

**Annual Performance Report
Commonwealth of Pennsylvania
2006-2007 Narrative**

Executive Summary

The Pennsylvania Department of Education, Bureau of Career and Technical Education (BCTE) prepared this Annual Performance Report for FY 2006-2007. At the state level, activities centered on the Bureau's continuing mission to work with local education agencies (LEAs) to provide leadership, guidance and technical assistance that would help the LEAs prepare all individuals for skilled employment.

Through the Bureau's statewide Performance Accountability System, staff continue to provide leadership to assist schools in meeting the measures and standards that focus on student enrollments; student completion of approved programs; achievement of rigorous academic and occupational skills; increased student enrollment; completion of nontraditional skills training and placement into higher education, employment, and/or the military; and emphasis placed on students completing advanced academic courses. Programs supported through these funds also addressed ways to better meet the measures and standards.

The Bureau has become proactive in program improvement. Regional workshops are being conducted and technical assistance visits are scheduled when deemed necessary. Philadelphia and Pittsburgh have a dedicated Perkins Coordinator assigned to specifically be responsible for their success.

The accuracy and validity of the data collected and submitted for this report also continue to be priorities. Staff worked both internally, throughout the Department of Education and with other state agencies and organizations to review data collection procedures and to make improvements where appropriate. Manual and computerized edits were completed to correct any mistakes before results were finalized.

In preparation for implementing Perkins IV, Pennsylvania was able to submit data on two of the three transition indicators: student academic attainment in mathematics and language arts. The capability to generate graduation rates specific to career and technical education will not reach completion until much later in the five-year plan cycle.

Program Administration

a. Report on State Administration

In FY 2006-2007, approximately \$41 million in Perkins Act sub-grants were distributed to 170 sub-grantees. These sub-grants were made to 50 postsecondary and 120 secondary institutions. These figures include 86 Career and Technical Schools (12 are comprehensive), 29 high schools, three intermediate units, and two charter schools. In addition, \$3.805 million of Tech Prep funds were distributed to 17 LEAs.

In the administration of these projects, BCTE sought to comply with the provisions of numerous state and federal laws, as well as the goals, objectives, and activities outlined in the State Plan for Vocational and Applied Technology Education for 1999-2004 including FY 2006-2007. In addition to the Carl D. Perkins Act, other laws which influenced the administration of these career and technical education projects include statutes of the Pennsylvania Legislature, especially Title 24-Education; regulations of the State Board of Education, especially Chapter 4; regulations of the U.S. Department of Education, namely Title 34, Code of Federal Regulations, Parts 76, 80, 81, 400 and 403; and OMB Circular A-128. This report is required by 34 CFR 80.40 and is produced in accordance with guidelines in OMB Circular 1830-0503.

b. Report on State Leadership

The Perkins Act authorizes funding for state programs and state leadership activities. State leadership activities include: professional development activities; curricula development; industry certification development; and monitoring of programs receiving financial assistance under the Act. Other programs funded in Pennsylvania are Career and Technical Education Student Organizations, data collection, and promotion of partnerships among businesses, education, industry, labor, and governmental agencies.

The Act also authorizes funding for secondary, postsecondary, and adult programs, and specifies use of a formula for the sub-grants to LEAs, and lists legal requirements for associated expenditures. Eligible recipients may only use funds to improve career and technical education programs that include full participation of special population students. Results of these program activities are documented in Final Performance Reports submitted at the end of each fiscal year.

The selection of these projects for funding was directed by requirements of the Perkins Act, the State Plan, and the priorities of BCTE. For 2006-2007, \$241,114 of Perkins Act funds supported 4 projects. A brief summary of selected projects follows.

