

**PERKINS LOCAL PLAN
FUNDING GUIDELINES
TITLE I**

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

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General Program Provisions

I. Introduction

A. Legislative Background

By completing the reauthorization of the “Carl D. Perkins Career and Technical Education Improvement Act of 2006,” 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 new Act authorizes the legislation through Fiscal Year 2012, for a total of six years. While the bulk of the law is very similar to the 1998 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 2006

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs 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-priority, high-skill, high-wage or high-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, including tech prep education.
4. Conducting and disseminating national research and disseminating information on

best practices that improve career and technical education programs, services, and activities.

5. Providing technical assistance that promotes leadership, initial preparation and professional development at the State and local levels; and that 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.

C. Alignment with Pennsylvania Workforce Development Initiatives

Today Pennsylvania is at the leading edge of 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 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, through multiple programs the Commonwealth is implementing bold initiatives 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 an MOU with the Local Workforce Development Board to support the One-Stop Center.

The support is to be locally negotiated between the Perkins postsecondary 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 provision of information must align to the career information outlined in Section 118 of the federal Perkins regulation. 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 Plan (eGrants). The Perkins Postsecondary Chief Executive Office/President assures that the Perkins postsecondary recipient will comply with WIOA. A 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.
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 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.

The Code of Federal Regulations (CFR) Section 76, describes procedures for applying to the state for a sub-grant. Subpart E describes how the state is to make a sub-grant to an applicant.

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 plan to the eligible agency. Such local plan 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 Plans. 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, **equipment purchases**, 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, including information as described in Section 118.

3. Area Career and Technical Education School (ACTES)

The term ‘area career and technical education school’ means a public school that provides vocational-technical education to secondary school students, out-of school youth and adults in a geographical area comprised and operated by one or more

school districts and established under Sections 1840-1853 of the School Code (24 P.S. 18-1840-18-1853).

4. Articulation Agreement

The term 'articulation agreement' means a written commitment:

- a) That is agreed upon at the state level.
 - (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) To a program that is:
 - (1) Designed to provide students with a non-duplicative 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 or (2) 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 coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
 - (2) Provides technical skill proficiency, and industry-recognized credential, a certificate or an associate degree.
 - (3) May include prerequisite courses (other than remedial courses) that meet the requirements of this subparagraph.
- b) Includes competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

6. Career and Technical Student Organization

- 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 - The term 'state and national units' means 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 Guidance and Academic Counseling

The term 'career guidance and academic counseling' means guidance and counseling that:

- a) Provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future and
- b) Provides information with respect to career options, financial aid and postsecondary options, including baccalaureate degree programs.

8. Charter Schools

The term 'charter school' has the meaning given the term in Section 5210 of the Elementary and Secondary Education Act of 1965.

9. Comprehensive Career and Technical Education Schools

The term 'comprehensive career and technical education schools' are schools that offer comprehensive full-time approved programs where students receive both basic and career and technical education. CTESs that serve students from multiple school districts are governed by boards composed of school board members from participating school districts. Each board employs a director to manage the operations of the school. Each member school district pays a share of the cost in the operation of the CTESs.

10. 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. Alternation of study in school with a job in any occupational field:

- 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.

11. Displaced Homemaker

The term 'displaced homemaker' means an individual who:

- a) Has primary, without remuneration, care for a home and family, and for that reason has diminished marketable skills;
- b) Has been dependent on the income of another family member but is no longer supported by that income; or
- c) 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
- d) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

12. Dual Enrollment

The term 'dual enrollment' means articulated programs that allow students to earn college credits and fulfill high school requirements at the same time.

13. Educational Service Agency

The term 'educational service agency' has the meaning given the term in Section 9101 of the Elementary and Secondary Education Act of 1965.

14. 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.

15. Eligible Institution

The term 'eligible institution' means:

- a) A public or nonprofit private institution of higher education that offers a scope sequence of career and technical education courses that lead to technical skill proficiency, an industry- recognized credential, a certificate or a degree;
- b) A local educational agency providing education at the postsecondary level;

- c) An area career and technical education school providing education at the postsecondary level;
- d) A postsecondary educational institution controlled by the Bureau of Indian Affairs 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. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.);
- e) An educational service agency; or
- f) A consortium of two or more of the entities described in subparagraphs (a) through (e).

