job/position description cannot include duties that violate bargaining unit agreements. Job/position descriptions should be approved by the school board/Joint Operating Committee. If the position should become vacant, the job description should be reviewed for needed revisions and if revised, reapproved by the board. Each employee should be provided a copy of their job description upon hiring and should sign the school's copy, indicating they have received and understand the duties of the position. Employee evaluation instruments should reflect the job duties or responsibilities

listed in the job description. This concept does not pertain to professional positions that are mandated to be evaluated using the PDE Act 13 of 2020 requirements.

All persons employed through the Carl D. Perkins grant must sign and date their job description each year which is filed in the Perkins Assurances files by the Perkins Coordinator and are subject to an audit by PDE.

Equal Opportunity Statement: Federal law requires all institutions receiving federal funding to include an equal opportunity statement on all literature used in recruitment, posting of job vacancies, and job descriptions. Carl D. Perkins funding is federal funding and therefore, all schools receiving the Perkins grant must comply with this regulation. (The EO Statement must also be placed on any promotional material such as the school's website, literature, brochures, pamphlets, videos, ads for job openings, and on job postings.) The website www.ADA.gov can provide resources to understand more about the requirements.

ADA Statements: The Americans with Disabilities Act statement on a job description provides the working conditions of the job. Qualified applicants must be able to perform the job functions with or without reasonable accommodations. Some job descriptions also contain working conditions such as must be able to lift 50 pounds or could be exposed to various winter conditions. Consulting a labor relations attorney or school solicitor on adding working conditions to the job description is recommended. During the interview process, the applicant should be shown the job description and asked if they can perform the duties of the position with or without accommodations. Some people have the candidates sign the job description that has the ADA statement during the interview process. Others wait until the actual hire to have the job description signed.

More information on job accommodations can be found at: [Job Accommodations | U.S. Department of Labor \(dol.gov\)](http://Job Accommodations | U.S. Department of Labor (dol.gov))

Notice of Vacancy: Open positions should be posted throughout the school. In many cases, bargaining unit contracts will identify the places of posting and the length of time a posting must remain. While it may be a good practice within the school to post all vacant positions, if the open position is not part of a bargaining unit, a posting is not always required. For instance, if the position is an administrative position and someone within the school will be assigned to the position, there is no requirement to post the position unless a CBA (Contract Bargaining Unit) within the school requires all openings to be posted. Of course, the actual movement of the person to the position must be approved by the school board/Joint Operating Committee as they are doing the actual hiring of the person (not administration).

Clearances: Pennsylvania School Law requires that all applicants for employment in public and private schools, employees of independent contractors seeking business with public and private schools, and student teacher candidates undergo background checks if they will have direct contact with students. In addition, employment history reviews must be completed for all applicants seeking employment.

The following three background checks are required and may not be older than 5 years:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Criminal History Record Information (CHRI)

Employment history must also be checked. The following website provides all required information. [Clearances/ Background Checks \(pa.gov\)](#)

It is important to note that school volunteers who will have direct contact with students are required to have clearances on file with the school. This also includes persons who have direct contact with students during internships and cooperative education activities. Please see the [School Volunteer FAQs \(pa.gov\)](#) page for more information of these requirements.

Certification of Professional Staff:

TIMS: Teacher Information Management System: All professional employees must have an account in TIMS or the Teacher Information Management System. This is the database used by the state to maintain teacher certification information, where professional staff apply for new certifications upon completing the requirements, and where the schools to check certifications of applicants and employees. For more information: [Teacher Information Management System \(TIMS\) \(pa.gov\)](http://Teacher Information Management System (TIMS) (pa.gov))

Teacher Certification Requirements/Timelines:

Career and technical certifications often differ from academic certification. The first step in determining what certification is needed for an academic course, check the Certification **Staffing Policy Guidelines or CSPG at Staffing Guidelines (pa.gov)**. CSPGs provides the type of certification needed for a position in the school.

If a CTE teacher is being hired, information is found at [Career and Technical Certification \(pa.gov\)](http://Career and Technical Certification (pa.gov)). The certification the CTE teacher will need is based on the CIP Code of the program in which they will be assigned. The scope of what is to be taught should match the expertise of the teacher. It is important to note that the teacher cannot teach what they do not know. Hiring a new teacher with the experience of the areas they will be teaching is very important. The new teacher must also take an Occupational Competency Exam (OCA) or have a credential review of their experiences. If the new teacher is unable to pass the OCA for their program, they will not be able to continue in their process to earn their certifications. It is important to note, the OCA exam is the same NOCTI exam their senior students take. While the level of expected performance is higher than the senior student, it is the same test. If the teacher is unable to pass the NOCTI exam, how are they going to prepare students to pass the same test?

New CTE teachers often begin their teaching careers later in life after spending years working in the industry. They may not have any prior college coursework and will be expected to complete their coursework while they are teaching. Pennsylvania is divided into three regions with a university from each region offering the required coursework for career & technical certifications:

Temple University (Eastern Region): Center for Professional Development in Career & Technical Education

Coordinator, Career and Technical Education
Temple University - Main Campus
1301 Cecil B. Moore Avenue, Ritter Hall 372
Philadelphia, PA 19122
(215) 204-6025

Penn State University (Central Region):

<https://ed.psu.edu/academics/departments/department-learning-and-performance-systems/workforce-education-and-development>

Coordinator, Career and Technical Education
The Pennsylvania State University
301 Keller Building
University Park, PA 16802
(814) 863-0804

Indiana University of Pennsylvania (Western Region) Career and Technical Personnel Preparation - Indiana University of Pennsylvania (iup.edu)

Coordinator, Career and Technical Education
Indiana University of Pennsylvania
Reschini House
1110 Maple Street
Indiana, PA 15705
(724) 357-4435

Requirements for a CTE Teacher:

One of the most important things an administrator will do is to get the right person in the classroom. The minimum requirements by regulations for a person to be considered for hire as a CTE teacher are:

1. Four years of wage-earning experience in the occupation being taught (Follow CIP code description found at [CIP Codes \(pa.gov\)](#))
2. Pass or be able to pass the Occupational Competency Exam (OCA) or evaluation of credentials for occupations where examinations do not exist.

Other considerations the interview team should consider:

1. Industry certifications already held
2. Experience in the parts of the trade that will be taught in the program
3. Years of experience in the field/industry
4. Types of experience such as held a leadership position in the industry
5. Demonstrated potential to be successful in college coursework or already completed some college coursework.
6. A sound interview practice is to have a member of the Occupational Advisory Committee (OAC) sit on the interview. The person can ask technical questions about the occupation to find out if the person is technically skilled. This may not be something a typical interview team could ascertain from usual questions. This way the interview team will know the person has the technical knowledge of the field to teach the students and that they should have no problem passing the OCA.

Levels of certification in the CTE track: Information taken from the PDE website.

1. ***Emergency certificate*** if the new teacher has not yet taken the Occupational Competency Exam (OCA) The emergency certificate is only valid for the school year for which it was requested. An emergency certificate is not needed if the new teacher has already completed his/her OCA or credential review.
2. ***Career & Technical Intern Certificate:*** Career and Technical Intern certification for teaching in programs of career & technical education in the public schools of the Commonwealth requires:

- Acceptable evidence of four years wage-earning experience in the occupation to be taught.
- Acceptance for enrollment in a State-approved career and technical teacher preparation program at one of the universities listed below.
- Passing the appropriate occupational competency examination, or evaluation of credentials for occupations where examinations do not exist.
- The recommendation for the Career and Technical Intern Certificate by the university at which they are enrolled or accepted.
- Meeting all other requirements provided by law (School Code 1209 and Title 22, Pa. Code, Section 49.12).
- The Career and Technical Intern Certificate shall be issued for a validity period of **three** calendar years from the date of issuance.

3. ***Career & Technical Instructional I Certificate:*** Individuals qualifying for the Career and Technical Instructional I Certificate shall be authorized to teach in the occupational competency area(s) they hold.

The Career and Technical I certificate, and the occupational competency areas are issued by the Department on the recommendation of a university having a Pennsylvania approved career and technical teacher preparation program. The applicant must have:

- A minimum of two years wage-earning experience in the occupation to be taught. A minimum of four years wage-earning experience in the occupation to be taught is required if following the intern route.
- Passed the appropriate occupational competency examination, or evaluation of credentials for occupations where examinations do not exist.
- Completed 18 credit hours in an approved program of career and technical teacher education.
- Presented evidence of having passed the basic skills tests in reading and writing (not required for a post-baccalaureate program).
- Met all requirements provided by law (School Code 1209 and Title 22, Pa. Code, Section 49.12).
- Received the recommendation of the preparing Pennsylvania university.

4. ***Career and Technical Instructional II Certificate***

The Career and Technical Instructional II Certificate shall be a permanent certificate issued to an applicant who has:

- *Completed three years of satisfactory teaching on a Career and Technical Instructional I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed.*
- *Completed 42 credit hours in an approved program of career and technical education.*
- *Presented evidence of satisfactory ratings conducted by the public or nonpublic school entity.*
- *Presented evidence of having passed the Career and Technical II assessment.*
- *Completed a Pennsylvania Department of Education-approved induction program.*
- *Received the recommendation of the preparing Pennsylvania university.*

Many CTE teachers matriculate into degree-seeking programs at some time during their certification process and may progress to advanced degrees.

It is important to note that while certification is the responsibility of the individual, a school can be cited and fined for employing an uncertified teacher. The school HR Manager or school administration should monitor certification of the professional staff with reminders of deadlines to meet. While it may be uncomfortable to take someone's employment away, a professional staff member who does not meet the certification deadlines and loses his/her certification must not be permitted to be employed by the school.

Occupational Competency Assessment Policy Manual: This manual, published in January 2021, states "*the purpose of this policy manual is to present the practices and procedures used to ensure continuity among the institutions authorized to conduct occupational competency assessments of prospective career and technical education instructors*".

This manual can also be a valuable resource for administrators or HR directors. The process to administer the assessments, credential review, or committee evaluation was often unknown to the CTE administrators, so they relied solely on information provided from the Center in their region. While this manual was developed for the centers, having access to the information can help the CTE administrators advise the new teacher on the Occupational Competency Assessment process. The manual provides an overview of the certification requirements for CTE certification, information about the OCA process for the three centers responsible for administering the NOCTI assessments, an overview of the employment experience, and the guidelines for those certifications requiring a credential review or Committee evaluation process.

The manual is located at [Occupational Competency Assessment Policy Manual](#).

The following information was developed by the Pennsylvania Department of Education to outline the requirements of the skills and knowledge to be taught in the career & technical education (CTE) teacher certification programs. CTE teacher certification programs are offered by the three approved universities (Indiana University of PA, Penn State, Temple University). The design of each of the three universities' CTE teacher certification coursework must meet all requirements by the completion of their CTE Instructional II certificate.

Note: The centers may address knowledge and standards by providing separate courses that address specific knowledge and standards and/or they may choose to integrate knowledge and standards in multiple courses

Pennsylvania Requirements

Career and Technical Teacher Instructional Certification

(Trade and Industrial Education

Health Occupations Education)

Career and Technical Instructional I certification require passage of an occupational examination, at least two years of wage earning experience in the occupation (four years of wage earning experience if going the intern route) and the completion of an approved program of at least 18 semester hours in the areas of general, professional and career and technical professional education. A minimum of 50 percent of the program must be in career and technical professional education. Career and Technical Instructional II certification require the completion of 42 additional credits beyond the Instructional I (18 credits), for a total of 60 hours in an approved program and three years of satisfactory teaching on a Career and Technical Instructional I certificate.

I. Knowing the Content

The professional education program shall require the candidates to demonstrate their knowledge of the fundamental concepts and skills in the specific career and technical/occupational area and competence in applying developmentally appropriate instruction to meet the diverse needs of secondary school students (7- 12) including:

I.A. History, philosophy, and objectives of general and career and technical education

I.B. General education and occupation-related subject matter including:

- social and behavioral sciences,
- natural or life sciences,
- English composition, public speaking, and communication,
- mathematics

I.C. Technical content expertise and basic principles, practices, and aspects of the industry including:

- production skills,

- principles of technology and applications,
- risk management and market information,
- financing, promoting, purchasing, and selling,
- product/service planning,
- technology utilization

I.D. Program administration in Career and technical Education

- career and technical-technical education curricular components (e.g., objectives, content, implementation, assessment, and lesson design) and relationship to Pennsylvania Academic Standards,
- measurement fundamentals, formal and informal assessment strategies, and their applications (e.g., students, instruction, and programs in career and technical education),
- identifying and selecting appropriate materials for students, including special needs students,
- school and community resources, occupational advisory committees,
- occupational experience programs

II. Performances

The professional education program provides evidence of the candidate's participation in sequential and developmental field experiences, under the supervision of college personnel and cooperating teachers who are well trained., have interpersonal skills and demonstrated competence in career and technical education. The program also provides evidence that the criteria and competencies for exit from the career and technical education certification program require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Creating a positive learning environment for career and technical education students based upon:

- adolescent psychology and developmental needs,
- physical, emotional, and intellectual characteristics of youth, young adults, and special needs students,
- social and cultural factors that influence school attendance

II.B. Managing the instructional environment including:

- establishing and maintaining rapport with students, through mentoring and advising,
- communicating challenging learning expectations to each student,
- establishing and maintaining consistent standards of classroom behavior,
- making the physical environment safe

II.C. Planning instruction in collaboration with other professionals based upon:

- current occupational analysis and practical occupational experiences,

- instructional systems and technology,
- integrated general and career and technical curriculum approaches,
- Pennsylvania Academic Standards

II.D. Adapting and implementing effective instructional strategies, curriculum resources and technologies in collaboration with other professionals including:

- team teaching and interdisciplinary projects,
- individual and group presentations and performances,
- integrating mathematics, communication, and occupational skills,
- intensive scheduling, cooperative career and technical experiences, internships

II.E. Selecting, analyzing, and modifying instructional materials and communication modes in order to address the needs and instructional levels of a diverse student population including:

- adapting curriculum materials to the reading and instructional level of learners,
- achieving knowledge of special education terminology and addressing exceptionalities,
- correcting cultural and gender biases and stereotyping

II.F. Assessing students' understanding of content, adjusting instruction, and providing feedback to students, parents and other professionals including:

- formal and informal assessments and evaluations,
- written and oral tests and demonstrations,
- individual and group projects and exhibitions

III. Professionalism

The professional education program provides evidence that career and technical education certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. History, philosophy and current trends in career and technical education

III.B. Professional organizations, literature, and student organizations

III.C. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.D. Communicating effectively with the school and business community to improve school climate and facilitate student learning and career choices

III.E. Collaborating with school colleagues, organizations and other community agencies to improve student learning.

DACUM - Career & Technical Education Teacher Competencies

Background Temple University, College of Education, Center for Professional Development in Career & Technical Education, contracted with Dr. Clyde Hornberger, Education Consultant, to develop a list of duties and tasks new career & technical teachers would be responsible to complete during an average school year. The Develop A Curriculum (DACUM) panel consisting of sixteen veteran career & technical teachers, identified by administrators in the Eastern Pennsylvania as a high-performing master teachers provided subject-matter expertise for the DACUM. The master teachers met at Reading Muhlenberg Career & Technology Center on September 24, 2019, to participate in the DACUM process facilitated by Dr. Hornberger and Mrs. Elsie Bell. The DACUM chart shows a list of duties and tasks as determined by the group of outstanding educators. The list has been used in the development of new and revised coursework for teachers enrolled in Temple University. Career & technical schools can use the DACUM information to develop professional development plans, induction plans, or individual professional development activities.

Career & Technical Education Teacher – DACUM

Duty Area & Tasks:

A. A. Professional Responsibilities and Expectations

1. Adhere to a Professional Code of Conduct
2. Obtain and maintain teacher certifications
3. Obtain and maintain industry certifications/license
4. Keep informed about current trends in education and subject matter
5. Foster stakeholder engagement
6. Maintain records
7. Meet responsibility of personal professional development

B. Promotion of Student Success

1. Advise students
2. Communicate expectations to students
3. Inform and/or refer students to available resources/services
4. Monitor student behaviors and utilize intervention strategies
5. Implement student accommodations
6. Educate students on professionalism and employability skills
7. Model professional behaviors

C. Curriculum Design and Development

1. Adopt a program of study
2. Use OAC to validate/align curriculum to current business/industry practices
3. Comply with national, state, and local regulations
4. Integrate academic standards
5. Use learning/student management system
6. Integrate CTSO

D. Instruction

1. Create/follow program scope and sequence
2. Differentiate instruction according to student needs and/or learning styles
3. Implement instructional strategies
4. Enhance learning through the use of technology
5. Provide evidence of instructional planning
6. Prepare instructional materials and activities
7. Use formative and summative assessments

E. Classroom Environment

1. Establish and enforce rules for safety and behavior
2. Organize and maintain instructional area
3. Establish a culture for learning with respect and rapport
4. Establish and enforce school/classroom/lab procedures
5. Manage classroom/lab activities and instructional time
6. Utilize support staff and resources, para-professionals, ESL instructors, nurse, facilities manager etc.)

F. Student Learning/Assessment

1. Develop, implement, and analyze assessments to drive student learning
2. Use differentiated assessments, including required accommodations
3. Provide student feedback
4. Implement competency based learning
5. Implement project based learning
6. Prepare for end of program assessment
7. Provide opportunities for industry certifications
8. Develop and implement authentic learning and assessment opportunities

G. Data Analysis

1. Use standardized test data to make program decisions
2. Use industry data to make program decisions
3. Use student data to make program decisions
4. Use school data to make program decisions
5. Use community data to make program decisions

State and Federal Regulations Affecting Personnel

Mandated Employee Training:

Another facet of human resources responsibilities is to ensure compliance with any requirements by the Department of Education or other state or federal departments that require professional and/or all employees to participate in mandated professional development or directed training. This section will cover some of the mandated professional development or directed training that are currently required. These are the most common of the mandates but should not be considered an end all list.

1. PA Act 48 of 1999 requires:

- *Earn six credits of collegiate study.*
- *Or earn six credits of PDE-approved continuing professional education courses.*
- *Or earn 180 credit hours of continuing professional education programs, activities or learning experiences through a PDE-approved provider.*
- *The Act 48 hours are maintained in PERMS Professional Educator Record Management System through the use of the professional staff members' PPID #.*

2. PA Act 45 of 2007 requires:

- *All persons employed as school and system leaders must complete 180 hours of Act 45/PIL continuing professional education every five years. ...*
- *The original end date of the five-year cycle does not change when the individual is first hired in the school and system leader position.*
- *School and system leaders are required to fulfill the Act 45 PIL hours in PDE-approved programs that address one or more of the eight PA school leadership standards.*
- *The Act 45 hours are maintained in PERMS Professional Educator Record Management System through the use of the professional administrator's PPID #.*

3. Act 71 of 2014: On June 26, 2014, Act 71 was signed into law in Pennsylvania. *This law, which added section 1526 of the School Code, 24 PS § 15-1526, specifically requires school entities to:*

- *adopt a youth suicide awareness and prevention policy.*
- *(2) provide ongoing professional development in youth suicide awareness and prevention for professional educators in building serving students in grades 6-12.*

4. Act 126 of 2012 ("Child Abuse Recognition and Reporting Training") amended the Public School Code of 1949 to mandate that *all* school entities and independent contractors of school entities provide their employees including substitute teachers who have direct contact with children with a minimum of three hours of training every five years on child abuse and sexual misconduct recognition and reporting. *The law went into effect on January 2, 2013.*

5. Act 159 of 1983 Pa Worker and Community Rights: *Requiring chemical identification of substances in the community and on employer premises; requiring the posting of the identity of these substances by employers and the labeling of chemicals; requiring information and safety data on chemicals to be given to the Department of Labor and Industry, members of the community and employees; requiring employers to operate educational programs relating to hazardous substances; providing for further duties of the Department of Labor and Industry, for complaint procedures, for investigations, for compliance orders and the enforcement thereof; and providing penalties.*

Additional important acts that effect the operation of the school and personnel:

1. Pa. Act 3 of 2008 – Right to Know (Open Records): [2008 Act 3 - PA General Assembly \(state.pa.us\)](http://2008 Act 3 - PA General Assembly (state.pa.us)). The school will have to name the Open Records officer which is approved by the Board/JOC.

2. Title IX Officer: *Title IX applies to any institution receiving federal financial assistance from the Department of Education, including state and local educational agencies. (Carl Perkins Grant is federal dollars so Title IX compliance is required.) Educational programs and activities that receive federal funds from the Department of Education must operate in a nondiscriminatory manner. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or because a person made charges, testified or participated in any complaint action under Title IX. The Title IX coordinator's primary responsibility is to coordinate the school district's compliance with Title IX, including the school district's grievance procedures for resolving associated complaints. In addition, the following responsibilities apply: Understand Title IX to ensure that procedural requirements of the legislation are being met. The name and title of the officer is to be placed on the school's website, letterhead, and other informational documents. The Title IX officer should be approved by the school board/Joint Operating Committee.*

3. Educators Discipline Act: [Mandatory Reporting \(pa.gov\)](http://Mandatory Reporting (pa.gov)) All educators who know of any action, inaction or conduct which may constitute sexual abuse or exploitation or sexual misconduct are now required to file a mandatory report with the Department and shall report such misconduct to his or her chief school administrator and immediate supervisor. Hyperlink: Mandatory Report Forms

Under the Educator Discipline Act, all chief school administrators are required to report within 15 days to the Department:

Any educator who has been provided with notice of intent to dismiss or remove for cause, notice of non-renewal for cause, notice of removal from eligibility lists for cause or notice of a determination not to reemploy for cause.

Any educator who has been arrested or indicted for or convicted of any crime that is graded a misdemeanor or felony. For purposes of this section, the term conviction shall include a plea of guilty or nolo contendere.

Any educator against whom allegations have been made that the educator has: committed sexual abuse or exploitation involving a child or student; or engaged in sexual misconduct with a child or student.

- (1) *Information which constitutes reasonable cause to suspect that an educator has caused physical injury to a child or student as a result of negligence or malice.*
- (2) *Any educator who has resigned, retired or otherwise separated from employment after a school entity has received information of alleged misconduct under this Act.*
- (3) *Any educator who is the subject of a report filed by the school entity under the reporting requirements of 23 Pa.C.S. Ch. 63 (relating to child protective services).*
- (4) *Any educator who the school entity knows to have been named as the perpetrator of an indicated or founded report of child abuse or named as an individual responsible for injury or abuse in an indicated or founded report for a school employee under 23 Pa.C.S. Ch. 63.*

Important note: Confidentiality Agreements - A chief school administrator cannot avoid their reporting responsibilities by entering into a confidentiality agreement, or any other agreement, that restricts their ability to report misconduct to the Department or other duties outlined in the Educator Discipline Act. It bears repeating that a chief school administrator who fails to file a mandatory report under section 9a of the Educator Discipline Act is subject to disciplinary action.

