

A Program Elements | FRCPP CATS

Explanation: The standards noted below will be evaluated based on data submitted in FRCPP CATS. Timely submission of Common LEA information and updated program profiles in FRCPP CATS is the first step in the evaluation process.

Standards: 2.1, 4.1, 8.1, 13.1, 13.3, 13.4

2.1	Provide evidence that the program prepares students for employment and is supported by local employers.
4.1	Provide a copy of the valid teaching certificate and license for each teacher assigned to this approved CIP.
8.1	Provide evidence of sponsorship or involvement, or both, in Career and Technical Student Organizations. Evidence includes student rosters from the Career and Technical Student Organizations or charter agreements between the school entity and the Career and Technical Student Organizations.
13.1	Provide documentation of meetings of occupational advisory committee for each program or cluster of related programs. The occupational advisory committee must meet twice each year.
13.3	Provide documentation that the majority of occupational advisory committee members are employees and employers in the occupation for which training is provided and that membership also includes representatives authorized by the workforce development board, civic organizations, and higher education institutions.
13.4	Provide documentation that occupational advisory committees advise the board and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters and to verify that the programs meet industry standards and/or licensing board criteria and that they prepare students with occupation related competencies.

Documentation/Evidence:

1. Letters of support (2)
2. Occupational Advisory Meeting minutes (2 per year) Fall, Spring
3. Official roster (or paid invoice) for the Career and Technical Student Organization used for the program (CTSO)
4. Updated task lists crosswalked with the courses at your school
5. PPID numbers of all instructors in the program

Section guidance and resources:

1. Do you have two letters of support from employers who would potentially hire graduates of your program that are dated within the last 12 months, written on company letterhead (or include a business card), and signed with wet signature?
2. Do you have two Occupational Advisory Committee meeting minutes dated within the last year that include a list of members with their place of employment, job title, and stakeholder category, and document discussion of curriculum, equipment, instructional materials, safety requirements, and program evaluation to ensure alignment with industry standards?
3. Do you have an official roster or paid invoice dated within the last year showing student membership in a Career and Technical Student Organization (CTSO)?
4. Are all technical instructors properly certified?

Notes: [MyPDESuite Login](#)

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[22 Pa. Code § 339.14. Occupational advisory committee.](#)

[22 Pa. Code § 339.22. Program content.](#)

[22 Pa. Code § 339.30. Student organizations.](#)

[22 Pa. Code § 339.41. Certification.](#)

[22 Pa. Code § 4.33. Advisory committees.](#)

**There will be no items uploaded in this section. The school verifies that they have completed the items in FRCPP CATS.

B Program Elements | Academic Standards | Program Design and Delivery

Explanation: In this section the team will be looking for alignment to academic standards and involvement with Career and Technical Student Organizations. This section also seeks evidence that an occupational analysis has been completed and there is a system in place to evaluate tasks for proficiency.

Standards: 1.1, 8.2, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.8, 15.9

1.1	Identify specific Pennsylvania Core Standards and other academic standards (e.g., math, English language arts, career education and work, science and technology) that are integrated into the program.
8.2	Provide documentation that instruction in the approved program includes: the development of human relations skills; knowledge of occupations; and leadership competencies and positive attitudes toward fulfilling occupational, civic, social and community responsibilities.
15.1	Identify the industry standards established by state or national trade or professional organizations or state or federal regulatory bodies recognized by the Pennsylvania Department of Education. Describe what learners should know and be able to do, and describe how well learners should know or be able to perform a task in a specific occupation.
15.2	Provide documentation that a standards-based instructional system, based upon occupational analysis, has been incorporated in this CIP.
15.3	Provide documentation that performance objectives consist of the conditions under which program tasks will be performed (materials and supplies provided), a description of program tasks, and the standard for how well the tasks shall be performed.
15.4	Provide documentation that performance objectives have been recommended by the occupational advisory committee.
15.5	Describe and provide documentation of student assessment based on performance standards (number of trials, percent correct, minimum timeframe).
15.6	Provide the industry-defined standards, certifications, regulations or licensing agreements demonstrated through industry assessment, industry credentials, industry certification, license or state assessment and provide the number of students who have earned industry credentials/certifications.
15.8	Describe the occupational analysis conducted by the school entity to determine the performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards.
15.9	Describe the extended classroom/work-based learning/simulated work situation experience related to this career and technical program of study.