16. Eligible Recipient

The term 'eligible recipient' means:

- a) A local educational agency (including a public charter school that operates as a local educational agency) an area career and technical education school, an educational service 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.

17. Governor

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

18. 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 amount of openings due to attrition in the occupation. In many cases, high demand occupations do not take into account wages and/or skill levels.

19. High Priority Occupations

The term '[high priority occupations](#)' (click Businesses and Employers, then click Industry Partnerships at the website linked here) are defined as job categories that are in demand by employers, have higher skill needs and are most likely to provide family sustaining wages. "High Priority" Occupations is a strategic process used by Pennsylvania to identify occupations to which workforce education and training dollars are targeted. To assist schools in identifying high priority occupations associated with each classification of instructional program (CIP) area, a SOC/CIP crosswalk has been developed.

20. Improvement Plan

The term “improvement plan” is the Action Plan section of the Perkins Local Plan. 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.

21. Individual with Limited English Proficiency

The term ‘individual with limited English proficiency’ means a secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, reading, writing or understanding the English language, and

- a) Whose native language is a language other than English; or
- b) Who lives in a family or community environment in which a language other than English is the dominant language.

22. Individual with a Disability

- a) In General - The term ‘individual with a disability’ means an individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
- b) Individuals with Disabilities - The term ‘individuals with disabilities’ means more than one individual with a disability.

23. Institution of Higher Education

The term ‘institution of higher education’ has the meaning given the term in Section 101 of the Higher Education Act of 1965.

24. Local Educational Agency

The term ‘local educational agency’ has the meaning given the term in Section 9101 of the Elementary and Secondary Education Act of 1965.

25. Nontraditional Fields

The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

26. Outlying Area

The term ‘outlying area’ means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands and the Republic of Palau.

27. 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. [Link to Targeted Industry Clusters.](#)

28. 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 apprenticeship programs at the postsecondary level.

29. Postsecondary Concentrator

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

30. Postsecondary Participant

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

31. Programs of Study

The term ‘Programs of Study’ incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunity for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Note: During the implementation of the five-year plan all secondary school entities receiving funds through Perkins IV will implement all state developed “Programs of Study.”

Full Compliance for Postsecondary Institutions:

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 full compliance by the end of Perkins IV, 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. Postsecondary institutions may exceed the minimum number of college-level credits awarded.

- a) **One to one CIP number alignment:** 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.
- b) **CTE-related program alignment:** 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.

32. Risk Assessment

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

33. 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, effective instructional practices are a root (direct) cause within the control 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.

34. School Dropout

The term 'school dropout' means a student who, for any other reason than death, [leaves school before graduation without transferring to another school/institution.](#)

35. Scientifically-Based Research

The term 'scientifically-based research' means research that is carried out using scientifically-based research standards, as defined in Section 102 of the Education Sciences Reform Act of 1992 (20 U.S.C. 9501).

36. Secondary Concentrator

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

37. Secondary Participant

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

38. Secondary School

The term 'secondary school' has the meaning given the term in Section 9101 of the Elementary and Secondary Education Act of 1965.

39. Secretary

The term 'Secretary' means the Secretary of Education.

40. Special Populations

The term 'special populations' means:

- a) Individuals with disabilities.
- b) Individuals from economically disadvantaged families, including foster children.
- c) Individuals preparing for non-traditional fields,
- d) Single parents, including single pregnant women.
- e) Displaced homemakers.
- f) Individuals with limited English proficiency.
- g) Migrant.

41. State

The term 'state,' unless otherwise specified, means each of the several states of the United States, the District of Columbia, the Commonwealth of Puerto Rico and each outlying area.

42. Supplanting

The term 'supplanting' means to take the place of existing local funds.

43. Supplement

The term 'supplementing' means to add something to complete something or an addition to.

44. Support Services

The term 'support services' means services related to curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

45. 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 College or University Assistance Act of 1978 [25 U.S.C. 1801(a)].

46. 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 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;
- e) Has been in operation for at least three 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 is Indians.

D. Best Practices

PDE is required to disseminate LEA 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” Web site](#).