Safe2Say:

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. More information can be found: [Home - Safe2Say Something \(safe2saypa.org\)](#)

All schools/districts are required to select a Safe2Say team.

All School / District Teams will be trained on how to receive and review tips. S2SS recommends that members of the school's current school safety / discipline team be assigned this program – including Principals, Assistant Principals, Counselors, Social Workers, and/or School Resource Officers (SRO). All should have 24/7 access to the School / District Student Directory to be able to provide a student address to police (as needed) for life safety issues.

Middle and high school students (grades 5 or 6-12) were to be trained in 1-hour time-periods through an interactive training video or direct training by Sandy Hook Promise trainers (availability is limited).

Policies:

Every school should have a policy manual. PSBA offers a policy service for a fee to aid the school in developing and revising policies for the school. All policies are required to be approved by the school board/Joint Operating Committee. If the school does not have a policy manual, PACTA can be contacted to ask for help in contacting schools to provide policies.

It is important for the director of the school to be aware of the policies of the school. A policy may require annual trainings to be done for some or all the staff. If a training is required by policy, it is extremely important to follow the policy and to provide the training. If not, anyone violating the policy may simply use the lack of training as an excuse for violation.

It is also important to note that policies must be followed by all staff faithfully. If a policy is no longer applicable for some reason, the procedure is to change the policy through the proper procedures; not to simply ignore the existence of the policy. Using PSBA's service can ensure revised policies will be sent to the school for adoption if regulations change or new ones are created.

Important Federal Regulations:

FERPA or Federal Educational Rights Privacy Act. The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA ensures the privacy of student records. The school should have a policy in place to meet the requirements of FERPA. In addition, FERPA requires an annual notification to students and parents of their rights. These are typically placed in the student handbook and on the website of the school. Here is a hyperlink containing a FERPA Notification Letter a school may use.

[FERPA Model Notification of Rights for Elementary & Secondary Schools | Protecting Student Privacy \(ed.gov\)](#)

Many FERPA Policies require annual training of professional staff on what information may be shared with others and with parents and students. This can be done in a faculty meeting or through a taped lesson. There are also trainings available on the internet or through YouTube.

More information can be found at: [Family Educational Rights and Privacy Act \(FERPA\)](#)

Health Insurance Portability and Accountability Act (HIPPA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

The Privacy Rule standards address the use and disclosure of individuals' health information (known as "protected health information") by entities subject to the Privacy Rule. These individuals and organizations are called "covered entities." The Privacy Rule also contains standards for individuals' rights to understand and control how their health information is used. A major goal of the Privacy Rule is to ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.

A policy should be developed to meet the requirements of HIPPA, and training of employees may be required. Through this law, sensitive health information may not be shared without the consent of the person. A second filing system from the personnel file should be made to maintain any records regarding health issues with only those identified in the policy having access to the health file. Student health issues should also be kept confidential and not shared with others that do not have a right to know the information.

More information on HIPPA can be found at: [Health Insurance Portability and Accountability Act of 1996 \(HIPAA\) | CDC](#)

Family Medical Leave Act or FMLA: The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;
 - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
 - to care for the employee's spouse, child, or parent who has a serious health condition;
 - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
 - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or

- Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember's spouse, son, daughter, parent, or next of kin (military caregiver leave).

It is imperative for the school to have a well-defined policy on FMLA. For instance, a school may elect to have FMLA time to run concurrently with sick leave or the school may permit the employee to take or require them to take all of their sick leave before they may apply for FMLA coverage. This must be clearly identified in the policy and must be closely monitored by the person responsible for FMLA eligibility. Once an employee become eligible for FMLA, the employee should receive the paperwork to apply for the benefits even if they did not request them. They should also receive a copy of the school's policy.

For more information on FMLA: [Family and Medical Leave Act | U.S. Department of Labor \(dol.gov\)](#)

The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local governments. Covered nonexempt workers are entitled to a minimum wage of not less than \$7.25 per hour effective July 24, 2009. Overtime pay at a rate not less than one and one-half times the regular rate of pay is required after 40 hours of work in a workweek.

It is important for any person responsible for assigning wages to be aware of the Fair Labor Standards Act when determining wages for those non-professional individuals. These laws have changed in the past few years and sometimes, it requires person to be removed from a bargaining unit or added to a bargaining unit. It also can change providing overtime to some individuals who may not have been eligible for overtime in the past.

Required Record Keeping by Employers: Employers must display an official poster outlining the requirements of the FLSA. Employers must also keep employee time and pay records. [U \(dol.gov\)](#)

For more information: [Wages and the Fair Labor Standards Act | U.S. Department of Labor \(dol.gov\)](#)

Fact sheets on FLSA, FMLA, and others can be found at: [Topical Fact Sheet Index | U.S. Department of Labor \(dol.gov\)](#)

Employee Contract Information

Employee Contract Information:

Within an AVTS/CTC, there are typically three contracts governing the employment of individuals hired by the school entity. They include the following:

- **Act 93** – to include positions such as Dean of Students, Supervisor of CTE, Assistant Directors, Principal, Assistant Principal, Special Education Coordinator, Adult Education Coordinator, Supervisor/Director of Buildings and Grounds, Supervisor of Buildings and Grounds, Supervisor/Director of Transportation, Supervisor/Director of Food Services, and perhaps Confidential employees.
 - **NOTE:** Confidential employees are classified as such under labor law by having a direct connection to the provision of information during the negotiation of employee contracts.
 - **Act 93 agreements are not negotiated.** They are to be a meet and discuss between the JOC/School Board and the Act 93 group. The director should not facilitate this conversation particularly if the director has any “me-too” clauses in their compensation agreement. It would be a conflict of interest because anything earned in the Act 93 would automatically go to the director as well.
- **Professional Staff** – to include positions such as Teachers, School Counselors, School Nurses, Work Based Learning Coordinators.
- **Support Staff** – to include positions such as Instructional Assistants, Paraprofessionals, Administrative Assistants, Custodians, and Maintenance, Transportation and Information Technology Personnel.
- **Personnel not fitting into any of the categories** – The JOC/School Board can approve a separate Position Benefits Package for those personnel not in any bargaining unit. This document would outline all of the requirements usually found in the contract such as salary increase process, health and life insurance offered, vacation days, holidays, daily work, sick days, personal days, and any retirement incentives. This group is typically technology personnel, confidential employees, and nurse if not certified as a school nurse. Check with your school solicitor to determine who must be included in a contract and who may have the separate Position Benefits Package. It is not up to the individual; there are laws that determine bargaining unit status.

Negotiations for the Professional Staff, and Support Staff contracts:

Those persons to be involved in the negotiations of each of the contracts varies among schools. Usually, the following people are involved in negotiations of the contract or a combination of people. The solicitor, JOC/Board members, business administrator, human resources director, the executive/administrative director, and members of the association negotiation’s team, the union representative such as AFT, Teamsters, etc. or association representative such as PSEA UniServ representative.

Prior to the beginning of negotiations, administrators should review the current contract and determine areas and/or current language that should be changed in support of the mission and operation of the school. A list of proposed list of prioritized changes should be prepared and

provided to the school's chief negotiator. A prioritized list will drive the school's negotiation efforts.

The business administrator should develop costs and salary projects through the next expected contract timeline. Be creative in ways to reduce costs such as offering a less expensive health insurance or adjust course reimbursements. Money saved in the contract negotiations can be used to provide additional resources for CTE programs and students. Negotiated savings and increased costs have an immediate and long-term impact on the general fund budget and the cost of career and technical education.

Begin dialog with the JOC/School board on the progress of the contract negotiations. If a school board member is on the negotiation team, allow him/her to give the contract update during the executive session of the JOC/board meeting. ALL Communications on Negotiations MUST be CONFIDENTIAL.

Follow the solicitor's advice to avoid an unfair labor practice. Even if the contract has expired, all components of the contract remain in effect, unless agreed upon by both parties. Bargaining unit memberships and school administrators must maintain the status quo.

More information on labor relations law can be found on [Pennsylvania Labor Relations Board \(PLRB\) \(pa.gov\)](http://www.palrb.pa.gov) and follow the advise of the school solicitor.

Letters of Understanding/Conditions of Employment:

A Letter of Understanding or Conditions of Employment letter is recommended for new employees that lack a specific qualification or are required to perform a specific task that is essential to CTE students and the program. For instance, if the school requires the teacher of a CTE program to have a certain industry certification because it is required to maintain the program certification, a Letter of Understanding or a Conditions of Employment letter is given to the teacher at the beginning of their employment. It should be signed by the director and the teacher and a timeline for the completion of the certification would be listed in the letter. Expectations of the school and support that will be provided by the school (administration) must be clearly identified in the Letter. Depending on the nature of the requirement, the school may pay for the certification and/or professional development, and preparation of self-studies and submission of applications for program credentialing. The letter would also state that failure to meet the timelines of the requirement will result in termination of employment. The teacher would receive a copy and one would be placed in the personnel file. Progress should be monitored and documented throughout the timeframe. The status of the requirement(s) should be documented through emails or formal memos. The Letter of Understanding or Conditions of Employment letter should be reviewed by the school solicitor prior to giving it to the employee.

CTE Director's Employment Agreement

The Director, is **NOT a commissioned school officer** (PA Public School Code: §1202, §1212, §1604) and is employed in accordance with the following:

- Directors are **tenured employees** and would therefore not be granted a contract as would a Superintendent, Assistant Superintendent, and Business Manager.
URL: <https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG97.aspx>
- As a tenured employee, a CTE Director falls under the same requirements as a teacher relative to evaluation and the potential for dismissal for failure to perform the responsibilities of the position.
- Either the Superintendent of Record(s) or the JOC/JSC would be responsible for evaluating the Director. This should be defined within the AVTS/CTC Articles of Agreement and should be outlined in the Employment Agreement.
- The Director is to be evaluated under the Educator Effectiveness System, Act 13 of 2020 [Professional Development \(pa.gov\)](#)
- Although highly recommended, employment agreements are not required; however, it is essential when the director has benefits that differ from the Act 93 personnel; however, directors should not be included in the CTC/School's Act 93 Agreement. This would create a conflict of interest due to the Director overseeing and evaluating individuals named within an Act 93 Agreement.
- An Employment Agreement should be developed between the Superintendent(s), Joint Operating/School Committee, School Board, Center/School Solicitor or any combination thereof in cooperation with the Director. The process may vary from school to school.
Note: The Articles of Agreement should specify the process and parties involved in the development of the director's employment agreement. In absences of a guidelines defined in the articles of agreement or a specific policy, your school/CTC may follow a process that is different from other schools. Examples of different processes include: the superintendent of the school district with (eight or more) CTE programs or the superintendent of record (SOR) at the CTC may or may not be involved in developing the director's employment agreement. In some CTCs the employment agreement is developed between the JOC and director, with guidance from the school solicitor; however, the superintendent may be influential in the development of the director's employment agreement. Local policy and/or past practice can influence the process. Some CTCs use the Act 93 agreement as a guide when developing a salary formula and/or a benefit package. Generally, a director will receive additional salary and benefit consideration, given the added responsibilities of the position.
 - The employment agreement must be approved via resolution by the JOC/board and signed by the Director and JOC/board Chairperson and Secretary.

- The employment agreement is public record, and a copy of the agreement should be maintained in the Director's personnel file.
- A CTE Director's Employment Agreement is not the same as a superintendent's contract. The director's employment agreement typically is written for a specific period of time such as 4 or 5 years, but unlike a superintendent's contract, the director's employment does not end after the 4th or 5th year because the director has tenure.
- Some director's employment agreements renew automatically at the end of the initial 4 or 5 year period, others do not specify how or when employment agreements are renewed. It is recommended that directors meet with their JOC/board approximately six to twelve months prior to the end of the employment agreement and propose changes and additions to the agreement.

It is important to understand that salaries, benefits, and employment agreements vary greatly across the state. The following points should be considered when developing your initial and subsequent employment agreements.

1. Length of the agreement and renewal process.
2. Director's evaluation process and performance review, timeline, and annual salary increases (usually, formula driven). If acceptable to the board/JOC, use a percentage to calculate your increase, not a dollar amount. The director should have the highest salary in the CTC and a percentage increase will yield a higher amount than a dollar increase. Many directors include a statement in their agreement that stipulates the director shall receive no less than the average percentage (or dollar amount) of the Act 93 salary increases. Again, a percentage yields a higher increase.
3. Performance incentives and/or position adjustments. The JOC/Board may offer incentives for the attainment of board/JOC approved goals/objectives. The additional pay for performance or compensation for incentive attainment can be added to the base salary; however, including it in the base salary is not required. The incentive pay may be provided separate from the salary. Either method is compensation, and the amount becomes part of your highest 3-year average income. Boards/JOCs can approve a Position Adjustment (increase) to an employee's salary when the position duties are changed, and/or when an individual's job performance exceeds the board's/JOC's expectations. Position adjustments are recommended when a director or administrator has been hired at a salary that is considered below a desired range and the board/JOC wants to adjust the salary to be regionally competitive.
4. The initial employment agreement should address the number of sick days that are transferred from previous public school employment. Most new directors are granted the full number of days accumulated; however, the number can vary

from the minimum required (25) to an amount based on the JOC/board's past practice, or a negotiated amount.

5. A detailed list of benefits should be prepared including, but not limited to mandatory benefits, the number of workdays in the school year, paid holidays, the number of personal and vacation days and the number that can be accumulated annually (it can be greater than Act 93 personnel), the amount reimbursed for unused personal and vacation days. The number of workdays for the director may be different than other administrator's days. Other benefits can include professional development, conferences, college course reimbursement, use of a school vehicle, mobile phone and computers, and life and/or long-term care insurances. (type and amount). Some directors request additional sick days above the mandatory twelve days for twelve-month employees and most directors are reimbursed a specified dollar amount for unused sick, vacation, and personal days.

Note: Many superintendents and directors are not required to work during spring or winter break and/or during paid holidays, etc. In this situation, the days are

6. excluded from the superintendent's or director's number of workdays. The number of workdays in some superintendent's contracts and director's employment agreements range from 240 to 245 days versus other administrators that typically follow a 260 day school calendar. Using the actual number of days worked results in a higher per diem calculation that is a factor when the director requests pay for unused vacation, personal days, and/or determining severance pay, etc.
7. A few CTC directors have negotiated a board/JOC contribution to an Individual Retirement Account (IRA) such as a 403b or 457b plan. When the board/JOC provides additional compensation in an IRA as a benefit, it allows the board/JOC to decide if it wants to publish the director's salary without including negotiated benefits like additional funds for an IRA. The information is public record but rarely listed or published as part of the annual salary. Seek advice from a financial advisor on the type of IRA and appropriate language for the board resolution. The school solicitor will advise the board on this matter, but advice from a financial advisor may facilitate the process.
8. End of employment severance is an important consideration. Most school districts and CTCs have a formula or policy that addresses severance for various position classifications. It is important to include the topic in your employment agreement. The school code addresses what can and cannot be classified as compensation or income that is eligible for PSERS retirement calculations. As an example, pay for unused vacation, sick and personal days are not eligible for PSERS retirement calculations, but the amount paid is reported to the state and federal IRS.

9. Remember, the school/JOC solicitor represents the school district or JOC. You need to seek advice from legal counsel when developing your employment agreement and request examples of director employment agreements from other CTC directors.
10. Generally, CTE directors work with a committee of the JOC or the Chairperson to begin the process of developing or revising an employment agreement. In CTCs with a JOC of less than 9 members, the CTE director may be required to meet or negotiate with a committee of the whole or entire board/JOC.
11. Position adjustments and incentive pay was addressed above, but in some situations, the board/JOC will initiate position adjustments or salary increases above the percentage/amount in employment agreement. CTE directors should not rely on their board/JOC to initiate the process of changing the director's employment agreement. CTE directors must make their desires for additional compensation and benefits known to their board/JOC in a timely manner. Again, six to twelve months in advance allows enough time for discussion on your requests and time to develop support and consensus among board/JOC members before the expiration date of the existing employment agreement.
12. It is important to prepare a comprehensive employment agreement with details addressing your performance evaluation, incentives, compensation and benefits, because board/JOC members change periodically and the nature and level of support for the director may change with new members. Many CTE directors enjoy a longer tenure than many school district superintendents. Longer tenures can result in the director's salary exceeding some or all of the member district superintendents. This situation could result in a lack of support for the director's increase by some superintendents and their boards. A comprehensive compensation plan in the employment agreement can help alleviate concerns over salary and annual increases.
13. It is a professional courtesy to provide an orientation for new board/JOC members and a copy of board/JOC policies, articles of agreement, school and student performance data, the general fund budget, and copies of all employee contracts and the directors employment agreement. Other topics and information can be included in new board/JOC member orientation but providing a copy of the director's employment agreement shows transparency by the director and it will eliminate surprises when it is time to renew the employment agreement. Most directors find it helpful in building trust and support among superintendents when they share their employment agreements with superintendents.
14. Make every effort to develop a collegial relationship with member school district superintendents. Transparency and collaboration will promote support for CTE, your school, and for you personally.

Staff
Evaluation
And
Supervision

Staff Evaluation and Supervision

[Act 13 of 2020](#), signed into law by Governor Tom Wolf on March 27, 2020, revises the Act 82 Educator Effectiveness process used to evaluate professional employees working for Pre-K to 12 public educational entities across Pennsylvania. The revised rating system took effect for classroom teachers, non-teaching professionals, and principals at the beginning of the 2021-22 school year.

Educator Effectiveness under Act 13 covers three types of educators:

1. **Classroom teachers:** Professional or Temporary Professional Employees that provide direct instruction to students in a specific subject or grade level.
2. **Non-teaching professionals:** Professional or Temporary Professional Employees who are education specialists or provide services but are not a classroom teacher. Under Act 13, the LEA determines which individuals to place in this category.
3. **Principals:** This category includes Principals, Directors of CTE, Supervisor of Special Education, Assistant or Vice Principals. If the CTE Supervisor or Assistant Director of CTE evaluate professional staff, they can be included in this group; however, it is up to the LEA if they wish to place them in the non-teaching professional category. No matter which category they are placed, they should be evaluated using the Framework for Leadership system.

Components of the Act 13 Evaluation System copied from the [Act 13: Evaluation of Educator Effectiveness Toolkit - SAS \(pdesas.org\)](#)

1. **Observations & Practice (Temporary Professional Employees are evaluated 100% in this category)**
2. **Building Level Data:** Assessment, Growth, Attendance, Graduation Rate
3. **Teacher-Specific Data:** Assessment, Growth, IEP Goals Progress
4. **LEAs Selected Measures: (Replaces the Student Learning Objectives or SLO in Act 82)**
Comprised of one or more of the following:
 - Locally developed school district rubrics
 - District-designed measures and examinations
 - Nationally recognized standardized tests (Could be NOCTI for CTE schools)
 - Industry certification examinations
 - Student projects pursuant to local requirements
 - Student portfolios pursuant to local requirements
5. **Performance Goals (Principals category only)**

The employee is assigned a rating in each area of evaluation that:

- Is appropriate to the type of employee evaluated, and
- Has available data directly attributable to the employee.

The following table delineates, by the type of employee evaluated, the rated areas and significance of each in the *annual evaluation*:

Employees Evaluated and the Weighted Rated Areas

Professional Employee Evaluated	Observation & Practice	Building Level Data	TSD: Assessments, Growth, IEP Goals Progress	LEA Selected Measures	Performance Goals
Data-Available Classroom Teacher	70%	10%	10% <i>All Measures</i>	10%	-
Non-Data-Available Classroom Teacher	70%	10%	10% <i>IEP Goals Progress only</i>	10%	-
Classroom Teacher w/out Building Level Data	80%	-	10% <i>IEP Goals Progress only</i>	10%	-
Temporary Classroom Teacher	100%	-	-	-	-
Non-Teaching Professional with Building Level Data	90%	10%	-	-	-
Non-Teaching Professional w/out Building Level Data	100%	-	-	-	-
Temporary Non-Teaching Professional	100%	-	-	-	-
Principal/Temps. Principal with Building Level Data	70%	10%	-	-	20%
Principal/Temps. Principal w/out Building Level Data	80%	-	-	-	20%

To aid administrators and professional employees to understand all facets of Act 13 of 2020, the Pennsylvania Department of Education has developed two comprehensive toolkits which are available at [Educator Effectiveness - SAS \(pdesas.org\)](https://www.pdesas.org). One of the documents is an interactive toolkit whereas the other is a full 25-page document with a table of contents.

The documents are valuable resources for all professional employees. Administrators charged with evaluating professional staff should read and follow the toolkit to ensure all requirements are being met by the public entity. The toolkits provide information regarding:

- Frameworks for Observation & Practice for Classroom teachers and principals
- Rating forms for evaluating professional staff (Classroom teachers, Non-Teaching Professionals, and Principals)
- Performance templates for LEA Selected Measures, IEP Progress, and Principal Goals.
- Training requirements and opportunities

Questions related to Act 13 may be directed to RA-PDE-Evaluation@pa.gov

Supervision of Professional Staff

Some administrators use the terms supervision and evaluation as if they were the same process. They are not. Act 13 of 2020 defines the evaluation process for professional staff in Pennsylvania.

Supervision, though, is a much broader process, especially in career & technical education. Along with performing the required evaluation process, administrators will monitor and provide support for all professional staff members in a multitude of areas. Career & Technical teachers have additional responsibilities that are not found in a typical academic classroom and must become a part of the supervision process. Here are some of the areas that are part of the supervision process in CTE:

1. Budget management
2. Occupational Advisory Committee Operation
3. Safety program
4. Industry certifications for students and the program
5. Maintenance of equipment
6. Enrollment and retention of students
7. Work-based learning opportunities
8. Incorporating Career & Technical Student Organizations within the curriculum
9. Meeting the requirements of Chapter 339 including preparing for an audit.

All of these areas should be considered in the supervision process.

As a part of the supervision model, administrators must know and understand Section 1122 of the School Code. ([1949 Act 14 - PA General Assembly \(state.pa.us\)](https://www.state.pa.us)) which defines “the causes for termination of a contract”. It is important to first understand the terms of a professional

employee versus a temporary professional employee. A temporary professional employee is a non-tenured professional employee. They are not considered to have a contract and may be dismissed at any time prior to earning tenure. If the supervision process is thorough, the administrative team should know if an untenured teacher will be effective before the three years is up. If there are concerns that the temporary professional employee will not be effective as a teacher, an improvement plan should be implemented as soon as the administrator sees the untenured teacher is struggling. Steps must be in the plan to offer support, remediation, and help to ensure success but if the teacher has not shown positive progress, an unsatisfactory rating should be given. Please note, only one unsatisfactory rating is needed for the dismissal of an untenured teacher. The administration should now recommend dismissal of the employee before the tenure window opens. It is important to understand that tenure will happen automatically after three years even if the school board does not formally approve tenure.