Indiana University – \$25,750

The Center for Career and Technical Personnel Preparation at Indiana University of Pennsylvania used the funds to prepare and upgrade teachers in area technical schools and comprehensive high schools by verifying that NOCTI tests reflect current technical and workplace practices and meet Pennsylvania teacher certification requirements. These tests are scheduled for periodic review and verification by incumbent workers and teachers from the Commonwealth who are employed in or teach the occupation. The review and verification includes an examination of a test's psychometric qualities and can include setting/resetting appropriate passing cut-scores.

Temple University – \$39,250

The Center for Professional Development in Career and Technical Education at Temple University used funds to prepare and upgrade teachers in area technical schools and comprehensive high schools by verifying that NOCTI tests reflect current technical and workplace practices and meet Pennsylvania teacher certification requirements. These tests are scheduled for periodic review and verification by incumbent workers and teachers from the Commonwealth who are employed in or teach the occupation. The review and verification

includes an examination of a test's psychometric qualities and can include setting/resetting appropriate passing cut-scores.

PSU Greater Allegheny (formerly PSU McKeesport) – \$78,194

PSU Greater Allegheny continues an initiative to design and implement a quality management system for career and technical schools. In this fourth year of this project, selected schools offering career and technical education programs in Pennsylvania will begin the process of developing a quality management system utilizing the International Standards for Quality (ISO 9000).

PSU Greater Allegheny – \$97,920

PSU Greater Allegheny provided leadership in promoting educational reform through statewide technical assistance and in-servicing to career and technical and academic instructors, administrators, support personnel and others so that they may acquire the knowledge and skills needed to ensure that all secondary and adult career and technical students, including special populations, become contributing members of the workforce and productive citizens.

II. Program Performance

a. State Performance Summary

Pennsylvania's student academic attainment for this year is the same as was reported on the 2006 CAR. The Pennsylvania System of School Attainment (PSSA) is administered to 11th graders. Previously we reported data for students who would not graduate until the next year when they became seniors. We received permission to realign the data so that students graduating this year would have their academic performance reported in the same year. Pennsylvania has undertaken a formal standardized evaluation process for approving all occupational tests that will be used. We believe that this will lead to improved data quality and a stronger workforce. 1S1, 1S2, 2S2.

Of the 22 sub-indicators, Pennsylvania failed to meet the negotiated performance in 9 indicators at the secondary, postsecondary, and adult levels. The majority of not meeting the negotiated performance concern academic and skill attainment (1S2, 1P1, 1P2, 1A1, 1A2). Two indicators related to program completion were 2S1 and 2P1. The remaining indicators were secondary credential attainment (2S2) and postsecondary placement (3P1). In 5 indicators, performance was at least 94% of the targets. In 3 indicators Pennsylvania's performance was more than 80% of the targets.

This year's data was assembled in anticipation of changes due to Perkins IV. Some of these changes have been incorporated in the ways local education agencies assemble their data for submission to the state. It is therefore expected that Perkins IV negotiations will be conducted with this year's performance in mind. Clearly Pennsylvania's career and technical education graduates will be better prepared for career, work and advanced or additional education.

Pennsylvania raised the cut score for performance at the Basic, Competent and Advanced levels on occupational skill attainment using the National Occupational Competency Testing Institute (NOCTI), the National Institute of Metalworking Skills (NIMS), American Culinary Federation (NCF), and all other approved tests. These actions were in response to industry employer demands for a higher quality workforce. There has also been a decrease in numbers of CTE students eligible for testing. These have resulted in a sizable decrease in the number of students meeting the expected performance levels. 1S2, 2S2.

The state is in the process of exploring third-party, end-of-program assessments to measure occupational skill attainment at the adult and postsecondary levels.

Statewide individual student IDs (PAsecureID) were assigned to all students by August 30, 2006. The PAsecureID will be used to collect information about each student in the PA Information Management System (PIMS). PIMS will add current surveys over a 3-year period that is anticipated to start with the 2007-08 school year.