II. Key Program Components

A. Requirements for Uses of Funds

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 has amended and added new language to the Required Uses of Funds. Secondary/ postsecondary and adult programs must spend federal, state and local dollars in the areas defined under the “Requirements for Uses of Funds” to improve and enhance the delivery of services to students in CTE programs. The nine, newly defined, Required Uses of Funds are listed in this local plan guide.

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 consortia must be used only for purposes and programs that are mutually beneficial to all members of the consortium (**PASS THROUGH FUNDS ARE NOT ALLOWABLE**).

C. Allocation to Area CTE Centers

When an area career and technical education (CTE) center has joined with an LEA (sending school) in a consortium or cooperative agreement, the state will distribute the funds from the qualifying LEA (sending school) to the area CTE center. The amount to be distributed to the area CTE center will be based on the relative share (enrollments) of students participating in approved CTE programs and current census data of students in poverty, ages 5-17, by local school district. Thus, the money “follows” the students to the institution at which they are participating in CTE programs. 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

The 2006 Act uses the same postsecondary within state distribution formula as the 1998

Act basing the allocation solely on the number of students receiving federal Pell grants. An eligible institution must qualify for a grant of at least \$50,000 to receive an allocation, or join a consortium that qualifies for the minimum amount. As in the secondary program, any consortia formed must operate programs of sufficient size, scope and quality to improve CTE programs for all members of the consortium.

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 **March 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 planning 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 program.

G. Local Negotiation of Performance Indicators

Pennsylvania is expected to conduct negotiations with local eligible recipients on levels of performance for the eight secondary indicators and six postsecondary/adult indicators.

The negotiations will be based on most current valid data provided by PDE.

When presented with current validated data, the eligible recipient will be given an opportunity to demonstrate adequate continuous yearly improvement.

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

H. Compliance Monitoring

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

Local monitoring is accomplished through the involvement of the Participatory Planning Committee (PPC) as they review performance data and update the local plan annually to meet negotiated levels of performance on all federally required indicators. In addition, a “Perkins Local Plan Final Performance Report” is required annually addressing the “Required Uses of Funds” to implement the local plan and report on all performance improvement indicators as listed in Chart A.

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

CHART A

Perkins IV Required Indicators

Secondary Level – 8 Indicators

- 1S1 Academic Attainment – Reading/Language Arts
- 1S2 Academic Attainment – Mathematics
- 2S1 Technical Skill Attainment
- 3S1 Secondary Students Attainment
- 4S1 Student Graduation Rates
- 5S1 Secondary Placement
- 6S1 Nontraditional Participation
- 6S2 Nontraditional Completion

****Postsecondary/Adult Level – 6 Indicators**

- 1P1 Technical Skill Attainment
- 2P1 Credential, Certificate or Degree
- 3P1 Student Retention and Transfer
- 4P1 Student Placement
- 5P1 Nontraditional Participation
- 5P2 Nontraditional Completion

** Fiscal agent receiving Perkins funds for adult programs must use Perkins funds only on those programs.

PDE compliance monitoring (Appendix B) will address all performance improvement efforts based on negotiated levels of performance for the required secondary and postsecondary/adult indicators listed above.

The on-site compliance review will address secondary/postsecondary/adult program local plan implementation of the required nine “Required Uses of Funds” under Perkins IV. PDE regional staff will prepare a written report containing recommendations for improvement to achieve compliance and to assist the secondary/postsecondary/adult program to effectively manage the local plan.

Technical assistance to assist secondary/postsecondary/adult program not meeting negotiated levels of performance will be developed and maintained until improvement occurs.

I. Professional Development

NOTE: For any deficiencies documented during on-site 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. (Appendix A)

The professional development programs include providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators and career guidance and academic counselors at the secondary and postsecondary levels that support activities described in Section 122 and:

1. Provide in-service and pre-service training in career and technical education programs:
 - a) On effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - b) On effective teaching skills-based on research that includes promising practices;
 - c) On effective practices to improve parental and community involvement; and
 - d) On effective use of scientifically-based research and data to improve instructions.
2. Is high-quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not one- day or short-term workshops or conferences.
3. Will help teachers and personnel to improve student achievement in order to meet the state adjusted levels of performance established under Section 113.
4. Will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel:
 - a) Stay current with the needs, expectations and methods of industry;
 - b) Can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;
 - c) Develop a higher level of academic and industry knowledge and skill in career

and technical education; and

- d) Effectively use applied learning that contributes to the academic and career and technical knowledge of the student.
5. Are coordinated with the teacher certification or licensing and professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965 and Title II of the Higher Education Act of 1965.