Once a professional employee receives tenure, they are considered a contracted and a professional employee and Section 1122 of the School Code governs when and how they can be dismissed. They are often referred to as “the 11 Deadly Sins”.

1. Receiving two consecutive unsatisfactory evaluations of teaching performance
2. Immorality
3. Incompetence
4. Intemperance
5. Cruelty
6. Willful neglect of Duties
7. Persistent negligence in the performance of duties
8. Physical or mental disability as documented by competent medical evidence which after reasonable accommodation of the disability substantially interferes with the employee's ability to perform the essential function of the position.
9. Advocacy of or participating in un-American or subversive doctrines.
10. Conviction of a felony
11. Persistent and willful violation of or failure to comply with school laws, official directives, and policies.

In the case of the unsatisfactory performance, an improvement plan must be implemented. After two consecutive unsatisfactory performance evaluations, the employee may be dismissed by the school board or Joint Operating Committee. Typically, the dismissal will go to arbitration so significant documentation will be required to prove the unsatisfactory evaluations were earned and everything was done to provide support to the teacher prior to the dismissal. Following the guidance of the school solicitor throughout the process is imperative.

Important points to consider in disciplining or evaluating a staff member:

*****The information found below should not be used in place of advice of the school solicitor. Be sure to discuss the issue with the school's solicitor before any formal discipline is given to be sure the law has been obeyed.**

1. If a new administrator is assigned to a teacher and the new administrator intends to give an unsatisfactory evaluation which is the first time the employee has received an unsatisfactory rating. It is recommended to have several people complete observations in the employee's classroom prior to the actual evaluation is given to the teacher to ensure what the new administrator is documenting is valid.
2. Read and follow the teacher contract or other bargaining unit contracts. Make sure timelines are followed.
3. Always recommend and permit an employee to have association (union) representation at a meeting with the administrator especially in a disciplinary action. If the employee is not a member of the association but could be a member based on their job description, the employee is still entitled to association representation.
4. Document, Document, Document
5. Be prepared for every meeting. Investigate first, prepare questions to be used, follow the law and bargaining unit contract, and give the employee due process. Take notes during the meeting and follow-up with some type of email or formal memo or letter to the personnel file outlining the meeting and the result of the meeting (warning, suspension). If the reason for the discipline was serious or was a repeat occurrence, contact the solicitor prior to meeting with the employee.
6. Always provide the employee the opportunity to give his/her side of the story. (due process)
7. Investigate all allegations of wrong doing. Never try to ignore or sweep it under the rug.
8. Most contracts have progressive discipline beginning with verbal warning, written warning, suspension (1 to multiple days) and finally dismissal. In the case of a serious issue, most contracts permit skipping to a higher level based on the severity of the action. A teacher with no discipline record who causes injury to a student based on neglect or assault may receive a significant suspension or even dismissal based on the one incident.
9. In the case of discipline of the employee that incurs suspension or discipline, the school board/Joint Operating Committee must take action to approve it. Typically, the employee is not named but an employee number is listed in the agenda item. The incident will be discussed in executive session with limited details provided to the board. This is due to the opportunity the employee has to appeal the action to the board/JOC at another meeting. If the employee chooses this option, he/she would then testify at a hearing with the board/JOC with their attorney. If too much initial information is provided to the board/JOC at the initial executive session, the board members would have too much upfront information to give an unbiased vote on the night of the appeal hearing. Most professional employees skip this stage and move to arbitration; however, administrators must be prepared in case the employee chooses the board/JOC hearing. If the administration has already have been informed in writing the employee is going to arbitration, it is appropriate to provide the board/JOC in executive session as much detail as needed for them to vote on the agenda item of disciplining an employee.
10. Before recommending dismissal to the Board/JOC, the director must hold a Loudermill Hearing with the employee. This is a pre-termination hearing where the employee is invited to the hearing to formally provide him/her with the evidence used in

proceedings, hear the plan for discipline, and to give the employee the opportunity to defend himself/herself against the charges. It is important to contact the school solicitor and follow his/her advice prior to holding a Loudermill hearing.

11. The “Just Cause Test” for Disciplining an Employee

Few, if any, collective bargaining agreements contain a definition of “just cause”. Most contracts, however, require the employer to bear the burden of proof that they had “just cause” for disciplinary action against an employee. Over the years, courts and arbitrators have developed a seven-part test to determine if an employer had “just cause”. What follows is a listing of these seven tests. A no answer to any of the seven questions usually results in a finding, by an arbitrator, that the employer does not have “just cause”.

- a. Was the employee informed of the rule or policy and the consequences of not complying?
- b. Has the employer regularly enforced the rule or policy in question and without discrimination?
- c. Promoting learning
 - a) Promoting the safety and welfare of students or employees?
 - b) Protecting the public trust?
- d. Was an investigation conducted fairly and objectively “before” disciplinary action was taken?
- e. Was the employee provided a “due process” hearing before disciplinary action was taken?
- f. Did the evidence provide substantial proof of guilt?
- g. Was the disciplinary action taken reasonably related to:
 - a) The seriousness of the offense?
 - b) The employment record of the employee?

Whereas the burden of proof lies with the employer, it is very important for the employer to keep documentary evidence which can be used as evidence in an arbitration that the seven points of the “just cause” test were met. [1949 Act 14 - PA General Assembly \(state.pa.us\)](https://www.legis.state.pa.us/legislation/statutes/1949Act14-PA-GeneralAssembly/state.pa.us)

12. Most of the above recommendations have been related to the professional staff; however, any contracted employees would follow the same process.
13. Some employees are considered “at-will” (not in a bargaining unit) employees and may be dismissed with less documentation. The employee is still entitled to due process and have sufficient documentation if it is a discipline issue. If it is an issue with performance, less documentation may be needed.
14. **Every** employee must be evaluated each year with the results placed in the personnel file. An evaluation process for each job position should be established and followed by all supervisors. The Executive Director/Administrative Director should read all evaluations of all employees. This is essential for many reasons but most importantly are to ensure compliance with the laws and procedures and to confirm all staff are evaluated consistently and fairly.

15. All unsatisfactory evaluations of professional staff MUST be signed by the Superintendent or Superintendent of Record. The Director may sign all other evaluations.
16. The manner the director of a career & technical school will be evaluated is usually found in the Articles of Agreement. There is no one strict rule. Here are some of the scenarios of how the CTE director may be evaluated.
 - The Superintendent of Record may complete the evaluation.
 - All of the superintendents may complete the evaluation.
 - The JOC may complete the evaluation.
 - The Superintendent of Record and the JOC may both complete the evaluation.
17. The director of career & technical programs in a high school setting is evaluated within the school district. Who completes the evaluation varies with the system as well. The district's organizational chart should define the direct supervisor of the director. If the organizational chart does not define the supervisor, the job description should identify the evaluator.
18. It is important to note that evaluation of a superintendent vastly differs from the evaluation of the director of a CTE school. Superintendents have a letter of eligibility once they complete their required coursework. This letter of eligibility is in lieu of a certificate. Once they are hired at a school district as the superintendent (or Assistant Superintendent), they become a commissioned officer of the district. They receive a contract which must follow Section 1073 of the School Code. The superintendent's contract can be terminated at the end of the contract by the school board or by the superintendent. The Superintendent does not have tenure in the district.

CTE Directors maintain their professional employee status and tenure. They are to be evaluated under Act 13 of 2020 as mentioned earlier in this section. They can only have their employment terminated for one or more of the reasons in Section 1122 which includes two consecutive unsatisfactory ratings. The agreement signed by the Director and JOC is a compensation agreement which outlines salary and benefits to be provided to the Director. It may have a time limit (3 year, 5 year) but that is to only define how long that agreement should remain in effect before it can be re-negotiated. The contract typically can be opened one year prior to the end of the agreement to begin negotiations.

Management Information

Pennsylvania Information Management System (PIMS)

Description: The Pennsylvania Information Management System (PIMS) is a collaborative effort of the Pennsylvania Department of Education (PDE) and the local education agencies (LEA) across the Commonwealth. PIMS is a statewide, longitudinal data system that will efficiently and accurately manage, analyze, disaggregate, and use individual student data for each student served by Pennsylvania's Pre-K through grade 12 public education system.

Purpose:

- To meet the current PDE and federal reporting requirements.
- To improve education decision-making using high-quality data and decision support tools.
- To provide longitudinal tracking of education progress over time and across LEAs.
- To report timely and accurate education data through standardized and ad hoc reporting capabilities.

➤ **Reference:**

- Pennsylvania Information Management System, Volume 1 User Manual
- CTE Specific – Pages 286 – 311.
- **URL:** <https://www.education.pa.gov/Documents/Teachers-Administrators/PIMS/PIMS%20Manuals/2015-2016%20PIMS%20Manual%20Vol%201.pdf>

Academic Integration

Described: In Career and Technical Education, the integration of academics involves combining technical skill development based on industry standards with content knowledge from related academic subjects such as English Language Arts, Mathematics, Science or Social Studies.

Regulations in the school code:

Chapter 4 requires the following:

Career and technical education—Programs under public supervision and control which provide an organized process of learning experiences designed to develop integrated academic and occupational skills, knowledge, attitudes, work habits and leadership ability for entry into and advancement within various levels of employment in occupational areas of agriculture, business, marketing and distribution, health, home economics and trade and industry and for participation in postsecondary education and training.

Chapter 339 requires the following:

- *Pennsylvania academic standards.* Pennsylvania academic standards under Chapter 4 (relating to academic standards and assessment) shall be integrated within the technical curriculum and instruction.
- *Planned instruction.* Planned instruction must include the integration of academic, career development and technical curricula at the secondary level.

Federal legislation Perkins V “Strengthening Career and Technical Education for the 21st Century Act of 2018 states: Purposes of the Perkins Act of 2018

- The purpose of this Act is to develop the academic knowledge more fully, and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by:
 1. Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for highskill, high-wage, or in-demand occupations in current or emerging professions.
 2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students

Purpose: To help develop the academic and technical knowledge and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

Resources:

- Richner, D. (2014). Integrating the Common Core in the CTE Classroom. *Techniques*, Nov/Dec, 26-30. **URL:** <https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-NovDec2014-IntegratingCommonCoreCTE-1.pdf>
- Pearson, D. (2015). CTE and the Common Core can address the problem of silos. *Phi Delta Kappan*, 96 (6), 12-16. **URL:** <https://kappanonline.org/cte-common-core-address-silos-pearson/>
- Wright, T., Thomas, D., & Rogers, S. (2014). CTE Academic and Technical Curriculum Integration to Meet the Common Core. *Techniques*, Nov/Dec, 37-41. **URL:** <https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-NovDec2014-CTEAcademicTechnicalCurriculumIntegration.pdf>

New Program Planning and Approval

In planning a new program for the school, the director must consider many things. First and foremost, it is important to analyze the labor market information for the school's area. It is not important to look at what other schools are doing because the programs offered by the school should reflect the needs of the business and industries in the area.

The first step is to analyze the workforce needs for the school's region. There are several ways to do this.

1. By analyzing the data from the PA Department of Labor, the statistics will show which are the industries most in demand. Here are three hyperlinks that can be used in the analysis.
 - [Center for Workforce Information & Analysis \(pa.gov\)](#)
 - [Top 50 Employers & Industries \(pa.gov\)](#)
 - [High Priority Occupations \(HPOs\)](#)
 - <https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/2021%20Draft%20WDA%20HPO%20Lists.xlsx> (High Priority Occupations)
2. Discussions with the Local Advisory Committee (LAC) is required. The LAC is to be the visionary committee for the school. It should be made up of business and industry leaders as well as members of the Workforce Development Board. Gathering their input as to the programs offered in the school is imperative to ensure the programs offered meets the needs of business and industries in the area.
3. Further discussion with the Executive Director of the Workforce Development Board is also important to gain his/her support as the process moves forward.

The second step is to look at the offerings in the sending districts. If the program the career and technical school CTC) is considering opening is already offered at the sending districts, it is not recommended the CTC open the program. The school will be in direct competition with the sending districts, and enrollment numbers will be difficult to achieve.

The third step is program cost and budget consideration. Some programs have a low start-up cost while others have a high dollar startup. Equipment needed for programs like welding, electro-mechanical, or Machine Technology will require a significant dollar investment while a computer-based or service sector program may be substantially lower. The salary needed to hire a teacher may also vary due to the occupation and current business and industry salaries and benefits. A teacher coming from a manufacturing or construction cluster may require a higher salary than a teacher from a service occupations cluster. The start-up costs and teacher salary must be part of the planning process for funding a new CTE program. Budget alone should not deter the school from opening the program but a well thought out budgetary plan may require funding over a multi-year period.

Grants may be used to offset some of the costs for opening the program although the equipment grants are usually not permitted to be used to open a new program but can be used in the first year of

the operation of the program. ***It is important to note that Perkins funds cannot be used on a new program unless the needs assessment was completed and discussed with the Stakeholder group. The stakeholder group must approve the opening of the program as a need based on the labor market data. Documentation of discussion by the stakeholder group regarding the new program is required.***

The last step in opening the program will be to get Board/JOC approval for the opening of the program. It is important to do research and provide justification prior to asking the board/JOC for approval. (Budget, labor and industry data, equipment budget, enrollment numbers, teacher salary, and plans for recruitment)

After the JOC/board has approved the opening of the program, the program must be entered into CATS. Follow the process found in the CATS Secondary Program Approval Instructions. [CATS Secondary Program Approval Instructions \(pa.gov\)](#) and [Frequently Asked Questions \(pa.gov\)](#)

To receive approval from the Bureau of Career & Technical Education BCTE), all components must be completed in CATS. It is important to remember that CATS closes each year on May 31 so the information must be entered between the opening of CATS (sometime in February) and May 31. If everything is entered but a teacher has not been hired, contact BCTE to receive a provisional approval until the teacher is hired and approved by BCTE. Then the teacher information can be placed into CATS.

Information needed to open a new program:

- [CIP Codes \(pa.gov\)](#) Use the hyperlink to determine the CIP code for the program the school is planning to open. The local name may be different from the CIP Code name, but the CIP code name is the official one to place in CATS. The CIP codes document will also provide an overview of the course and the certification requirements for the teacher. The teacher's work experience must match what will be taught in the program. Remember-a teacher cannot teach what he/she does not know.
- The Certification and Staffing Policy Guidelines (CSPGs) will provide guidance in the requirements for certification. Hyperlink for the CSPGs is [Staffing Guidelines \(pa.gov\)](#) If the program requires an instructional certification such as a business course or Agriculture course, the document will provide the certification requirements and an overview of what the teacher should teach in the program. CSPG 66 contains information regarding the career and technical instructional intern certifications requirements.
- Before the program opens, it will be important to begin the process by organizing the Occupational Advisory Committee (OAC) and begin to have planning meetings. The OAC can aid in the recommending equipment, hiring the teacher, curriculum development, recommending textbooks and other resources, and marketing and recruitment for the program. OAC member names, business, and positions will need to be entered into CATs for program approval.
- The CIP-SOC crosswalk is a document that defines what occupations are part of the CIP code. While this is not needed for program approval, it does help the administration when finding the

right teacher and will be used in other documents such as the Student Objective Form completed each year by the students in the program. The hyperlink is:

<https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/PA%20CIP%20SOC.xlsx> (CIP-SOC Crosswalk)

Some dos and don'ts for opening a new program:

1. Do not open programs that are in direct competition with the sending districts.
2. Surveying potential students is not an effective way to determine if the school should open the program. Business and Industry needs should be the main consideration as to whether a program is needed.
3. Plan for recruitment of students. Marketing materials and a plan for seeing potential students will need to be developed.
4. Develop the OAC sooner rather than later to have them help design the program, so it simulates business & industry settings.
5. Hire the most competent and skilled person as the teacher. Continue to advertise and interview until the interviewing team finds the master technician. Do not hire someone who cannot pass the Occupational Competency Exam (OCA). It is the same NOCTI test given to the seniors. If the teacher cannot pass it, how will he/she prepare the students for the test? Do not settle for the best of the worst applicants.
6. Have the OAC members participate in the hiring interviews. The OAC members can ask the technical questions and can tell the administrators if the person is a skilled technician. The OAC members should also write the technical questions and provide the correct answers for administrators.
7. Consider building the program equipment over several years. Equip the program for year 1 followed by equipment budgeting for the following years. Use grants to offset future needs.
8. Discuss the new program offering with the Professional Advisory Committee (sending school superintendents) to gain their support for the new program. Be prepared with all pertinent information before discussing it with them.
9. If the school has a CTDSL assigned through the Technical Assistance Program, he/she should be able to help with the process.
10. Don't miss the CATS window for submission of the program. (Mid-February to May 31)
11. BCTE staff will also be available to provide help in getting approval for the program.

Relationship between CIP and SOC codes

CIP stands for Classification of Instructional Programs. Each of the approved career & technical programs in Pennsylvania must align with a CIP Code. For a list of approved Pennsylvania CIP Codes, use hyperlink [CIP Codes \(pa.gov\)](#). It is important to note that a local name may be used for the program, but it must align with one of the approved CIP codes. The CIP code title, not the local name, must be entered into the CATS system for approval of the program.

The CIP code is also used to determine the certification test the potential teacher must take for certification. Contact the university in your region to discuss the certification test. Use the same hyperlink for university contact information.

The CIP code is also used to identify which test title is to be given to senior students taking the NOCTI or NIMS end of program assessments. An example of the crosswalk is at this hyperlink: [Crosswalk-2020-2021.pdf \(careertechpa.org\)](#)

SOC stands for Standardization of Occupational Classification. It is a list of occupations within an industry. SOC codes in Pennsylvania CTCs are used mainly to highlight which occupations the student may pursue while enrolled in a CTE approved program. The student career objective form must be signed annually by the students. The mandatory form requires the SOC code the student is pursuing be identified on the form. [Career Objective Form \(pa.gov\)](#)

CIP/SOC crosswalk is a document that marries the two codes. The document can be located at the [High Priority Occupations \(HPOs\)](#) at the bottom of the page. This document is used to determine which of the SOC codes fall under each CIP code. It will be vital in developing the Career Objective Form mentioned above to show the occupations that are viable for each approved program. The crosswalk is also used during the completion of the Competitive Equipment Grant to complete the section on job market analysis. (See Common CTE Grants for more information)

Student and Program Credentialing/Certifications

Program credentialing: Chapter 4.31c states:

Career & Technical education programs must consist of a series of planned academic and career & technical education courses that are articulated with one another so that knowledge and skills are taught in a systematic manner. When appropriate, career & technical education programs must adopt, in program areas for which they are available, industry recognized skills standards and may also include cooperative vocational-technical education and participation in vocational student organizations to develop leadership skills.

The requirement means that if an industry recognized skill standard for a program area, it must be provided. Examples of industry recognized standards are:

American Culinary Federation (ACF) for Culinary Programs [American Culinary Federation \(acfchefs.org\)](http://American Culinary Federation (acfchefs.org))

American Welding Society (AWS) for Welding Programs [American Welding Society \(aws.org\)](http://American Welding Society (aws.org))

National Institute for Metal Working Skills (NIMS) for Machining Programs [Homepage | NIMS \(nims-skills.org\)](http://Homepage | NIMS (nims-skills.org))

Automotive Service Excellence: for Automotive Programs including Auto Body, Diesel Mechanics [Home - Automotive Service Excellence \(ase.com\)](http://Home - Automotive Service Excellence (ase.com)) and [Students & Teachers - Automotive Service Excellence \(ase.com\)](http://Students & Teachers - Automotive Service Excellence (ase.com))

Student certifications are required in Chapter 339:

339.22 states:

(a) *Occupational program requirements. The primary objectives of an occupational program are to prepare students for employment in high priority occupations supported by local employers, and for successful employment and lifelong learning through acquisition of high-level academic, technical and career development skills, efficient work habits and attitudes about the personal, social and economic significance of work. Occupational programs include vocational agriculture, vocational business education, vocational health occupations, vocational marketing and distributive education, vocational occupational family and consumer sciences, and vocational trade, industrial and technical education. Occupational programs must be standards-based, prepare students for obtainment of licensure or industry skill certification or Pennsylvania Skills Certificate, as required, provide extended classroom experience, and meet minimum time requirements.*

(6) *Industry standards.* Programs must prepare students to meet industry-defined standards, certifications, regulations or licensing agreements demonstrated through industry assessment, industry credentials, industry certification, license or State assessment.

(7) *License requirements.* Programs designed to provide students with the background to meet certification and licensure requirements must meet the standards of the licensing agency and be supervised or administered according to the certifying or licensing agency,

Chapter 339.4 states:

Skill attainment targets as set forth in the school entity's local plan, if applicable, or State plan, which may include industry assessment, industry credentials, certification, or State assessment.

Every school offering approved career & technical programs must provide at least one certification in every program. The certifications offered for each program are identified in the CATS system. At the end of the year, certifications earned by each student in the program is noted in PIMS. If the certification is not listed in CATS, it will not appear as an option in PIMS as they are inter-relational data bases.

The Bureau of Career & Technical Education provides a list of approved certifications for each program cluster. The list can be located at [Industry-Recognized Credentials for Career and Technical Education Programs \(pa.gov\)](#).

It is expected that every senior student who completes the program will have earned a minimum of one state or national certification.

Certifications is a topic that should be discussed annually with the Occupational Advisory Committees (OAC). The OAC can provide input into what are the best certifications to offer in the program. The OAC does not have the authority to recommend that certifications should not be offered in the program as that action would violate Chapter 339 regulations.

Planning

Induction Plan

Reference: Pennsylvania Department of Education (PDE). *Educator Induction Plan Guidelines*, February 2019.

- **URL:** [EIP Guidelines \(pa.gov\)](https://www.pde.state.pa.us/Programs/Educator-Induction/Induction-Plan-Guidelines.aspx)

Authority: Pennsylvania Code (22 Pa. Code §49.16 and §49.83)

- Since 1987, school districts, intermediate units, charter schools, and area vocational-technical schools in Pennsylvania have been required by the Department of Education to have a state-approved teacher induction plan for first-year teachers.

Purpose: Without the supports of a standards-based system, even the most talented educators are at risk of leaving the profession. High-quality induction programs can help to prevent new teachers from leaving the teaching profession.

Requirements:

- Each school entity shall submit to PDE for approval, a plan for the induction experience for first-year teachers, long-term substitutes who are hired for a position for 45 days or more, and educational specialists.
- The length of the induction program must be a minimum of one school year; however, the school entity may choose a longer period.
- Regulations require that induction plans be updated every six years.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator, and the induction team.
- Criteria for approval of the induction plan must include induction activities that focus on teaching diverse learners in inclusive settings. Diverse learners include English Language Learners (ELLs) and students with Individualized Education Plans (IEPs).