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Documentation/Evidence:

1. Learning Guides OR Unit Plans OR Lesson Plans that include academic or Pennsylvania Core Standards (samples)
 - a. The sampling of evidence needs to demonstrate that all the following core standards: ELA, Math, STEELS, and CEW, are aligned to the CTE program
2. Evidence such as lesson plans and/or photos, news articles to demonstrate:
 - a. Student leadership development and civic involvement through Career and Technical Student Organizations
 - b. Student involvement with community and civic organizations in conjunction with the CTSO
3. Documentation of standards-based instructional system (ie. accreditation, nationally recognized programs)
 - a. Description of industry-defined standards or industry certification/state license if applicable
 - b. List of or reference to national industry standards
4. Evidence of occupational analysis completed by student or in class
 - a. Example lesson using ONET or local county profiles
 - b. Example lesson related to Career Objective form and how the program training connects to the associated occupations
5. Rubric, or sampling of rubrics, that describe how well a task must be performed
6. Documentation showing number of students earning industry certifications/state license for the past two years
7. Description of extended classroom/work-based learning/simulated work situation experience
 - a. List or number of students participating in extended classroom/work-based learning/simulated work situation experience
 - b. Pictures of activities
 - c. Supervised Agricultural Experience (SAE) rubrics and sample SAE projects required for agriculture programs listing in scope and sequence
 - d. Economic Impact Report from AET system

Section Guidance and Resources:

1. How does this program intentionally align with and integrate specific Pennsylvania Core Standards and other relevant academic standards (e.g., math, ELA, career education and work, science and technology), and where is this alignment clearly documented within the technical curriculum?
2. How does the program intentionally integrate and document the development of human relations skills, occupational knowledge, and leadership competencies, and in what ways does instruction promote positive attitudes toward fulfilling occupational, civic, social, and community responsibilities?
3. How is the mastery of tasks determined?
4. Are state or national industry standards utilized in this program?
5. Have you consulted with industry partners on the Occupational Advisory Committee about proficiency levels needed for gainful employment?
6. In what ways have you assisted your students with conducting an occupational analysis?
7. How does the program provide meaningful extended learning experiences (e.g., work-based learning, simulated work environments), and how do these experiences reinforce industry standards, certifications, and documented student attainment of credentials?

Notes: Reference Crosswalks for Programs of Study [Academic Crosswalks - Framework Page](#)

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Reading for Science & Technical Subjects & Mathematics

[Download Standards: PA Core Standards - SAS](#)

Career Education & Work (July 2026), STEELS Standards

[Download Standards: PA Academic Standards - SAS](#)

[O*NET OnLine](#)

Labor and Industry PA Resources

[High Priority Occupations | Department of Labor and Industry | Commonwealth of Pennsylvania](#)

[County Profiles | Department of Labor and Industry | Commonwealth of Pennsylvania](#)

[PA IDOL | Department of Labor and Industry | Commonwealth of Pennsylvania](#)

[22 Pa. Code § 339.22. Program content.](#)

[22 Pa. Code § 339.41. Certification.](#)

C Program Elements | Program Tracking and Accountability

Explanation: In this section, the team will be seeking to see that there is a system of tracking in place. This involves both the tracking of career objectives on the career objective form, as well as the individual task tracking on the competency task list. The team will also use this section to gain information about students who are taking the occupational competency assessment and if students are taking advantage of post-secondary agreements.

Standards: 1.2, 1.3, 3.1, 7.1, 10.1, 10.2, 11.1

1.2	Provide documentation of the high-level academic courses that are integrated within the technical curriculum and instruction in this occupational program.
1.3	Provide the scope and sequence of planned academic and career and technical education courses for this CIP.
3.1	Provide evidence that the program length meets the minimum time requirement as contained in Chapter 339.
7.1	Describe articulation and concurrent (dual) enrollment opportunities for students in this program.
10.1	Provide a description of the occupational competency assessment given for this CIP.
10.2	Indicate the number of students who qualified as program completers (students who took the exam and graduated), the number of students who took the assessment exam, and the number of students who earned the Pennsylvania Skills Certificate in this CIP for the past two years.
11.1	Provide copies of student educational and occupational objectives for students enrolled in an approved career and technology program as updated annually, and provide evidence that students are following an educational plan and have an occupational objective

Documentation/Evidence:

1. Evidence students are taking high-level academics integrated within the CTE program
 - a. Student transcripts (samples for each CIP) x 5
 - b. Obtain transcripts from each of the sending schools if your school does not issue the transcript
2. Evidence that students are completing the planned scope and sequence
 - a. Bell schedules: Teacher/student schedules (samples for this CIP)

Approved Program Technical Evaluation Checklist

3. Completed student Program of Study (POS) or locally designed Career and Technical task lists x 10
4. Educational and occupational objective forms (PDE 408) for students that are updated annually
 - a. Forms presented should be for the same student for each year of the program – 5 students minimum
 - b. Ensure all fields in the form are complete including signatures. Also, the completed form should contain the correct SOC code
5. Documentation of student assessments
 - a. Most recent NOCTI results or other end-of-program statistics
 - b. Reports for the past two years showing program concentrators
 - c. Reports for the past two years showing the number of students earning Pennsylvania Skills Certificates
6. Evidence of students utilizing post-secondary agreements for this CIP (if applicable)

Section Guidance and Resources:

1. What evidence demonstrates that high-level academic courses are meaningfully embedded in the occupational program?
2. Are the hours as noted in FRCPP-CATS an accurate representation of a student's path through the Career and Technical Education program?
3. Are students able to complete the documented scope and sequence of technical course work?
4. How are student competency results recorded and maintained?
5. How does your LEA share information about the available post-secondary agreements with students and parents?
6. Do instructors/counselors/administrators in your organization have knowledge of post-secondary agreements and SOAR?