J. 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.

K. Local Program Improvement/Action Plan

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/Action Plan with special consideration to performance gaps between population subgroups.

L. 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)]

M. Procedure Manual

Federal regulations require school districts/charter schools/career and technical center/postsecondary institutions to have written policies and procedures for the administration of the Carl D. Perkins Act 2006. 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 IV program and the delivery of dollars and services to students.

N. Perkins IV 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 nonpersonnel 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 onestop 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 Plan 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:

- proportionate use and benefit of the One-Stop Center to the Perkins postsecondary entity; and
- 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 Plan application to determine the amount of Perkins administrative funds used to support the One-Stop infrastructure costs.

The Department will monitor each Local Plan 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 Plan 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 Plan for Career and Technical Education Programs

A. 134(a) - Local Plan Requirement

A five-year local plan application will need to be submitted in 2008- 2009 with annual updates to the local plan. 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 Plan Contents

The eligible agency shall determine the requirements for local plans, except that each

local plan shall:

1. Describe how the career and technical education programs required under Section 135(b) will be carried out with funds received under this title.
2. Describe how the career and technical education activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113.
3. Describe how the eligible recipient will:
 - a) Offer the appropriate courses of not less than one of the approved career and technical Programs of Study. As required by Perkins IV each LEA must adopt all PDE-developed Programs of Study and will be participating in PDE's developed Statewide Articulation Agreements. See Programs of Study definition in the Definitions section.

[The Perkins IV Statewide Articulation Agreement](#) outlines the general agreement conditions between secondary and postsecondary institutions and student qualification measures allowing for the student to acquire postsecondary education credits leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

- b) Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in:
 - (1) The core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (2) Career and technical education subjects.
- c) Provide students with strong experience in, and understanding of, all aspects of an industry.
- d) Encourage applicants to consider development of local Industry Partnerships. An initiative of Job Ready PA, Industry Partnerships brings 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.
- e) Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

- f) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965).
4. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
5. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, nontraditional program representatives, representatives of Tech Prep consortia (if applicable), representatives of business (including small business) and industry, members of local Workforce Investment Boards (WDBs), labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs assisted under this title and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical Programs of Study.
6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope and quality to bring about improvement in the quality of career and technical education programs.
7. Describe the process that will be used to evaluate and continuously improve the performance of eligible recipient.
8. Describe how the eligible recipient will:
 - a) Review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;
 - b) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - c) Provide activities to prepare special populations, including single parents and displaced homemakers, for high-priority, high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
10. Describe how funds will be used to promote preparation for nontraditional fields.
11. Describe how career guidance and academic counseling will be provided to

career and technical education students, including linkages to future education and training opportunities.

12. Describe efforts to improve:

- a) The recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and
- b) The transition to teaching from business and industry.

C. Local Plan Application Procedures

(ANNUAL DEADLINE FOR ACCEPTING LOCAL PLAN APPLICATIONS IS AUGUST 30)

1. Only an authorized representative of the fiscal agent will be permitted to complete a local plan application. **Please contact the Perkins State Coordinator to get authorization to view, enter information or submit the local plan 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 plan to PDE. Once the local plan is submitted and reviewed by BCTE staff, the local plan will be given **“Received for BCTE 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 plan 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 Plan Revisions

During the operation of a Perkins Local Plan, changes in resources, enrollments, performance or other local developments may necessitate modification of the Perkins Local Plan. Substantive revisions to the Perkins Local Plan 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 Plan 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 Plan applications and other disputes regarding state and local decisions that influence the character of programs under the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*.

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 Plan 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 Plan. Documentation must be relevant to and apply to all sites, or potential sites, covered by the Perkins Local Plan 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 Plan Participatory Planning Requirement

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 Plan. To facilitate local planning/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 Plan. This Committee must remain active for the duration of the Perkins Local Plan, evaluating progress and discussing how the Perkins Local Plan 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 Plan Action Plans

The Action Plan provides focus to the Local Plan, 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 plan application.

