Perkins Local Application Funding Guidelines
Title I
Strengthening Career and Technical Education for the 21st Century Act of 2018
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Table of Contents

General Program Provisions 1

I. Introduction 1

A. Legislative Background 1
B. Purposes of the Perkins Act of 2018 1
C. Alignment with Pennsylvania Workforce Development Initiatives 2
D. Federal and State Authority 3
E. Definitions 4
F. Best Practices 19

II. Key Program Components 19

A. Requirements for Uses of Funds 20
B. Distribution of Funds to Secondary Programs 23
C. Allocation to Area CTE Centers 23
D. Distribution of Funds to Postsecondary and Adult Programs 24
E. Accreditation Required for Postsecondary Allocations 24
F. Consortia Changes (Secondary and Postsecondary) 24
G. Local Negotiation of Performance Indicators 24
H. Compliance Monitoring 25
I. Perkins V Required Indicators 25
J. Professional Development 27
K. State Required Technical Assistance 29
L. Local Program Improvement 29
M. Local Sanctions 29
N. Procedure Manual 30
O. Consultation 31
P. Procedure Manual 32
Q. WIOA Infrastructure Costs – Agency Implementation 32

III. Section 134 – Local Application for Career and Technical Education Programs 33

A. 134(a) – Local Application Requirement 33
B. 134(b) – Local Application Contents 33
C. Local Application Procedures 35
D. Local Application Revisions 36
E. Local Application Appeal Procedures 36
F. Local Application Assurances 37
G. Local Application Participatory Planning Requirement/Transition Year Only 37
H. Local Application Action Plans 37
I. Local Application Risk Assessment 37
J. Local Application Program Evaluation 38
K. Local Application Annual Reporting Requirements 38
L. Local Application Relationship to Regional Workforce Investment Boards 38
M. Section 135 – Local Application Activities and Uses of Funds 39
N. Ineligible Uses of Perkins Funds 42

General Administrative Provisions 44

I. Fiscal Requirements 44

II. Key Administrative Components 44

A. Contracts, Grant Agreement, Pa State System of Higher Education (PASSHE) Grants and Sub-Grant Agreements 44
B. Classification of Expenditures....44
C. Consortium Information 50
D. Utilization and Control of Funds....50
E. Revisions of Approved Contracts....52
F. Record Keeping....53
G. Equipment....53
H. Funding of Projects....54
I. Federal Audits 56

Appendix A....58

A. Assurances 59
B. Expenditures....68
C. Narrative Report 69
D. Risk Assessment....70

Appendix B....71
A. Comprehensive Local Needs Assessment 71
B. Standard Narrative 71
C. Local Negotiation 72
D. Requirements for Uses of Funds....73
E. Action Plan....74
G. Program Approval (Postsecondary) 75
H. Program Approval (secondary) 75
I. WIOA (postsecondary only)....76
J. Budget Detail 76

Appendix C....70

Federal Equipment Inventory Form....70

Appendix D....71

Bureau of Career and Technical Education 71
Perkins Corrective Action Plan and Status Update....71

General Program Provisions

I. Introduction

A. Legislative Background

By completing the reauthorization of the "Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V)," Congress showed its overwhelming support for career and technical education (CTE) programs across the country. Throughout the legislative process, members of Congress emphasized the importance of high quality CTE programs that prepares students to be successful in further education and careers. Congress wants the new Perkins Act to go further than ever before to improve CTE programs and provide for new innovation at the state and local levels. The Act promotes better alignment of CTE programs with State, regional, and local economic needs; expands career exploration and development activities to the middle grades; broadens the definition of "special populations" to include homeless individuals, foster youth, youth who have aged out of foster care, and students with parents in active military duty, and increases the amount of funds that can be spent on students in State institutions, increases the amount of funds that States can reserve to address the needs of rural communities, areas with high numbers or concentrations of CTE programs, or areas with gaps in performance; and gives States authority and autonomy to set their performance goals.

The new Act authorizes the legislation through Fiscal Year 2023, for a total of five years. While the bulk of the law is very similar to the 2006 Perkins Act, there are some significant changes in content and focus. Several themes are evident throughout: accountability for results and program improvement at all levels, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education and links to business and industry.

B. Purposes of the Perkins Act of 2018

The purpose of this Act is to more fully develop 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, 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 high-skill, 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.

3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education.

4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities.

5. Providing technical assistance that:

a. Promotes leadership, initial preparation, and professional development at the state and local levels; and

b. Improves the quality of career and technical education teachers, faculty, administrators, and counselors.

6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.

7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

C. Alignment with Pennsylvania Workforce Development Initiatives

Today, Pennsylvania is a leader in the U.S. movement to build a workforce system that is responsive and can meet the skill needs of employers, expand opportunity and security for workers, and boost the competitive position of the business community. America's prosperity is dependent upon the strength of its workforce. With initiatives such as Job Ready PA, the Commonwealth has recognized the need to have a workforce and economic development practitioners and the educational and training community work together to effectively and efficiently serve the needs of employees and employers. As stakeholders in the state's education system, the Commonwealth is committed to implementing an integrated and comprehensive workforce development agenda that is anchored in the creation of effective partnerships and training grants that are linked with key regional industries and labor markets.

To remain competitive in our 21st century economy, the Commonwealth is implementing bold initiatives through multiple programs that connect workforce development more tightly to employers' needs. By engaging businesses within targeted industry clusters (groups of industries closely linked by common product markets, labor pools, similar technologies, supplier chains and other economic ties) the Commonwealth is directly aligning the services of education and training institutions to where they are needed most.

Perkins postsecondary institutions are mandatory partners of the One-Stop Centers. They are to voluntarily enter into a Memorandum of Understanding (MOU) with the Local Workforce Development Board to support the One-Stop Center.

The support is to be locally negotiated between the Perkins postsecondary institution and the WDB. Actual exchange of funds is not mandated. This could occur as an in-kind provision of services such as providing information on careers or providing counseling. The career counseling must be provided to benefit students enrolled in CTE. It can be provided onsite at the One-Stop or it can be provided on-site at the college and would include things such as sequence of courses needed to obtain the CTE degree, and credentials that can be earned in the CTE program. It could be supporting the use of a computer kiosk located at the One-Stop that provides information on skills/CTE training and degree programs at the Perkins

postsecondary site. Thus, the sharing of costs is through a provision of service by the Perkins postsecondary entity. There is a 1.5% maximum on the federal administrative (Indirect Cost) Perkins funds that can be used to support the One-Stop Center. The amount of support is based on the proportionate use of and benefit to the Perkins recipient.

If they do not enter into an MOU this triggers the provision where the Governor then uses state federal Perkins administrative funds to support the One-Stop Centers where the local Perkins Postsecondary are not supporting a One-Stop Center. This is also when the 1.5% cap is applied.

All Perkins funds must be used to meet federal Perkins required uses of funds.

PDE placed an assurance in the Local Application (eGrants). The Perkins Postsecondary Chief Executive Office/President assures that the Perkins postsecondary recipient will comply with the Workforce Innovation and Opportunity ACT (WIOA). The narrative question(s) will be added on how they will work with the Workforce Development Board to support the One-Stop Center.

To align investments in workforce education and training programs to meet employer demand for jobs in industries vital to the stability and growth of Pennsylvania's economy, the Commonwealth has:

1. Defined the State's Targeted Industry Clusters that have demonstrated the strongest potential for economic growth in the state;

2. Identified jobs in demand within the clusters by employers that require advanced skills and provide family sustaining wages; and

3. Implemented education and training programs based on Pennsylvania Department of Labor and Industry's "High Priority Occupations" defined through data analysis, industry expert input, economic investments, and input from regional employer-led initiatives. With the critical need to make targeted investments in training and education, the Commonwealth is realigning existing resources to the areas defined as high-demand through the Commonwealth's industry-led strategies. Pennsylvania's workforce development system is aligning existing programs, including WIOA, employment services, trade and TANF to High Priority Occupations. In addition, specific steps are being taken in coordination with local Workforce Development Boards to ensure more overall resources are put into skill development.

Applicants are encouraged to consider developments in the local Industry Partnerships. Industry Partnerships bring together multiple employers and labor groups in the same industry cluster to address common or overlapping workforce needs. Industry Partnerships are guided by Pennsylvania's targeted industry clusters and high-priority occupations that provide good wages and benefits, have the greatest potential for economic growth and/or which face serious challenges to growth or retention. For more information visit the state Department of Labor's Workforce Development page.

D. Federal and State Authority

General administrative regulations governing the Perkins Act are found in the Code of Federal Regulations 2 CFR Part 200 76 and 80 known as the Uniform Grant Guidance.

Further, the Perkins Act, Section 134 (a) Local Application references the state role:

“Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.”

The Act goes on to indicate federal mandates for Perkins Local Applications. These guidelines are published under this authority and responsible to implement the Perkins Act.

E. Definitions

1. Administration

The term “administration,” when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

2. All Aspects of an Industry

The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

3. Area Career and Technical Education School

The term “area career and technical education school” means:

a. A specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market.

b. The department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations, that are available to all students.

c. A public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school.

d. The department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as

regular students, both individuals who have completed secondary school and individuals who have left secondary school.

4. Articulation Agreement

The term “articulation agreement” means a written commitment:

a. That is agreed upon at the State level or approved annually by the lead administrators of:

(1) A secondary institution and a postsecondary educational institution; or

(2) A sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution.

b. And to a program that is:

(1) Designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and

(2) Linked through credit transfer agreements between the two institutions described in clause (1) or (2i) of subparagraph a. (as the case may be).

5. Career and Technical Education

The term “career and technical education” means organized educational activities that:

a) Offer a sequence of courses that:

(1) Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.

(2) Provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree.

(3) May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph.

b) Include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

c) 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.

d) May include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101of the Elementary and Secondary Education Act of 1965).

6. Career and Technical Student Organization (CTSO)

a) In General – The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

b) State and National Units – An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

7. Career and Technical Education (CTE) Course

Minimum 240 technical instructional hours per year in a specific CTE CIP.

Business rule: students who take less than 240 technical instructional hours per year are not counted as a CTE student for Perkins accountability indicators.

8. Career and Technical Education Concentrator

The term “CTE concentrator” means:

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.

9. Career and Technical Education Participant

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.

10. Career Guidance and Academic Counseling

The term “career guidance and academic counseling” means guidance and counseling that:

a. Provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with

respect to an individual's occupational and academic future;

b. Provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and

c. May provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

11. Career Pathways

The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

12. Charter School

The term “charter school” has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965.

13. Credit Transfer Agreement

The term “credit transfer agreement” means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

14. Cooperative Education

The term “cooperative education” means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation:

a. Shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and

b. May include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

15. Director

The term ‘Director’ means the Director of the Institute of Education Sciences.

16. Displaced Homemaker

The term ‘‘displaced homemaker’’ means an individual who has been providing unpaid services to family members in the home and who:

a. Has been dependent on the income of another family member but is no longer supported by that income; or

b. Is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and

c. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

17. Dual or Concurrent Enrollment Program

The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that:

a. Is transferable to the institutions of higher education in the partnership; and

b. Applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

18. Early College High School

The term ‘‘early college high school’’ means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.

19. Educational Service Agency

The term ‘‘educational service agency’’ means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.

20. Eligible Agency

The term “eligible agency” means a State board designated or created consistent with State

law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

21. Eligible Entity

The term “eligible entity” means a consortium that includes the following:

a. Representatives of not less than 2 of the following categories of entities, 1 of which shall serve as the fiscal agent for the consortium:

   (1) A local educational agency or a consortium of such agencies.

   (2) An educational service agency serving secondary school students.

   (3) An area career and technical education school or a consortium of such schools.

   (4) An Indian Tribe, Tribal organization, or Tribal educational agency.

   (5) An institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions.

   (6) An institution of higher education whose most common degree awarded is a bachelor’s or higher degree, or a consortium of such institutions.

   (7) A State educational agency.

b. One or more business or industry representative partners, which may include representatives of local or regional businesses or industries, including industry or sector partnerships in the local area, local workforce development boards, or labor organizations.

c. One or more stakeholders, which may include:

   (1) Parents and students;

   (2) Representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6472));

   (3) Representatives of Indian tribes and Tribal organizations, where applicable;

   (4) Representatives of minority-serving institutions (as described in paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)), where applicable;

   (5) Representatives of special populations;

   (6) Representatives of adult career and technical education providers; or

   (7) Other relevant community stakeholders.