Professional Development Plan (PDP)

Reference: Pennsylvania Department of Education

- **Website :** [Act 48 Professional Education Plan \(pa.gov\)](https://www.pde.state.pa.us/Programs/Professional-Development/Act-48-Professional-Education-Plan.aspx)

Authority: Not mandated

Purpose: The goal of a professional development plan should focus on the improvement and quality of teaching and learning. This can be achieved through:

- A requirement for faculty participation.

- A program with substance which is designed to meet the needs of all instructional staff, addressing:
 - Site-based needs
 - Individual needs
 - A program of high quality, designed to engage the faculty.
 - A program which provides the opportunity for collaboration and reflection between colleagues.
 - A program designed to provide meaningful evaluation which promotes improvement in teaching.
 - A program which supports teachers in meeting the developmental and educational needs of students.
 - A program which supports mentoring and the collegial interaction of the entire faculty to include administrators, instructional leaders, teachers, counselors, and support staff.

Equity and Inclusion Planning

Resources: Pennsylvania Department of Education. *Pennsylvania Equity and Inclusion Toolkit*, April 2017.

- The *Pennsylvania Equity and Inclusion Toolkit* is designed to assist all school entities in their efforts to prevent and address bias and discrimination. Everyone from the state level of government to all school entities and the community at large has a moral and legal obligation to ensure the safety of all children placed under their care.
- **URL:** <https://www.education.pa.gov/Documents/K-12/Safe%20Schools/EquityInclusion/PA%20Equity%20Inclusion%20Toolkit.pdf>

Authority: Not mandated

Purpose: The diversity of cultures, identities, and backgrounds of over 300 million people in the United States becomes increasingly diverse with each passing year. As this and other types of diversity have continued to increase within our society, the need for equity among people of different backgrounds has become relevant. In educational institutions, we must cultivate a desire among students, teachers, and administration alike to embrace this diversity and create equity in the classroom. Considerations include the need to create and sustain a safe and supportive learning environment for students by focusing on the reality of bias, harassment, prejudice and discrimination in our communities and schools.

Technology Plan (Planning) –

Resources:

- *Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders, Second Edition*
 - ISBN-13: 978-1452268262
 - ISBN-10: 1452268266

Authority: Not mandated

What is Technology? Technology is any tool, device, process, software code, hardware, or digital system that when applied to learning improves teaching, administration, and the achievement of children, youth, and adults. It serves to prepare people for new roles in learning, living, and working in an ever-changing global society.

Purpose: The effectiveness of technology will ultimately be determined by the plan of action identified by the organization. It should be designed to promote and enhance the curriculum by supporting students, teachers, and administrators at the school/center and by parents and stakeholders in the community. This will best occur through the innovation of new methods, ideas or products that incorporate technology.

Process:

- Establish leadership and support.
 - Setting up a technology team and ensuring management and staff buy-in will allow you to get started with the whole organization behind you.
- Identify a Technology Team.
 - It is crucial that the technology plan be a product of the whole organization, not just one staff person's brainchild.
- Assess your resources.
 - Assess your existing technology. What do you have in place? How well is it working?
- Define your needs.
 - Why do you need technology? What will new technology help you do that you cannot do already? Defining your needs will enable you to choose the most efficient solutions.
- Explore solutions.
 - Research existing technology options and decide on ones that meet your needs at a minimum cost.
- Write the plan.
 - Document your resources, needs, and solutions, as well as your budget.
- Obtain funding.
 - Use your technology plan as a key element in seeking technology funding.
- Implement the plan.
 - Setting a timeline, assigning responsibilities, and evaluating your progress will make your plan a reality.

E-Rate Planning

Resources/URLs:

- <https://www.statelibrary.pa.gov/Libraries/Subsidies-and-Grants/Pages/e-Rate.aspx>
- <https://www.eratepa.org>
- <https://www.usac.org/e-rate/>
- **Attachment:** E-Rate Discount Matrix

Authority: Not Mandated

Purpose: E-Rate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company under the direction of the Federal Communications Commission. The program **provides discounts** to assist schools and libraries in the United States to obtain affordable telecommunications and internet access. It is one of four support programs funded through a universal service fee charged to companies that provide interstate and/or international telecommunications services.

Emergency Management Planning

Resources:

- **URL for Pennsylvania Safe Schools:**
 - <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/Pages/default.aspx>
- **URL for All Hazards Planning Toolkit:**
 - <https://www.pema.pa.gov/Preparedness/Planning/Community-Planning/School-Safety/Pages/All-Hazards-School-Planning-Toolkit.aspx>
- **Website for MOU model:**
 - [Model Memorandum of Understanding with Law Enforcement Agency \(pa.gov\)](#)

Authority: Not mandated

Purpose: Planning for emergencies is something every local education agency must consider, regardless of its size or location. While it is difficult to plan for every issue that could occur, preparation is key to saving lives when disasters occur.

Crisis Response Planning

Resources:

- **URL for Pennsylvania Crisis Response Planning**
 - <https://www.education.pa.gov/Schools/safeschools/MentalHealth/Trauma/Pages/CrisisPlanning.aspx>
- **URL for US Department of Education Guide to Safe Schools**
 - <https://www2.ed.gov/about/offices/list/osers/osep/gtss.html>

Purpose: to assist school communities with identifying warning signs and to assist in the development of prevention, intervention, and crisis response plans.

Health and Safety Planning (COVID-related)

Resource:

- ***URL for Health and Safety Plans***
 - <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/K12/Pages/HealthSafetyPlans.aspx>

Requirements:

- A Health and Safety Plan must be created to serve as a local guideline for all reopening activities.
- The Plan must be adopted by the JOC/JSC/School Board.
- The Plan must be submitted to PDE.

CATS (Career & Technical Information System)

CATS is the central database that maintains CTE program information from schools offering approved career & technical programs. CATS will be migrating to the new PDE portal in February 2022. It is important to note that CATS and PIMS are inter-relational data bases that communicate with each other. If information is not in CATS, the school will be unable to enter student information into PIMS such as certifications earned by students during the year.

Only authorized persons may access the entire CATS system to enter or delete information. To receive access to the CATS system, a Keystone Login is needed. Instructions to get a Keystone Login can be found at [Keystone Login \(pa.gov\)](#). The next step is to add CATS to the MYPDESuite list of approved access. Instructions and help for MyPDESuite can be found at [MyPDESuite \(pa.gov\)](#). Determine who the authorized Security Administrator is in the school and have him/her approve the director's name to be added to access to the CATS system. The Security Administrator is typically in the technology department of the school.

It is also important to update EdNA (Education Names and Addresses). For more information on how to update EDNA, see [EdNA \(pa.gov\)](#). The data stored in EdNA is connected to multiple other PDE systems/applications that (generally) retrieve data from EdNA when needed such as the CATS system.

Anyone can access the following a portion of the CATS site without permission. [Career And Technical Education \(pa.gov\)](#). This portion of CATS will provide a list of the approved career & technical programs for every school that has one. The form is known as the PDE 320 form. The site also provides a list of the industry certifications offered at the school for students in each program.

Information needed for each program in CATS can be found at [CATS Secondary Program Approval Instructions \(pa.gov\)](#). No section may be left blank.

An important point that is often missed is all programs that are not a PDE Program of Study identified as Career & Technical programs on the PDE 320 form MUST have an up-to-date local articulation identified in CATS. All Programs of Study (POS) may utilize the state-wide articulation agreements and may add additional local articulations to CATS.

All information should be updated annually in CATS. It is recommended to print off the information from CATS for each program near the end of the school year and send it to the teacher to update and send it back. This process should be part of the end-of-year checkout procedures for teachers. Then, every five years, all approved programs must be re-submitted to PDE for approval. This requires all areas to be updated following any new guidelines provided by the Bureau of Career & Technical Education and submitted through CATS for the Bureau's approval.

The CATS system is typically open for wholesale changes from sometime in mid-February to May 31st each year. While access to the system is available throughout the year, major changes can only be made to the information in CATS between the dates of mid-February to May 31.

CATS is also used to submit for approval of a new career & technical program. Instructions for the submission can be found at [CATS Secondary Program Approval Instructions \(pa.gov\)](#). If you are planning to open a new program for the next school year, the new program request must be submitted into CATS before it closes on May 31. Bureau staff will help you in the process of getting a program approved. See additional information on new programs in the tab on New Program Planning and Approval.

If you are closing a program, you will use CATS to mark the program for deletion. The following hyperlink will offer guidance on closing a program. [Alteration and Curtailment of Programs \(pa.gov\)](#)

CATS will be used by the Bureau of Career & Technical Education to assess program information prior to and during the 339 Approved Program Evaluation process. It is vital that all information entered is up to date prior to the visit.

Performance Assessment

Mastery Learning

Description: Students enrolled in CTE programs can learn in an environment that is practical, hands-on, and energizing. Aligned to Bloom's *mastery learning* (Bloom, 1971), students in CTE learn skills through phases of exposure, performance, and mastery of specific job-related tasks. Mastery is determined via the student's ability to achieve expectations as described within the performance objective for a given task.

Mastery learning can be identified in academic and CTE. Basically, it is demonstrated by students when they meet the standard. It cannot be demonstrated at a level other than "Mastery". As an example, students that attain a "B" or 88% on a Math test earn a passing grade, but they clearly have not mastered the math concept or problem(s).

Once again, students must "Master" the content and/or the Skill Performance. Skill Performance in CTE must be performed to business or industry standards.

The concept is further explained in the PDE Standards-Based CTE Curriculum Model and in PA Chapters **4** and **339**.

Performance Assessments

Overview of CTE Performance Assessments

Requirements governing the testing of Career and Technical Education students: Several state and federal requirements dictate the testing of CTE students. Chapter 4 of Title 22 of the Pennsylvania Code (Chapter 4.31a) establishes an occupational competency measure for all secondary and adult CTE program concentrators who are scheduled to graduate. In addition, the Strengthening Career and Technical Education for the 21st Century Act (P. L. 115-224) requires that each state develop a system of core performance measures and standards for the purpose of evaluating its secondary, adult, and postsecondary career and technical education programs. Lastly, Pennsylvania is a unified state where federal and state CTE programs are part of the Governor's Executive Order for the Pennsylvania Workforce Investment Board, which calls for an integrated workforce investment system with core performance measures and standards. Testing results will be used to address the federal and state performance accountability requirements of the Strengthening Career and Technical Education for the 21st Revised December 2020 2 Century Act (P. L. 115-224) and Chapter 339 of Title 22 of the Pennsylvania Code (339.4(e)(1)(i)). Specifically, these involve the use of third-party end-of-program occupational tests to measure technical skill attainment.

PDE requires all secondary concentrators (refer to the definitions on the next page), anticipated to graduate from high schools in the current school year from their approved CTE programs and receive diplomas from their high schools, to take a state-approved occupational competency test. This requirement includes students with Individualized Education Programs (IEP). This testing policy meets the requirements of the Strengthening Career and Technical Education for the 21st Century Act (P. L. 115-224) and Chapter 4 of Title 22 of the Pennsylvania Code (Chapter 4.31a). All concentrators who are anticipated to graduate are expected to participate in occupational competency testing. Failure to comply will affect Pennsylvania's ability to meet the requirements of the statewide system of measures and standards and may result in sanctions against a school under Chapter 4 of Title 22 of the Pennsylvania Code (Chapter 4.31a), Chapter 339 of Title 22 of the Pennsylvania Code (339.4(e)(1)(i)), or the Strengthening Career and Technical Education for the 21st Century Act (P. L. 115-224).

For an overview on the testing: [A-Guide-to-Student-Occ-Testing-2020-2021-FINAL.pdf](https://careertechpa.org/A-Guide-to-Student-Occ-Testing-2020-2021-FINAL.pdf) (careertechpa.org) This document is updated each year.

Currently, only two national or state assessments are used in Pennsylvania which are NOCTI and NIMS. NIMS is used for Machining programs with CIP codes of 48.0591 Machine Tool Technology/Machinists or 48.0599 Precision Metal Worker, Other. Machining students taking the NIMS certification assessments must complete five different assessments. [NIMS Resources](#) | [Career and Technical Education Pennsylvania \(careertechpa.org\)](https://careertechpa.org)

Students in most of all other approved programs in a CTE school will take the NOCTI assessment. There are two components of the assessment which are written and performance. To view the required assessment for the program, use the test crosswalk which is updated annually. To view the current crosswalk, use the following hyperlink and click on the crosswalk for the list of the approved programs and their assigned assessment, open the following hyperlink. [Test Site Coordinator Resources | CTE Pennsylvania \(careertechpa.org\)](#). Some tests titles are marked with PA at the end. The PA tests have been written by NOCTI using the Pennsylvania Programs of Study task lists. There are still a few programs in which no NOCTI assessment has been completed and those students are given a test exemption. BCTE and NOCTI are continually working to keep all assessments up-to-date and to develop new assessments.

Each school must identify at least one individual as the Test Site Coordinator. This person(s) will coordinate the entire testing process including identifying students to be tested, ordering tests from NOCTI, providing teachers with access to the Teacher Resource Center, overseeing the testing schedule, destroying test materials following the completion of the testing, providing information to teachers, and submitting completed tests to the testing agency. In larger schools, more than one person should be identified as the Test Site Coordinator. The individual assigned by the school must be an organized person as well as someone who meets deadlines and is very detailed oriented. Here is a flyer identifying some of the responsibilities of the Test site coordinator: [Post-Testing-Flowchart-2020-2021.pdf \(careertechpa.org\)](#)

Penn State Allegheny staff in the Education Resource Center coordinates the testing for the Bureau. See the hyperlink for contact list of people: [Bureau of Career and Technical Education \(careertechpa.org\)](#)

Other important information regarding NOCTI/NIMs assessments:

Important references:

[CTE-Student-Definitions.pdf \(careertechpa.org\)](#)

[Test Security | Career and Technical Education Pennsylvania \(careertechpa.org\)](#)

[NOCTI Blueprints | Career and Technical Education Pennsylvania \(careertechpa.org\)](#)

[Accommodations | Career and Technical Education Pennsylvania \(careertechpa.org\)](#)

[NIMS Resources | Career and Technical Education Pennsylvania \(careertechpa.org\)](#)

[NOCTI Resources | Career and Technical Education Pennsylvania \(careertechpa.org\)](#)

[2020-2021-Understanding-Cut-Scores.pdf \(careertechpa.org\)](#)

Accountability of school programs becomes more significant each year to students, parents, instructors, administrators, school boards, and PDE. The occupational competency tests used in

this program are based on state, national, and/or industry-based standards. These standards are usually consistent with local curricula; however, local administrators are encouraged to identify gaps between the local curriculum and national standards and exert efforts to close any identified gaps.

As performance on the state assessments is part of the Perkins V performance indicators (*Percentage of graduating CTE concentrators who successfully achieve competency levels at or above the Competent level on the NOCTI Job Ready Occupational Specific Assessments or achieve competency on other PDE approved test in the reporting year*), it is vitally important the school administration take the time to analyze the results school-wide and by each program area. If the school is a member of the Technical Assistance Program (TAP) offered by the Bureau of Career and Technical Education, the school can receive several opportunities to prepare for testing, analyze results and improve assessment results.

1. TAP schools will receive NOCTI pre-tests for use to establish base-line data of the students and what areas need to be refreshed or taught. The pre-tests are provided at no charge to the school. The NOCTI pre-tests are typically given at the beginning of the senior year. They are a multiple-choice assessment taken on the computer. The student and the teacher are provided the results of the assessment in a short time. NOCTI provides the teacher with several documents to aid them in the analysis of the data. The student can receive a copy of the results to determine what areas the student needs to focus upon to be successful in the post-test at the end of the year. Non-TAP schools are encouraged to do pre-testing, but they must pay for the assessment.
2. TAP school students and the teacher will also receive the NOCTI Study Guides at no cost which provide them with tips for testing and sample questions to study. The teacher's guide provides additional information on how to prepare students for the final assessments. Teachers and students will also be able to analyze all of the competencies that will be tested on the post-test. The study guide will also provide an example of the performance portion of the test showing the students what they must complete for the assessment and how much weight each area represents. The teacher and the students should work together to analyze the pre-test scores to determine individual and class needs. NOCTI Study Guides are available in a digital format.
3. NOCTI blueprints: The NOCTI blueprints of the assessment are provided. This will list the competencies tested in both the written and performance portion of the test. The blueprint offers sample questions and a sample job sheet from the performance portion. NOCTI blue prints are available to all schools through the NOCTI website or at [NOCTI Blueprints | Career and Technical Education Pennsylvania \(careertechpa.org\)](http://careertechpa.org)
4. NOCTI provides a Teacher Resource Center which is online, and password protected. The school's Test Site Coordinator will provide each teacher with a login and password to access the Center. Teachers are able to access their current pre-and post-test results as well as previous results. For information as to the information in the Teacher Resource Center, refer to this flyer: [PA Resource Center Flyer v2-web \(careertechpa.org\)](http://careertechpa.org)

5. Performance Testing requires business and industry to evaluate the students for each of the tested areas. The teacher of the program may not be in the room during testing. Training of the evaluators must be done prior to the testing day so they understand how to evaluate each of the jobs the students will complete and to understand and follow test security. Most often, CTE teachers will utilize Occupational Advisory Committee members as their evaluators for the performance assessment. It is important for each teacher to secure the needed number of evaluators for the day. Administrators should check with teachers at least one week in advance to ensure they have a sufficient number of qualified evaluators. Teachers from other schools or employees of the same school are not permitted to evaluate the performance assessment.
6. NOCTI provides the CTE teacher with a guide to set up for the performance assessment. Teachers are not permitted to see the actual testing booklet; however, they do need to know how to set up the room and what supplies/equipment if needed. To do so, NOCTI offers Instructor Prep Packs and is available in the Teacher Resource Center.
7. The written portion of the post-test must be proctored by individuals who do not know the students so teachers for the program are not permitted to proctor their own students' tests. Proctors will be available to aid students in technology problems or to provide approved accommodations, but they may not help the student to answer questions. Proctors are typically school employees such as instructional assistants, special education teachers, and counselors.
8. For a review of the roles and responsibilities of people in the testing process, please see the flyer: [NOCTI-Roles-and-Responsibilities.pdf \(careertechpa.org\)](https://careertechpa.org)
9. Accommodations must be provided for students according to the IEP. The same accommodations that are approved for Keystone or PSSA are approved for NOCTI written tests and if applicable without negating the test, on the performance portion, too. [Accomodations-Flyer-2018.pdf \(careertechpa.org\)](https://careertechpa.org). Teachers, proctors, and evaluators must be made aware if accommodations are permitted for a student. CTE students who take the PASA test are exempt from taking the student occupational assessment tests.
10. Technology is needed to provide online testing for both pre-tests and post-tests. Persons in charge of technology of the school must have computers prepared for the testing days and must be available to aid in the case of problems with technology. Students must be provided with online logins and passwords prior to the testing. Some students may need an opportunity to practice logging on to the NOCTI system prior to the actual testing day to alleviate problems.
11. After post-test assessments are completed and results returned, the instructor and administrator should begin to review results to determine gaps in instruction and sequencing of curriculum. This is a must for school improvement. NOCTI offers several group and individual reports which can be used in the analysis of the results. They are located on the Teacher Resource Center pages. Another valuable resource is Todd Luke, President of Max Teaching. If the school is not already a member of Todd Luke's

Network of Schools, the administrator simply has to email Todd at Todd@MaxTeaching.com and ask to be a member. This is offered at no cost to the school. Once becoming a member of his network, the administrator has to upload the NOCTI results. Within a short time, Todd will provide a report for each program analyzing the results. He will also provide reports from all of the schools in the network so the administrator can see strengths and weaknesses in every program as compared to this school.

12. **If the teacher makes no changes to the curriculum or instruction, the same results will happen each year.** Analysis of the data and making the changes identified through the analysis is imperative to improvement of student performance. Help can be provided through the school's CTDSL if one is assigned to the school through the TAP program. Workshops are often offered through conferences that can be used to teach administrators and teachers how to analyze their results and to make changes in curriculum and instruction.
13. Pilot testing of NOCTI: Each year, PACTA will send notice that pilot testing is offered for particular assessments that are under revision. Both performance and written pilot testing is done. For more on pilot testing: [Pilot-Testing-2021-At-A-Glance_.pdf](https://nocti.org/Pilot-Testing-2021-At-A-Glance_.pdf) (nocti.org)

Academic assessments

Career & Technical schools are required to have planned instruction. Planned instruction must include the integration of academic, career development and technical curricula at the secondary level. **As per Chapter 339 (standards that define career & technical education) the curriculum must include:** (2) *Pennsylvania academic standards*. Pennsylvania Core Academic Standards under Chapter 4 (relating to academic standards and assessment) shall be integrated within the technical curriculum and instruction.

Keystone exams in Literature and Algebra I are taken by students in grades 9-11 depending on the curriculum sequence in their district. Students in comprehensive CTE schools take the exams at their CTE schools while typically shared-time CTCs take their academic exams at their sending districts. Academic assessments are usually thought to only address the federal ESSA Act but, in fact, in Perkins V, there is also a requirement to address the academic assessments. Perkins V has two performance indicators addressing the Keystone exams.

2S1 Academic Proficiency in Reading/Language Arts. CTE concentrator Revised June 2020 26 proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 Academic Proficiency in Mathematics. CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

All schools offering CTE must address and integrate the Pa Core Standards into the program curriculum. There are several documents on the Bureau of CTE's website to address integration. [Instructors Guide - Linking PA Core Standards to CTE Programs of Study.pdf](#).

A crosswalk of the PA Core Standards and the Programs of Study task lists can be found at: [Framework \(pa.gov\)](#)

Some curricular materials can be found at: [Math T-Charts \(pa.gov\)](#)

Work-based Learning

Work-based Learning

Work-based learning (WBL) is an important attribute of a successful career & technical program. WBL can take on many aspects. It can be offered internally in the school as part of the program, or it can be out of school or externally as students participate in activities in business and industry. Some form of Work-based learning is required in every CTE program.

PDE's requirement for work-based learning is:

Extended classroom and work-based learning. The program must provide students an opportunity to acquire experience in appropriate work situations related to their CTE program of study. When the traditional shop or laboratory cannot simulate the work situation, the classroom may be extended to a cooperating agency or business as long as the educational objectives are being met. Health occupations curriculum preparing individuals for direct patient care must provide clinical experience as an integral part of the curriculum.