Because individual student data collection will begin with the 2007-08 school year, high school graduation rates will not be available using PAsecureID information until February 2012 for the Class of 2011. By definition, graduates include students that graduated over the summer following the usual June graduation and dropouts are not determined until October 1 for the preceding 12-month period. Therefore, the potential exists to track occupational career/technical center student graduation rates starting with the Class of 2011. ZS3.

b. Definition of Concentrator and Tech Prep

A secondary concentrator is defined as a student who has an occupational declaration form on file, is enrolled in an occupationally specific state approved career and technical education program, and who has completed at least 50% of that program in terms of program length and competencies.

A postsecondary/adult concentrator is a student, who by the end of the reporting school year, was reported as having: (1) 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; or (2) completed a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

The Tech Prep definition is unchanged. It specifies that the student be enrolled in a program that:

- a. combines, at a minimum, 2 years of secondary education with a minimum of 2 years of postsecondary education;
- b. integrates academic and career and technical education instruction, utilizing work-based and worksite learning where appropriate and available;
- c. provides technical preparation in a career field;
- d. builds student competence in academics and workplace skills through applied, contextual academics, and integrated instruction in a coherent sequence of courses;
- e. leads to an associate or baccalaureate degree or a postsecondary certificate in a specific career area; and
- f. leads to placement in appropriate employment or further education.

c. Measurement Approaches and Data Quality Improvement

Sub-Indicator: 1S1 Attainment of Academic Skills (Academic Attainment)
Baseline Year(s): 2003-2004, 2004-2005, 2005- 2006
Measurement Approach: State Academic Assessment System
Numerator: Number of 11th grade career and technical education students reaching the state-defined threshold level of career and technical education and who score at or above the Basic Level on the state academic tests.

Denominator: Number of 11th grade career and technical education students reaching the state-defined threshold level of career and technical education and took the PSSA tests.

Data Quality Improvement: All students taking the PSSA test are now being classified by gender, special populations, ethnicity and Tech Prep categories. For increased validity, career and technical education students are pre-identified by the school in the state assessment system through the use of the PaSecureID.

Sub-Indicator: **1S2 Attainment of Occupational Skills (Skill Attainment)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: National/State Standards and Assessment Systems
Numerator: Number of career and technical education students who achieve competency levels at or above the Basic Level on the NOCTI Job Ready Assessments or approved benchmarks on other PDE approved tests.
Denominator: Number of career and technical education students who complete the NOCTI Job Ready Assessments or other PDE approved tests..
Data Quality Improvement: Pennsylvania is continuing to review and approve additional industry-recognized occupational tests to be used to evaluate occupational competency. Reviews and updates of NOCTI assessments are also ongoing. We communicate with NOCTI regarding the data elements and file format required. In addition, we have developed criterion-referenced scores using groups of related Pennsylvania employers. We have completed the establishment of scores on all NOCTI assessments utilized.

Sub-Indicator: **2S1 Diploma/Credential (Completion)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of career and technical education student enrollees who reach the state defined threshold of career and technical education and who have met state established, industry validated Career/Technical skill standards and receive a diploma.
Denominator: Number of students who enrolled in career and technical education programs and whose class was scheduled to graduate in the graduation year.
Data Quality Improvement: We continue to provide assistance and training to schools to improve their data collection procedures and to update program requirements.

Sub-Indicator: **2S2 Credential Attainment (Diploma)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: National/State Standards and Assessment Systems
Numerator: Number of career and technical education students who achieve competency levels at or above the Advanced PSC on the NOCTI Job Ready Assessments or approved benchmarks on other PDE approved tests..
Denominator: Number of career and technical education students who complete the NOCTI Job Ready Assessments or other PDE approved tests..
Data Quality Improvement: Pennsylvania is continuing to review and approve additional industry recognized occupational tests to be used to evaluate occupational competency. Reviews and updates of NOCTI assessments are also ongoing. Communication with NOCTI and

other test developers occurs regarding the data elements and file format required.