22. Eligible Institution

The term ‘eligible institution’ means:

a. A consortium of 2 or more of the entities described in subparagraphs (B) through (F);

b. A public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree;

c. A local educational agency providing education at the postsecondary level;

d. An area career and technical education school providing education at the postsecondary level;

e. An Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;

f. A postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);

g. A tribally controlled college or university; or

h. An educational service agency.

23. Eligible Recipient

The term “eligible recipient” means:

a. A local educational agency (including a public charter school that operates as a local education agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or

b. An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

24. English Learner

The term “English learner” means:

a. A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or

b. An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and:

(1) Whose native language is a language other than English; or

(2) Who lives in a family environment in which a language other than English is the dominant language.

25. Evidence-Based

The term “evidence-based” has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act of 1965.

26. Gap Year

The term “Gap Year” is one year without using federal or local funds to support a project or activity.

27. Governor

The term “Governor” means the chief executive officer of a state.

28. High Demand Occupation

The term “high demand occupation” is a commonly used term to define occupations that are growing in numbers due to the demand or growth of the labor market or that have a significant number of openings due to attrition in the occupation. In many cases, high demand occupations do not take into account wages and/or skill levels.

29. High School

The term ‘‘high school’’ means a secondary school that:

a. grants a diploma, as defined by the State; and

b. includes, at least, grade 12.

30. Improvement Plan

The term “improvement plan” is the Action Plan section of the Perkins Local Application. In the action plan schools must analyze data and determine the root cause as to why negotiated performance levels for one or more of the Perkins indicators, have not been met or improvement made.

31. In-Demand Industry Sector or Occupation

The term “in-demand industry sector or occupation” has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

32. Indian; Indian Tribe

The terms “Indian” and “Indian Tribe” have the meanings given the terms “Indian” and “Indian tribe”, respectively, in section 4 of the Indian Self-Determination and Education

Assistance Act (25 U.S.C. 5304).

33. Individual with a Disability

The term “individual with a disability” means an individual with any disability.

The term “disability” means, with respect to an individual:

a. A physical or mental impairment that substantially limits one or more major life activities of such individual;

b. A record of such an impairment; or

c. Being regarded as having such an impairment (as described in paragraph (3).

Regarded as having such an impairment for purposes of paragraph (1)(3):

a. An individual meets the requirement of “being regarded as having such an impairment” if the individual establishes that he or she has been subjected to an action prohibited under this chapter because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

b. Paragraph (1)(3) shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

c. (b) Individuals with Disabilities

The term “individuals with disabilities” means more than 1 individual with a disability.

34. Industry or Sector Partnership

The term “industry or sector partnership’” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that:

a. Organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership:

    (1) Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;

    (2) One or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and

    (3) One or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and

b. May include representatives of:

    (1) State or local government;

(2) State or local economic development agencies;

(3) State boards or local boards, as appropriate;

(4) A state workforce agency or other entity pro- viding employment services;

(5) Other state or local agencies;

(6) Business or trade associations;

(7) Economic development organizations;

(8) Nonprofit organizations, community-based organizations, or intermediaries;

(9) Philanthropic organizations;

(10) Industry associations; and

(11) Other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

35. Institution of Higher Education

The term “institution of higher education” means an educational institution in any State that:

a. Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 484(d);

b. Is legally authorized within such State to provide a program of education beyond secondary education;

c. Provides an educational program for which the institution awards a bachelor’s degree or provides not less than a 2- year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

d. Is a public or other nonprofit institution.

36. Local Education Agency

The term ‘‘local education agency’’ means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or of or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

37. Non-Traditional Fields

The term “non-traditional fields” means occupations or fields of work, such as careers in

computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.

38. Out-of-School Youth

The term “out-of-school youth” means an individual who is:

a. Not attending any school (as defined under State law);

b. Not younger than age 16 or older than age 24; and

c. One or more of the following:

(1) A school dropout.

(2) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter.

(3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is:

(a.) Basic skills deficient; or

(b.) An English language learner

(4) An individual who is subject to the juvenile or adult justice system.

(5) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out- of-home placement.

(6) An individual who is pregnant or parenting.

(7) A youth who is an individual with a disability.

(8) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

39. Out-of-Workforce Individual

The term “out-of-workforce individual” means:

a) An individual who is a displaced homemaker; or

b) An individual who:

(1) Has worked primarily without remuneration to care for a home and family, and for that

reason has diminished marketable skills; or

(2) Is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and

(3) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

40. Paraprofessional

The term 'paraprofessional' has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

41. 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 long-term 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.

42. Postsecondary Educational Institution

The term "postsecondary educational institution" means:

a. An institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;

b. A tribally controlled college or university; or

c. A nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

43. Programs of Study

The term "program of study" means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

a. Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

b. Addresses both academic and technical knowledge and skills, including employability skills;

c. Is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;

d. Progresses in specificity (beginning with all aspects of an industry or career cluster and

leading to more occupation-specific instruction);

e. Has multiple entry and exit points that incorporate credentialing; and

f. Culminates in the attainment of a recognized postsecondary credential.

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.

In order to be in full compliance, the postsecondary institution agrees to award at least nine (9) college-level credits or equivalent clock hours to a matriculated student enrolled in a related Program of Study (POS) at the postsecondary institution and meet the conditions set forth in the clauses regarding Perkins-allocated postsecondary institution, as referenced in Appendix B of the Perkins Statewide Articulation Agreement. If the postsecondary institution cannot meet this requirement in the first three years of this agreement, a waiver request form will be required and submitted for approval by PDE.

Full compliance would be establishing direct alignment between the secondary POS CIP developed by PDE/BCTE and the exact, one to one CIP number CTE postsecondary CIP in all one to one aligning CIPs offered at the postsecondary institution.

Full compliance may also entail establishing a direct alignment between the secondary POS CIP developed by PDE/BCTE and an aligning CTE- RELATED postsecondary CIP, as determined appropriate by the postsecondary institution.

44. Qualified Intermediary

The term “qualified intermediary” means a nonprofit entity, which may be part of an industry or sector partnership, that demonstrates expertise in building, connecting, sustaining, and measuring partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, Indian tribes or Tribal organizations, and workforce systems to broker services, resources, and support to youth and the organizations and systems that are designed to serve youth, including:

a. Connecting employers to classrooms;

b. Assisting in the design and implementation of career and technical education programs and programs of study;

c. Delivering professional development;

d. Connecting students to internships and other work-based learning opportunities;

e. Developing personalized student supports; and

f. Recognized Postsecondary Credential

45. Risk Assessment

Risk Assessment is a process to identify potential problems that could lead to risks in the accountability, fiscal accounting, and operation of the grant.

46. Root Cause

Root causes are those conditions or factors that directly cause or permit a performance gap to occur. Indirect causes are those that have an impact only through another related cause. For example, for academic achievement, ineffective instructional practices are a root (direct) cause within the control of schools. Teacher preparation programs are an indirect cause of academic attainment and are outside the control of the school. There are three phases to identifying root causes:

a. Identify potential causes.

b. Analyze and evaluate potential causes.

c. Select a critical few root causes.

47. Secondary School

The term “secondary school” means a nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.

48. Sequence

A planned, non-duplicative technical instruction within a specific CIP that progresses from general technical program knowledge to entry-level-worker tasks (not a menu of random electives).

49. Special Populations

The term “special populations” means:

a. Individuals with disabilities;

b. Individuals from economically disadvantaged families, including low-income youth and adults;

c. Individuals preparing for non-traditional fields;

d. Single parents, including single pregnant women;

e. Out-of-workforce individuals;

f. English learners;

g. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

h. Youth who are in, or have aged out of, the foster care system; and

i. Youth with a parent who:

   (1) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

   (2) Is on active duty (as such term is defined in section 101(d)(1) of such title.

50. Special Populations

The term ‘‘specialized instructional support personnel’’ means:

a. School counselors, school social workers, and school psychologists; and

b. Other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.

51. Specialized Instructional Support Services

The term ‘‘specialized instructional support services’’ means the services provided by specialized instructional support personnel.

52. Support Services

The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

53. Technical Instruction

Occupational skill/work-related tasks that would be performed in the workplace.

54. Tribally Controlled College or University

The term “tribally controlled college or university” has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).

55. Tribally Controlled Postsecondary Career and Technical Institution

The term “tribally controlled postsecondary career and technical institution” means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that:

a. Is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes;

b. Offers a technical degree or certificate granting program;

c. Is governed by a board of directors or trustees, a majority of whom are Indians;

d. Demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations or tribal lands;

e. Has been in operation for at least 3 years;

f. Holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and

g. Enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.

56. Tribal Organization

The term “Tribal organization” has the meaning given the term “tribal organization” in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

57. Work-Based Learning

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.

F. Best Practices

PDE is required to disseminate evidence based “Best Practices” in order to assist in the improvement of CTE programs by replicating model programs. The purpose of evidence-based “Best Practices” is to develop, improve and identify the most successful methods and techniques for providing CTE programs supported by the Perkins Act. Funded programs are requested to submit local evidence-based “Best Practices” to PDE’s “Best Practices” website. The Local Application also requires Perkins recipients to identify and submit information on evidence-based best practices.

II. Key Program Components

A. Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:

    a. Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

    b. Readily available career and labor market information, including information on:

        (1) Occupational supply and demand;

        (2) Educational requirements;

        (3) Other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

        (4) Employment sectors;

    c. Programs and activities related to the development of student graduation and career plans;

    d. Career guidance and academic counselors that provide information on postsecondary education and career options;

    e. Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

    f. Providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:

    a. Professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

    b. Professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

    c. Providing teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

d. Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

e. Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

f. Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or professionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

g. Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

h. Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of support, and positive behavioral interventions and support; or

i. Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

4. Support integration of academic skills into career and technical education programs and programs of study to support:

   a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

   b. CTE participants at the postsecondary level in achieving academic skills;

5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include:

a. A curriculum aligned with the requirements for a program of study;

b. Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth- serving organizations;

c. Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

d. Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

e. A continuum of work-based learning opportunities, including simulated work environments;

f. Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

g. Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

h. Where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

i. Expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

j. Expanding opportunities for students to participate in competency-based education programs;

k. Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

l. Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

m. Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

n. Providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

o. Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

p. Making all forms of instructional content widely available, which may include use of open educational resources;

q. Supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

r. Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

s. Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

t. Other activities to improve career and technical education programs; and

6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

B. Distribution of Funds to Secondary Programs

It is a legislative requirement that federal resources be concentrated in amounts sufficient to bring about measurable improvement. A secondary LEA must qualify for a grant of at least $15,000 under the formula to receive an allocation or enter a consortium that meets the minimum allocation requirement.

Funds allocated to a consortium formed to meet the requirements shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.

C. Allocation to Area CTE Centers

Each eligible agency shall distribute the portion of funds made available under section 112(a):

1. For any fiscal year by such eligible agency for career and technical education activities at the secondary level under this section to the appropriate area career and technical education school or educational service agency in any case in which the area career and technical education school or educational service agency, and the local educational agency concerned:

    a. Have formed or will form a consortium for the purpose of receiving funds under this section; or

    b. Have entered into or will enter into a cooperative arrangement for such purpose.

2. Allocation basis. If an area career and technical education school or educational service agency meets the requirements of paragraph (1), then the amount that would otherwise be distributed to the local educational agency shall be allocated to the area career and technical education school, the educational service agency, and the local educational agency based on each school, agency or entity's relative share of students who are attending career and technical education programs (based, if practicable, on the average enrollment for the preceding 3 years).

Any consortia formed must comply with the requirements of Section 135 (Local Uses of Funds) and operate programs of sufficient size, scope and quality to impact a program improvement change which benefits all members of the consortium.

D. Distribution of Funds to Postsecondary and Adult Programs

It is a legislative requirement that federal resources be concentrated in amounts sufficient to bring about measurable improvement. A postsecondary/adult institution must qualify for a grant of at least $50,000 under the formula to receive an allocation or enter a consortium that meets the minimum allocation requirement.

E. Accreditation Required for Postsecondary Allocations

In order for any institution to receive a postsecondary allocation, current accreditation by an appropriately recognized accrediting body is required. Allocations and authorization to expend Perkins funds will be suspended for any period for which accreditation is not in effect.

F. Consortia Changes (Secondary and Postsecondary)

Any LEA initiated changes to current consortia must be submitted in writing with a justification to PDE no later than February 1. PDE will approve, or disapprove, prior to the release of current year allocations. This provision will insure funds will be allocated to existing consortia in a timely manner in order to maintain the integrity of Local Application efforts. Note: Upon annual allocation run any consortia not qualifying for the minimum amount as per B and D above will be notified by PDE and given the option of joining a consortium or dropping out of the Perkins funding.