Examples of internal work-based learning activities are:

1. Cosmetology student-run clinic
2. Culinary Art student-run restaurant
3. Market Program's School Store
4. Construction Program's House Project
5. Child Care program's day care center

Examples of external work-based learning activities:

1. Job-shadowing experiences are short-term unpaid events where students spend time shadowing a person in the profession
2. Business & Industry tours are also an example of a short-term WBL event. Dates of the events and pictures from the tours should be maintained to use as evidence for a 339 Approved Program Evaluation.
3. Clinical Experiences: Health occupations students often complete required clinical experience in a hospital or nursing home to get hours necessary for the Nursing Assistant certification. Child Care students complete clinical experiences in a day care setting.
4. Unpaid internships: Usually a longer-term event than job shadowing where students are working in the profession usually under the guidance of a mentor. Some employers are more inclined to offer internships if they are unpaid.
5. Paid internships: Like the unpaid internships, students are spending time working in the profession under the guidance of a mentor but are paid for their work and time. This may be a prelude to Cooperative Education. Summer internships are popular.
6. Cooperative Education: Cooperative education is when a student has nearly completed his/her training in the technical program and is employed in the profession. The student

is graded by the employer for his work as well as paid a wage. The requirements for Capstone Cooperative Education are:

339.29. Cooperative vocational education. If cooperative vocational education is provided, it shall be planned in accordance with the stated career or occupational objectives of the student and include: (1) Related learning experiences held at a school-approved work station. (2) A training plan and a training agreement developed with the employer and available on file with both the school entity and the employer. The training agreement and training plan must be signed by the student, parent/guardian, school officials and cooperating employer. (3) Payment of the existing legal wage when applicable under section 206 of the Fair Labor Standards Act of 1938 (29 U.S.C.A. § 206) and The Minimum Wage Act of 1968 (43 P. S. §§ 333.101—333.115). (4) Provision for administration and supervision by school staff members in cooperation with the employer. (5) A minimum of one onsite student evaluation by a certified teacher for on-the-job activities per month. (6) At least 45 minutes per week, or 90 minutes every other week, for students to meet with their vocational instructor to discuss job problems and related information. (7) Credit for cooperative vocational education work experience. (8) A certified teacher coordinating the program. (9) Compliance with Federal and State statutes. (10) Insurance protection for both the school and students

7. Students enrolled in PDE approved agriculture programs may participate in Supervised Agricultural Experience (SAE). The rubrics and sample SAE projects required for agriculture programs must be listed in program scope and sequence in CATS.
8. CIP 32.0105 Diversified Occupations (Job-seeking skills) is a form of work-based learning. It is a separate approved CTE program. Students enrolled in this program are employed at a work site and are learning the skills of the profession on the worksite instead of attending a career & technical education program to learn skills. It is often offered to senior students in a high school setting but may be managed by the career & technical cooperative education teachers for the district. Students receive graduation credits for participating in the program and is paid by the employer. The program would be one of the CTE programs for the technical school and the technical school would receive subsidy for the program even though the students do not actually attend the technical school. The CIP code description is: [CIP Code 32.0105 \(pa.gov\)](#)

Work-based Learning Options

Diversified Occupations (general information)

The primary purpose of Diversified Occupations (DO) [CIP Code 32.0105 \(pa.gov\)](#) is to provide a career and technical education opportunity in occupations or programs not offered at the CTC or school district. A DO program greatly expands educational options beyond school-based CTE programs. The DO program must be approved by PDE and coordinated and taught by a Co-op coordinator. Teacher salary, benefits, and travel expenses are the primary cost associated with the DO program. A medium size classroom should be available for DO student group meetings, progress discussions, and presentations. Enrollment capacity will be increased without adding facilities. As an example, a few CTCs enroll approximately 70 – 100 students per DO teacher/coordinator. Full enrollment potential depends on how the CTC markets the program opportunities and how well the concept is assimilated into the school culture.

A Diversified Occupations program is highly recommended as a cost-effective educational program for a CTC, as the CTC can serve students from every participating school district. The economy of scale of serving multiple school districts enables a CTC to provide a cost-effective program. DO programs operated by individual school districts typically, have fewer students with interests in occupations that are not available at their CTC. A DO option can provide work-based learning opportunities in hundreds of occupations, often listed in the federal CIP Code. In addition, as a PDE Approved CTE program, DO students are eligible for state subsidy (revenue).

Diversified Occupations (DO) - can be offered to students in grades 11 and 12. The program offers on-the-job or work-based learning experiences in occupations not covered by CTE programs in the school. The DO program is NOT work release. It is a structured CTE program that allows students interested in a specific occupation or career cluster that may be difficult or impossible to be offered as a regular CTE program, such as Jeweler, Nanofabrication, Journalism, Upholstery, or other occupations not offered by CTC or member school districts. DO students have a specific career goal and career objective and a learning contract is developed between the DO coordinator (CTE teacher), employer and student. A certified cooperative education/DO teacher coordinates with the worksite mentor and visits the student while working as a paid intern in a business or industry setting. Typically, DO students spend two or more hours each day working on a job site in lieu of afternoon classes at the school. The DO concept is modeled after a co-op or capstone program for traditional CTE students, but it is offered for unique or lower density occupations as listed above. A DO program would enable the CTC to serve more students in career and technical education and provide more support to member school districts and area business and industry partners.

Diversified Occupations (DO) addresses three primary needs/purposes: **(1).** It provides learning opportunities for students in occupations Not offered at the CTC. **(2).** Students unable to enroll in CTE programs because the programs are fully enrolled (no space available) can be placed at an employer in the same occupation. **(3).** At-risk and/or “hardship” students can be placed in DO in any occupation in an effort to “keep them in school” as a dropout intervention.

NOTE: Co-op and DO programs offer similarities in the benefits of the programs; Co-op is an extension of the CTE programs offered, while Diversified Occupations provides work-based learning experiences in occupations not offered at the school. Both are work-based.

Benefits of providing Cooperative Education and Diversified Occupations programs

- Students learn new skills and knowledge in a workplace setting and gain work experience required for the award of industry credentials and/or hours and skills for apprenticeship programs.
- Students learn on state-of-the-art equipment that may not be available or affordable in CTE programs.
- Industry credentials earned in CTE and on Co-op can be awarded dual enrollment college credits; based on SOAR and/or current articulation agreements.
- Students apply previously learned skills (reinforcement) in a real work environment.
- For many students, the income from Co-op or DO can enhance family income.
- Co-op and DO programs serve as dropout intervention for “at risk” students. Co-op and DO programs enhance attendance and graduation rates.
- Students’ academic, communications skills, and 21st Century (Employability) skills are enhanced while interacting with employers, coworkers, and customers. Employability skills are required under Carl D. Perkins legislation.
- Diversified Occupations programs are highly cost-effective. They do not require facilities, equipment and consumable supplies.
- Employers gain a direct pipeline for quality workers, and they support local CTE programs with donations and subject matter expertise. They provide valid evaluation information essential for continuous improvement.
- Co-op and DO programs support regional workforce and economic development.
- In general, Co-op and DO students continue their employment with the same employer after high school graduation, often as a part time employee while attending college.
- Cooperative education and diversified occupations programs represent a business/industry partnership (engagement) with the CTC/school district.
- Students participating in Co-op and DO must be paid by area employers.
- Co-op and DO support PA’s Future Ready Index priorities.
- All DO concentrators will be required to complete a NOCTI exam. (NOCTI test Code 1437 - 21st Century Skills for Workplace Success. [Emp21SWS1437 \(nocti.org\)](http://Emp21SWS1437 (nocti.org))).



Career Readiness Skills Curriculum

Introduction

Career readiness is an essential part of the educational process for students to prepare for college and careers. The Workforce Board Lehigh Valley has created curriculum to assist teachers who are responsible for teaching Career & College Readiness Courses. The curriculum is based on the nine areas of the Employability Skills Framework developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies. The framework is divided into three groups with nine subgroups. (See Framework) The curriculum addresses each of the three areas and nine subgroups. This particular curriculum uses the framework and has divided the Employability Skill into three broad areas, divided into six units and 21 modules.

The modules contain numerous activities designed to meet the objectives of the framework. Teachers may use the lesson plan format of their school referencing the modules. The six units and 21 modules are numbered — with the unit number, then a period, and then the module number (e.g. 1.1 is Unit 1, Module 1) — to make it easier to follow the framework. They are designed to be followed linearly. Folders with the corresponding number of modules contain the documents needed for each lesson. It is recommended that all of the activities be utilized. However, with schools' various timeframes, modifications may have to be made. There are no times attached to the units to allow more flexibility for the teacher.

The units may cover more than one subgroup and bulleted item under the subgroup. The units are designed for high-school-age students. Many of the activities provided require team collaboration and cooperation. It is assumed that students have a general knowledge of technology use, which is integrated throughout the modules. The students are asked to be reflective and responsive in many of the module activities, so class participation is required.

Since curriculum is a living document, the expectation is that teachers will refine and enhance the activities. The hope is for teachers to find the curriculum easy to teach and beneficial for students.

Employability Skills

Effective Relationships- Workplace Skills- Applied Knowledge

Employability Curriculum Syllabus

- 0.0 Introduction
- 0.1 US Department of Education Employability Skills
- 0.2 Employability Skills Curriculum Crosswalk

Unit 1: Personal Qualities

- 1.1 Expectations and Orientation
- 1.2 Professionalism
- 1.3 Getting to Know Myself

Unit 2: Critical Thinking and Academic Skills

- 2.1 Critical Thinking and Problem Solving
- 2.2 Strategic Planning and Idea Mapping

Unit 3: Communication Skills

- 3.1 Verbal Communication
- 3.2 Writing Professional Resume's
- 3.3 Written Professional Communication
- 3.4 Networking and Elevator Pitches

Unit 4: Interpersonal Skills

- 4.1 It's All about Teamwork
- 4.2 Customer Service
- 4.3 Leadership Begins with Motivation and Initiation
- 4.4 Conflict Resolution
- 4.5 Diversity and Cultural Competence

Unit 5: Data and Technology

- 5.1 Researching
- 5.2 Career Research Project- Thesis Statement
- 5.3 Career Project- Outlines and First Drafts
- 5.4 Career Project-Final Draft
- 5.5 Visuals and Information Visuals

Unit 6: Systems Thinking & Resource Management

- 6.1 Entrepreneurship
- 6.2 Business Plan

Employability Skills Crosswalk

Employability Skills Curriculum	USDE- Employability Skills	PDE- Academic Standards for Career Ed and Work
Unit 1- Personal Qualities		
1.1 Expectations and Orientation 1.2 Professionalism	<ul style="list-style-type: none"> •Demonstrates responsibility and self-discipline •Takes responsibility for professional growth •Works independently •Takes initiative •Adapts and shows flexibility •Demonstrates a willingness to learn •Demonstrates integrity •Demonstrates professionalism •Displays positive attitude and sense of self-worth 	13.1 Career Awareness and Preparation
Unit 2- Critical Thinking and Academic Skills		
2.1 Critical Thinking and Problem Solving 2.2 Strategic Planning and Idea Mapping	<ul style="list-style-type: none"> •Thinks critically •Thinks creatively •Makes sound decisions •Solves problems •Reasons •Plan and organizes •Uses reading skills •Uses writing skills •Uses mathematical strategies and procedures •Uses scientific principles and procedures 	13.1 Career Awareness and Preparation
Unit 3- Communication Skills		
3.1 Verbal Communications 3.2 Writing Professional Resume's 3.3 Written Professional Communication	<ul style="list-style-type: none"> •Communicates verbally •Listens actively •Comprehends written material •Conveys information in writing •Observes carefully 	13.1 Career Awareness and Preparation 13.2 Career Acquisition

3.4 Networking and Elevator Pitches		
Unit 4-Inerpersonal Skills		
4.1 It's All About Teamwork 4.2 Customer Service 4.3 Leadership Begins with Motivation and Initiation 4.4 Conflict Resolution 4.5 Diversity and Cultural Competence	<ul style="list-style-type: none"> •Understands teamwork and works with others •Responds to customer needs •Exercises leadership •Negotiates to resolve conflict •Respects individual differences 	13.1 Career Awareness and Preparation 13.2 Career Acquisition
Unit 5 Data and Technology Use		
	<ul style="list-style-type: none"> •Understands and uses technology •Locate information •Organizes information •Uses information •Analyzes information •Communicates information 	13.3 Career Retention and Advancement
Unit 6 Systems Thinking and Resource Management		
6.1 Entrepreneurship 6.2 A Business Plan	<ul style="list-style-type: none"> •Understands and uses systems •Monitors systems •Improves systems 	13.4 Entrepreneurship

0.3 Employability Skills Crosswalk

Career and
Technical
Student
Organizations

Career & Technical Student Organizations (CTSO)

All approved programs in career and technical programs MUST be affiliated with one of the eight career and technical student organizations or CTSOs. The language and the requirements in Chapter 339 are found below. During a 339 Approved Program Evaluation which occurs every five years, the school must show active participation of the students from each program in one or more of the CTSOs. In addition, the CTSO affiliated with each program must be identified and entered into the CATS system.

339.30. Student organizations.

(a) CTSOs shall be an integral part of the respective career & technical education program. Instruction must provide for the development of human relations skills; knowledge of occupations; leadership competencies and positive attitudes towards fulfilling occupational, civic, social and community responsibilities.

(b) CTSOs recognized in this Commonwealth are those recognized as CTSOs career and technical student organizations by the United States Department of Education.

(c) CTSOs in this Commonwealth include:

(1) DECA: DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

(2) FBLA: Future Business Leaders of America.

(3) FCCLA: Family, Career and Community Leaders of America

(4) HOSA: Future Health Professionals.

(5) FFA: National FFA Organization.

(6) NYFEA: National Young Farmer Educational Association

(7) SkillsUSA: SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

(8) TSA: Technology Student Association

(9) Other organizations that are approved by the United States Department of Education in the future.

(d) Members of CTSOs shall be under the direct supervision of certified professional education personnel as assigned by the joint operating committee or school board.

(e) CTSOs must hold a charter between their National organization and the Department.

Evidence of program sponsorship or involvement, or both, in CTSOs. Evidence includes student rosters from the CTSO or charter agreements between the school entity and the CTSO.

Each program must maintain a roster of dues-paying students each year. There should be minutes from meetings that are held. Additionally, there is often a school-wide group meeting that is held when multiple programs participate in one organization. An example is SkillsUSA which is often chartered to most of the programs in the school. Monthly school meetings should be held. Community service activities are expected to be done through the student organization such as sponsoring a Toys for Tots campaign or holding a dance with all proceeds going to American Cancer Society.

In addition, regulations require the CTSO involvement includes instruction in the development of human relations skills; knowledge of occupations; leadership competencies and positive attitudes towards fulfilling occupational, civic, social and community responsibilities. Lesson plans and task lists should be available to demonstrate meeting the requirements.

One important aspect of the CTSOs are the annual competitions that are held on the local, district, state, and/or National arena. Students can compete in skill and leadership events. Winners from state and national competitions can earn scholarships and tool prizes. Each CTSO has its own process for how competitions are held so visit to each CTSO website can provide in-depth information.

There must be a minimum of one certified teacher assigned as the advisor of each CTSO in the school. For large CTSOs such as SkillsUSA, several advisors are needed. They are often paid a stipend for the additional work load. Usually, the stipend and other details of the advisor position will be outlined in the professional bargaining unit contract. Advisors are typically approved by the school board/Joint Operating Committee annually.

Other professional organizations may offer a student level membership to career & technical students such as the Pennsylvania Builders Association, the American Culinary Federation, or American Welding Association. Even though participation in the student membership in the professional organizations may enhance the education of the student, they cannot take the place of one of the eight approved CTSOs. Students must still participate in the approved CTSO for their program area. Please note that National Technical Honor Society is not an approved CTSO as it is not open to all students.

Post- Secondary Alignment

Post-Secondary Education Alignment

Chapter 339 regulations require the following: *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 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.*

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 required the development and implementation of career and technical programs of study (POS). Programs of Study incorporate the four following items:

1. secondary education and postsecondary education elements
2. coherent and rigorous content aligned with challenging academic standards and relevant career and technical content.
3. a coordinated, non-duplicative progression of courses that aligns secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
4. the opportunity for secondary students to earn postsecondary education credits through articulation agreements with participating postsecondary institutions, which could lead to a diploma, certificate, associate degree, baccalaureate degree, or industry recognized credential.

The language remains in Pennsylvania State Plan for implementation of the Carl D. Perkins V legislation of 2018 which states:

To the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.

To meet the requirements of the laws, Programs of Study were developed. ***Programs of Study (POS) are state approved career and technical education programs that credit skills and tasks learned in high school or a Career and Technical Center (CTC) to a postsecondary degree, diploma or certificate; or an industry recognized certification.***

During the development of a Program of Study or POS, CTE teachers from secondary and post-secondary institutions and members of business & industry meet to develop a list of tasks necessary for the profession. The list is aligned with certifications and the state performance assessment. Lastly, the list is cross-walked with the PA Core Academic Standards. The completed list is then posted on the PDE website. Each task list is re-approved every five years

to keep the content up-to-date. For more detailed information on the development of the POS, use hyperlink: [Framework \(pa.gov\)](#). There are currently 42 approved Programs of Study. [POS Template and Components and Definitions of POS.pdf \(pa.gov\)](#)

The next step in the process was to develop a state-wide articulation agreement between the secondary schools and post-secondary schools receiving Perkins' funding. The plan is for the student to complete the entire POS task list which made them eligible to receive up to 9 credits to a post-secondary institution. The state-wide articulation agreement is **SOAR for Students Occupationally and Academically Ready**. *The mission of SOAR is to prepare students for college and careers in a diverse, high-performing workforce. The goal of SOAR is the career and technical Program of Study (POS) educational plan that articulates the secondary career and technical programs to postsecondary degree or diploma or certificate programs. SOAR programs lead students into a career pathway that align the secondary courses to a postsecondary program to complete a degree or certificate.* For more information on SOAR [Programs of Study - SOAR \(pa.gov\)](#). [Perkins Statewide Articulation Agreement \(pa.gov\)](#)

Graduating seniors must meet all of the requirements of SOAR and have the student documentation form completed and signed to provide to the post-secondary institution in order to receive the articulated credits. [POS Student Documentation \(pa.gov\)](#). Students can find which post-secondary school articulates with their program on [College Transfer Simplified](#).

Approved CTE programs that are not one of the 42 Programs of Study are required to have local articulation agreements with post-secondary institutions to maintain program approval. The elements of a local articulation agreements are much the same as in the SOAR State-wide Articulation Agreement. Upon completion of the program, the post-secondary institution agrees to provide X number of credits for work completed in the program so there is no duplication of learning. *The articulation agreement is signed by the leaders of each of the institutions and must be re-visited on a regular basis to ensure the document remains valid.* Programs of Study programs may also develop articulation agreements with local post-secondary institutions. Articulation Agreements are to be entered into the CATS system and copies of the agreement maintained by both institutions.

Dual enrollment: Another opportunity for career & technical students to receive college credit for educational courses is to participate in dual enrollment or dual credit courses. The Dual Credit toolkit shares the following information and more at [Dual Credit Program Toolkit for PA School Entities](#).

Dual credit allows high school students to take college-level, credit-bearing courses offered by institutions of higher education and to receive secondary and postsecondary transcripted credit. Dual enrollment means that the student is enrolled in two institutions at the same time but does not address how the credits earned are handled. Dual credit means that the student is enrolled in two institutions and receiving transcripted credit for the course both at the high school and career and technical center, as well as the sponsoring college.

Approved
Program
Evaluation
(339 Review)

Approved Program Evaluation (APE)

Chapter 339 contains the standards by which every approved career and technical program must operate. By regulation, every school (high school, comprehensive CTC, part-time CTC) offering approved programs will undergo a comprehensive evaluation of compliance of the regulations every five years*. Directors are typically alerted in the spring prior to the school year in which the school will be visited. The letter will identify the PDE team leader assigned to the school. This is the person the director should communicate with throughout the process.

**Please note during the Covid-19 pandemic APE reviews were not held and therefore, the process has been delayed for one year creating a six-year review. It is unknown at this writing when the five-year period may resume.*

The undertaking of preparing for the APE review can be daunting; however, the Bureau of Career & Technical Education will aid the school as much as possible. Each year, training sessions are held for those schools scheduled for the visit. The APE checklist is on the PDE website and is updated each year. ([APE Checklist \(pa.gov\)](#)). If the school has a CTDSL assigned through the Technical Assistance Program, the CTDSL can help in the preparation and is usually available on the day of the final report out when possible.

It is very important to prepare your teachers and administrative team for the APE review. **While these are subject to change**, the APE process for the review has been:

- The PDE team leader selects a team to review the school. The size of the team depends on the size of the school and how many programs will be visited. The names of the team members are not known to the school prior to the visit.
- The visits last two and a half days. The first day, the team members will look at the documentation provided. The second day, the team will visit the program areas that are to be evaluated. The third day, the team members may make a few visits for final review and then the team will determine the results of the visit. The last hour will be a report-out of the visit to the director and anyone else the director invites to the process.
It is important to note the oral report-out information is NOT the official report. The final report will be written and must be approved by the Director of the Bureau of Career & Technical Education. This process may take several months to complete and may differ slightly from the report-out.
- Suggestions for persons to attend the report-out session are Superintendent of Record, JOC chairperson, teacher association president, administrators involved in the process, and Local Advisory Committee chairperson. If there are concerns of a non-favorable report, the invitee list should be limited. Also, do not have too many people in the room as it slows down the report out process.

- The APE Checklist provides a list of documentation that must be completed on ALL approved programs by CIP code. In the past, the documents could be placed in binders, boxes, or in an electronic format. During the pandemic, a PDE electronic format was developed for the schools to upload the required documents into the PDE system. The PDE team leader is able to review the documents from the system. This format may be retained but it is unknown at this time.
- Under each item in the APE checklist, there is a bulleted list of items that may be used as documentation. It is not required to have every one of the bulleted items in the binder/file but there must be some type of documentation from the list for every item on the checklist.
- When a school is notified of the APE review, dates are usually provided. The director may have some ability to negotiate a later date but that is not the normal process especially with the backlog of reviews that now must be completed. Contact the PDE team leader with questions and concerns. The director will **NOT** have the option of delaying the review to another year as the five-year review requirement is in regulations.
- Make sure the information in the CATS system is updated. The PDE team leader starts the process by reviewing what is in CATS. (See the CATS tab in the manual for more direction)
- The school may be asked to provide a list of motels in the area. It is not required to make the arrangements for the team but only to provide a list with contact information.
- Teachers and administrators must all be involved in the process to prepare for the review. The teachers must have ownership to meet the requirements of Chapter 339. If not, they will not be aware of the standards in which they should be operating their program. It is not advised to have administrators prepare the documentation for the teachers. The administrators should help in any way possible, but the teachers must provide the documentation. When the team visits the program areas, the teachers must understand what is expected and what was in their documentation.
Administrators should review all documents from all teachers before submitting them to PDE or placing them in binders/boxes to ensure proper documentation.
- In the checklist, administrators are responsible to prepare all shaded items. These standards deal with school-wide requirements. A separate administration binder is prepared for the shaded areas.
- While every program will be visited for safety and facility, only a select number of programs are given a thorough review; however, all programs must have the completed documentation. Schools that maintain this documentation on an annual basis will have less difficulty preparing for the review.
- Make sure all safety concerns are addressed prior to the visit. Do a walk-through of every program area to look for safety signage, safety reminders, cleanliness, equipment safety guards in place, teachers and students wearing personal protective equipment

(PPE) and proper storage with nothing on top of cabinets. Encourage teachers to submit maintenance/safety requests. Correct everything that is brought to your attention.