Sub-Indicator: **3S1 Placement**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State-Developed, School-Administered Surveys/Placement Forms
Numerator: Number of respondents to the PDE follow-up survey who were reported as a) employed; b) pursuing additional education or training; or c) in the military.
Denominator: Number of respondents who returned a useable PDE follow-up survey.
Data Quality Improvement: We continue to search for ways to increase the percentage of useable surveys that are returned. A web-based method is being evaluated to determine if there is a significant return on investment on such implementation.

Sub-Indicator: **4S1 Participation in Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of non-traditional career and technical education student enrollees participating in career and technical education programs in the reporting year.
Denominator: Number of career and technical education student enrollees in non-traditional career and technical education programs in the reporting year.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in non-traditional programs so that small changes in numbers do not exaggerate percentage changes. Pennsylvania also will re-calculate the baseline numbers to reflect the new (federal) list of nontraditional programs.

Sub-Indicator: **4S2 Completion of Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of students in underrepresented gender groups who completed a non-traditional program in the reporting year.
Denominator: Number of students who completed non-traditional programs in the reporting year.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in non-traditional programs so that small changes in numbers do not exaggerate percentage changes. We maintain a staff member dedicated to this area.

Sub-Indicator: **1P1 Attainment of Academic Skills (Academic Attainment)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: Academic Grade Point Average
Numerator: Number of occupationally specific students who reach a state defined threshold level of career and technical education who perform at or above the 2.5 grade point average (GPA) in academic courses in the reporting year.
Denominator: Number of occupationally specific students who receive grades in academic courses during the reporting year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. In addition, we have developed a more accurate method of data collection where individual student files are uploaded to the PDE system: The Pennsylvania Adult and Postsecondary Student Attainment (PAAPSA).

Sub-Indicator: **1P2 Attainment of Occupational Skills (Skill Attainment)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: Occupational Grade Point Average
Numerator: Number of occupationally specific students who reach the state defined threshold level of career and technical education who perform at or above the 2.5 grade point average (GPA) in occupational courses in the reporting year.
Denominator: Number of occupationally specific students who receive grades in occupational courses in the reporting year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. The PAAPSA has greatly improved the data quality.

Sub-Indicator: **2P1 Diploma/Credential (Completion)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of occupationally specific students who meet the state defined threshold for completion of programs in the reporting year.
Denominator: Number of occupationally specific students who enrolled in programs in the reporting year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. The PAAPSA system is working efficiently. Previous calculations for completion were erroneously using total enrollments in the denominator. This year's change to only those who exited the program is a significant improvement.

Sub-Indicator: **3P1 Placement and Retention**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006

Measurement Approach: State-Developed, School-Administered Surveys/Placement Forms
Numerator: Number of respondents to the PDE survey who were reported as employed, pursuing additional education or advanced training, and/or in the military.
Denominator: Number of respondents who returned a usable PDE follow-up survey.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. We continue to search for ways to increase the percentage of useable surveys that are returned.

Sub-Indicator: **3P2 Placement and Retention (Retention)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State-Developed, School-Administered Surveys/Placement Forms
Numerator: Number of postsecondary completers who were placed in employment and who were reported as continuing to be employed.
Denominator: Number of postsecondary career and technical education program completers who were placed in employment in the initial survey.
Data Quality Improvement: Pennsylvania has revised the follow up process to include placement retention. The survey allows former students to indicate whether they were employed, and how long, in order to determine employment retention.

Sub-Indicator: **4P1 Participation in Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of postsecondary non-traditional occupationally specific students who enrolled in career and technical education programs in the reporting year.
Denominator: Number of postsecondary occupationally specific student enrollees in non-traditional programs during the reporting year.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in nontraditional programs so that small changes in numbers do not exaggerate percentage changes. PAAPSA data collection system is efficient.