G. Local Negotiation of Performance Indicators

Each eligible recipient shall agree to accept the State determined levels of performance for each year of the plan established as local levels of performances or negotiate with the State to reach agreement on new local levels of performance, for each of the core indicators of performance

for career and technical education activities authorized under this title.

Pennsylvania is expected to conduct negotiations with local eligible recipients on levels of performance for the ten secondary indicators and three postsecondary/adult indicators. The negotiations will be based on most current valid data provided by PDE. The eligible recipient must continually make meaningful progress toward improving the performance of all CTE concentrators, including subgroups of students.

For each indicator, three numbers are provided: State Expectations for the next year, State Performance from the previous year, and Consortium Performance from the previous year.

1. If the Consortium Performance is already above the State Expectations, then the Consortium is expected to show meaningful progress by increasing Expected Consortium Performance 2 percentage points above the Consortium Performance from the previous year. Consortium Performance of the second year should also reflect a 2-percentage point increase over the first year.

2. If the Consortium Performance is below the State Expectations, then the Consortium is expected to show meaningful progress and choose one of the following Expected Consortium Performance levels for the next year:

    a. Increase Expected Consortium Performance to equal State Expectations;

    b. Increase Expected Consortium Performance to halfway between State Expectations and Consortium Performance; or

    c. Increase Expected Consortium Performance 2 percentage points over the Consortium Performance.

Whatever choice is selected the Expected Consortium Performance of the second year should reflect a two-percentage point increase over the first year.

H. Compliance Monitoring

Compliance monitoring of Perkins Local Application activities is the responsibility of both the local agency and the Pennsylvania Department of Education.

Local monitoring is accomplished through the involvement of the stakeholder's group as they review performance data and update the Local Application annually to meet negotiated levels of performance on all federally required indicators. In addition, a "Perkins Local Application Final Performance Report" is required annually addressing the "Required Uses of Funds" to implement the Local Application and report on all performance improvement indicators as listed.

Annually, 20% of the underperforming Perkins funded recipients will be selected for on-site compliance technical assistance visits based on the following criteria: most recent validated performance data putting the program at risk of non-compliance with Perkins performance measures as identified in the FAUPL; mismanagement of the plan as evidenced by guideline violations in regards to timely submission of the annual application, performance assessment, program data and fiscal reporting. Additional visits may occur based on random selection

I. Perkins V Required Indicators

1. Secondary Perkins V Indicators:

a. **1S1 Four-Year Graduation Rate.** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

b. **1S2 Extended Graduation Rate.** (At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.

c. **2S1 Academic Proficiency in Reading/Language Arts.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(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.

d. **2S2 Academic Proficiency in Mathematics.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(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.

e. **2S3 Academic Proficiency in Science.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

f. **3S1 Postsecondary Placement.** The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

g. **4S1 Non-Traditional Program Enrollment.** The percentage of nontraditional students enrolled as CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

   The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.

h. **5S1 Program Quality – Attained Recognized Postsecondary Credential.** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

i. **5S2 Program Quality – Attained Postsecondary Credits.** The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

j. **5S3 Program Quality – Participated in Work-Based Learning.** The percentage of CTE concentrators graduating from high school having participated in work-based learning.

k. **5S4 Program Quality – Skill Attainment.** The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.

2. Postsecondary Perkins V Indicators:

a. **1P1 Postsecondary Retention and Placement.** The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

b. **2P1 Earned Recognized Postsecondary Credential.** The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*

c. **3P1 Non-traditional Program Enrollment.** The percentage of nontraditional students enrolled as CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

*This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

J. Professional Development

The term “professional development” mean activities that:

1. Are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

2. Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that:

   a. Improve and increase educators’:

(1) Knowledge of the academic and technical subjects;

(2) Understanding of how students learn; and

(3) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis.

b. Are an integral part of eligible recipients' improvement plans;

c. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

d. Support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

e. Advance educator understanding of:

(1) Effective instructional strategies that are evidence-based;

(2) Strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators.

f. Are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

g. Are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

h. As a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;

i. Are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multitier system of supports, and use of accommodations;

j. Include instruction in the use of data and assessments to inform and instruct classroom practice;

k. Include instruction in ways that educators may work more effectively with parents and families;

l. Provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by

the educators are implemented in the classroom;

m. Promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or

n. Increase the ability of educators providing career and technical education instruction to stay current with industry standards.

K. State Required Technical Assistance

The Bureau of Career and Technical Education will identify and provide assistance to school districts, career and technical education centers and postsecondary institutions that are having difficulties in meeting negotiated local performance levels to enable the educational entities to accomplish the state established and local negotiated levels of performance.

The Perkins regional coordinators will identify the secondary and postsecondary institutions in their region that have not met local negotiated levels of performance. This performance information will be shared with members of BCTE's Division of Program Standards and Quality Assurances and the Professional Development and Support Services Division to monitor technical assistance needs and develop a process to implement program improvements.

Please review the Professional Development Center Guidelines for more information on services provided to secondary programs.

Postsecondary programs will work directly with BCTE and the Office of Postsecondary and Higher Education to obtain technical assistance and support to improve occupational programs.

L. Local Program Improvement

PDE will annually evaluate each local program based on their performance on negotiated performance indicators as indicated on Chart A on page 15. If the local recipient fails to meet at least 90 percent of an agreed upon performance level for any of the indicators, the local recipient will have to develop and implement an Improvement with special consideration to performance gaps between population subgroups.

M. Local Sanctions

1. The state may withhold all or a portion of a local recipient's funding if:

   a. The recipient fails to implement an improvement plan.

   b. The recipient fails to make any improvement in meeting performance levels within the first program year of implementation of the improvement plan.

   c. The recipient fails to meet at least 90 percent of an agreed upon local adjusted level of performance for three consecutive years. (Section 113(b)(4)(A))

2. The state shall use withheld funds to provide (through alternate arrangements) services and activities to students within the area served by the local recipient in order to meet the purposes of the Act. [Section 123(b)(5)]

N. Procedure Manual

1. In general, to be eligible to receive financial assistance under this part, an eligible recipient shall:

    a. Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

    b. Not less than once every 2 years, update such comprehensive local needs assessment.

2. Requirements: the comprehensive local needs assessment described under paragraph (1) shall include each of the following:

    a. An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965;

    b. A description of how career and technical education programs offered by the eligible recipient are:

        (1) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

        (2) Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section at the 'State board') or local workforce development board, including career pathways, where appropriate; or

        (3) Designed to meet local education or economic needs not identified by State boards or local workforce development boards;

    c. An evaluation of progress toward the implementation of career and technical education programs and programs of study;

    d. A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions;

    e. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

        (1) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; providing programs that are designed to enable special populations to meet the local levels of performance; and

        (2) Providing activities to prepare special populations for high-skill, high wage, or in

demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

O. Consultation

In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum:

1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

4. Parents and students;

5. Representatives of special populations;

6. Representatives of regional or local agencies serving out of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

8. Any other stakeholders that the eligible agency may require the eligible recipient to consult.

Continued Consultation: an eligible recipient receiving financial assistance under this part shall consult with the stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to:

1. Provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);

2. Ensure programs of study are:

    a. Responsive to community employment needs;

    b. Aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

    c. Informed by labor market information, including information provided under section

15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

d. Designed to meet current, intermediate, or long-term labor market projections; and

e. Allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

3. Identify and encourage opportunities for work-based learning; and

4. Ensure funding under this part is used in a coordinated manner with other local resources.

P. Procedure Manual

Federal regulations require school districts/charter schools/career and technical centers/postsecondary institutions to have written policies and procedures for the administration of the Carl D. Perkins Act 2018. The manual will assist schools in implementing and adhering to established procedures, as well as routinely reviewing and updating them. A manual may also streamline audit and program review experiences. It is a tool to assist eligible recipients in being good stewards in the administration of the Perkins V program and the delivery of dollars and services to students.

Q. WIOA Infrastructure Costs – Agency Implementation

Federal WIOA regulation defines One-Stop infrastructure costs as:

Subpart E – One-Stop Operating Costs

§ 678.700 What are the one-stop infrastructure costs?

1. Infrastructure costs of one-stop centers are non-personnel costs that are necessary for the general operation of the one-stop center, including:

   a. Rental of the facilities;

   b. Utilities and maintenance;

   c. Equipment (including assessment related products and assistive technology for individuals with disabilities); and

   d. Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

2. Local WDBs may consider common identifier costs as costs of One-Stop Center's infrastructure.

3. Each entity that carries out a program or activities in a local one-stop center, described in §§ 678.400 through 678.410, must use a portion of the funds available for the program

and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers.

These payments must be in accordance with this subpart; Federal cost principles, which require that all costs must be allowable, reasonable, necessary, and allocable to the program; and all other applicable legal requirements.

Each federal Perkins postsecondary recipient will address the mandated support of the One-Stop Center infrastructure costs in their Local Application. Each recipient that uses federal Perkins funds for administrative purposes (indirect costs) will engage in local discussion with one Local Workforce Development Board to determine the:

1. Proportionate use and benefit of the One-Stop Center to the Perkins postsecondary entity; and

2. The amount of federal Perkins administrative funds (indirect costs) that will be used to support the One-Stop infrastructure costs, not to exceed the WIOA mandated 1.5% maximum.

The Department will monitor each Local Application to determine the use of the administrative funds used to support the One-Stop Center infrastructure costs, which are defined in WIOA.

The Department will monitor each Local Application for a signed assurance from the Chief Executive Officer/President of the Perkins postsecondary recipient that the recipient will comply with WIOA. The review will also examine the response to how the Perkins postsecondary institution will work with the Workforce Development Board to support the One-Stop Center.

The Department will monitor Perkins postsecondary recipients selected for monitoring reviews for financial statements and copy of local MOU with the local Workforce Development Board. The review will ensure that if federal Perkins funds are used locally for Perkins administrative purposes that the Perkins postsecondary recipient supports the One-Stop Center, and the mandated 1.5% cap on their administrative funds is not exceeded.

III. Section 134 – Local Application for Career and Technical Education Programs

A. 134(a) – Local Application Requirement

A five-year Local Application will need to be submitted in 2020- 2021 with annual updates to the Local Application. This will reduce the documentation required, as changes to performance objectives, budget detail, and action plans will be addressed in yearly Participatory Planning Committee minutes.

B. 134(b) – Local Application Contents

1. Local Application Required. Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

2. Contents. The eligible agency shall determine the requirements for local applications, except that each local application shall contain:

   a. A description of the results of the comprehensive needs assessment conducted under subsection(c);

   b. Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including:

      (1) How the results of the comprehensive needs assessment described in subsection(c) informed the selection of the specific career and technical education programs and activities selected to be funded;

      (2) A description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

      (3) How students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

   c. A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide:

      (1) Career exploration and career development coursework, activities, or services;

      (2) Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

      (3) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

   d. A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

   e. A description of how the eligible recipient will:

      (1) Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

      (2) Prepare CTE participants for non-traditional fields;

(3) Provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(4) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

f. A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

g. A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;

h. A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

i. A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

C. Local Application Procedures

(ANNUAL DEADLINE FOR ACCEPTING LOCAL APPLICATION IS AUGUST 30.)

1. Only an authorized representative of the fiscal agent will be permitted to complete a Local Application. Please contact the Perkins State Coordinator to get authorization to view, enter information or submit the Local Application and yearly Perkins Performance Report.

2. A completed application is accomplished by following the menu on the eGrants system. All sections will need to be completed before a secondary/postsecondary institution will be able to “submit” the Local Application to PDE. Once the Local Application is submitted and reviewed by BCTE staff, the Local Application will be given “BCTE Final Review” (Substantial Approval) and the applicant will be notified via email. We will be using electronic signatures (e-signatures) for entities applying for Perkins funding. The authorized officers will affix e-signatures and submit e-signed grant agreements to the department through the eGrants system. No paper agreements will be required.

3. In addition, the previous year’s Perkins Performance Report must be submitted online via the eGrants system prior to PDE granting “Final Approval” to disburse funds to the LEA. Print the signature page, obtain appropriate signatures and send to Perkins Office, Bureau of Career and Technical Education, 333 Market Street, 11th Floor, Harrisburg, PA 17126-0333.

4. To obtain “Substantial Approval” with a start date of July 1 annually, please submit your Local Application by June 15. Perkins funds cannot be utilized without “Substantial Approval” status being granted by PDE staff. The application deadline date is August 30.