I. Risk Assessment

There is a new "Risk Assessment" requirement. 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 Plan Program Evaluation

The 2006 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 Plan Annual Reporting Requirements

The Perkins Local Plan 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 Plan 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 Plan 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 Plan objectives. Progress is tracked through documentation of Assurances, Expenditures and Narrative Report. The program Performance Report must be submitted annually via the eGrant system prior to final approval of a new contract. "The Perkins Local Plan Performance Report" is found in Appendix A.

L. Local Plan Relationship to Regional Workforce Investment Boards

Workforce Development Boards (WDBs) has 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 Plan 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 Plan 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 Plan and receive BCTE program approval.

M. Local Plan Activities and Uses of Funds

Secondary allocations are for secondary approved programs. Postsecondary allocations are for postsecondary Pell eligible programs. **Funds may only be used for: secondary approved programs which meet applicable State Board of Education Chapter 4 and Department of Education Chapter 339 regulations governing career and technical education programs; accredited postsecondary and adult occupational programs; or for services to students enrolled in such programs.** Within this context, funds are authorized for activities such as those listed below in Section 135(b), Required; 135(c), Permissive; and, Ineligible Uses of Funds.

1. 135(b) - Required Uses of Funds

- a) Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
- b) Link CTE at the secondary level and the postsecondary level by offering the relevant elements of not less than one Program of Study described in the Definitions section.
- c) Federal funding will be contingent on both secondary and postsecondary eligible recipients partnering and operating under a “statewide articulation agreement” as part of each eligible recipient’s Program(s) of Study.
- d) Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- e) Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- f) Provide in-service and pre-service professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated CTE programs on topics, including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement and effective use of scientifically-based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.

- g) Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- h) Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- i) Provide services and activities that are of sufficient size, scope and quality to be effective.
- j) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

2. 135(c) - Permissive Uses of Funds

- a) Involve parents, business and labor organizations in the design, implementation and evaluation of CTE programs.
- b) Provide career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improve graduation rates, provide information on postsecondary and career options and provide assistance for postsecondary students and adults.
- c) Develop local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
- d) Provide programs for special populations.
- e) Assist career and technical student organizations.
- f) Provide mentoring and support services.
- g) Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) and technical skill achievement.
- h) Preparing teacher programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
- i) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
- j) Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including

articulation agreements, and dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.

- k) Providing activities to support entrepreneurship education and training.
- l) Improving or developing new CTE courses, including the development of Programs of Study, for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- m) Developing and supporting small, personalized career-themed learning communities.
- n) Providing support for approved family and consumer sciences programs.
- o) Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- p) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
- q) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
- r) Providing support for training programs in automotive technologies.
- s) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
- t) Supporting other CTE activities consistent with the purpose of the Act.
- u) Submitting Guideline Waivers for out-of-state travel must be approved in advance, must be consistent with LEA performance improvement objectives as outlined in the Local Plan, and **must allow three weeks for BCTE internal approval process.**
- v) **Support for One-Stop Centers, postsecondary only.**

3. Ineligible Uses of Perkins Funds

- a) Remediation of students in CTE programs.
- b) Furniture, except specially designed workstations, for supporting instructional equipment or processes.
- c) Construct, renovate or remodel facilities.
- d) Equipment or supplies not used directly to teach skills to students.

- e) Administrative or supervisory salaries.
- f) Salaries or wages paid to secretarial support staff.
- g) Salaries or wages paid to students.
- h) Administrative duties, such as preparing and managing the Perkins Plan.
- i) Conference travel unrelated to career and technical education program improvement.
- j) Out-of-state travel not directly related to program improvement activities outlined in the local plan.
- k) Routine consumable supplies, except those required to provide additional services to special population students.
- l) Instructional costs or tuition of either technical or academic courses used to meet graduation, degree or certificate requirements for professional staff.
- m) Instructional costs or tuition of either technical or academic courses used to meet graduation, degree or certificate requirements for students.
- n) Costs of promotional items and memorabilia.
- o) Costs of advertising and public relations designed to solely promote the LEA.
- p) Funding for adult programs may only be used for adult programs.
- q) Provide meals during a conference or workshop.
- r) Perkins funds cannot be used to pay CTSO membership fees.
- s) Cost for student(s) participating in CTSOs such as lodging, feeding, conveying, or furnishing transportation to competitions or other forms of social assemblage.