Sub-Indicator: **4P2 Completion of Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of non-traditional completers of occupationally specific programs in the reporting year.
Denominator: Number of occupationally specific students who complete non-traditional programs in the reporting year.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in non-traditional programs so that small

changes in numbers do not exaggerate percentage changes. The PAAPSA system is an effective system.

Sub-Indicator: **1A1 Attainment of Academic Skills (Academic Attainment)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: Academic Grade Point Average
Numerator: Number of adult students who achieve at or above a 2.5 grade point average in academic courses for which grades were received during the program year.
Denominator: Number of adult students receiving grades in academic courses during the program year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. PAAPSA is our solution to quality data.

Sub-Indicator: **1A2 Attainment of Occupational Skills (Skill Attainment)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: Occupational Grade Point Average
Numerator: Number of adult students who achieve at or above the 2.5 grade point average in occupational courses for which grades were received during the program year.
Denominator: Number of adult students who received grades in occupational courses during the program year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code.

Sub-Indicator: **2A1 Diploma/Credential (Completion)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of adult students who complete program competencies and receive a certificate, diploma, or other formal award in the reporting year.
Denominator: Number of adult students who exit adult programs during the reporting year.
Data Quality Improvement: Revisions and modifications are continuing to stress self-contained modules instead of full-length programs characterized by CIP code. This is a more meaningful completion rate calculation than the fraction of all enrollees. Previous calculations for completion were erroneously using total enrollments in the denominator. This year's change to only those who exited the program is a significant improvement. This year, all students reported under PAAPSA also completed the program. Next year PAAPSA will be launched early enough to enable schools to identify all students who exit with or without program completion.

Sub-Indicator: **3A1 Placement and Retention**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State-Developed, School-Administered Surveys/Placement Forms
Numerator: Number of respondents to the PDE survey who were reported as employed, pursuing additional education or advanced training, and/or in the military
Denominator: Number of respondents who returned a usable PDE follow-up survey.
Data Quality Improvement: We continue to search for ways to increase the percentage of useable surveys that are returned.

Sub-Indicator: **3A2 Placement and Retention (Retention)**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: Matching UI Records
Numerator: Number of adult completers who were placed in employment, and who were reported as continuing to be employed.
Denominator: Number of adult career and technical education program completers who were placed in employment in the initial survey.
Data Quality Improvement: Pennsylvania has revised the follow up process to include placement retention. The survey allows former students to indicate whether they were employed, and how long, in order to determine employment retention.

Sub-Indicator: **4A1 Participation in Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of adult nontraditional students who enrolled in career and technical education programs
Denominator: Number of adult career and technical education students who enrolled in nontraditional programs.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in nontraditional programs so that small changes in numbers do not exaggerate percentage changes.

Sub-Indicator: **4A2 Completion of Nontraditional Programs**
Baseline Year(s): 2003-2004, 2004-2005, 2005-2006
Measurement Approach: State/Local Administrative Data
Numerator: Number of nontraditional adult completers of career and technical education programs in the reporting year.
Denominator: Number of adult career and technical education students who completed occupationally specific nontraditional programs in the reporting year.
Data Quality Improvement: Pennsylvania continues working to increase the number of males and females enrolled in nontraditional programs so that small changes in numbers do not exaggerate percentage changes.

d: Effectiveness of Improvement Strategies in Previous Program Year

The Bureau of Career and Technical Education strengthened our statewide program approval process to assure rigorous academic integration of courses aligned with technical skill content.

The Governor's strategy of preparing for high priority occupations through the commonwealth's Job Ready PA initiative was implemented assuring all new career and technical education programs are aligned with industry standards and high skill/wage/demand occupations.

The Pennsylvania Department of Education has established a data council to review outcomes and reduce duplication of efforts between federally supported efforts.

The Pennsylvania Department of Education, through the State Board of Education, has enacted the Academic Standards for Career and Technical Education and Work. The academic standards are for kindergarten through 12th grade and require every student to have a career plan and an educational plan.