5. The yearly Performance Report is due on/or before August 30 to be eligible for continued funding.

6. An LEA unable to use the Internet to submit an application must appeal this requirement using the procedures described in these Guidelines.

D. Local Application Revisions

During the operation of a Perkins Local Application, changes in resources, enrollments, performance or other local developments may necessitate modification of the Perkins Local Application. Substantive revisions to the Perkins Local Application must involve action by the Participatory Planning Committee prior to the revision being submitted for approval. The request for revisions must follow the procedures on the eGrants application. This feature will be available only after the original application is final approved.

E. Local Application Appeal Procedures

1. Appeals and Disputes. Applicants may request an administrative hearing with respect to the allocation procedures and amounts awarded under Sections 131 and 132 of the Perkins Act, the disapproval of Perkins Local Application and other disputes regarding state and local decisions that influence the character of programs under the Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V).

   The appeal request must be made in writing and submitted to the Secretary of Education within thirty (30) days after the applicant has received notice of the disputed action. The request must identify the action for which the hearing is sought, the facts and law upon which the appeal is based and the desired resolution. All written communications should be addressed to the Secretary of Education, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

   Upon timely filing of an appeal, the Secretary will designate a hearing officer to hold a hearing on the appeal, which will be held within thirty (30) days of the Pennsylvania Department of Education’s receipt of a request for an administrative hearing. Within ten (10) days after the administrative hearing is held, a written decision, including findings of facts and supporting reasons, will be issued to the applicant. The applicant may appeal from the Pennsylvania Department of Education’s decision to the Secretary, U.S. Department of Education. Notice of such appeal must be filed with the Secretary, U.S. Department of Education within twenty (20) days after the applicant has been notified by the Pennsylvania Department of Education of the action taken on the applicant’s appeal.

2. Complaints. The Pennsylvania Department of Education shall investigate any written, signed complaint from any interested party that a sub-grantee has violated any part of the Act. If warranted, an on-site investigation shall be conducted, and appropriate action shall be taken to bring the sub-grantee into compliance.

F. Local Application Assurances

The regulatory requirements of the Perkins Act are implemented through assurances. Compliance with these assurances and documentation of compliance are conditions of approval of the Perkins Local Application. Documentation must be relevant to and apply to all sites, or potential sites, covered by the Perkins Local Application including all members of a consortium.

Separate, distinct files for each fiscal year must be kept for at least 5 years for those programs receiving federal funding.

Secondary/postsecondary/adult institutions will file a Performance Report (Appendix A) to be eligible for continued funding.

Required fiscal documentation is listed in the General Administrative Provisions.

G. Local Application Participatory Planning Requirement/Transition Year Only

In empowering local agencies to manage their own program improvement, the Perkins Act places considerable responsibility on local stakeholders to monitor progress and make decisions on all aspects of the Perkins Local Application. To facilitate Local Application/monitoring, a Participatory Planning Committee (PPC) is required to work with the secondary/ postsecondary/adult institutions during the development, implementation and evaluation of the Perkins Local Application. This Committee must remain active for the duration of the Perkins Local Application, evaluating progress and discussing how the Perkins Local Application may be utilized to improve performance. Further, the committee must be made up of individuals who are recognized as community and business leaders and can effectively contribute to improvement of programs for all members of the consortium.

Note: A WDB member must participate.

H. Local Application Action Plans

The Action Plan provides focus to the Local Application, directs the use of federal funds and establishes the foundation for program and fiscal accountability. In the Action Plan section of the application, list the measurable activities to be performed in order to achieve each performance objective most current data provided by PDE. List each activity separately and identify the amount of funds budgeted for each activity. Be certain that activities for which federal funds are budgeted are allowable as described in these guidelines. The Action Plan total dollar amount, minus any indirect costs, must be the same as the total amount of funds listed in the Budget Detail section of the Local Application.

I. Local Application Risk Assessment

The State must evaluate the risk level of an applicant during the pre-award process and may assign specific conditions. Several risk factors to consider: previously non-compliant; any major issues; were findings corrected; new personnel; substantially changed system (grant accounting system); new grant recipient; monitoring within the last three years; results of any federal monitoring with specific conditions required.

J. Local Application Program Evaluation

The 2018 Perkins Act continues to require recipients of Perkins funds to annually evaluate the effectiveness of projects, services and activities supported with federal funds by comparing local negotiated performance with state performance measures and standards. The State Board of Education has determined that the evaluation must include the following programs:

1. All approved secondary career and technical education programs offered by a school district or CTC/AVTS.

2. All approved postsecondary occupational programs at institutions receiving Perkins funds.

3. All approved adult programs having occupational objectives.

Data available at the state level will be provided and/or made available to each local eligible recipient.

K. Local Application Annual Reporting Requirements

The Perkins Local Application is data based to bring about improvement in the quality of CTE programs. The addition of state measures and standards to data collection procedures adds a comparative and qualitative dimension to evaluation. Perkins Local Application fiscal agents, LEAs and postsecondary institutions as needed, must respond to PDE data requests with certified accurate data.

Annually, data collection on all required performance measures (PIMS) for both secondary and postsecondary/adult must be submitted on or before August 31.

In addition to data reporting, an annual program Performance Report, also due no later than August 31, is required from each Perkins Local Application fiscal agent to maintain fiscal eligibility. The purpose of this report is to demonstrate that a self-evaluation has taken place to track progress toward achieving Perkins Local Application objectives. Progress is tracked through documentation of Assurances, Expenditures and Narrative Report. The program Performance Report must be submitted annually via the eGrants system prior to final approval of a new contract. “The Perkins Local Application Performance Report” is found in Appendix A.

L. Local Application Relationship to Regional Workforce Investment Boards

Workforce Development Boards (WDBs) have been established throughout the state to coordinate workforce training within their regions. To facilitate their coordination, local agencies are encouraged to share a copy of the Local Application with the respective regional board for review and comment prior to being submitted to PDE. WDB member attendance at the annual Participatory Planning Meeting (PPC) is required.

If a Local Application proposes the use of Perkins funds to establish a new training program, the program must receive endorsement by the appropriate board, as needed, to meet current or emerging workforce training needs within the region and be documented in the PPC minutes of

the Perkins Local Application and receive BCTE program approval.

M. Section 135 – Local Application Activities and Uses of Funds

1. General Authority. Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

2. Requirements for Uses of Funds. Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that:

   a. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:

      (1) Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

      (2) Readily available career and labor market information, including information on:

         (a) Occupational supply and demand;

         (b) Educational requirements;

         (c) Other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

         (d) Employment sectors.

      (3) Programs and activities related to the development of student graduation and career plans;

      (4) Career guidance and academic counselors that provide information on postsecondary education and career options;

      (5) Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

      (6) Providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

   b. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:

      (1) Professional development on supporting individualized academic and career and

technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(2) Professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(C));

(3) Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(4) Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(5) Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(6) Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(7) Training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(8) Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(9) Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

c. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in demand industry sectors or occupations;

d. Support integration of academic skills into career and technical education programs and programs of study to support:

(1) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(2) CTE participants at the postsecondary level in achieving academic skills.

e. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include:

(1) A curriculum aligned with the requirements for a program of study;

(2) Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community based and youth-serving organizations;

(3) Where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(4) Appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(5) A continuum of work-based learning opportunities, including simulated work environments;

(6) Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(7) Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals; where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(8) Expanding opportunities for students to participate in distance career and technical

education and blended-learning programs;

(9) Expanding opportunities for students to participate in competency-based education programs;

(10) Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(11) Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(12) Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(13) Providing career and technical education, in a school or other educational setting, for adults or out of-school youth to complete secondary school education or upgrade technical skills;

(14) Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(15) Making all forms of instructional content widely available, which may include use of open educational resources;

(16) Supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(17) Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(18) Support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(19) Other activities to improve career and technical education programs; and

f. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

N. Ineligible Uses of Perkins Funds

1. Remediation of students in CTE programs.

2. Furniture, except specially designed workstations, for supporting instructional equipment or processes.

3. Construct, renovate, or remodel facilities.

4. Equipment or supplies not used directly to teach skills to students.

5. Administrative or supervisory salaries.

6. Salaries or wages paid to secretarial support staff.

7. Salaries or wages paid to students.

8. Administrative duties, such as preparing and managing the Perkins Plan.

9. Conference travel unrelated to career and technical education program improvement.

10. Out-of-state travel without a BCTE waiver approval.

11. Routine consumable supplies, except those required to provide additional services to special population students.

12. Instructional costs or tuition of either technical or academic courses used to meet graduation, degree or certificate requirements for professional staff.

13. Instructional costs or tuition of either technical or academic courses used to meet graduation, degree or certificate requirements for students. We had agreed that paying for Student industry certifications is OK—please remove this. Also, we have been allowing Penn College NOW costs. so again—please remove.

14. Costs of promotional items and memorabilia.

15. Costs of advertising and public relations designed to solely promote the LEA.

16. Funding for adult programs may only be used for adult programs.

17. Provide meals during a conference or workshop.

18. Perkins funds cannot be used to pay CTSO membership fees without a Gap Year in funding.

19. Textbooks

20. Out of state travel without BCTE waiver approval.

General Administrative Provisions

I. Fiscal Requirements

Supplement Not Supplant-Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.

II. Key Administrative Components

A. Contracts, Grant Agreement, Pa State System of Higher Education (PASSHE) Grants and Sub-Grant Agreements

1. Agreements for funding between the Pennsylvania Department of Education and the eligible recipient are in the form of a binding agreement. This agreement will be in the form of a Standard Contract, a Grant Agreement, a PASSHE Grants, or a Sub-Grant Agreement depending on the type of eligible recipient. The appropriate contract document will be made available for printing and signing when your application is reviewed, and the Bureau reviewer assigns the effective start date. All school districts, career centers, intermediate units and most postsecondary institutions use a Grant Agreement.

2. Authorized signatures on agreements. The term "agreement" used below means any of the previous contract formats.

Type of Eligible Recipient	Authorized Signature
School District	Superintendent
AVTS/CTC	Director or Superintendent
IU Executive	Executive Director
Community College	President or designee
PASSHE University	President and others per MOU
State Agency	President or designee **and** legal
All other entities	President or Vice President **and** Board Secretary or Treasurer

3. Changes to the Standard Agreement language are not recommended. Any change will require the review and approval by PDE's Chief Counsel and will cause delays in approving the contract.

4. The term of the project will appear on the agreement when it is printed. The start date is determined by the date that the application is **"substantially approved" by PDE.**

5. After a complete review and approval by PDE and the Comptroller's Office, an approved and fully executed agreement will be viewable by the recipient in eGrants.

B. Classification of Expenditures

Items requested are those required to implement the activities described in the Action Plan. Each application MUST contain an itemized budget of ALL planned expenditures with dollar amounts. Reimbursable costs are limited to the ELIGIBLE EXPENDITURES identified in these guidelines.

The budget is separated into various functions in accordance with the Pennsylvania School Accounting Manual. Not all functions are allowable budget categories for career and technical education projects. Below is a listing of the allowable functions and objects.

1. **Functions Codes**

   a. **Instructional (1000)**

   Includes all activities dealing directly with the interaction between teachers or support personnel and students. It would also include some other approved medium such as television, radio, computers, correspondence or telephone.

   b. **Pupil Personnel Services (2100)**

   Activities associated with counseling students and parents, evaluating student abilities, career counseling, referral and placement assistance and support personnel providing assistance with these activities.

   c. **Staff Support Services (2200)**

   Activities associated with assisting, supporting and advising the instructional staff with, or on the content and process of, providing learning experiences for students. Staff in-service and curriculum development activities are listed here.

   d. **Business Support Services (2500)**

   Single audit cost is the only allowable cost. Show in Object Code 300.

   e. **Transportation Costs (2700)**

   Supplemental transportation services necessary to accommodate special population students. Must be in addition to regular pupil transportation. Educational field trips should be charged to the function to which the costs are applicable. Transportation services for students to and from worksites, such as apprenticeship programs, would be budgeted under Function 1000.

   f. **Community Services (3300)**

   This function is used for child care services by an outside provider.

   Service must be provided by a licensed child care agency. If service is provided by grantee, costs are prorated on a per-child basis.

   g. **Other Financing Uses (Indirect Cost) (5000) Object 900**

   If an Indirect Cost Rate is desired, the request must be submitted as part of the Annual Financial Report, PDE-2057.

      (1) School districts, IUs and AVTS/CTCs must use an approved restricted indirect cost rate established by the Comptroller's Office.