Your assigned CTDSL can help in this process. Using your OACs to do safety checks is a requirement but is also very helpful to prepare for the visit. **Every program is visited for a safety check! This is an area in which many schools receive corrective actions!**

- Providing teachers with time to complete the documentation is vital to the support you will receive from them. Using in-service days, faculty meetings, and other planned time to give the teachers the help and time will go a long way in ensuring the teachers do a great job in preparing their binders/files. By providing the teachers time to work on the documents during other scheduled times should negate them working on their binders during time they should be teaching.
- The school must have a large room dedicated to the reviewers' use. This room should be able to be locked throughout the day as the teams will be in and out as they visit program areas. There should be a bathroom near by for them to use. If keys are required, ensure that the keys are available.
- Suggestions for actual visit:
 - A process for name tags for the visitors should be in force the first day to avoid problems.
 - Have someone in the front of the building to greet the team on the first day. Any signs at the entrance that welcomes the team is a nice touch.
 - Have parking near the front entrance for their convenience.
 - If possible, have coffee, tea, and a continental breakfast each day. Some schools also provide fresh coffee, cold drinks, and snacks in the afternoon.
 - Make arrangements for lunch. Sometimes, schools provide lunch at no cost, but it is ok to provide bills as the team members are able to submit expenses.
 - Avoid a long lunch as the team has lots of work to accomplish in a short time.
 - The teams often stay later in the day so prepare custodial, security, or other measures to allow for them to leave after the usual closing time. You should be available to answer questions, either in person or by phone during the team's work session.
 - Have maps of the facility available for each team member. A list of programs with the teacher names is also helpful. If you have any teachers absent, please let the team know in the morning of each day.
 - Discourage vacation or personal day request from staff during the review.
 - Some schools offer small promotional gifts to the team such as a coffee mug with the school's name.
 - A list of nearby recommended restaurants is often well received.
 - As the director, be available throughout the day. At one point, the PDE team leader will meet with you to discuss the shaded parts of the APE checklist. Plan to have lunch with them each day. A good practice is to assign someone to

- touch base with the team occasionally to see if they need anything or if they have concerns.
- If a team member sees something in a program area that is a major safety concern, they will bring it to the director's attention and ask it to be corrected immediately. This does not happen often and should not happen if the teacher and administrator is following the regulations.
 - Sometimes something to demonstrate compliance is missing in the documentation. A team member may ask a teacher or administrator to provide the documentation. Usually (but not always) if it is provided at that time, a corrective action is not cited in the final report.
 - The review is not a GOTCHA visit. The review is not intended to determine compliance only. It is intended to provide commendations for improvement if needed, and recognition of areas the school is doing well.
 - If the school receives corrective actions for non-compliance of a standard, a plan must be submitted to the Bureau of Career & Technical Education to correct the problem. In the abnormal case of where the school has many corrective actions, the school may be scheduled for another review. Any corrective actions will be re-evaluated at the next APE review to ensure the corrections were made as per the submitted plan and to demonstrate continued compliance.
 - Celebrate the completion of the process with your whole staff. Thank them for all of their hard work formally and informally.

The Approved Program Evaluation is a way for the administration to critically look at all facets of the programs including safety, facility, OACs, and curriculum as well as other processes in the school. It should be looked upon as a learning tool to improve the school and the programs and not just as something PDE requires.

Chapter 339 and the Approved Program Evaluation Checklist provide an excellent format and guidance for developing and operating a quality CTE program. Using it routinely avoids crisis preparation for an onsite compliance evaluation and audit findings. Most importantly, student achievement will improve when CTE schools and programs meet or exceed regulatory requirements.

Employer Engagement

Employer Engagement

Career technical education (CTE) administrators have a unique advantage when developing and delivering high-quality CTE programs. The advantage is in the tremendous support available from business and industry. Employers will provide a wide range of support for CTE programs when they believe CTE school leaders recognize their importance. Ultimately, the relevance and effectiveness of CTE programs is directly related to the level of engagement of subject-matter experts from area businesses.

Many CTE school administrators and teachers often fail to maximize the advantages offered by fully engaged employers. The primary employer engagement strategy is the common use of business and industry advisory committees. Yes, we conduct local or general advisory committee and occupational advisory committee meetings once or twice each year and we welcome our business and industry committee members and we thank them for their advice and support but do we really engage them and listen to business leaders or do we fill their time with us by giving them numerous reports about the school and its graduates? Do we make our employers feel like they are being used to meet a school or state requirement to have advisory meetings?

One indicator of the ineffective use of advisory committee meetings is the number or percentage of business and industry representatives at the meeting. Look at the minutes of your past several meetings and determine if your meeting attendance is dominated by educators from your school, county and state level. When business and industry members are not in the majority, the wrong people are giving advice and dominating the agenda. Simply stated, “a quorum of business and industry representatives must be present to constitute a valid meeting”. If attendance by business and industry at your meeting is lacking, it’s time to refocus and re-engage employers in CTE.

It is important to provide progress reports and brief updates to advisory committee members but updates and reports can be summarized and provided in advance of meetings and questions and approval need not dominate the agenda. The primary purpose of “advisory” committee meetings is to seek advice from stakeholders. We need business and industry leaders to know we value their time and expertise. Listen more and talk less!

To gain a maximum advantage of employer engagement we need to revisit how we do business with our advisory committees. In general, CTE schools and colleges utilize a two-tiered advisory structure. The top tier or executive level committee is composed of community leaders from business, secondary and postsecondary education, government, legislators, organized labor, and workforce and economic development agencies. Other leaders from community-based organizations, and a parent and student may also serve on the committee. The top tier committee focuses on visioning, CTE programming, and school-wide initiatives such as funding and strategic planning. The composition of the membership and role of the executive level committee is paramount to the future direction and programming of the school. Business and

community leaders are the individuals that are the decision makers that can influence resources and bring broad support for the school. The members of the executive level advisory committee clearly understand the importance of CTE in workforce and economic development. It is critical to include members from every industry cluster in your geographic area. Remember, they are stakeholders in the development of your mission and they depend on your success.

If the representatives from business and industry serving on your executive level committee are not the decision makers and/or their attendance is not ideal, it may be necessary for you to schedule a one-on-one meeting with the CEOs of the organizations represented on your local or general advisory committee. Your personal requests for support will be realized when you express your vision for the school and explain the importance of collaboration with areas business and industry leaders. When they recognize your sincere desire to provide a pipeline of highly skilled graduates in support of their workforce demands, they will see the return on investment of their time and advice. Your personal visit and commitment will result in renewed enthusiasm and reengaged employers. Now it is time to listen to the advice of employers and deliver on your commitment to area employers and deliver highly skilled graduates.

If attendance at advisory committees held at the school has been historically low, it may be time to consider holding a few meetings at a different location such as the local workforce development (formerly investment) board. The mission of the workforce development board and its support for your school should result in higher attendance. The executive director of the workforce development board can advertise your meeting and assist in recruiting new advisory members. Other options include holding meetings at advisory members' business location and offer a tour of the business immediately after your meeting. This strategy limits your ability to provide tours of your programs and gain immediate insight from members on a program or facility but asking a member to host your next meeting may result in increasing membership and attendance. Holding one meeting each year at member's business location builds engagement and ultimately, greater participation at your advisory meetings results in a diversity in advice. This strategy also works well with CTE program advisory committees but a minimum of one meeting each year must be held at the school in order to secure advice on the facility and equipment appropriateness.

The second tier is a CTE program specific or occupational advisory committee (OAC) that advises individual CTE programs. The membership of the OAC is composed primarily of master-level technicians, first-line supervisors and managers that possess subject-matter expertise in industry certifications and credentialing, safety, occupational trends, student placement, and student and program assessment. Typically, vendors and salespersons are not permitted to serve on OACs because of the potential for a conflict of interest regarding instructional equipment purchases. The primary purpose of the OAC is to advise on facilities, curriculum standards, and instructional equipment. In addition, OAC members conduct or assist with the hands-on component of various (certification) performance assessments and they provide feedback on students and recent graduates' performance on the job. OAC members serve other

functions such as assisting the teacher in program accreditation, student and CTE teacher recruitment, and they serve as a source for professional development for CTE teachers. Once again, a quorum should only be achieved when a majority of members in attendance are subject-matter experts from business and industry. The chairperson should always be elected from business representatives and CTE teachers are not voting members. The CTE teacher should facilitate the administrative and logistics requirements of the meeting.

Many CTE schools and colleges host a minimum of two occupational advisory committee meetings each year for all the CTE programs on one evening in the spring and another meeting in the fall. Evening meetings supported by dinner are usually better attended as they allow members to come directly from work and to have informal conversations with teachers and other committee members. The agenda for the evening often begins with a general session where school leaders address key issues concerning the school and programs in general. After the general session, individual occupational advisory committee meetings are held in the CTE lab. Unfortunately, this schedule greatly limits school leaders' participation in individual OAC meetings due to the number of OAC meetings being conducted at the same time. As a result, school leaders miss an excellent opportunity to build employer engagement by addressing specific school, program, and/or budget questions. A better approach is to schedule OAC meetings by industry cluster with one or two evenings for each cluster, which will enable school leaders to be present at every OAC meeting. This approach allows leaders to address issues as they arise rather than providing answers via written communications or at a later date or at the next meeting. Most importantly, attending individual OAC meetings allows school leaders to develop personal professional relationships with the individuals that have the most influence on what is taught, what equipment is used for instruction, and the careers of CTE graduates.

Unfortunately, the level of effectiveness of OACs varies greatly from state to state, from school to school, and often among CTE programs within a school. The quality of CTE is directly related to the level of business and industry engagement and the quality of the OACs' membership and its role in program advisement. Engagement builds ownership by employers and greater levels of support for career technical education, the school, CTE programs and graduates. CTE school leaders can influence a high degree of quality and the effectiveness of OACs. In addition to attending individual OAC meetings, school leaders can have a huge influence on individual OAC meeting agendas to ensure important issues are addressed and student and school performance data is reviewed by the committee. Engaging OAC members in program and school improvement planning is an effective engagement strategy that results in higher quality programs and graduates.

Two of the most important strategies in building employer engagement and program improvement are controlling the quality of the OAC membership and assessing the OAC's effectiveness. The initial quality of the OAC membership can be controlled using an application for OAC membership. Prepare an application for membership that specifies the individual's qualifications for membership, level of subject-matter expertise, and current (employment)

position. The application should define the length of the term on the OAC and include a statement addressing potential conflicts of interest, such as being employed by an equipment vendor. Most CTE schools provide a brochure that explains the role and responsibilities of OAC membership. The application should be reviewed by the CTE teacher and recommended for approval by the school board. Requiring board approval and appointment recognizes the importance of the advisory committee and its individual members. The OAC purpose and the process for appointment and term of membership should be addressed in board policy. The process and school board appointment formalizes the importance of individual advisory committee members and it strengthens their engagement.

It is not uncommon for OAC members to recommend facility modifications and program expansions that can exceed one million dollars in a single CTE program. The school governing board should have confidence in the recommendations of OACs and board policy with a formal application and board appointment adds validity to OAC advice. A growing trend in CTE schools involves OAC representatives in the hiring process for new CTE teachers. OAC members can assess the level of technical expertise of the teacher candidates. It is in the best interest of the OAC members for the school to hire the most qualified candidate, as the teacher is their primary source for new employees. Involving OAC members in the hiring process also adds to the importance of the OAC and it develops a strong sense of ownership among OAC members and they will take a special interest in the success of the new teacher.

The second area that is often neglected by CTE administrators is performing an annual assessment of the advisory committee's effectiveness. The assessment should be done online and/or mailed to the school leadership. As a CTE administrator you need to know if the OAC members believe they add value to the program and school, or do members realize a return on their investment of time and expertise? Are meeting agendas appropriate for the planned length of the meeting. Are there realistic goals and a program of work for the committee? Are OAC members' concerns and questions answered in a timely manner and in adequate detail? Do we listen or do we dominate the meeting with reports? The assessment of the advisory committee's effectiveness brings focus to the role of committee members and it provides candid feedback to the CTE teacher and administrator. When was the last time you assessed the effectiveness of your advisory committees, executive level and OAC program level? Are your employer engagement efforts effective? A sample assessment is provided.

Sample Draft

Advisory Committee Effectiveness Assessment

The quality and relevance of career and technical education is highly dependent on advice from business and industry leaders and occupational subject-matter experts. The quality of the advice provided by advisory committees is determined by the organization of the committee, its membership, and the program of work.

Like career and technical education programs, the role and effectiveness of the advisory committee must be reviewed periodically. The committee must determine if it is accomplishing its goals to the extent to which its recommendations and actions are strengthening and improving the career and technical education program.

The assessment of the advisory committee's effectiveness should be conducted annually as an agenda item for the final meeting of the school year.

The following questions can serve as a basis for the annual assessment:

- **Does the advisory committee have a clear and concise mission statement?**
- **Are annual priorities established?**
- **Is the role of the committee clearly defined?**
- **Have rules or bylaws been established to identify the process for selection, term, and the duties of committee officers?**
- **Have minimum standards been defined with regard to; membership eligibility, term of service, attendance, and a minimum number of meetings?**
- **Do meeting agendas reflect the role and responsibilities of the committee?**
- **Is the program of work/activities realistic in scope?**
- **Were specific timelines established for each activity?**
- **Are committee recommendations considered and a response provided by the school district or college?**
- **Has the committee seen a result (improvement and/or implementation of recommendations) of the program of work?**
- **Are there additional recommendations concerning the organization, membership, and activities of the advisory committee?**
- **Is your time and expertise valued by the committee and educational institutions?**
- **How do you rate the effectiveness of the committee?**

- Additional Comments:

Note: The Advisory Committee Effectiveness Assessment is based on a publication by the Nebraska Department of Education. Developing a Local Advisory Committee; Nebraska Career Education; Resource Handbook.

The material has been edited and supplemented to provide greater utility for multi-level advisory committees.

Employer engagement strategies should be extended beyond the membership on school advisory committees. As a new CTE administrator you want to be part of the community and represent your school at various community and business and industry meetings. The chamber of commerce, workforce development boards, economic development agencies, and various industry cluster groups such as manufacturers associations, auto dealers' organizations, trade associations, and community service organizations are all important to the school. It is important to represent the school at various organizations but not practical to attend all of them, so what is a sound engagement strategy? The most critical organizations to CTE are the workforce development boards, economic development agencies, the chamber of commerce, and industry organizations that are supported by your CTE programs. The community service organizations are very supportive of CTE and your school so when possible, have a representative attend special meetings and provide presentations on your school.

As the new director of CTE you are excited to meet business and community leaders and promote your school. There are a few general guidelines concerning "Do's and Don'ts" in employer engagement. The **Do's** include:

- Do listen to their priorities (offer help after listening)
- Do learn about their issues and concerns (they need to know you care about their issues)
- Do explain education issues that support their priorities (clarify education's perspective)
- Do seek their support for legislation that will help CTE and their company and workforce (legislation that supports CTE increases the quality and quantity of CTE graduates)
- Do seek to build consensus and ownership of CTE (they are leaders in their field, work with them and reassure them you are their partner in workforce development)
- Do make quality CTE programs your priority and reassure them you know CTE is workforce development (the three most important components of a CTE school are "Programs, Programs, Programs")
- Do learn and speak their language (every industry has its dialog and jargon)

The **Don'ts** include:

- Don't focus solely on marketing your programs and school (be patient and be a partner)

- Don't ask for donations (this can be an immediate "turn-off" for employers)
- Don't complain about education issues and never complain about students (employers have their own issues, including paying school taxes and they need your graduates to sustain their business)
- Don't be absent from important meetings (Employers need your graduates and they want a supportive relationship with you. You are the "face of CTE" in your community)
- Don't dominate the meeting discussion (remember to listen and understand the purpose of the organization and its meetings)

Employer engagement can be enhanced by providing special recognition for employers and advisory committee members for their exceptional service. Many employers and advisory committee members provide years of support for CTE students, programs and the school by mentoring students, providing a series of work-based learning experiences, participating in school and program open house and student recruitment activities, and many years of service on advisory committees. Special recognition can be provided at a school board meeting by with a proclamation and certificate and/or plaque presented by the board's chairperson. The recognition will be greatly appreciated by the employer or advisory member and your board will gain a greater understanding of the importance of business and industry advisement and support for CTE.

One of the best ways to facilitate employer engagement is to meet with employers and ask them to provide a series of work-based learning activities for your students; from tours of the workplace, shadowing, mentoring, internships and co-operative employment. It is important to explain the benefits of work-based learning to students and to participating employers. Obviously, employers' primary benefit is the potential to create an interest in students to seek employment with the participating employer and the employer gets an opportunity to shape the skills and development of future workers. In addition, employers have numerous opportunities to observe students in various workplace settings and assess students prior to offering employment to students. Employers become an extension of your school as they are actively engaged in the delivery of education to your students.

Rarely are employers experts in providing meaningful work-based learning opportunities. CTE educators should make a special effort to prepare employers and worksite mentors how to provide effective work-based learning activities. Employers are not professional educators but they are the subject-matter experts and ultimately, they provide employment and career opportunities for your students. Every level of work-based learning experiences must be communicated to employers and their individuals responsible for providing the worksite learning experiences. Employers and their key staff members need your guidance and specific directions on how to provide focused industry tours, how to be a mentor and role model for students, how to conduct one or two-day job shadows, short internships, and cooperative work experiences.

An excellent way to prepare employers for work-based learning is to invite them to a special meeting at your school to discuss the role and responsibilities of the school and employers in planning and conducting various work-based learning activities. Generally, lunch and dinner meetings are well attended and business people are receptive to a focused professional development session that provides a clear return on investment of their time and an understanding of their commitment of resources. Most employers and worksite mentors can be adequately prepared to provide work-based learning during a few hours of a focused meeting supported with brief information sheets and explanations that emphasize the importance and benefits of each type of work-based learning activity. Fortunately, there are resources that provide concise information on the educator's and employer's role in planning and conducting work-based learning for students. ***Promising Pathways to Careers Toolkit; A Toolkit for Employers and A Toolkit for Educators Who Coordinate Work-Based Learning. The toolkits were compiled and edited by the Pennsylvania Partnerships for Children***
<http://www.papartnerships.org>

CTE educators do enjoy a special relationship with business and industry, but employer engagement must be developed and nurtured. It happens because there is a mutual interest among CTE educators and business leaders, a highly skilled workforce. As the new director of CTE you may experience excellent support from area employers or you may discover a fundamental problem with the level of employer support at your school. Regardless of the past relationships and issues that may have eroded support for your school, the future of employer engagement and support depends on you. Your leadership and personal commitment to develop and sustain a supportive relationship with business and industry leaders will determine the level of your success in preparing students for their career.

Foster, J., Hornberger, C., & Watkins, D. (2017). *CTE Administrative Leadership:10 things to know in your first year.* Chapter Four: Employer Engagement. (pp 47-60). Alexandria, VA: ACTE.

Quality
Management
Systems
(QMS)

Quality Management Systems (QMS)

Description: Quality management is the oversight of activities and tasks within an organization for the purpose of ensuring consistency in the delivery of products and services.

A system of quality management can help a school entity to:

- Maximize quality and efficiency through the establishment of processes and procedures.
- Increase organizational productivity.
- Improve upon employee morale through the clear establishment of roles and responsibilities.
- Rely on fact-based decisions through internal audits and process assessments.
- Improve relationships between suppliers and vendors and establish purchasing controls.
- Improve upon documentation and record-keeping.
- Standardize business processes leading to consistency.
- Increase student, parent, and stakeholder satisfaction.
- Identify root causes of internal problems.
- Provide management with unique organizational insight.

Common Quality Management Systems in Career & Technical Education and School's currently affiliated:

Baldridge Performance Excellence Program

- Baldridge provides a framework to improve an organization's performance and get sustainable results.
- The Baldridge Program is the nation's public-private partnership dedicated to performance excellence. The Baldridge Program:
 - Raises awareness about the importance of performance excellence in driving the U.S. and global economy.
 - Provides organizational assessment tools and criteria.
 - Educates leaders in businesses, schools, health care organizations, and government and nonprofit agencies about the practices of best-in-class organizations.
 - Recognizes national role models and honors them with the only Presidential Award for performance excellence.
 - Website: <https://www.nist.gov/baldridge>

Council on Occupational Education (COE)

Accreditation is a status granted to an educational institution or program that has been found to meet or exceed stated criteria of educational quality and student achievement. Accreditation

by COE is viewed as a nationally honored seal of excellence for occupational education institutions and denotes honesty and integrity.

- Accredited Centers in Pennsylvania:
 - Lancaster County Career & Technology Center
 - Susquehanna County Career & Technology Center
- Website: <https://www.council.org/#>

International Organization for Standardization (ISO)

ISO is an independent, non-governmental, international organization that develops standards to ensure the quality, safety, and efficiency of products, services, and systems.

- ISO certified Centers in Pennsylvania:
 - Berks Career & Technology Center
 - Website: <https://www.ISO.org/home.html>

Middle States

The Commissions on Elementary and Secondary Schools aspires to improve the quality of education in the United States and around the world by assisting schools to achieve excellence through the process of accreditation, by affirming to the public a member school's trustworthiness and commitment to continuous improvement, by providing the network and resources for the promotion of proven practices.

- MSA-CSS accredited postsecondary, non-degree granting career and technical institutions may use their Middle States accreditation to establish eligibility to participate in federal Title IV student loan programs for adult students.
- Middle States Accredited Institutions in Pennsylvania:
 - Berks Career & Technology Center
 - Career Technology Center of Lackawanna County
 - Eastern Center for Arts and Technology
 - Fayette County Career and Technical Institute
 - Greater Altoona Career & Technology Center
 - Hazelton Area Career Center
 - Mercer County Career Center
 - Somerset County Technology Center
- Website: <https://www.msa-cess.org/>

USDOL/DOE, PDE Adult Accreditation:

Centers may pursue a Certificate of Accreditation for Public Postsecondary Vocational Education issued by the Commonwealth of Pennsylvania, Pennsylvania State Board of Vocational Education, Bureau of Career and Technical Education.