General Administrative Provisions

I. Key Administrative Components

A. Contracts, Grant Agreement, Memoranda of Understanding 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 Memorandum of Understanding 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 of Record
IU Executive	Executive Director
Community College	President
SSHE University	President and others per MOU
State Agency	Secretary, Deputy Secretary or
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 returned to the eligible recipient.

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.

$(50,000 \times .08) + (\text{Total Amount Budgeted} - \text{Object Code 700} - 50,000) \times .01 =$
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 2006 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. (Indirect Cost Claimed + Single Audit Cost) must be \leq (Total Project Amount x .05)

All budget figures must be rounded to the nearest dollar.

The Claimed Indirect Cost must satisfy both (a) **or** (b) **AND** (e). 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 spending less than full-time on project activities.

(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 high-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 high-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.

(6) Honoraria

For consultants to provide services to address the nine "Required Uses of Funds" under Section 135 of the "Carl D. Perkins Career and Technical Education Act of 2006." (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).

(7) 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 Plan 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 Plan. Justification for travel must be directly tied to specific objectives and activities on the Action Plan 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 Department 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 are 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 Plan 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 Plan objectives and comply with “Required Uses of Funds,” (Section 135), under

the Carl D. Perkins Career and Technical Education Act of 2006. 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.
 - (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 Number 7.

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 Plan 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 plans per Part C, Section 131 and 132 of the Act.

D. Utilization and Control of Funds

1. Each local plan application for the use of funds shall be approved by a formal agreement. No local plan 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 2006.
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
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
performance of work other than personal services	on the date on which the sub-grantee makes a binding written commitment to obtain the
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

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 salaried staff spending less than 100 percent of their time on the Perkins program, 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.

8. 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.

- a) 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.

- b) A project revision must be submitted under any of the following conditions:
 - (1) Any costs need to be budgeted in a previously unbudgeted function or object.
 - (2) Any changes are requested in equipment items (either new, substitutions or quantity changes or determine equipment will not be purchased).
 - (3) 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 percent 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 percent 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.

9. Record Keeping

- a) 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).

- b) 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.

10. 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.

- a) Title to equipment vests upon acquisition to the grantee and sub-grantee respectively.
- b) 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.
- c) 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.
- d) Equipment purchased with Local Plan funds has additional considerations imposed by federal Perkins regulations:
 - (1) 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.
 - (2) 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.
- e) 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.
- f) When acquiring replacement equipment, the recipient may use the equipment as trade-in toward the cost of replacement equipment.
 - g) 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.
 - h) A control system must be in place to safeguard the equipment.
 - i) 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:
 - (1) 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.
 - (2) 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.

E. 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. PDE 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 15th 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)

- a) 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. This can be accessed through the Pennsylvania Department of Education Web portal at www.education.pa.gov, click on “Access My PDE Suite”, click on the “Register” hyperlink, fill in the information, then click “Register”. Close out, then re-enter PDE’s Web portal again at www.education.pa.gov, click on

“Access My PDE Suite”, enter your user name and password, click “Log In”, then click on the FAI hyperlink.

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](#) 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 Final Expenditure Report 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). Final Expenditure Reports 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 Final Expenditure Report 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 Alka Bal at the address below, or emailing abal@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 Final Expenditure Report within 60 days after the close of the project. If a recipient fails to submit a Final Expenditure Report, 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 Final Expenditure Report. Revised Final Expenditure Reports 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 Final Expenditure Report 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 Final Expenditure Reports should be directed to the PDE Information Technology Help Desk at 717-506-2317 or 888-498-8129.

F. 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 Office of the Budget, Bureau of Audits, Voice Telephone 717-783-9120. Questions regarding audit resolution issues may be directed to the 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

2016-2017

Perkins Local Plan Compliance Review (Completed by LEA)

Fiscal Agent:

Contact Person:

Address:

Title:

Telephone #:

Extension #:

Email:

Project Number: 38 – 17-

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 Tech Prep consortia (if applicable), 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 plan meeting.
No/Yes Dropdown Box
- (3) Was there a detailed discussion of how the CTE programs “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 IEP's 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)

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 any 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 plans.

(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 complementary job descriptions on file for split-time 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 a new requirement. 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.