(Total Budgeted Amount – Object Code 700) x Applicant Indirect Cost Rate = Maximum Allowed Indirect Cost Amount

(2) All other entities may use a rate of eight percent of the first $50,000 and one percent of all amounts over $50,000.

(50,000 x .08) + (Total Amount Budgeted – Object Code 700 – 50,000) x .01 = Maximum Allowed Indirect Cost Amount

(3) Indirect cost is calculated on direct costs, excluding equipment.

(4) Indirect cost is considered an administrative-type cost. The Perkins Act of 2018 limits the amount of administrative-type costs to no more than five percent of grant funds. The only other allowable administrative-type cost is the single audit, which is budgeted in Function 2500, Object 300.

(5) Indirect costs and single audit cost, when added together, cannot equal more than five percent of the total project. This applies to the budget, as well as to final claimed costs. (Claimed Indirect Cost + Single Audit Cost) must be ≤ (Total Project Amount x .05)

All budget figures must be rounded to the nearest dollar.

The Claimed Indirect Cost must satisfy both (1) **or** (2) **AND** (5). Therefore, it will be the lower of the two results.

2. Object Codes

a. Salaries – Object 100

Salaries are budgeted within the function for which they are employed. Show as full-time, percent of full-time, or hourly rate multiply by number of hours, as applicable. Time and effort records must be maintained for all salaries or wages of staff funded by the Perkins contract to account for total time.

(1) Instructional Salaries – Function 1000

(a) Teachers, substitutes and aides who are involved in the integration of academics into CTE programs. (Remediation is an ineligible use of funds.)

(b) Personnel who provide support service activities to special populations students for high- priority, high-skill, high-wage or in-demand occupations.

(c) Driver for instructional field trips

(2) Pupil Personnel Salaries – Function 2100

(a) Career counseling personnel.

(b) Driver for career exploration field trips.

(3) Staff Support Services – Function 2200

(a) Personnel assigned to curriculum development of high-priority, high-skill, high-

wage or in-demand occupations.

(b) Personnel assigned to professional development and ongoing in-service.

(4) Student Transportation – Function 2700

Driver salaries necessary to accommodate special populations in addition to regular pupil transportation.

b. Benefits – Object 200

Only the portion applicable to the project may be charged. Benefits are charged to the same function as the salaries to which they are applicable. Benefits must be charged at the same percent as salaries (e.g., a teacher paid for 50 percent of his/her time would have benefits charged at 50 percent as well). The amount charged must be the net of offsetting revenue received from the Commonwealth. Benefits do not need to be itemized – a composite rate may be used.

c. Purchased Professional and Technical Services – Object 300

These costs are assigned to the functional area served. Rate (hourly, daily, etc., and number of hours/days) should be shown as part of the calculation.

(1) Honoraria

For consultants to provide services to address the "Required Uses of Funds" under Section 135 of the "Carl D. Perkins Career and Technical Education Act of 2018." (A copy of the sub-contract may be requested by PDE staff.)

(a) If contracted consultant is instructing students, the costs would appear in the Instructional Function (1000).

(b) If contracted consultant is providing guidance, counseling or career exploration, the costs would appear under the Pupil Personnel Services Function (2100).

(c) If contracted consultant is providing support to instructional staff in the form of in-service/professional development or curriculum development, the costs would appear under the Staff Support Function (2200).

(2) Single Audit

Independent auditor for the prorated share of the single audit would be charged to the Business Support Services Function (2500). The amount of the single audit cost chargeable to a federal program must bear the same percent as that federal program is to the total budget of the eligible recipient.

d. Purchased Property Services – Object 400

(1) Rental of Facility

The facility (excluding facilities of the contracting agency) must be identified by name, address and space rented. Show cost calculations. The rental period must agree with the funding period of the program. The cost may appear under a single function or be spread

among various functions depending on the service provided.

(2) Rental of Equipment

(a) Give number of items, description and cost per item. Show calculations. Equipment is defined as costing $1,500 or more per item.

(b) Every item must be justified within the Perkins Local Application and necessary to meet objectives.

(c) Rental period must be within project period.

(d) Lease/purchase is eligible.

(e) The costs are listed under the applicable function.

(3) Repairs and Maintenance of Equipment

The cost of repairs or services is only allowable for equipment purchased with current or prior federal vocational education funds and still in use for the original purpose or for equipment donated to the federal program. Maintenance agreement cost will only be allowed on equipment purchased under the current Act.

e. Other Purchased Services – Object 500

(1) Student Transportation

Expenditures for supplemental transportation services. Cost must be in addition to regular pupil transportation and would appear under Function 1000 if for student travel to and from worksites, such as apprenticeship programs, or Function 2700 if for educational field trips. This Object is used for services of a contracted carrier.

(2) Travel

Limited to travel within the Commonwealth for staff providing instructional or supplementary services approved as part of the Perkins Local Application. Justification for travel must be directly tied to specific objectives and activities on the Action Application form. Costs should be on the same basis as other employees of the educational agency. Show miles and rate per mile or other calculation for total cost. If the rate per mile exceeds recommended IRS rate, a board resolution is required if not part of a master agreement that references a higher rate.

Travel costs are considered obligated when the travel actually occurs. Therefore, travel to conferences and workshops must occur within the contract period in order to be eligible for reimbursement. This ruling is based upon PDE contracting procedures, as well as the Code of Federal Regulations 34 CFR 76.707. However, since conference registration fees are usually required months in advance of attendance, the point of obligation is recognized as the date that the registration is due.

(3) Child Care services by outside provider

List the number of children expected to require this service and the cost per child to enable parents to participate in career and technical programs. Indicate who will provide the service. Service must be provided by a licensed child care agency. If service is provided by grantee, costs are prorated on a per-child basis.

(4) Communication Costs

The costs for telephone and postage are allowable for Perkins Local Application activities only. Telephone and postage costs must be specifically accounted for and documented.

(5) Printing and Advertising

List anticipated item cost and total cost. Show under Function for which the cost is applicable. Only advertising related to recruiting of personnel, procurement of goods or services and public relation costs for notifying the community of the activities of the program are allowable**. Promotional and memorabilia items are not allowable.**

f. Supplies – Object 600

(1) Instructional supplies, materials and equipment costing less than $1,500 (with the exception of software, regardless of cost) are reported as Object 600 under the function for which the items are purchased.

(2) Any supplies to accommodate special populations students.

NOTE: Materials, supplies, software and textbooks for the operation of regular programs are not allowable expenditures.

g. Equipment – Object 700

Equipment purchased under this contract must be necessary to meet Perkins Local Application objectives and comply with "Required Uses of Funds," (Section 135), under the Carl D. Perkins Career and Technical Education Act of 2018. Also, LEAs must identify the approved program and site for which the equipment is being purchased.

(1) Purchases of new or replacement instructional equipment are to be listed by cost, number and type of equipment.

(2) An equipment item is any instrument, machine, apparatus or set of articles that meets all of the following criteria:

(a) It is used to teach skills or provide information directly to career and technical students;

(b) Its cost is $1,500 or more per unit;

(c) It retains its original shape, appearance and character with use;

(d) It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

(e) It is nonexpendable; that is, if the item 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; and

(f) Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for more than one twelve-month

fiscal period.

h. Restricted Indirect Cost – Object 900

See information under Functions g.

C. Consortium Information

1. The LEA designated as fiscal agent will remain as fiscal agent through the conclusion of the Act, unless PDE is notified in writing of a change.

2. The designated fiscal agent in a consortium will be responsible and accountable for the receipt and expenditure of funds. In addition, the fiscal agent will be responsible for submitting the application, any revisions and fiscal report forms required by PDE and described in these Guidelines.

3. The fiscal agent in a consortium may be required to have a single audit of expenditures and disbursement of federal funds at their agency. Each LEA in a consortium that utilizes Perkins Local Application funds may also be required to have a single audit of the federal funds received and expended by their agency. See below regarding criteria for determining if a single audit is required.

4. Payments on the approved contract with a consortium will be distributed on a monthly basis to the designated fiscal agent. A written agreement between members of the consortium must be kept on file and cover the method of expending funds to cover costs incurred by consortium members. The agreement should also cover liability for misuse of funds. PDE must be notified immediately in writing of changes to the makeup of the consortium.

5. Members of a consortium that pay salaries and benefits, issue purchase orders, contract for services or pay invoices must report such activities to the fiscal agent, which will report to PDE

6. Allocations may not be less than $15,000 for secondary or $50,000 for postsecondary applications per Part C, Section 131 and 132 of the Act.

D. Utilization and Control of Funds

1. Each local application for the use of funds shall be approved by a formal agreement. No local application shall be approved beyond June 30 of each fiscal/program year given funding. Unexpended funds at the conclusion of the fiscal period will revert to the state for reallocation.

2. Thirty percent of this project's funding is available for obligation between July 1 and September 30.

   The remaining seventy percent will be available when the October federal grant supplement is received. In anticipation of your need to obligate more than thirty percent of your funds before October 1, PDE is authorizing pre-award costs.

3. Control over the use of funds provided under the contract and administrative control over

equipment and property acquired with such funds shall be with the recipient agency. Funds, equipment and property shall be used for the purposes provided in the Carl D. Perkins Career and Technical Education Improvement Act of 2018.

4. Period of Obligation of Funds by Recipient(s)

   a. The period during which obligations may be incurred for each fiscal year is determined by PDE when the Bureau of Career and Technical Education gives the LEA's application "substantial approval."

   b. After the project is substantially approved, PDE staff will continue to review the application more thoroughly prior to granting final approval. It is recommended that LEAs make all necessary corrections required by PDE in order to start scheduled payments in a timely manner. If an LEA wants a start date of July 1, elements required in the application must be submitted by June 15. Applications may be received after July 1. Applications will not be accepted after August 30.

   c. Obligations may not be incurred after June 30 of each fiscal year.

   d. Determination of obligations - The following table is taken from federal regulations (34 CFR 76.707) and shows when a sub-grantee of the state makes obligations for various kinds of property and services. This is not a list of approvable expenditures.

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the sub-grantee makes a binding written commitment to obtain the property
Personal services by an employee of the sub-grantee	When the services are performed
Personal services by a contractor who is not an employee of the sub-grantee	On the date on which the sub-grantee makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the sub-grantee makes a binding written commitment to obtain the services
Public utility services	When the sub-grantee receives the services
Travel	When the travel is taken
Rental of real or personal property	When the sub-grantee uses the property

5. Federal funds utilized under the Perkins Act shall be used to supplement and not supplant state or local funds. Funds provided under the Perkins Act may be used to pay for the costs of career and technical education services required in an Individualized Education Plan (IEP) developed pursuant to Section 614(d), (IEPs) of the "Individuals with Disabilities Education Act" (IDEA) and services necessary to meet the requirements under Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.

6. Time records must be maintained for all Perkins-funded staff, including full-time LEA staff funded by multiple sources. Time records must be recorded on 100 percent of staff's time even though only a portion is charged to Perkins. Failure to maintain time and effort records may result in audit citations and/or project termination.

7. The Perkins Act does not require any matching of allocated funds.

E. Revisions of Approved Contracts

A revision to an approved project may be submitted in eGrants from January 15 through March 31.

By March 31, the Grantee should have an estimate of expenditures.

1. Requests for approval of revisions must be submitted no later than March 31 of each fiscal year. The eGrants system will not transmit revisions after March 31.

   Revisions to approved projects shall be initiated by completing the budget components of the eGrants application online. Finally, no revisions may be made until a project has final approval.

   No edits are permitted to the Narrative sections when completing a Budget Revision. Changing Narrative responses will not be approved and will delay the approval of your Budget Revision.

   Once revisions have been closed in eGrants, any costs in a previously unbudgeted function or object code(s) will not be permitted. The Final Expenditure Report will be adjusted, or the LEA will need to return funding to the State.

2. A project revision must be submitted under any of the following conditions:

   a. Any costs need to be budgeted in a previously unbudgeted function or object.

   b. Any changes are requested in equipment items (either new, substitutions or quantity changes or determine equipment will not be purchased).

   c. A budget revision is required to transfer funds from one or more budget function or object categories to other function or object categories when there is a variance in any major category of expenditure that exceeds 10% of the category amount in the approved budget. A major category of expenditure is considered to be a Function Total or an Object Total. To determine if a budget revision is needed, check the Summary Budget. If a row or column total will exceed 10% of the approved Summary Budget row or column totals, a budget revision is necessary.