- Institutions may use the USDOL/DOE, PDE Adult Accreditation to establish eligibility to participate in federal Title IV student loan programs for adult students.
- Accreditation is good for 5 years upon receipt.

Delivery Model Options

Program Delivery Options

CTE is an Elective

Career technical education is an elective and not a mandatory or core academic course. CTE is not required for graduation, and it is rarely weighted or given credit toward high school graduation that is representative of the time enrolled in CTE. The time available for an elective, such as CTE is a primary reason high school schedules and mandatory courses make it difficult for CTE schools to provide adequate time to cover ever-expanding programs of study. School districts face challenges in scheduling because of state and district increasing graduation requirements, mandatory testing, and a shorter school day. Many students are limited to 1 to 1.5 hours per day in school district CTE courses, while students that attend area career and technology center (CTC) usually spend 2 to 3 hours per day in CTE courses each year in grades 10-12. A growing trend shows CTCs are expanding attendance options for grade 9 students. Unfortunately, ninth grade students tend to have difficulty scheduling CTE courses because they are usually required take a higher number of academic courses in the first year of high school, but for those who can schedule CTE courses there are many benefits.

The amount of time available for CTE is also subject to the distance and time required for travel to and from the CTC. Fortunately, there are many school districts that find a way to provide adequate time for a concentration in CTE. Many students in CTCs and school districts with CTE offerings can spend half of their high school time in CTE. Other students spend 35 to 40% of their time in high in CTE. For students that take a concentration in CTE while in high school, CTE is not an elective, it is their career major.

Common Delivery Models

Today, our nation's career and technology centers offer a variety of delivery models, including some models that are eclectic or modifications of the most common models. School districts that offer comprehensive CTE programs often provide unique models based on their needs and local preferences. Satellite programs can be offered in combination with any model. The delivery models addressed in this document are the most popular attendance or scheduling options of career and technology centers. The document highlights the major advantages and disadvantages of the part-time or shared career and technology center and the comprehensive model. Other models and/or versions of the basic delivery models are explained in brief. The satellite and academic center concepts are also be addressed.

Note: The advantages and disadvantages identified for the various delivery models listed below may not apply to every state or to every school within a state. Some states provide local control and allow each CTC consortia to determine their delivery model. Other states require one common model such as a full time or comprehensive CTC.

Part or Shared Time Career and Technology Centers

There are several versions of the part-time schedule, from one-half day at the career and technology center and one-half day at the home high school (1/2 day about) to one week about, three week about, and one semester about. The popularity of the one-half day about varies from state to state and often, within a state.

Advantages (part time ½ time schedule) Students graduate from their home high school. Core academic courses are not duplicated at the career and technology center. Sports and extracurricular activities are not duplicated at the career and technology center. Generally, support services are not duplicated, with a few exceptions. **Note:** The high school schedule is developed by the principal or assistant principal. Their ability to develop accommodating schedules can be limited by such factors as the lack of scheduling software, the number of credits required for graduation (by the local board), the number length of the school day, the number of periods in their school day, teacher contracts, and the travel time to/from the career center.

Disadvantages: Additional travel time is required in the middle of the day. Integration of academic and CTE curriculum is challenging but CTE teachers have been successful integrating academic standards into CTE curriculum. It may be more difficult for high school academic teachers to use CTE or world of work examples in their instruction because of a lack of joint in-service curriculum development opportunities. Scheduling of academic courses can be limiting, often students are block scheduled out of higher-level academics and electives. This is more common in smaller high schools where CTE students are often blocked or scheduled as a group.

Comprehensive Career and Technology Centers

Comprehensive career and technology centers are increasing in popularity, and they are the standard model in several states. Some part time CTCs have converted to comprehensive (full time) or time CTCs to save travel time which can be used to support increasing graduation requirements. In the comprehensive school all academic and CTE courses are provided. Students attend all day and they graduate from the career and technology center. Many comprehensive career and technology centers provide full sports programs and extra curriculum programs. In other comprehensive CTCs students participate in sports and extracurricular activities at their school district of residence.

Advantages (full time, all day). The biggest advantage is a savings in time due to a reduction in transportation. It provides excellent opportunities in academic and CTE curriculum integration and flexibility in scheduling. **Notes:** Comprehensive career and technology centers are responsible for student performance on state academic assessments/testing. The model is highly popular in regions or states that are experiencing rapid increases in population. The CTC provides extra enrollment capacity for overcrowded high schools.

Disadvantages: Students must make a choice to leave their home school. Students usually graduate from the career and technology center. The staff and budget increase significantly. Many services and extracurricular activities are duplicated (if offered at the career and technology center). Some schools offer only co-curricular activities. Duplication of services increases costs. The operating cost of a comprehensive CTC can exceed three times the cost of a part time CTC. Academic, special education staffing and facility requirements are high.

Academic Center (Advantages and Disadvantages)

The academic center provides an opportunity for districts that is similar to the comprehensive model. In the academic center model, it is not mandatory for every school district to send every one of their students all day. Districts have the option to send students to the career and

technology center either half day or full day. Students can attend academic classes at the CTC for half day and career and technical classes for half day. The academic center concept is a cost-effective alternative to the comprehensive career and technology center. With this option students can graduate from their sending school district. The Academic Center provides flexibility and a cost-effective option.

Districts that are great distances from the career and technology center can reduce travel time in the middle of the day if they send students all day. Districts experiencing overcrowding at the high school can send students to the career and technology center all day. The greatest advantage of the academic center option is the increased time on task. Students can spend more time in academic and/or career and technical courses.

Each of the delivery models offers attractive advantages in cost saving and time on task and each may be appropriate for various demographic situations. The academic center model, although slightly costlier than the part-time or shared career and technology center, provides the advantages of the comprehensive model with much less cost. Additional classrooms are required for academic core subjects. Rarely, are academic elective offered in an academic center model.

Satellite Programs

Satellite programs are career and technical courses offered at (work-based) sites other than the career and technology center. Satellite programs are typically operated at sending schools, hospitals, shopping malls, and at major industries, such as the logistics distribution centers at an industrial park. The decision to operate a satellite program at a hospital or at a local major industry is based on the opportunity to provide real world learning experiences without large capital investments in facilities and equipment. Business and industry sponsored satellite programs are cost effective, but they can present challenges in supervision and transportation.

Satellite programs operated at sending schools are usually operated for the convenience of the district. Satellite programs are usually well supported by the district, but in some cases the district total enrollment at the career and technology center is reduced far greater than the enrollment of the satellite program.

Advantages: The main advantage is the additional educational options afforded by a work-site program with business and industry mentors.

Disadvantages: The biggest disadvantages is the logistics (transportation and scheduling) and the additional requirement for supervision and support at an off-campus location.

Academy Model, Theme High Schools (Advantages and Disadvantages)

The academy model and theme high schools are different, but they are common offerings in urban settings where there is a greater diversity of business and industry and a larger population available to support special CTE programs. The academy model usually includes a CTE concentration in high school and one or more business and industry partners that offer work-based learning opportunities for academy students. The academy model is highly effective in preparing students in a program of study that integrates academic and school CTE courses and work-based learning activities. Some may argue that the academy model is broader in scope and less occupational specific than traditional CTE courses because the model engages

students with local employers and often in CTE programs that are less instructional equipment intensive.

Theme high schools usually offer a schoolwide focus or concentration on one or a few broader industries or career clusters, such as STEM, healthcare, engineering, business, political science and law, performing arts, etc. Again, urban areas with large student populations have greater potential to support theme high school enrollments. Once again, academies and theme high schools are popular and highly effective and focused on career clusters. Theme high school enable school districts to concentrate funding in one school for a unique CTE program. Public transportation is critical for students attending academies and theme high schools for travel to participating employers. Obviously, there are many varieties of each model across the country.

Multiple Year Options (Advantages and Disadvantages)

Career and technology centers that offer senior only programs or two-year CTE programs have evolved over many years and are designed to meet stakeholder's needs in a various states and regions. The two- year concept gained popularity during the advent of Tech Prep and 2 + 2 model, with two years of CTE at the CTC and two years at the community or technical college. The concept works well where the state or county control both the secondary and postsecondary curriculum and articulation because the sequence can be seamless. The concept may not work as well when the control is local versus state controlled, or the secondary CTC and college are independent and not governed by the same board.

Simple logic justifies offering a three or four-year secondary CTE program. More time in CTE courses results in greater opportunities to add content, competencies, and more high-value industry certifications. More time in CTE should also result in greater value for articulation and advanced standing in postsecondary CTE programs and graduates begin employment as a certified technician, earning higher wages and become a productive employee upon entry in to their chosen career

As CTCs and school districts seek ways to improve student achievement in academic and CTE, they are adding one or two years to CTE programs. In some states, CTE is offered at the middle school for career exploration and early preparation for a career. Adding a ninth- grade attendance option for students that would benefit from CTE and are able to schedule the CTE elective is gaining popularity in many states.

Students can benefit greatly from four years of career and technical education. Increased skill requirements for (high value) national skill certifications make it more difficult for students to complete the essential training in a two or three-year course. In addition, special education and at-risk students can benefit from extra time in career and technical education courses. The extra year can enable students to learn enough skills to gain employment at a family-sustaining wage rate rather than entry level or minimum wage.

In many states students select a course sequence in eighth grade, college prep, business, career and technical education, or sometimes the "unofficial" general track. Students who select career and technical education often must wait until their sophomore or junior year before they can attend the career and technology center and unfortunately, an unacceptable number of at-risk students drop out of school before they can attend career and technical classes.

Ninth grade is the highest year for high school dropout rates. Ninth grade at risk students benefit from the engagement strategies of CTE and the extra year of instruction. The National Dropout Prevention Center at Clemson University cites CTE as an excellent dropout intervention.

Students with disabilities also benefit from an additional year of instruction. Students with disabilities can spend additional time mastering challenging content and they can earn multiple and higher-level industry credentials. They gain the same benefits as traditional students regarding sustainable employment and articulation to postsecondary education. Adding one or two more years to the CTC offering can reduce the cost per student and provide more highly qualified graduates, prepared for advanced standing in post-secondary education and/or the workforce. Ninth grade students can be served at minimal costs; and at no cost if they occupy unfilled seats in CTE programs.

Additional time enrolled in the CTC curriculum will enable a greater number of students to achieve “Advanced” level on the state required end of program assessments such as NOCTI performance assessments. Many states include CTE end of program assessment data in school district student performance data and an additional year of preparation will improve school district performance profiles.

Finally, state career and technical education subsidy or reimbursements (revenue) applies to each additional year students are enrolled in CTE and the additional funds from students attending one more year can be used to support instructional equipment needs and/or reduce the member school district costs in the budget.

Final Considerations

Changing the delivery model can be a complex task as it involves changing the “status quo” or what has been past practice, in some schools for 50 years. The reason for changing the delivery model should be anchored to educational improvement and more opportunities for students. Adopting a different delivery model can begin as a request from the sending schools, or business and industry stakeholders. It can also begin with a study by the “new CTE director”. It can be driven by changes in demographics and scheduling and/or transportation concerns. Regions that are experiencing rapid growth in student population may look to the CTC to change its delivery model in order to create more slots or opportunities for increased enrollment.

It may be challenging to find a delivery model that satisfies every concern, but the proposed delivery model should not have a negative impact on member school districts or students and any change should have complete buy-in from key stakeholders. Clearly, some delivery models are significantly more expensive to establish and sustain due to additional staffing and facility modification costs. Detailed planning and marketing must be part of the change process and the ultimate goal of increasing student “Time on task” and student achievement should be the primary consideration.

Bouquillon, E., Foster, J., Hornberger, C., & Watkins, D. (2019). Chapter Three: Program Delivery Options. *Your First Year in CTE Administration: 10 More Things to Know* (pp 37-48). Alexandria, VA: ACTE.

Technical Assistance Program

Technical Assistance Program (TAP)

The Pennsylvania Department of Education, Bureau of Career and Technical Education (BCTE) has launched a statewide initiative to increase the quality and impact of Career and Technical Education (CTE) programs, while ensuring that these programs are aligned with the Commonwealth's economic and workforce development priorities. Two major goals set by BCTE, outlined in the current Strategic Plan, are to increase academic and occupational achievement and success for all CTE students.

To support progress toward these goals, PDE is providing assistance to selected career and technical centers (CTCs) and high schools with CTE programs through the Technical Assistance Program (TAP). Through TAP, participating CTCs are working to raise student performance on the Keystone exams and occupational end-of-program assessments. Each participating CTC agrees to develop an improvement plan for increasing student achievement, work closely with a designated improvement coach (Career and Technical Distinguished School Leader) and participate in all professional development activities provided by the BCTE.

Although some CTCs already have an established track record of solid performance in raising student achievement and others are accelerating their efforts at improvement through participation in the TAP, the activities of this program are not enough to influence student achievement alone. Each CTC and their participating school districts must take ownership of the actions necessary to achieve the desired student improvement on occupational end-of-program assessments and proficiency on the PSSA. This is critical to achieving future performance standards and to institutionalize the continuous improvement process.

[Technical Assistance Program - Resource Center of PA CTE \(careertechpa.org\)](http://careertechpa.org)

CTDSL SERVICES

The CTDSL will work as part of the school team to assist in identifying systemic or instructional barriers to improving student achievement. The role of the CTDSL is flexible in its implementation according to the perceived needs of each school and will work closely with the school's administrators and team members. Ultimately, the goal is to identify and overcome barriers and gaps so that students can experience more success with Pennsylvania System of School Assessment (PSSA) reading and math results and end-of-program occupational assessments. All CTDSLs have had experience as a career and technical education administrator and have demonstrated results in student achievement from their own leadership experience.

A key element to the work of the CTDSL is the connection between the Career and Technology Center (CTC) and the sending school districts. The CTDSL can help the school team make the necessary connections so that an approach to common problems can be developed and short-term goals can be set. As the year progresses, the CTDSL can help the team look at the larger scope of technical and academic integration of 21st century learning into CTC programs.

The support that a school receives from a CTDSL may include, but is not limited to, expertise in data analysis, knowledge of current standards-based reform, knowledge of staff development for systemic change and utilization of current practices in integrating career and technical education into academic instruction resulting in improved student achievement.

Other CTDSL services may include:

- Support and assist with all stated goals of the Pennsylvania Technical Assistance Program.
- Describe the TAP Program and responsibilities to schools.
- Speak with superintendents and/or JOC members to gain support and explain the Program
- Set up, monitor and participate in SREB Technical Assistance visits.
- Assist with the literacy, numeracy, culture and MAX Teaching workshops as presented through TAP.
- Meet with MAX Teaching teachers to assess needs.
- Assist with Perkins planning.
- Connect TAP schools to resources across the state.
- Connect individual schools to other schools with similar best practices or program needs.
- Assist with NOCTI Pre-Assessments and Study Guides.
- Help schools use the NOCTI Study Guides and Blueprints to improve achievement.
- Assist staff to address deficiencies noted through NOCTI pre-assessment data.
- Complete small group or individual work as designated by the administrator.
- Assist with preparation for 339 Review, if requested.
- Support continuous brainstorming for general work with directors and/or principals.
- Offer continuous support for expertise and leadership in identifying critical gaps or systemic barriers to student achievement.

- Support and encourage directors with PIL requirements.
- Explain and support policies that are advantageous to CTE
- Work with CTE teachers to change their self-image. “I’m only here to teach welding” is no longer acceptable.
- Provide information on acquiring industry certifications.
- Provide support and assistance in administering SREB surveys and assessment.
- Assist administrators in analyzing the results of the SREB assessment.
- Discuss and/or present survey results to a school.
- Assist with program approvals and/or strategic planning.
- Meet with local business leaders when requested.
- Assist new teachers with classroom management.
- Assist with curriculum preparation, task alignment and lesson plans.
- Coach new directors, especially when the director is the single administrator in the school.
- Monitor, assist or check in with all teams when possible

Standards-based
Curriculum
Model
(SBCTE)

Standards-Based Career & Technical Education Curriculum Guide

Career and Technical Education (CTE) in Pennsylvania provides students with the opportunity to pursue an educational pathway that includes technical skills, rigorous academics, real world knowledge and work-based learning experiences that prepare students for success in postsecondary education and their chosen career. Key to student achievement in CTE is the delivery of a comprehensive standards-based curriculum and instructional model. As required in the Pennsylvania School Code, the Pennsylvania Department of Education (PDE) is responsible for oversight of CTE in schools throughout the state. The following links to the Pennsylvania Code are specific to CTE. They provide specific requirements that can be used as a framework for developing and implementing a CTE program.

[22 Pa. Code § 4.31. Vocational-technical education. \(pacodeandbulletin.gov\)](#)

[22 Pa. Code Chapter 339. Vocational Education \(pacodeandbulletin.gov\)](#)

Purpose:

The purpose of a Standards-based CTE Curriculum (SBCTE) Model is to provide a framework for developing standards-based curriculum. The curriculum framework is based on PDE approved Programs of Study (POS) and with the exception of teacher prepared learning guides, every component of the SBCTE curriculum model can be found on the PDE's web site. CTE programs that do not have a PDE approved POS can be developed locally, using a task list that has been validated by another school, or an incumbent worker survey, or the Develop A Curriculum (DACUM) process. Locally developed programs of study including task lists and standards, must be approved by the occupational advisory committee.

Curriculum Development

There are 10 Steps in the Curriculum Development Process

1. Determine the program to be offered based on the Classification of Instructional Program (CIP) Code [PDE Approved CIP Codes](#)
 - **Program Approval**-Program approval in Pennsylvania uses the federal CIP Code system. The CIP is a code system of instructional programs with the purpose to facilitate the organization, collection, and reporting of fields of study and program completions.
2. Complete an occupational analysis. A PDE approved POS is based upon a validated Occupational Analysis.
 - **Occupational Analysis** - The occupational analysis is an examination of the jobs, tools, trends, and outlooks of a profession. (Resource links below)
 - [Department of Labor and Industry \(Youth and Education page\)](#)
 - [O'Net Online \(Occupational Information Network\)](#)
 - [CETES \(Career & Technical Education Consortium of States\)](#)

3. Follow the steps for [**PDE Program Approval**](#)
4. Prepare a course description

 - The course description is a brief overview of the course that describes the philosophy, goals, and objectives of the program. The description should highlight duty areas as well as employment and post-secondary opportunities.
5. Adopt PDE Program of Study Secondary Competency Task List ([**POS**](#)) if available.
(**The POS** is a secondary competency task list and is referred to as a **Task List** in this document.) The task list is developed using a hierarchy framework for cognitive skills such as Bloom's Taxonomy. Additional tasks may be added based on the OAC recommendations. Note: An OAC may not recommend any tasks be deleted from a PDE approved POS. PDE may revise, add and/or delete tasks on an approved POS during a statewide committee revision process.

When a POS is NOT Available, develop a local task list aligned to and approved by business and industry (OAC)

 - The job specific competencies or tasks are performance-based and written in measurable terms using the highest cognitive domain possible. Related tasks are grouped to form a duty area or heading. The task list and duty areas define the program of study or course.
6. Determine career objective/goals (SOC Code) through [**O'Net Crosswalk**](#)

 - **SOC Code** - The Standard Occupational Classification (SOC) is the United States system of classifying occupations for collecting data and comparing occupations. The program of study CIP code is entered into the education section on the O'net Crosswalk web page, after clicking enter the corresponding SOC codes will appear.
 - **Use the following hyper link for the CIP to SOC crosswalk.**
<https://www.workstats.dli.pa.gov/Documents/High%20Priority%20Occupations/PA%20CIP%20SOC.xlsx>
7. Develop a crosswalk using the task list and career objectives (job titles) (SOC Code)

 - **Task Grid** - The task grid provides a crosswalk of the performance tasks and the SOC Codes. It provides specific information as to what tasks need to be mastered for a specific SOC Code. The task grid also shows the common or core tasks essential to the SOC codes in a particular program
 - **Common Tasks** - Those tasks required by two or more SOC Codes (job titles)
 - **Core Tasks** - Those tasks required by all SOC Codes (job titles)

8. Complete in cooperation with students an Annual Educational and Occupational Objectives for Students Enrolled in a Secondary Career and Technical Education (CTE) Approved Program. [**Career Objective Form \(PDE408\)**](#)

 - The career objective form, as per Chapter 339, helps students determine learning goals and focus on completing the program of study.
9. Develop learning guides based on the POS task list or local task list (one for each task). The learning guide is a student-centered, teacher developed plan of instruction designed to independently move the student through a series of learning activities necessary to attain proficiency or competence on a performance task. The learning guide is designed to promote self-directed learning or student-centered instruction. The structure of the learning guide allows students to complete learning activities and competencies based on performance standards at their own pace. The learning guide provides the basis for individualized instruction, which benefits all students and is essential to support students with disabilities.

The following is a list of the **Components of the Learning Guide**

 - **Heading** (Uses for filing or identification)
 - **Task**
 - **Purpose**
 - **Performance Objective** (Exit Outcome)
 - **Supporting Objectives** (Technical Knowledge, Academic Concept, Guided Practice, Employability Skills)
 - **Required Resources**
 - **Safety Factors**
 - **Learning Activities/Assessment**
 - **Performance Assessment**
- 10. Task Tracking** Task Tracking is an educational tool to account for the completion of performance objectives or tasks. The student's technical skills are assessed based on the tasks completed as "Satisfactory" within a particular marking period. The Program of Study Task lists provided a check-off section for student management of tasks. Most schools have an online student management system that teachers, students, and parents may use to monitor a student's progress.

Task Tracking provides a list of each student's completed tasks/competencies. It can be used as an indicator of students' progress toward attaining their occupational/educational objective/goal. Students should include their list of completed competencies when applying for employment and/or post-secondary education.

Learning Guide Framework Directions: (Step 9)

SBCTE Curriculum Model Learning Guide Template

CIP Code: (Optional)

Area: Course/Lab Name

Task No.: From task list

Date: Date written

Hours: Instructional and
Student Mastery Time

Task: A short statement of the skill/competency to be performed. (*Taken directly from the task list*)

Purpose: A brief statement as to why the task is essential in the occupation. (*Relative to the world of work*)

Performance Objective: The performance objective includes three elements.

Performance/task, Condition, and Standard. The performance objective reflects industry standards.

1. **Performance** – a description of the task, exactly what is to be done (*taken from the task list*),
2. **Condition** – under what condition(s) the student must perform the task (*using references, or denied references, using a live work project, using a simulator or mockup, etc.*),
3. **Standard** – how well the task must be accomplished (*the degree of accuracy or proficiency*.) The program of study identifies proficiency level as the industry standard.

Note: *The Occupational Advisory Committee must validate the Task List and the Performance Standards. Each CTE program Performance Objective includes a Task, Condition, and Standard.*

Supporting Objectives: Supporting objectives reflect teacher and/or industry expectations.

