

Vocational Assessment Regulations and Definitions

Pennsylvania Code Title 22 Chapter 4.31 – Vocational-technical education

(a) Vocational-technical education courses shall be developed in the planned instruction format and be accessible to all high school students attending those grades in which vocational-technical education courses are offered. All students and their parents or guardians shall be informed of the students' rights to participate in vocational-technical education programs and courses and that students with disabilities enrolled in the programs are entitled to services under Chapter 14 (relating to special education services and programs). Students who complete approved vocational-technical education programs shall have their occupational competency assessed by completion of the appropriate assessment under the Pennsylvania Skills Certificate Program or by completion of another occupational competency assessment approved by the Department. A student with a disability shall be provided appropriate accommodations when provided for in the student's individualized education program. Students shall also demonstrate proficiency in meeting academic standards as required under § 4.24(a) (relating to high school graduation requirements), including § 4.12(f) (relating to academic standards) and § 4.24(e) for students with disabilities with an individualized education program.

(b) Vocational-technical education courses may be taught at AVTSs or other high schools.

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

(d) Vocational-technical education courses must include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards. In listing planned instruction in its strategic plan under § 4.13 (relating to strategic plans), a school district or AVTS shall indicate which courses meet the requirements of this section.

(e) The record of a student enrolled in a vocational-technical education program must include the student's educational and occupational objectives and the results of the assessment of student competencies under subsection (d).

(f) Safety education, consisting of safety practices, accident prevention, occupational health habits and environmental concerns shall be integrated into the instruction and practices in vocational-technical education programs.

(g) School districts and AVTSs administering vocational-technical education programs shall develop written policies regarding admissions. Course announcements, guidance materials and other communications must convey the philosophy of equal access to students considering enrolling in AVTSs and include a description of admissions policies. The policies must assure that when admissions to AVTSs must be limited, the admissions shall be on a nondiscriminatory basis.

Pennsylvania Code Title 22 Chapter 339.4 – Program Re-approval

(d) *Retain approval.*

(1) To maintain program approval granted under subsection (a)(1) or (2), it shall be necessary for the school entity to meet the following standards, which will be subject to review by the Department.

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

(ii) Student performance targets on achieving academic standards as set forth in the school entity's local plan, if applicable, or State plan, which includes the PSSA or another Department-approved assessment which measures student performance on academic standards.

(iii) Secondary school completion and student graduation targets as set forth in the school entity's local plan, if applicable, or State Plan, which includes student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma.

(iv) Student placement targets as set forth in the school entity's local plan, if applicable, or State Plan, which includes placement in, retention in and completion of postsecondary education or advanced training (including registered apprenticeships), placement in military service, or placement and retention in employment.

(v) Nontraditional participation and completion targets as set forth in the school entity's local plan, if applicable, or State Plan, which includes nontraditional student.

Perkins Indicator 2S1 Technical Skill Attainment	Numerator: Number of career and technical education concentrators who successfully achieve competency levels at or above the Competent level on the NOCTI Job Ready Assessments or achieve competency on other PDE approved tests in the reporting year. Denominator: Number of career and technical education concentrators who complete the NOCTI Job Ready Assessments or other PDE approved tests in the reporting year.
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Pennsylvania Code Title 22 Chapter 339.22 – Vocational Program Minimum Time Requirements

(ii) The following requirements shall be considered in planning vocational education programs based on the minimum time requirements listed in subparagraph (i):

(A) Vocational education credits may be given for hours spent in supervised agricultural experience, cooperative clinical experiences and other supervised occupational experience occurring during or after the school day as defined in the Public School Code.

(B) A minimum of two planned courses shall be operated per year. These two planned courses shall be skilled courses.

(C) Sequences shall be offered in consecutive years and the last year of the program will conclude in the twelfth grade.

(D) This section includes the minimum requirements for a program to be eligible for vocational reimbursement. It is recognized that selected vocational programs may require more than the minimum hours to offer an effective education program.

Perkins IV Federal Grant

PERKINS IV SECONDARY CONCENTRATOR – A student, who by the end of the reporting school year, was reported as having earned or successfully completed at least 50 percent of the minimum technical instructional hours required for PDE program approval.

PIMS Secondary Manual Volume 2 - Appendix P – CTE Status Type Codes

10 - CONTINUED OR WILL CONTINUE CTE AT THIS SCHOOL – Use for students continuing any reimbursable CTE programs at the same school offering the student’s reported CIP. “Same school” refers to reported CIP Location Code (Field 4 in CTE Student Fact Template).

22 - TRANSFERRED OR WILL TRANSFER TO A DIFFERENT SCHOOL – Use when students exit or intend to exit CTE at the school identified with CIP Location Code (Field #4 in CTE Student Fact Template) and transfer to a different school. Use this selection for students that exit CTCs to return to their sending schools OR for students that exit CTE at a regular high school to then enroll at a CTC for other CTE. Also, use this selection for students that relocate.

28 - TRANSFERRED OR WILL TRANSFER TO NON-CTE PROGRAM AT THIS SAME SCHOOL – Use when students exit or intend to exit CTE to a non-CTE program at the same school. “Same school” refers to reported CIP Location Code.

30 - COMPLETED CTE PROGRAM AND DID NOT GRADUATE* – Use for a secondary CTE student who has (1) completed all secondary-level competencies necessary to achieve his/her career objective (or met appropriate related IEP objectives) and (2) completed a PDE approved occupational end-of-program assessment (or completed a program which has an assessment waiver); however, DID NOT attain a high school diploma or equivalent.

40 - COMPLETED CTE PROGRAM AND GRADUATED* – Use for a secondary CTE student who has (1) completed all secondary-level competencies necessary to achieve his/her career objective (or met appropriate related IEP objectives), (2) completed a PDE approved occupational end-of-program assessment (or completed a program which has an assessment waiver) and (3) attained a high school diploma or equivalent. SELECTION IDENTIFIES A CTE SECONDARY COMPLETER.

60 - GRADUATED AND DID NOT COMPLETE CTE PROGRAM* – Use for a secondary CTE student who attained a high school diploma or equivalent; however, EITHER (1) DID NOT complete all appropriate secondary-level competencies necessary to achieve his/her career objective OR (2) DID NOT complete a PDE approved occupational end-of-program assessment (or did not complete a program which has an assessment waiver).

71 - DROPPED OUT OF SCHOOL – Use for students who, for any other reason other than death, leave school before graduation without transferring to another school/institution.

80 - DECEASED

* Students with IEPs who participate in (take) the Pennsylvania Alternate System of Assessment (PASA) in lieu of the PSSA are granted a waiver on the PDE approved end-of-program technical skills assessment, as long as the PASA being required for the student is documented in the student’s IEP. Therefore, IEP students participating in PASA can be considered as “completing the CTE program” as long as appropriate student IEP CTE program-related objectives are met.

Note: Highlighted text corresponds to vocational assessment regulation.