      For example, the grantee's approved budget for Object 600 – Supplies is $115,785.00, with a 10% variance allowed of $11,578.50. The grantee has spent or encumbered $153,431.13 in Object 600. The grantee has exceeded the approved budget amount by $37,646.13 or 33 percent and is over the 10% variance by $26,067.63.

      Programmatic changes (changes that involve or alter the objective of the project)

need prior approval, even if within the approved parameters.

F. Record Keeping

1. Each sub-grant recipient shall retain records of federal grant activities for five years after completion of the activity for which federal grant funds were used. Equipment records shall be maintained for five years after the disposition, transfer or replacement of the equipment. In the event of an audit, the five-year records retention may be extended until the final resolution of the audit or until the end of the regular five-year period, whichever is later. Federal records retention requirements are set forth in 34 Code of Federal Regulation (CFR), Sections 74.53, 76.730 and 80.42. **Note**: The state records retention regulations are for at least six years and are found in Pennsylvania School Code of 1949, Title 24–Education, Chapter 1, Article 5 (24 PS 5-518).

2. Each eligible recipient is required to maintain adequate records to provide full disclosure of grant expenditures. Such records include purchase orders, invoices, payroll records, time and service function records in support of payroll, bid solicitation, contracts and checks issued.

G. Equipment

Inventory, Usage and Disposition – See Sample Federal Equipment Inventory form, Appendix C.

State and local governments, postsecondary institutions and non-profit organizations shall follow these general equipment guidelines.

1. Title to equipment vests upon acquisition to the grantee and sub-grantee respectively.

2. Equipment will be used by the LEA in the program it was purchased for as long as it is needed, whether or not federal funding continues. When no longer needed for the original program, the equipment may be used in other activities currently or previously supported by federal funds.

3. The LEA shall also make equipment available for use in other programs currently or previously supported with federal funds as long as such usage does not interfere with the purpose for which it was purchased. Preference should be given to programs funded by the awarding agency.

4. Equipment purchased with Local Application funds has additional considerations imposed by federal Perkins regulations:

    a. It may be used by other approved career and technical programs as long as the acquisition was reasonable and necessary for the purpose of conducting a properly designed project, the usage is incidental to and does not interfere with purposes for which it was purchased, and the usage does not add to the cost of using the equipment.

    b. When not being used for career and technical purposes, equipment may be used for other activities if the acquisition was reasonable and necessary. The other usage during after school hours is incidental to and does not interfere with its original purpose and the usage does not add to the cost of using the equipment.

5. Equipment acquired with grant funds may not be used to provide services for a fee to compete unfairly with private companies that provide equivalent services.

6. When acquiring replacement equipment, the recipient may use the equipment as trade-in toward the cost of replacement equipment.

7. The recipient must maintain inventory records that include a description of the piece of equipment, manufacturer's serial number, project number, acquisition date, percentage of federal participation in cost, location and condition, unit acquisition cost and ultimate disposition information. A physical inventory must be taken every two years.

8. A control system must be in place to safeguard the equipment.

9. Disposition: When equipment is no longer needed for the original project or program or for activities previously or currently supported with federal funds, the equipment disposition is made as follows:

    a. Items with a current per-unit fair market value of less than $5,000 may be retained or sold or otherwise disposed of with no further obligation to PDE.

    b. Items with a **current per-unit fair market value in excess of $5,000** may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds of the sale by a percentage of the awarding agency's share in the original purchase.

H. Funding of Projects

1. Payment Schedule

All projects are placed on a system of scheduled payments to provide operating funds during the period of the project. Monthly payments are determined by dividing the project amount by the number of months that the project operates. The Comptroller's Office, upon approval of the project, will initiate payments. In the event the start of payments is delayed, the Comptroller's Office will include back payments in the initial project payment up to a maximum of four monthly payments. Payments are made about the 21st of each month. Scheduled payments are discontinued after the contract period expires. Most public schools receive Automatic Clearing House (ACH) payments. Any entity interested in receiving payments via ACH should contact the Comptroller's Office at (717) 783-9074.

2. Reconciliation of Cash on Hand Quarterly Reports (PDE-2030)

The Reconciliation of Cash on Hand Quarterly Reports are due on the 10th working day after each quarter (10th working day of October, January, April and July). All grant recipients are required to submit their quarterly reports electronically using the FAI (Financial Accounting Information) website. Paper copies will not be accepted and will not be returned. Such reports will be considered delinquent. In order to use the FAI system you need to first register for security clearance to use the ePDE web portal. **Note:** The MyPDESuite login process has changed. Registration is done through the PDE website, click on "MyPDESuite" near the top of the page, click on "Visit the MyPDESuite login page" under the Login heading. Follow the "How To Guide" instructions under the Login Support section. Close out, then re-enter PDE's web

portal again at www.education.pa.gov, click on “MyPDESuite” near the top of the page, click on “Visit the MyPDESuite login page” under the Login heading, enter your user name and password, click “Log In”, then click on the FAI hyperlink.

a. Technical questions relating to the ePDE Web portal should be directed to the PDE Information Technology Help Desk at (717) 506-2317 or (888) 498-8129 or use the “Contact Us” link in the top right corner of the Login Page of eGrants.

   For payment related questions or assistance in completion of the quarterly report, email Comptroller Operations.

b. The quarterly reporting will begin with the first quarter in which payments are received. For example, if the first payment is received in November, the first quarterly report is due in January. Quarters end September 30, December 31, March 31 and June 30. If all payments are received by June 30, there is no need to submit a report for this quarter.

c. Failure to submit the quarterly report on time or electronically will result in suspension of scheduled payments until the report is received.

d. Quarterly reports can also be used to request an acceleration of payments because of unusual cash needs, such as a large purchase. Use the Comments section of the report to explain the need for an accelerated payment.

3. Final Expenditure Report

a. All grant recipients are required to submit their Final Expenditure Reports (FER) electronically using the PDE eGrants Web site. Paper copies will not be accepted and will not be returned. If an electronic copy of the report with an electronic signature on Page One is not submitted, the report will be considered delinquent.

b. The FER is due no later than 60 days after the close of the project (Close of the project is June 30, FER is due August 30). FERs may be submitted only after completion of project activities and payment of all obligations. All obligations must be encumbered on or before June 30. All obligations must be paid in full (on or before August 30) when the Final Expenditure Report is submitted.

c. PDE’s Bureau of Career and Technical Education will conduct a review of the FER for completeness, accuracy and budget compliance. Approved reports are forwarded to the Comptroller’s Office for closure and final payment. Reports found to be incomplete or incorrect are returned to the recipient for further explanation or correction.

d. Costs found to be unallowable will be deducted from the total expenditures claimed and will either be subtracted from the final payment or requested as a refund. The recipient has the right to request a reconsideration of any disallowed costs. Upon receipt of notification of a disallowance, a recipient may write to Janelle Smith at the address below and request reconsideration by explaining the reason for the request. Any documentation that will substantiate the recipient’s request should accompany the letter. A notification will be sent to the recipient regarding the Bureau’s decision. If the recipient is dissatisfied with the response, a request for further reconsideration may be sent to Lee Burket, Director of the Bureau of Career and Technical Education, at the address below.

e. If circumstances prevent timely submission of the report due to a large volume of information being collected, approval for an extension of time must be requested by writing to Janelle Smith at the address below, or emailing janelsmith@pa.gov, at the Bureau of Career and Technical Education. An extension will not be approved because of outstanding obligations.

f. PDE reserves the right to stop any and all payments of state and federal funds from any source due to a recipient for failure to submit the FER within 60 days after the close of the project. If a recipient fails to submit a FER, even after notification of delinquency, PDE may require the recipient to return all funds advanced under the project.

g. Any omissions in or corrections to the initial submission may be made by submitting a revised FER. Revised FERs must be submitted no later than four months after the original due date.

h. A check for any unused funds must be sent to the Department of Education, along with an electronically signed copy of Page One. The check should be made payable to the Commonwealth of Pennsylvania and be mailed to Janelle Smith at the address below.

   Department of Education
   Bureau of Career and Technical Education
   333 Market Street, 11th Floor
   Harrisburg, PA 17126-033

i. Questions concerning the instructions for completion of the FER should be directed to Janelle Smith, PA Department of Education, Bureau of Career and Technical Education. Telephone number: (717) 783-6990.

   Technical questions relating to FERs should be directed to the PDE Information Technology Help Desk at (717) 506-2317 or 888-498-8129.

I. Federal Audits

1. The **Single Audit Act** was passed into law July 5, 1996. Each non-federal entity that expends a total of $500,000 or more in any fiscal year shall have either a single audit or program-specific audit based on the following criteria: (a) if such amounts are expended under more than one federal program, a single audit is required; (b) if such amount is expended under a single federal program then, the entity can elect to have a program-specific audit performed rather than a single audit.

2. **A revised Office of Management and Budget (OMB) Circular A-133** was issued June 24, 1997, to implement the new Single Audit Act. This revised OMB circular is applicable to all recipients of federal grants and sub-grants.

3. **Audit Costs** made in accordance with OMB Circular A-133 are allowable charges to federal assistance programs, as either direct or indirect costs. Generally, the percentage of costs charged to a federally funded program for a single audit shall not exceed the percentage that federal funds expended represent of total funds expended by the recipient during the audit period.

4. **Information** regarding the performance and reporting of the Single Audit may be directed

to the PA Office of the Budget, Bureau of Audits, Voice Telephone (717) 783-9120. Questions regarding audit resolution issues may be directed to the PA Department of Education Single Audit Coordinator, Voice Telephone (717) 787-5993.

Special Note "Has your grant retained any interest over the year?"

*****Have you retained any interest earned on advances in excess of $100.00 for Perkins funding?"

The Cash Management Act of 1990 governs interest earned on federal funds. The specific policies for federal programs administered and funded by the US Department of Education are promulgated in Uniform Grant Guidance. Section 80 of Uniform Grant Guidance requires that, subject to the exceptions in 80, subgrantees promptly, but at least quarterly, (must) remit to the federal agency the interest earned on advances. The grantee or subgrantee may keep interest amounts up to $100 per year for administrative expenses.

Interest earned on federal funds received in advance and greater than $100 should be sent to the following address:

U.S. Department of Education
P.O. Box 979053
St. Louis, MO 63197-9000

Appendix A

2019-2020
Final Performance Report
(Completed by LEA)

Fiscal Agent: Contact Person:

Address: Title:

Telephone #: Extension #:

Email:

Project Number: 38 – 19- _____ **Amount:** $ _____

Signatures:

Person Completing Report: Date:

Chief School Administrator: Date:

For PDE Use:

PDE Reviewer: Date:

PDE Supervisory

Reviewer: Date:

Uses of Funds

The purpose of the Perkins Local Plan is to improve the performance of career and technical education programs so that local negotiated performance measures may be achieved. This performance report is submitted to document the extent to which each objective in the local plan has been achieved and to also validate that compliance with each assurance has been appropriately documented.

A. Assurances

Regulations require a description of how each of the required assurances is met. Please click "compliance" to indicate current status for each assurance. Missing or inadequate documentation requires a written explanation of what immediate action will be taken to bring the contract into compliance.

1. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, , representatives of business (including small business) and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation, evaluation of career and technical education programs and assist in understanding the requirements of this title, including Programs of Study.

   a. Secondary and Postsecondary Documentation Required:

   (1) Membership list with affiliation, which must have "WDB" involvement.

   No/Yes Dropdown Box

   (2) Meeting agendas, sign-in sheets and minutes of the Local Application meeting.

   No/Yes Dropdown Box

   (3) Was there a detailed discussion of how the CTE programs' six "Required Uses of Funds" will be supported?

   Detailed Discussion/Some Discussion/Very Little Discussion Dropdown Box

   (4) Notification informing stakeholders about Perkins IV including required CTE Program of Study.

   No/Yes Dropdown Box

   b. Comments:

   (Text Box 1000 characters)

2. The eligible recipient has planned career and technical education activities of sufficient size, scope and quality to bring about improvement in the quality of CTE programs.

   a. Secondary and Postsecondary Documentation Required:

   (1) Describe how the eligible recipient utilizes **Local** (not Perkins) funds in meeting the nine (9) required uses of funds to generate substantial improvement in the quality of CTE programs.

   Text Box 2000 Characters

   (2) Explain the program of activities outlined in the Action Plans. What measures have been established to evaluate improvement of negotiated performance measures?

How will these measures be assessed?