While the Performance Objective describes student performance at the completion of the lesson, or instruction on the task, the supporting objectives describe students' interim performance after participating in one or more learning activities. A supporting objective must be explicit and

have the same essential parts as a performance objective (Performance, Condition, Standard). In addition, each supporting objective must move learners toward fulfilling the final performance objective.

In general, there should be a minimum of three supporting objectives. Knowledge, Academic Concept or Standard(s), and Guided Practice. Supporting objectives must include a measurable standard and provide the teacher and student with formative assessment data on the student's performance of each supporting objective. A supporting objective for Employability Skills may be added such as Information Use and/or Critical Thinking skills, etc. An Employability Skills objective may not be required for every performance objective/task.

Knowledge: The knowledge supporting objective focuses on information/theory such as reading a chapter in a textbook, a worksheet assignment, a presentation, or project, etc.

- The formative assessment of student knowledge is essential for teachers and students to determine their understanding of essential knowledge required to complete the task.

Academic Concept: The academic supporting objective integrates the Pennsylvania Core Standards and/or other academic concepts that are necessary to perform the performance objective.

- Use the Program of Study Crosswalk to identify essential Pa Core Standards. When a crosswalk is unavailable for a program, teachers must identify relevant academic standards that are essential to understanding the theoretic concepts and skill performance.
- The student should understand the importance of the academic concept as it applies to the performance objective. Student's ability to apply essential academic standards and/or concepts must be assessed prior to completing guided practice or the performance objective.

Pennsylvania Academic Standards. [PA ACADEMIC STANDARDS](#)

PDE Crosswalks to Academic Standards for the Program of Study Task List: [CW To ACADEMICS](#)

Employability Skills: The employability skills supporting objective represents the desirable attributes of an individual to gain and sustain employment. Employability skills or standards that are necessary for the completion of each task are listed under this heading. PA and Perkins employability skills standards links are: [PA Career Ed & Work Standards](#) and the US Dept. of Education's, Perkins Collaborative Resource Network: [USDE PCRN Employability Skills](#)

Guided Practice: The guided practice supporting objective focuses on teacher supported practice needed to perform the task or performance objective to the specified standard.

A criterion checklist/rubric is given to the student for practicing the procedure or developing the product. The guided practice provides the student with the opportunity to receive feedback prior to assessment of the final Performance Objective.

Resources Required: List reference books, textbooks, software, training aids, videos, and online resources that specify the information necessary to complete the task. In some subject areas, it may be desirable to list essential tools and materials for the task.

Safety Factors: Identify relevant safety practices, accident prevention, precautions, and essential safety clothing or equipment needed to complete the task.

Learning Activities: (Assignments)

Learning activities detail the instructional and learning assignments required for the student to master the core knowledge, essential academics, relevant employability skills, and the performance objective to meet industry standards.

Each supporting objective requires a minimum of one corresponding learning activity. Learning activities inform the student of the assignments to be completed in order to attain proficiency on the supporting objective. Students are assessed on the learning activities or assignments. This is the formative assessment that determines when a student is ready to proceed with the final performance objective evaluation.

Points to consider when preparing student learning activities:

1. Provide necessary background information to perform the task.

EXAMPLES:

- a. Information in the learning guide – information, job, or procedures sheets, drawings, etc.
- b. Audio-visual aid references.
- c. Reference to a specific place in a textbook and/or repair manual.
- d. Required research for specifications and/or specific procedures.
- e. Workbook or homework assignment.

2. **Participation in work-based learning activities.**

3. Provide learning activities that reinforce the academic standard or concept. (*When possible, refer to academic standards that may be on Keystone Exams*)

4. Provide a learning activity on relevant employability skills. (*If applicable*)

5. Stress the importance of the performance objective to the end of program assessment. (*NOCTI or NIMS*).

The learning guide is developed **by the CTE teacher** to provide the students with the resources necessary to practice, complete the task and performance objective independently, or with minimal help from the teacher.

Optional learning activities may be provided to reinforce the student's knowledge in the task and/or higher-level activities may be provided to enrich the student's knowledge beyond the essential level of understanding.

Accommodations for Special Needs Students. Learning activities can be modified and/or additional learning activities can be provided to accommodate various learning styles of special needs students. All adaptations are made by the CTE teacher with advice from special education teachers and/or the instructional support team. A paraprofessional can assist the student during or after the teacher has taught the knowledge and/or skill.

Grading learning activities such as tests or quizzes on the knowledge, academic, and employability supporting objectives should be graded using letter or percentage grades. Other factors such as attendance, attitudes, general safety, etc. should be assessed as defined in your school's grade policy or guidelines. Grading the final Performance on the task or competency is outlined in the ***Performance Evaluation*** component below.

Performance Evaluation:

The performance evaluation is considered the summative assessment for the task or performance objective. If the student completes the performance to industry standard, the student is considered to have attained proficiency.

A performance evaluation is developed by the teacher listing the criteria needed to reach proficiency.

An evaluation checklist or rubric is used to rate the student's performance on the task or performance objective. The student should be able to use the checklist for self-evaluation on the task during guided practice, prior to the teacher evaluating the final performance.

The Performance Evaluation is NOT a measure of the number of completed learning activities. It is an assessment of the final performance objective.

Students can be evaluated at each step of a procedure and/or the product produced by the student can be measured against specific criterion. The most desirable rating scale for each step in a procedure is **Needs Practice** or **Satisfactory** versus pass/fail, which is negative reinforcement.

The overall rating of the task/competency should be the same (**Needs Practice** or **Satisfactory** or **MET Standard**).

The student must complete all steps satisfactorily to be signed-off on the performance objective. The following graphic provides a template to provide measurable steps or criteria of the task performance and evaluation of each step in the procedure and/or the criteria for evaluating the final product completed by the student.

Performance Evaluation/Performance Objective Assessment:

1.	<i>Needs Practice</i>	<i>Met Standard</i>
2.		
1.		
2.		
3.		
4.		
5.		
6.		

All items must be marked **Satisfactory** for task/competency completion/sign-off. Items marked **Needs Practice** must be performed again until the student meets the specified standard.

Note: Criteria/steps in a procedure sheet, or a recipe, or factory specifications, etc. can be used as evaluation criteria in Performance Assessment. The Assessment Criteria must be Clear and Objective.

EXAMPLES OF CURRICULUM PRODUCTS

(Steps 4-10)

Example of a Course Description (Step 4)

WELDING TECHNOLOGY

Sedans and trucks, railroads and bridges, airplanes, and trains — welders help make them all. In our Welding Technology program, students explore how these skilled workers shape the nation and its economy. They master the following skills while learning about the indispensable roles welders play in construction, manufacturing, and other industries:

- Shielded metal, gas metal, flux cored and gas tungsten arc welding
- Manual oxyfuel and mechanized oxyfuel gas cutting
- Manual plasma and manual air carbon arc cutting
- Silver oxyfuel brazing and silver soldering

Core skills begin with safety, metallurgy and joint geometry as entry level welders weld butt joints, corner joints, T-joints, lap joints, edge joints. Before advancing to more complex techniques, they learn to recognize welding symbols and interpret drawings or sketches.

Working in a program lab outfitted with Air Concoa, ESAB, Lincoln Electric, Miller, Thermal Dynamic and Victor welding and cutting equipment, entry level welders develop their skills through a combination of expert instruction and hands-on training. Welders routinely team up with other metal trades/occupations such as precision machining, computer-aided drafters, and engineers to design and fabricate custom parts. Plus, entry level welders are encouraged to bolster their skills and their resumes by securing internships, apprenticeships, or co-op positions with local companies.

Industry Credentials

Welding Technology students can earn the following certifications and credentials in high school:
Certified Welder via American Welding Society, OSHA Certification via CareerSafe®, Pennsylvania Skills Certificate via NOCTI®

College Credits

Local and statewide articulation agreements known as SOAR allow students to earn college credit for their work in the Welding Technology program. This program also has an articulation agreement with the community college and the welding institute.

Career Paths – with industry credentials: Brazier/Solderer, Cutter, Fabricator/Welder with credentials and experience: Cutting Machine Operator, Welding Inspector, Welding Machine Operator with postsecondary training or college degree: Industrial Designer, Materials Engineer/ Metallurgical Engineer.

Example: POS Secondary Competency Task list (Step 5)

Unit/ Standard Number	<u>High School Graduation Years 2019, 2020 and 2021</u>		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Dental Assisting/Assistant CIP 51.0601 Task Grid		
	Secondary Competency Task List		
100 INTRODUCTION TO DENTAL ASSISTING			
101 Identify career: role, function, obligations and limitations of the dental care provider as a member of the dental team.			
102 Define dental related terms and abbreviations.			
103 Practice appropriate personal hygiene, dress practices, personal qualities/characteristics.			
200 PRINCIPLES OF INFECTION CONTROL			
201 Wash hands and follow gloving procedures.			
202 RESERVED			
203 Prepare and bag/wrap instruments for sterilization.			
204 Use and care for ultrasonic cleaner.			
205 Use chemicals to sterilize and disinfect instruments.			
206 Sterilize instruments using autoclave and maintain equipment.			
207 Perform disinfection and sterilization procedures on dental equipment.			
208 Practice OSHA regulations with respect to dental occupations.			
209 Use Safety Data Sheets (SDS) sheets and label appropriate materials.			
210 Dispose of sharps, infectious and hazardous wastes.			
211 Maintain evacuation system.			
212 Maintain dental handpieces.			
213 Use infection control procedures to send/receive dental laboratory items.			
300 SAFETY AND EMERGENCY PROCEDURES			
301 Practice general/personal safety standards/precautions.			
302 Practice proper body mechanics.			
303 Perform CPR/AED procedures..			
304 Prepare and recognize various medical emergencies.			
400 ETHICAL/LEGAL RESPONSIBILITIES			
401 Practice legal and ethical standards of behavior and compliance, including HIPAA policies			
402 RESERVED			
500 ANATOMY AND PHYSIOLOGY			
501 Identify parts, names, shapes and surfaces of teeth.			
502 RESERVED			
503 Identify basic head and neck anatomy.			
504 Describe disturbances in dental development.			
505 Identify landmarks and structures of the face.			
506 Identify landmarks, structures and normal tissues of the mouth.			
507 Identify primary and permanent teeth - arches/types.			
508 Use Universal, Palmer and FDI Designation Systems for permanent and primary teeth.			
600 OFFICE PROCEDURES			
601 Demonstrate the use of dental software system.			
602 Maintain inventory system.			
603 Process insurance claims.			
604 RESERVED			
605 Preparing and maintaining patient's file/ file systems.			
606 RESERVED			
607 Use written and verbal communication.			
608 Schedule and maintain appointment book/daily schedule.			
700 PHARMACOLOGY			
701 Describe methods of pain, anxiety control and pre-meds used in dentistry.			
702 Use Physician's Desk Reference (PDR) as a resource.			
703 Recognize pharmacology terms and abbreviations, related to the field of dentistry.			

Partial List

Example: Locally developed Secondary Competency Task list (Step 5)

Hometown Career & Technology Center

Advertising and Design Program: CIP Code: 50.0402

Task Grid

Duty	Task number	Duty and Task list	Competency marked with an X
001		Safe and Proper Use of Tools and Equipment	
	1-001	Demonstrate use and of a Ruler	
	1-002	Demonstrate use and care of a copy machine	
	1-003	Demonstrate use and care a mat cutter	
	1-004	Demonstrate use and care of a heat press	
	1-005	Demonstrate use and care of a laminating machine	
002		Safe use of chemicals	
	2-001	Demonstrate the safe use of fixatives	
	2-002	Demonstrate the safe use of adhesives	
	2-003	Follow a SDS form	
003		Layout	
	3-001	Design layout for print production	
	3-002	Design layout for product display	

Example of Career Objectives/Goals identified through CIP to SOC Crosswalk (Step 6)

50.0402	Commercial & Advertising Art	27-1014	Special Effects Artists & Animators
50.0402	Commercial & Advertising Art	27-1019	Artists & Related Workers, Other
50.0402	Commercial & Advertising Art	27-1021	Commercial & Industrial Designers
50.0402	Commercial & Advertising Art	27-1024	Graphic Designers
50.0402	Commercial & Advertising Art	43-9031	Desktop Publishers

Example of Task List and SOC Crosswalk = (Step 7) This process assists in determining the core and common tasks and can determine the tasks to be taught in each level/ year.

The screenshot shows an Excel spreadsheet titled "460503 Plumbing Technology - Excel". The spreadsheet contains a task list and a SOC crosswalk grid. The task list includes rows for various competency codes (e.g., 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113) and industry tasks (e.g., Follow OSHA safety standards as it relates to the industry). The SOC crosswalk grid maps these tasks to specific Standard Occupational Classification (SOC) codes and titles, such as "Front line supervisors of construction trades and extraction workers", "Solar Energy Installation Managers", "Plumber, Pipefitters and Steamfitters", "Solar Thermal Installers and Technicians", and "Septic Tank Services and Sewer Pipe Cleaners". The grid uses 'X' marks to indicate which tasks are associated with each SOC code.

High School Graduation Years 2020, 2021 and 2022									
Unit/Standard Number	B	C	D	E	F	G	H	I	J
	Plumbing Technology/Plumber CIP 46.0503 Task Grid	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level	47.01011 Front line supervisors of construction trades and extraction workers	47.01011.3 Solar Energy Installation Managers	47.2152.00 Plumber, Pipefitters and Steamfitters	47.2152.04 Solar Thermal Installers and Technicians	47.4071.00 Septic Tank Services and Sewer Pipe Cleaners		
3	Secondary Competency Task List								
4	100 SAFETY								
5	101 RESERVED								
6	102 RESERVED								
7	103 RESERVED								
8	104 RESERVED								
9	105 RESERVED								
10	106 RESERVED								
11	107 RESERVED								
12	108 RESERVED								
13	109 RESERVED								
14	110 RESERVED								
15	111 RESERVED								
16	112 RESERVED								
17	113 Follow OSHA safety standards as it relates to the industry.		X	X	X	X	X		
18									
19	200 RESERVED								
20	201 RESERVED								
21	202 RESERVED								
22	203 RESERVED								
23									
24	300 BLUEPRINTS AND SKETCHING OF PIPE SYSTEMS								
25	301 Interpret types of drawings.		X	X	X	X	X		
26	302 Interpret various lines used on drawings.		X	X	X	X	X		
27	303 Interpret specifications, and dimensions.		X	X	X	X	X		
28	304 RESERVED		X	X	X	X	X		
29	305 Interpret piping systems according to color-coding.		X	X	X	X	X		
30									
31	400 PIPE SPECIFICATIONS AND SYSTEMS								
32	401 Install pipe and connections according to manufacturers' specifications.		X	X	X	X	X		
33	402 Follow plumbing standards, codes and specifications.		X	X	X	X	X		
34	403 RESERVED								
35	404 RESERVED								

PDE Career Objective Form (Step 8)



Career Objective
Form.pdf

The Link provides an Electronic PDF copy.

Example ONLY TEACHER Prepared Completed Learning Guide (Step 9)

CIP Code: 51.0601
Program: Dental Technology
Duty Area: Radiology Skills
Task: POS 811
Date: 3/1/2021
Hours: 2 hrs.

Task: Duplicate Dental Radiographs

Purpose: Radiographs are often needed by insurance companies and specialty offices. Originals are not sent to these groups; therefore, it is necessary to send duplicate copies. A dental auxiliary must know how to duplicate a radiograph to send them when requested.

Performance Objective: Given a full-mouth series of radiographs, duplicating film, and duplicating machine, the student will duplicate three full mouth series of radiographs to the American Dental Association Standards, following the duplicator manufacturer's recommendations and process.

Note: Dental standards - The American Dental Association (ADA) sets standards for nearly every tool of dentistry, ensuring their safety, reliability and efficacy for dentists and the public.

Supporting Objectives:

Knowledge: The student will read the appropriate chapter assigned by the teacher, define the terms, and complete all worksheets without error (all answers must be correct).

Academic

Concept: **Language Arts:** 1.2.12 - Read and understand essential content of informational texts and documents.
1.6.11 - Identify and define new words and concepts.

Science: 3.2.12 - Apply scientific processes to improve and better understand how things work.

The student will read and follow the procedure for duplicating a dental radiograph using dental terminology according to industry standard.

Guided

Practice: Using the competency sheet, the student will duplicate three full mouth series Radiographs consisting of one Panorex size film and two duplicates on size 2 duplication films, following the duplicator manufacturer's recommendations and process and the ADA standards.

Employability Skills: Employability Skills enable employees to successfully perform tasks by managing time and other resources. Pre-requisite **Employability Skills** include **Use Technology; Information Use; Communications Skills; Critical thinking Skills; and Applied Academic Skills.**

Resources Required:

1. Textbook: "Dental Radiography"
2. Handouts: Information/procedure sheet "Duplicating Radiographs"

Safety Factor:

1. All general program/lab safety rules and procedures must be followed.
2. Do not splash solutions on clothing, floors, or counters.
3. Do not handle the duplicating film more than necessary.
4. Use safe light when required.
5. Wear glasses and masks.
6. Read and follow the duplicator manufacturer's recommendation/instructions.

Learning Activities:

1. Attend Duplicating Radiographs theory lesson and demonstration.
2. Participate in classroom discussion and watch Duplicating Radiographs video.
3. Read Ch. 9 in the *Dental Radiography* textbook.
4. Explain why duplicating film differs from regular film.
5. Practice duplicating radiographs.
6. Submit one full mouth on panorex size duplicating film and 2 single films on size 2 duplicating films.
7. Attach processed film to guide and turn in.

Performance Assessment/Evaluation:
Duplicate Dental Radiographs

<u>PERFORMANCE ASSESSMENT</u> <u>CRITERIA</u>	<u>NEEDS PRACTICE</u>	<u>SATISFACTORY</u>
1. Inserted the plug of the duplicator into the electronic outlet.		
2. Placed the mode switch on "view".		
3. Placed the films to be duplicated onto the glass in the proper position, with the raised dots facing down.		
4. Switch was set to "Duplicate".		
5. The timer dial was set to the desired or specified exposure time.		
6. Turned the lights off while using the safe light, and when the duplicating film was removed from the box. (Purplish colored side)		
7. Placed the emulsion side down over the film to be copied. (Raised dot down)		
8. Secured the cover latch.		
9. Pressed the exposure button on the center of the timer dial.		
10. When the red exposure light went off (end of exposure), it was covered, raised and the exposed duplicating film removed.		
11. Processed the duplicating film.		
12. Returned the original films to the patient's record.		

All items must be marked **SATISFACTORY** for **mastery**.

Example ONLY **TEACHER Prepared Learning Guide/Module (Step 9)**

CIP Code: 46.0503
Area: Plumbing and Heating
Task No.: POS 501
Date: 4/30/2021
Hours: 4

Task: Light and adjust an oxy acetylene torch

Purpose: An oxy acetylene torch is used to perform various tasks in Plumbing and Heating such as soldering. To ensure the safety of everyone in the area, all connections must be checked for leaks and the torch and tanks must be regulated to the proper settings.

Performance Objective: Given the tools and equipment, the student will light, adjust the oxy acetylene torch, and shut down the torch following all safety precautions and the correct tank and torch settings, as defined in the procedure sheet.

Supporting Objectives:

Knowledge: The student will read the textbook chapter on ***Plumbing Tool and Equipment Safety*** and answer the review questions at the end of the chapter with a grade of 100%.

Academic Concept:

English 1.1.11C Use knowledge of root words and words from literacy works to recognize and understand meaning of new words during reading. Use these words accurately in speaking and writing.

R11.A.2.1.1 Identify and define the appropriate meaning of multiple meaning words used in texts. Use the words correctly in context during classroom and lab

The student will read the textbook chapter, complete the job sheets and use the plumbing vocabulary to 100% accuracy.

Guided Practice:

Given the material and tools necessary and the performance checklist, the student will demonstrate the proper procedure for lighting and adjusting an oxy acetylene torch two times in the presence of the teacher with 100% accuracy.

Employability Skills:

The employability skills supporting objective represents the desirable attributes of an individual to gain and sustain employment. Employability skills or standards that are necessary for the completion of each task are listed under this heading. Pre-requisite **Employability Skills** include **Information Use; Communications Skills; Critical thinking Skills; and Resource Management.**

Resources Required:

1. Air-acetylene torch outfit
2. Acetylene tank valve wrench
3. Stricker
4. Safety glasses
5. Lab Uniform – helmet, gloves, apron with leather sleeves, hard shoes/boots
6. Clear Work Area

Safety Factor:

1. Safety glasses must be worn at all times.
2. Follow procedure for proper personal equipment (PPE) of work shoes, welding helmet, apron and gloves, lab uniform pants, hair tied back, and no loose clothing.
3. Follow the manufacturer's instructions for the torch operation and precautions.
4. Remove all flammable and combustible material from work area.
5. Check all connections for gas leaks prior to lighting the torch.
6. If the torch does not light immediately, turn off the valve at the handle.
7. Extinguish the flame by turning off the gas.

Learning Activities:

1. Read Unit 9 (Pages 145-148) in Modern Plumbing text on joining and installing pipes.
2. Answer job sheet questions.
3. Observe instructor's demonstration.
4. At least 15 times, practice lighting and adjusting acetylene torch.
5. A level two – four students must evaluate the student before the instructor

Performance Evaluation/Exit Outcome Assessment:

Light and Adjust an Oxyacetylene Torch.

<u>PERFORMANCE CRITERIA</u>	<u>NEEDS PRACTICE</u>	<u>MEETS INDUSTRY STANDARDS</u>
1. Safety glasses were worn while performing the task.		
2. The tank valve was opened $\frac{1}{4}$ of a turn.		
3. The tank key was left on the tank when using acetylene.		
4. All connections for acetylene gas leaks were checked by smelling within a $\frac{1}{4}$ of an inch of the regulator.		
5. Opened the torch handle valve $\frac{1}{4}$ of a turn.		
6. Stricker was struck immediately.		
7. If flame did not ignite immediately, the valve was shut off on handle. *Delayed ignition could cause an explosion.		
8. The flame was adjusted to run at full capacity.		
9. The flame was extinguished by closing the tank valve (first).		
10. The flame burned itself out.		
11. Closed the torch handle valve.		
12. Rolled up the hose and hung it on the torch stand.		
13. Stowed the equipment in the proper location of the lab.		

- All items must be marked as Meets Industry Standards (satisfactory) for mastery

Task Tracking (Step 10)

An example of Task Tracking has not been included in this SBCTE Curriculum Guide because PDE Program of Study Task Lists provide a check-off section for student management of tasks and most schools have an online student management system that includes task tracking. Student management or learning management systems are used by teachers, students, and parents to monitor students' progress.