Radio Yes/No

Text Box 300 characters

2. Is the Business Manager new? If so, provide contact information for 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

2017-2018

Perkins Local Plan Compliance Review (Completed by PDE)

Fiscal Agent:

Contact Person:

Address:

Title:

Telephone #:

Extension #:

Email:

Project Number: 38 – 18-

Amount: \$

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 Tech Prep consortia (if applicable), 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) Partial Compliance/Noncompliance/Compliance Secondary and Postsecondary Documentation Required:

- (1) Membership list with affiliation, which must have “WDB” involvement.
- (2) Meeting agendas, sign-in sheets, and minutes of the local plan meeting.
- (3) Provide detailed discussion of how the CTE programs “Required Uses of Funds” will be supported.
- (4) Note: A funding grid may be used to identify all resources.
- (5) Example of notification informing stakeholders about Perkins IV including required CTE Program(s) of Study.

b) Comments:

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) Partial Compliance/Noncompliance/Compliance 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.
- (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?

b) Comments:

3. The eligible recipient has offered the appropriate courses of not less than one CTE program of study. Refer to the Definitions section for the Program of Study definition.

a) Partial Compliance/Noncompliance/Compliance Secondary Documentation Required:

- (1) Samples Lesson plan/course outline coherent and rigorous content aligned with challenging academic standards and technical skills within relevant career and technical programs.
- (2) Include copy of signed/dated statewide articulation agreement(s) with partnering postsecondary institutions to implement seamless Programs of Study. (Chief Operating Officer Signatures from all participating institutions required.)
- (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.)

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.)
- (2) 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.)
- (3) Screenshot or link to catalog description of the CTE Programs of Study.
- (4) A sampling of syllabus for each technical course 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 Programs of Study.

c) Comments:

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) Partial Compliance/Noncompliance/Compliance Secondary 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)?

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

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

c) Comments:

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

a) Partial Compliance/Noncompliance/Compliance 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 screenshots or links.
- (2) Copy of LEA's strategic plan/comprehensive plan that indicates how negotiated performance measures will be achieved and assessed. Provide a sampling of current student transcripts.
- (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.
- (4) Describe the assistance provided to students to establish a career plan.
- (5) Describe how guidance personnel provide necessary information so students can

make informed decisions as they are transition from school to work.

b) Postsecondary Documentation Required:

- (1) Copy of postsecondary institution's plan that indicates how negotiated performance measures will be achieved and assessed.
- (2) Provide a sampling of current student transcripts.
- (3) Provide documentation of external approval/accreditation of program(s), if applicable.

c) Comments:

6. The eligible recipient has a comprehensive professional development plan that includes workshops and training for CTE, academic, guidance and administrative personnel. **NOTE:** For six or more deficiencies documented during on-site PDE compliance visit 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) Partial Compliance/Noncompliance/Compliance Secondary Documentation Required:

- (1) A copy of the LEA's induction and professional education plans must address 134(b)(4).
- (2) Sample copies of Act 48 hours earned by professional staff.
- (3) Describe professional development activities of CTE faculty, such as conferences attended, professional memberships and continuing education.
- (4) Provide a copy of 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.
- (5) Identify the goals of your safety instruction and describe how safety instruction is presented. (Or) Sampling of safety practices that meet program requirements.
- (6) List of professional development activities that paraeducators/paraprofessionals attended.

b) Postsecondary Documentation Required:

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

c) Comments:

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

a) Partial Compliance/Noncompliance/Compliance Secondary Documentation Required:

- (1) A copy of the assessment tool used to evaluate performance improvement. Provide an explanation of why the assessment tool was chosen. (Approved Program Evaluation (APE) Self-Study/Occupational Advisory Committee (OAC) Minutes).
- (2) Accreditation/certification for secondary, if applicable, such as Middle States.

b) Postsecondary Documentation Required:

- (1) Strategic plan/comprehensive plan of eligible recipient.
- (2) Institution-wide accreditation status.
- (3) Other institution-wide certifications, if applicable.

c) Comments:

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

a) Partial Compliance/Noncompliance/Compliance Secondary Documentation Required:

- (1) A description of how comprehensive career guidance and counseling is provided from local sources for special populations students to enter high-skill, high-wage or high demand occupations.
- (2) PDE will randomly select IEPs and review transition plans to assure alignment with career objective forms.
- (3) Evidence LEA is providing access to programs leading to high-skill, high-wage or high-demand occupations.
- (4) Describe how the CTE teachers participate in the IEP process. CTE teacher input must be evident in the IEP.
- (5) Copies of and/or a description of admission policies, procedures and application forms, which include the nondiscrimination policy with all appropriate publications.

b) Postsecondary Documentation Required:

- (1) A description of how comprehensive career guidance and counseling is provided from local sources for special population students to enter high-skill, high-wage or high demand occupations.
- (2) Evidence LEA is providing access to programs leading to high-skill, high-wage or high-demand occupations to all special populations subgroups.
- (3) Copies of and/or a description of admission policies, procedures and application forms, which include the nondiscrimination policy with all appropriate publications.

c) Comments:

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) Partial Compliance/Noncompliance/Compliance Secondary and Postsecondary Documentation Required:

- (1) Describe strategies being used to encourage and support nontraditional enrollment.
- (2) How have the above strategies been successful in increasing the nontraditional performance indicators? Explain how it was proven.

b) Comments:

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

a) Partial Compliance/Noncompliance/Compliance Secondary Documentation Required:

- (1) A random sampling of Annual Career Objective Forms will be reviewed.
- (2) Identify civic and community partnerships in which the Career and Technical Student Organizations (CTSO) participate with business or organizations and indicate how these partnerships or activities benefit the program.
- (3) Evidence of information provided to students regarding future education and training opportunities.

b) Postsecondary Documentation Required:

Evidence of information provided to students regarding future education and training

opportunities.

c) Comments:

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) Partial Compliance/Noncompliance/Compliance Secondary and Postsecondary Documentation Required:

(1) A description of the recruitment and retention plan for CTE faculty and other support staff involved in the delivery and presentation of CTE programs.

b) Comments:

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) Comments:

B. Expenditures

Evidence must be reviewed to assure that all funds were used to efficiently and effectively to 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 any 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 plans.
2. What were the effective dates of each contract? Were all expenditures made during the effective dates of the contracts?
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?
4. Do activities and time commitment of staff supported by the contracts correspond with that in the contracts? Are complementary job descriptions on file for split-time personnel? Review names, job titles, job descriptions, time distribution sheets, staff schedules and official records; interview staff as needed.
5. Has the program benefited from all expenditures? Explain how it was proven.

C. Narrative Report

The on-site reviewers must detail specific evidence and information regarding the following:

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?
2. What programs of study are currently offered at the secondary/postsecondary institution? Are there any new programs being developed?
3. Describe how the program of study assist students in meeting technical performance standards to prepare each student for high-skill, high-wage or high-demand occupations in current or emerging professions? How is this determined?
4. What types of strategies are being used to integrate academic and technical content in the CTE curriculum to improve student achievement levels?
5. List recommendations to improve the overall effectiveness of the career and technical education program.
6. Describe the contents of the Procedure Manual that was available for review.
7. Identify the schools in the consortium.

D. Risk Assessment

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

1. Is the Director/President new (three years or less)? If so, indicate number of months or years and provide contact information for Director.
2. Is the Business Manager new? If so, indicate number of months or years and contact information for Business Manager.
3. Is the Perkins Coordinator new? If so, provide contact information for Perkins Coordinator. Indicate number months or years as the Perkins Coordinator.
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 corrections haven't been completed, provide a detailed explanation. If you have not received an on-site visit within the last five years simply put N/A.
5. Were there any Single Audit findings since 2006-2007? If so, have the findings and corrective actions corrected? If not, please explain. *Note: Please include the finding and the year.*
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.*

Appendix C

Commonwealth of Pennsylvania

Federal Equipment Inventory Form

Description	I.D. Number	Funding Source	Owner	Date Acquired	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: _____
 Perkins Contact: _____
 Date of Review: _____
 BCTE Perkins Coordinator: _____
 PDC Telephone Number: _____

Chief School Administrator: _____
 Perkins Contact Email: _____
 Perkins Contact Telephone Number: _____
 BCTE Perkins Coordinator Email: _____
 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 COMPLAINT REPORT	PLAN TO ADDRESS	BY WHOM	BY WHEN	ACCEPTABLE BY PDE		PDE RESPONSE	STATUS UPDATE (PDE USE ONLY)
				YES	NO		