Text Box 1000 Characters

b. Comments:

(Text Box 1000 Characters)

3. The eligible recipient has offered the appropriate courses for all state-developed Programs of Study. Refer to the Definitions section for the Program of Study definition.

a. Secondary Documentation Required:

(1) Samples of lesson plan/course outline showing coherent and rigorous content aligned with challenging academic standards, technical skills within relevant career and technical programs. No\Yes Dropdown Box

(2) Include copy of signed/dated CTE-program-specific articulation agreement(s) with partnering postsecondary institutions to implement a seamless program of study. (Chief Operating Officer Signatures from all participating institutions required.) No/Yes Dropdown Box

(3) Include copy of signed/dated dual enrollment, concurrent enrollment or other ways to achieve credit with partnering institutions from secondary to postsecondary. (Chief Operating Officer Signatures from all participating institutions required.)

No\Yes Dropdown Box

b. Postsecondary Documentation Required:

(1) Include copy of signed/dated CTE program-specific articulation agreement(s) with partnering secondary institutions to implement a seamless program of study. (Chief Operating Officer Signatures from all participating institutions required.)

No/Yes Dropdown Box

(2) Copy of signed/dated CTE program-specific articulation agreement(s) with partnering secondary institutions to implement a seamless Program of Study. Include copy of signed/dated **dual enrollment,** concurrent enrollment or other ways to achieve credit with partnering institutions from secondary to postsecondary. (Chief Operating Officer Signatures from all participating institutions required.)

No/Yes Dropdown Box

(3) Provide link to catalog description of the CTE Program(s) of Study (POS).

Text Box 1000 Characters

(4) A sampling of syllabus for technical courses in the Program of Study indicating coherent and rigorous content aligned with challenging academic standards,

technical skills within relevant career and technical programs including the secondary component of the program of study.

No/Yes Dropdown Box

c. Comments:

(Text Box 1000 Characters)

4. Describe how the eligible recipient provides students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences. Refer to All Aspects of an Industry definition in the Definitions section of the guidelines.

a. Secondary Documentation Required:

(1) How does the eligible recipient disseminate occupational information relative to high-priority, high-skill, high-wage or high-demand occupations by regional employment sector(s)?

Text Box 1000 Characters

(2) Provide PDE-320 form and at least one Program Profile (e.g., specific information, scope and sequence, articulations) from the CATS electronic data collection system.

No/Yes Dropdown Box

(3) Provide the Student Industry Credentials Report from PIMS showing all Industry-recognized credentials earned by students at the LEA and consortium for each CTE program.

Text Box 2000 Characters

(4) List cooperative education and work-based learning programs offered by the eligible recipient. Include number of students that participated in their program area.

Text Box 2500 Characters

b. Postsecondary Documentation Required:

(1) How does the eligible recipient disseminate occupational information relative to high-skill, high-wage or high-demand occupations by regional employment sector(s)?

Text Box 1000 Characters

(2) Report of all industry recognized credentials earned by students for all career and technical programs offered at the postsecondary institution.

Text Box 2500 Characters

(3) List of internships, field experiences and assignments embedded into the curriculum intended to provide work-based learning experiences. Include number of students that participated and their CTE program.

Text Box 2500 characters

c. Comments:

(Text Box 1000 Characters)

5. The eligible recipient has ensured that students who participate in approved CTE programs are taught the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

a. Secondary Documentation Required:

(1) Course description guide for **each** member of the consortium outlining the POS, including information about statewide articulation agreements available to students. Provide links.

Text Box 2500 Characters

(2) Copy of LEA's strategic/comprehensive plan that indicates how negotiated performance measures will be achieved and assessed. Provide a sampling of current student transcripts.

No/Yes Dropdown Box

(3) PDE will randomly select transcripts from each member of the consortium. Provide a list of all senior students, noting program area and sending school.

No/Yes Dropdown Box

(4) Describe the assistance provided to students to establish a career plan.

Text Box 1000 Characters

(5) Describe how guidance personnel provide necessary information so students can make informed decisions.

Text Box 1000 Characters

b. Postsecondary Documentation Required:

(1) Copy of postsecondary institution's plan that indicates how negotiated performance measures will be achieved and assessed.

No/Yes Dropdown Box

(2) Provide a sampling of current student transcripts.

No/Yes Dropdown Box

(3) Provide documentation of external approval/accreditation of program(s), if applicable.

No/Yes Dropdown Box

c) Comments:

(Text Box 1000 Characters)

6. The eligible recipient has a comprehensive professional development plan that includes workshops and training for CTE, academic, guidance and administrative personnel. (NOTE: For any deficiencies documented during onsite PDE reviews and/or lack of continuous improvement as evidenced by performance data, professional development activities sponsored by BCTE must be attended and documentation of attendance submitted on annual performance report due August 31.)

a. Secondary Documentation Required:

(1) A copy of the LEA's induction and professional education plans must address 134(b)(4).

No/Yes Dropdown Box

(2) Sample copies of Act 48 hours earned by professional staff.

No/Yes Dropdown Box

(3) Describe professional development activities of CTE faculty, such as conferences attended, professional memberships and continuing education.

Text Box 2000 Characters

(4) Describe the in-service plan that ensures CTE teachers will keep up with the technology and remain current with practices and standards of their professional areas.

Text Box 2000 Characters

(5) Identify the goals of your safety instruction and describe how safety instruction is presented. (Or) Sampling of safety practices that meet program requirements.

Text Box 1000 Characters

List of professional development activities that Para educators/Para professionals attended. Text Box 2000 Characters

(6) List of professional development activities that para-educators/para-professionals attended.

Text Box 2000 Characters

b. Postsecondary Documentation Required:

(1) Provide institutional policies related to professional development of staff.

No/Yes Dropdown Box

(2) Describe professional development activities of CTE faculty, such as conferences attended, professional memberships, and continuing education, and remain current with practices and standards of their professional areas.

Text Box 2000 Characters

c. Comments:

(Text Box 100 Characters)

7. The eligible recipient has a process that will be used to evaluate and continuously improve performance of the eligible recipient.

a. Secondary Documentation Required:

(1) Describe the assessment tool used to evaluate performance improvement. Provide an explanation of why the assessment tool was chosen.

Text Box 1000 Characters

(2) Accreditation/Certification for secondary, if applicable, such as Middle States.

No/Yes Dropdown Box

b. Postsecondary Documentation Required:

(1) Strategic plan of eligible recipient.

No/Yes Dropdown Box

(2) Institution-wide accreditation status.

No/Yes Dropdown Box

(3) Other institution-wide certifications.

Text Box 100 Characters

c. Comments:

(Text Box 1000 Characters)

8. The eligible recipient will review CTE programs, identify and adopt strategies to overcome barriers that result in lower access or success for special populations, provide programs that enable special populations to meet local performance levels and provide activities to prepare special populations, including single parents and displaced homemakers, for high-

priority, high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

a. Secondary Documentation Required:

(1) Describe how comprehensive career guidance and counseling is provided from local sources for special population students to enter high priority, high-skill, high-wage or high-demand occupations.

Text Box 100 Characters

(2) PDE will randomly select IEPs and review transition plans to assure alignment with career objective forms.

No\Yes Dropdown Box

(3) Describe how LEA is providing access to programs leading to high-skill, high-wage or high-demand occupations.

Text Box 2000 Characters

(4) Describe how the CTE teachers participate in the IEP process. CTE teacher input must be evident in the IEP.

Text Box 2000 Characters

(5) Copies of and/or a description of admission policies, procedures and application forms, which includes a copy of nondiscrimination policy, including all appropriate publications.

No/Yes Dropdown Box

b. Postsecondary Documentation Required:

(1) Describe how comprehensive career guidance and counseling is provided from local sources for special population students to enter high-priority, high-skill, high-wage or high-demand occupations.

Text Box 100 Characters

(2) Describe how the institution is providing to all special populations subgroups access to programs leading to high-skill, high-wage or high-demand occupations.

Text Box 1000 Characters

(3) Copies of and/or a description of admission policies, procedures and application forms, which includes a copy of nondiscrimination policy, including all appropriate publication.

No/Yes Dropdown Box

c. Comments:

(Text Box 1000 Characters)

9. The eligible recipient has identified how funds are used to promote preparation for nontraditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage or high- demand occupations.

   a. Secondary and Postsecondary Documentation Required:

   (1) Describe strategies being used to encourage and support nontraditional enrollment.

   Text Box 2000 Characters

   (2) Tools used to evaluate the success of nontraditional students and efforts to monitor placement into high-priority, high-skill, high-wage or high-demand occupations. How have the above strategies been successful in increasing the nontraditional performance indicators? Explain how it was proven.

   Text Box 2000 Characters

   b. Comments:

   (Text Box 1000 characters)

10. The eligible recipient will provide career guidance and academic counseling that assist CTE students including linkages to future education and training opportunities.

   a. Secondary Documentation Required:

   (1) A random sampling of Career Objective forms will be reviewed.

   No/Yes Dropdown Box

   (2) Identify civic and community partnerships in which the Career and Technical Student Organizations (CTSO) participates with business or organizations and indicate how these partnerships or activities benefit the program.

   Text Box 100 Characters

   (3) Describe the information provided on postsecondary programs and training opportunities that students are receiving (e.g., college visits, recruiters, guest speakers).

   Text Box 2000 Characters

   b. Postsecondary Documentation Required:

   Describe the information provided to students regarding future education and training opportunities.

   Text Box 1000 Characters

c. Comments:

(Text Box 1000 Characters)

11. The eligible recipient will develop and implement effective strategies for the recruitment and retention of CTE teachers, career guidance, academic counseling and other support staff, including underrepresented groups and the transition to teaching from business and industry.

a. Secondary Documentation Required:

Describe the recruitment and retention plan for CTE faculty and other support staff involved in the delivery and presentation of CTE programs.

Text Box 1000 Characters

b. Comments:

(Text Box 1000 Characters)

12. The eligible recipient has identified a proportionate use and benefit of a One-Stop Center and is contributing to the infrastructure costs. The contribution does not exceed 1.5% of indirect costs.

a. Partial Compliance/Noncompliance/Compliance Postsecondary Documentation Required:

(1) Provide a description of the calculation used to determine proportionate use and benefit of a One-Stop Center.

(2) Evidence of payment made to the One-Stop Center.

(3) Provide documentation of the use of Perkins funds by the One-Stop Center.

(4) Provide documentation that payment does not exceed 1.5% of indicator costs.

(5) Include copy of the signed assurance from the Chief Executive Officer of the Perkins recipient that the recipient will comply with WIOA.

(6) Include copy of the MOU with the One-Stop Center.

.

B. Expenditures

Evidence must be reviewed to assure that all funds were used to efficiently and effectively address the purposes of the Act as defined in each contract. The following questions will guide the initial review of the expenditures. However, local and state reviewers will be expected to pursue any suspected incongruence between use of funds and <u>any</u> state or federal regulation or contracted use of funds. Each of the following questions must be responded to in the affirmative or a report seeking corrective action must accompany this monitoring report.

1. Are all expenditures approvable as written in the contracts? Compare actual expenditures with the approved Local Applications.

   (Text Box 1000 Characters)

2. What were the effective dates of each contract? Were all expenditures made during the effective dates of the contracts?

   (Text Box 1000 Characters)

3. Are equipment, supplies and consumables acquired through the contract(s) being used to achieve the specified performance objectives? Is an inventory system in compliance with Uniform Grant Guidance in place to account for all equipment purchased with federal funds?

   (Text Box 1000 Characters)

4. Do activities and time commitment of staff supported by the contracts correspond with that in the contracts? Are job descriptions on file for all Perkins-funded personnel? Review names, job titles, job descriptions, time distribution sheets, staff schedules and official records.

   (Text Box 1000 Characters)

5. Has the program benefited from all expenditures? Explain how it was proven.

   (Text Box 1000 Characters)

C. Narrative Report

1. Are the Action Plan objective(s) clear, precise and based on negotiated performance levels? What measurable improvements have been achieved for each indicator? How is performance not meeting standards addressed in the plan's objectives?

   Text Box 2000 Characters

2. What programs of study are currently offered at the secondary/postsecondary institution? Are there any new programs being developed?

   Text Box 2000 Characters

3. Describe how each Program of Study assists students in meeting technical performance standards to prepare each student for high-priority, high-skill, high-wage or high-demand occupations in current or emerging professions? How is this determined?

   Text Box 1000 Characters

4. What types of strategies are being used to integrate academic and technical content in the CTE curriculum to improve students' achievement levels?