The administration of Perkins was regionalized to facilitate technical assistance, provide greater customer service and consistency to underperforming programs.

For CAR submissions, Pennsylvania created a special data collection system called the Pennsylvania Adult and Postsecondary Student Attainment (PAAPSA) Schools with approved adult and postsecondary programs are required to submit their individual student data by uploading their files into the PAAPSA system. The data is individually reviewed and approved through two (2) levels of quality control. The uploaded files are of a standardized format with quality checks that guarantee accuracy. It is from the completed and closed system that all CAR and other reports are generated, including gender, ethnicity, special populations and tech-prep.

The following describes additional measures that were taken for specific sub-indicators:

1S1 Attainment of Academic Skills: All academic tests results were also subjected to both computerized and manual edits at the state level. A technical review committee meets periodically to address specific issues relating to the development of the test construction, test administration, scoring, and reporting. Advisory committee members rate the quality and alignment of the test with Pennsylvania's academic standards. Other issues addressed include addressing of bias and reliability through analysis of test data. These have been completed, with positive impact on student performance. Several projects are ongoing to identify and implement ways to increase students' PSSA scores. However higher standards of performance are equally essential to the quality of Pennsylvania graduates.

1S2 Attainment of Occupational Skills: A technical committee was formed to review issues relating to identifying reasons for lack of statewide testing participation and to address those career and technical education programs that do not have a NOCTI identified test or other PDE approved test. Discussions were held with the testing contractor to explore the feasibility of developing tests for those areas not covered under the existing system. Committee activity is ongoing. Additional industry-recognized occupational tests are being reviewed for inclusion on the PDE approved test list. The project is underway to evaluate all assessment instruments for reliability, relevance, rigor, validity and utility.

1S2 Attainment of Occupational Skills and 2S2 Credential Attainment: Funded projects included those that addressed revisions and updates to NOCTI tests, the integration of standards and applications of new technology. These activities will help students better attain occupational skill proficiencies and credentials. There should also be a positive impact on student placement. All existing and future tests are formally reviewed before they are approved for use.

1A1 Attainment of Academic Skills; 1A2 Attainment of Occupational Skills; 2A1 Diploma/Credential; 3A1 Placement and Retention; and 3P1 Placement and Retention: Work is continuing to implement the results of a technical advisory committee comprised of Department of Education staff and local adult occupational education coordinators representing the geographic areas of the state. This work relates to identifying reasons for lack of statewide testing participation and to identifying alternative methods for measuring academic attainment. These measures are in the process of revision and modification to contain instructional modules instead of full-length programs defined by CIP codes. Numerators, denominators, and standards of performance will be adjusted as well. Reviews are ongoing.

1P1 Attainment of Academic Skills and 1P2 Attainment of Occupational Skills: A technical advisory committee comprised of Department of Education staff and local postsecondary administrators representing the geographic areas of the state met to review issues relating to the reliability and validity the academic grade point average and the occupational grade point average. Additional work includes a conceptual framework for developing or approving industry-validated end-of-program tests that will meet Perkins IV skill attainment gold standard.

2S1 Diploma/Credential: Staff members provide assistance and training to schools to update program requirements and to integrate standards.

4S1, 4P1 and 4A1 Participation in Nontraditional Programs and 4S2, 4P2 and 4A2 Completion in Nontraditional Programs: Pennsylvania works to identify programs that have been successful on these measures and to share their best practices with others. We continue to review materials we develop and those from outside sources for nontraditional representation.

All review activities are still ongoing. Because their implementation has been short in duration, their impact on student performance may not be realized for two to three years.

e: Improvement Strategies for Next Program Year

In addition to the numerous activities described in previous sections, Pennsylvania has been participating in other ongoing activities that relate to all of the sub-indicators. For example, the Pennsylvania Department of Education has continued on a vigorous review and approval process of vocational programs throughout the state.