   Text Box 2000 Characters

5. List recommendations to improve the overall effectiveness of the career and technical education program.

   Text Box 1000 Characters

6. Describe the contents of the Procedure Manual that was available for review.

   Text Box 2000 Characters

7. Identify the schools in the consortium.

   Text Box 1000 Characters

D. Risk Assessment

Risk Assessment is required. The questions will assist with the evaluation of the applicant's risk level for future pre-award process.

1. Is the Director new? If so, provide contact information for Director. Indicate the number years and months as the Director.

   Radio Yes/No

   Text Box 300 characters

2. Is the Business Manager new? If so, provide contact information for Business Manager. Indicate number years and months as the Business Manager.

   Radio Yes/No

   Text Box 300 characters

3. Is the Perkins Coordinator new? If so, provide contact information for Perkins Coordinator. Indicate number months or years as the Perkins Coordinator.

   Radio Yes/No

   Text Box 400 characters

4. Were there any Perkins' corrective actions since 2006-2007? If so, provide documentation that all corrections identified in previous Perkins On-Site Compliance Reports have been completely satisfied and fully implemented. If they have not been corrected, provide a detailed explanation. If you have not received an on-site visit within the last five years simply put N/A.

   Radio Yes/No

   Text Box 1000 characters

5. Were there any Single Audit findings since 2006-2007? If so, have the findings and corrective actions been corrected? If not, please explain. Note: Please include the finding and the year.

   Radio Yes/No

   Text Box 1000 characters

6. Was a "Sanction Letter" received within the last three years? If so, indicate what year(s). Note: Letters included the performance indicator(s) that have not met 90% of the local adjusted level of performance for three consecutive years. Also, the letter is signed by Dr. Lee Burket.

   Text Box 1000 characters

Appendix B

Perkins Postsecondary Local Application

A. Comprehensive Local Needs Assessment

This section will have three parts of the Comprehensive Local Needs Assessment (CLNA) to rollover into Local Application. The elements in this section are view only, only after approved.

1. Stakeholders Section – List of participants. (Table with dropdown column)

2. Size, Scope and Quality Section – Tab le indicating in process or compliant. (Table/Questions)

3. Equity and Access Section – The progress that has been made toward implementation of equal access to high quality CTE programs of study for all students. (Table/Questions)

B. Standard Narrative

1. Describe the results of the comprehensive needs assessment. (Text Box 3300 characters)

2. Provide a list of the career and technical education program offerings and activities that the eligible recipient will provide with Perkins V funds, which is informed by the results of the comprehensive needs assessment (Text Box 3300 characters)

3. Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities to be funded. (Text Box 3300 characters)

4. Describe new programs of study that will be developed and submitted to the State for approval. (Text Box 3300 characters)

5. Describe how students, including students who are members of special populations, will learn about career and technical education course offerings and whether each course is part of a career and technical education program of study. Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide each of the following: (Label)

    a. Career exploration and career development coursework, activities, or services. (Text Box 3300 characters)

    b. Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment. (Text Box 3300 characters)

    c. An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. (Text Box 3300 characters)

6. Describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous

content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education. (Text Box 3300 characters)

7. Describe how the eligible recipient will meet the following requirements: (Label)

    a. Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. (Text Box 3300 characters)

    b. Prepare CTE participants for non-traditional fields. (Text Box 3300 characters)

    c. Provide equal access for special populations to CTE courses, programs, and programs of study. (Text Box 3300 characters)

    d. Ensure that members of special populations will not be discriminated against based on their status as members of special populations. (Text Box 3300 characters)

8. Describe the work-based learning opportunities the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. (Text Box 3300 characters)

9. Describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school. (Text Box 3300 characters)

10. Describe how the eligible recipient will coordinate with the Pennsylvania and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. (Text Box 3300 characters)

11. Describe how the eligible recipient will address disparities or gaps in performance, as described in section 113(b)(3)(C)(ii)(II), in each of the plan years. If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to eliminate those disparities or gaps. (Text Box 3300 characters)

12. Describe how the eligible recipient will use funds to develop and implement evaluations of the activities carried out with Perkins V funds, including evaluations necessary to complete the comprehensive needs assessment and the local report. (Text Box 3300 characters)

C. Local Negotiation

Pennsylvania is conducting negotiations with local eligible recipients on levels of performance for the postsecondary core indicators. The negotiations will be based on State-determined baseline data provided by PDE. (Table)

Postsecondary Performance Indicators (only)

Click link below to view the "Expected Consortium Performance."

Postsecondary Performance Level

Indicators	1P1 Post-Program Placement	2P1 Earned Recognized Postsecondary Credential	3P1 Non-Traditional Program Concentration
State Baseline			
Consortium Baseline			
Year 1			
Year 2			

D. Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment and shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective. (Label)

This section **does not have to equal total allocation**. Indicate dollar amount and funding source for all six (6) Required Use of Funds. Each funding source **must** be a separate line item. The list provided is the short version of the six (6) Required Uses of Funds as they appear in the dropdown box. A detailed description of all six "Required Uses of Funds" is available in the Perkins V guidelines. (Label)

Identify all funding sources that address any of the six (6) Required Uses of Funds in Perkins V, per Section 135(b).

Requirements for Uses of Funds:

1. Career exploration and career development
2. Professional development
3. High-skill, high-wage, or in-demand occupations
4. Integration of academic skills
5. Programs that result in increasing student achievement of the local performance levels
6. Evaluation necessary to complete the comprehensive needs assessment and the local report

Required Uses of Funds (dropdown)	Percentage of Perkins Funding (1-100)	Funding Source(s)	Amount (numeric)

Select from dropdown list	Numeric (1-100)	Text	Numeric (1-10000)

E. Action Plan

Select from the dropdown box in the first column the “Performance Indicator” that is not meeting the State baseline. Select all that apply (one at a time). **Note:** Remember when completing the **Activity Table** to click the “Add” button on the right when each row is complete. At least one activity must be created for each objective. (Label)

Objectives/Select from Dropdown.

Postsecondary Performance Indicators (Dropdown):

1. 1P1 Post-Program Placement
2. 2P1 Earned Recognized Postsecondary Credential
3. 3P1 Non-Traditional Program Concentration

Secondary Performance Indicators (Dropdown):

1. 1S1 Four-Year Graduation Rate
2. 1S2 Extended Graduation Rate
3. 2S1 Academic Proficiency in Reading/Language Arts
4. 2S2 Academic Proficiency in Mathematics
5. 3S1 Post-Program Placement
6. 4S1 Non-traditional Program Concentration
7. 5S1 Program Quality – Attained Recognized Postsecondary Credential
8. 5S4 Program Quality – Technical Skill Attainment

Activity Table

Objective (dropdown with performance indicators)	**Activity (text or numeric)**	**Location/Site (text)**	**Funds Amount (numeric/dollar amount) formula**	**Timeline (numeric/date)**
			Total Amount:	
			Grant Total:	

F. Risk Assessment

The State must conduct a risk assessment during the pre-award process to evaluate an applicant’s ability to execute the program for which they are applying , and may assign specific additional conditions within the grant award to develop the applicant’s ability to deliver and/or administer the

grant program Risk factors that will be consider include, but are not limited to, the following: previous non-compliance; any major issues; correction of previous findings; new personnel; substantial system changes (e.g., grant accounting system); new grant recipient; and results of any federal monitoring with specific conditions required. (Label)

Risk Assessment is a process to identify potential problems that could lead to risks in the accountability, fiscal accounting, and grant operation. (Label)

The following questions will assist with the evaluation of the applicant's risk level for the future pre-award process (Label):

1. Is there a new President in the past three-years? (Select No/Yes)

2. If so, provide contact information for President. (Text Box 300 characters)

3. Is there a new Business/Fiscal Manager in the past three-years (Select No/Yes)

4. If so, provide contact information for Business/Fiscal Manager. (Text Box 300 characters)

5. Is there a new Perkins Administrator in the past three-years? (Select No/Yes)

6. If so, provide contact information for Perkins Administrator. Indicate number months or years as a Perkins Administrator in Pennsylvania. (Text Box 400 characters)

7. Were there any Perkins' corrective actions in 2019-2020 fiscal year? (Select No/Yes)

8. If so, describe how all corrections identified in previous Perkins On-Site Compliance Reports have been completely satisfied and fully implemented. If they have not been corrected, provide a detailed explanation. If you have not received an on-site visit within the last two years, enter N/A. (Text Box 1000 characters)

9. Were there any Single Audit findings in 2019-2020? (Select No/Yes)

10. If so, have the findings and corrective actions been corrected? If not, identify the finding and provide a detailed explanation as to why it has not been corrected. (Text Box 1000 characters)

G. Program Approval (Postsecondary)

Postsecondary recipients will enter program information in the electronic approval system (CATs-Career and Technical Education Information System) and provide information on each program that Perkins V funds will support. Each postsecondary program will be approved by the 2021-2022 program year.

If you have an approved program in CATs, please upload the sign assurance sheet below. (Label with upload document)

H. Program Approval (secondary)

Secondary recipients will enter program information in the electronic approval system (CATs-Career and Technical Education Information System) and provide information on each program

that Perkins V funds will support.

I. WIOA (postsecondary only)

Each federal Perkins postsecondary recipient will address the mandated support of the One-Stop Center infrastructure costs in their Local Plan application. Each recipient that uses federal Perkins funds for administrative purposes (indirect costs) must engage in local discussion with all Local Workforce Development Board within the region. (Label question)

1. Describe how the Perkins postsecondary institution works with the Workforce Development Board to support the One-Stop Center. (Maximum length is 1500 characters)
2. Describe the calculation used to determine proportionate use and benefit of a One-Stop Center. (Maximum length is 1500 characters)
3. Describe how the postsecondary institution supports infrastructure cost to the One-Stop Center. Note: The amount of administrative funds (indirect cost) used to support One-Stop Center infrastructure may not exceed the WIOA mandated 1.5% maximum. (Maximum length is 1500 characters)
4. What infrastructure costs are supported at the One-Stop Center using the federal Perkins administrative funds (indirect costs)? (Maximum length is 1500 characters)
5. Provide the details of the Memorandum of Understanding (MOU) with the One-Stop Center. A copy must be on file with postsecondary eligible recipient. (Maximum length is 1500 characters)
6. Check the box to confirm the Perkins Postsecondary President/Chief Executive Officer assures that the Perkins postsecondary recipient will comply with WIOA.

J. Budget Detail

Same as previous years

Will include 9 sections:

1. Salaries
2. Benefits
3. Purchased Professional and Technical Services
4. Purchased Property Services
5. Other Purchased Services
6. Supplies
7. Equipment
8. Indirect Cost
9. Budget Summary (view only)

Appendix C

Commonwealth of Pennsylvania

Federal Equipment Inventory Form

Description	I.D. Number	Funding Source	Owner	Date Acquire	Cost	Percentage Federal	Location/ Room #	Condition	Disposal
Robotic Arm	12345678	Perkins 380-04-4019	Career Center	8/19/03	$10,000	100	Automotive	New	
Laser Printer	56789	380-99-9123	Career Center	1/2/99	$2,000	100	Business	Poor	Parts salvaged/ remainder trashed

An item costing over $1,500 is considered equipment. A piece of equipment with several interchangeable parts is considered one item.

Link to Federal Regulations.

Appendix D

Commonwealth of Pennsylvania

Bureau of Career and Technical Education
Perkins Corrective Action Plan and Status Update

School District/CTC Name: _____ **Chief School Administrator:** _____

Perkins Contact: _____ **Perkins Contact Email:** _____

Date of Review: _____ **Perkins Contact Telephone Number:** _____

BCTE Perkins Coordinator: _____ **BCTE Perkins Coordinator Email:** _____

PDC Telephone Number: _____ **PDC Contact Email:** _____

Corrective Action Plan must be returned to the Perkins office within 30 days of receipt.

Mail to: BCTE/Perkins

PA Department of Education
333 Market Street, 11th Floor
Harrisburg, PA 17126

CORRECTION CITED ON PERKINS MONITORING COMPLAINCE REPORT	PLAN TO ADDRESS	BY WHOM	BY WHEN	ACCEPT-ABLE BY PDE		PDE RESPONSE	STATUS UPDATE (PDE USE ONLY)
				YES	NO		
_____	_____	_____	_____	___	___	_____	_____
_____	_____	_____	_____	___	___	_____	_____
_____	_____	_____	_____	___	___	_____	_____
_____	_____	_____	_____	___	___	_____	_____
_____	_____	_____	_____	___	___	_____	_____