They have followed-up their regionalization effort with the appointment of a statewide Perkins coordinator. There is a statewide strategic planning initiative to reform CTE efforts in PA to align all programs with industry standards, increase academic achievement and assist special needs students. PA continues to target technical assistance visits based on data review and monitoring.

PA is working with consultants and CTE stakeholders across the Commonwealth to develop "Programs of Study" (POS) to align with high priority/skill/wage/demand occupations on an ongoing basis beginning with the most utilized programs offered in the state's CTE learning facilities in order to meet the needs of the local/regional/state labor markets.

Curriculum development, equipment, grants are being awarded with emphasis on aligning career and technical education activities with high school reform efforts with a focus on increased academic rigor and alignment with Pennsylvania academic and industry-recognized standards. Equipment grants also encourage modernization.

PA continues to use most recent census data to allocate funds to secondary recipients. Updated Pell data is collected annually on the PAAPSA system and used to allocate funds to postsecondary and adult recipients.

Sub-Indicators 1S1, 1P1, 1A1 Attainment of Academic Skills: We are working with the Bureaus of Assessment and Accountability, Curriculum and Academic Services, Special Education, and Postsecondary Services regarding specific elements. In several instances, changes will be made to clarify what data is being requested especially as it relates to appropriately identifying the career and technical education students. Various activities and professional development opportunities are ongoing to increase the integration of academic skills into career and technical education and to raise scores on the state academic assessment. In addition to current improvement strategies, BCTE is aligning with PDE's Strategic Plan, JOB Ready PA, and federal NCLB efforts to address school improvement activities in the career and technical educational setting to enhance performance by integrating academics and curriculum development of sufficient scope and sequence to impact on the academic content areas within occupational programs. In addition, BCTE is proposing the Bureau of Information Systems (BIS) sets up a postsecondary data collection and reporting system, much like the current secondary CATS system.

Sub-Indicators 1S2, 1P2, 1A2 Attainment of Occupational Skills: We will continue to work with NOCTI to update the assessments that are used to assess occupational skill attainment. These are occupationally specific, and not generic workplace readiness tests. In addition, we continue to review industry-recognized occupational tests that could also be used. Also, BCTE has initiated a system-wide program approval process within all secondary programs to target the inclusion and development of high skill, high wage programs to meet regional and state economic development and trend shifts in the job market. Industry-based certification assessment tools are being developed to provide even greater diversity and specialization in industry certifications of graduating students seeking specialized high priority occupations. A formal review and approval of industry tests will greatly improve the quality and strength of the student skill attainment.

Sub-Indicators 1S1 Attainment of Academic Skills, 1S2 Attainment of Occupational Skills, 2S2 Credential Attainment: In order to improve and more accurately reflect student performance, we have adjusted the measurement definitions for these sub-indicators. BCTE's program approval process, streamlining definitions of concentrators and completers, obtaining industry certification at the proficient level, along with changes in sub-indicators during subsequent years have enabled students to spend sufficient time and effort in approved CTE

programs leading to relevant industry certifications, postsecondary training, and entry into the regional job market.

Sub-Indicators 2S1, 2P1, 2A1 Diploma/Credential: To help increase program completion, we provide assistance and training to schools as they revise or update their programs. The Tech Prep advisory committee has assisted in creating a document to enhance data collection efforts. The Governor's initiative to focus on high wage, high skill jobs should motivate more students to become completers,

Sub-Indicators 3S1, 3P1, 3A1, 3S2, 3P2, 3A2 Placement and Retention: Perkins guidelines have been revised to emphasize the responsibilities of the grant recipients with regard to follow-up and analysis of retention and employment data.

Sub-Indicators 4S1, 4P1, 4A1, 4S2, 4P2, 4A2 Participation and Completion in Nontraditional Programs: Funded single parent/displaced homemaker programs include provisions for training in nontraditional occupations. The Bureau used the federal list of nontraditional programs for this CAR in preparation for the Perkins IV.