Notes: LEA will be asked to enter the NOCTI blueprint web address to verify awareness of the assigned end of program assessment.

[22 Pa. Code § 4.31. Career and technical education.](#)

D Program Elements | Safety | Equipment | Facilities

Explanation: In this section, the team will be seeking to see that safety, equipment, and programming facilities meet industry standards. Please review the standards statements and note the needed evidence. The inspection of labs and facilities will be completed onsite by visual inspection.

Standards: 5.1, 5.2, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 19.1, 19.2

5.1	Provide evidence that adequate resource material is available to support the instructional program plan. Evidence includes a list of resource materials required by a program accrediting authority (e.g., NATEF) or recommended by the Occupational Advisory Committee, and the list of resource material available in the program.
5.2	Provide evidence that the instructional equipment is comparable to industry needs as recommended by the Occupational Advisory Committee. Evidence must include the minutes of the Occupational Advisory Committee meetings.

Approved Program Technical Evaluation Checklist

16.1	Provide documentation for the APTE review demonstrating how safety education—including safety practices, accident prevention, occupational health habits, and environmental concerns—is integrated into instruction (e.g., lesson plans or POS task grids where safety is identified).
16.2	Describe the equipment guards and personal safety devices that are in place and used.
16.3	Provide documentation that class enrollment is safe relative to classroom or laboratory size and number of work stations.
16.4	Provide evidence that workstations are barrier-free, ensuring accessibility and safety under applicable statute and regulations.
16.5	Describe the provisions that have been made for safe practices to meet individual educational needs of handicapped persons under applicable statute and regulations.
16.6	Describe the storage of materials and supplies according to 34 Pa. Code Part I [Department of Labor and Industry] and how safety practices meet state and federal regulations.
19.1	Provide evidence to show that shop laboratory size is adequate as required by state licensing boards, accreditation providers and industry certification standards, and take into consideration the recommendations of the Occupational Advisory Committee.
19.2	Provide evidence that the number of students assigned to this CIP is not greater than the number of workstations available.

Documentation/Evidence:

1. Copy of program budget for this CIP
2. Documentation of equipment received through PDE and other equipment grants
 - a. Perkins inventory list if applicable or inventory list with funding source
3. Safety Lesson plans OR Unit plans OR Learning guides
 - a. Evidence of how teacher documents that each student has received safety training and become proficient with safety tasks
 - b. Documentation of appropriate safety-related certifications (i.e. OSHA, Department of Agriculture, Insurance Inspection Reports)
4. If not previously uploaded, please add evidence of the facilities review conducted by the Occupational Advisory Committee

Section Guidance and Resources:

1. How does the school make provisions for laboratory safety in the Career and Technical Education classrooms?
2. The team will conduct a visual inspection of spaces when on site.

Notes: Consult this resource - [Promoting a Safe School Environment: A Handbook for Pennsylvania Career and Technical Educators](#)

[22 Pa. Code § 339.23. Vocational education safety.](#)

[22 Pa. Code § 339.53. Contemporary equipment.](#)

[22 Pa. Code § 339.51. Learning environment.](#)

E Program Elements | Students Supports | Admin

Explanation: This section evaluates support systems for special populations and staff involvement in IEP processes.

Approved Program Technical Evaluation Checklist

Standards: 6.1, 6.2, 6.3, 6.4, 6.5

6.1	Describe the support or special services and accommodations provided when disadvantaged, disabled, or limited English-speaking students are enrolled in the programs.
6.2	Describe the support of the district of residence in accordance with applicable law, service agreements and student IEPs.
6.3	Provide evidence that school entities provide students with adequate supports to meet academic standards as determined by the Pennsylvania Code, when applicable, with the student's IEP, and that instruction in academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training. Evidence includes transcripts, course sequences, student IEPs, support plans and operating agreements.
6.4	Provide documentation that faculty from the career and technical program in which students are recommended for placement participate as members of the IEP and service agreement teams.
6.5	Provide documentation that IEP and service agreement team meetings, when scheduled by the school district, give timely notice to the career and technical and technical education representative assigned and are attended by the career and technical education representative

Documentation/Evidence:

1. IEP with IEP signature page including CTE instructor/CTE representative's signature
2. Input for the student's IEP was collected from the CTE instructor
3. Evidence that CTE teacher has been invited to the IEP
 - a. Meeting notifications
4. Evidence of adherence to the accommodations of student's IEPs
 - a. Instructor should have a copy of IEP or snapshot

Section Guidance and Resources:

1. How does the program ensure that disadvantaged, disabled, and limited English-speaking students receive appropriate supports, services, and accommodations, and what evidence demonstrates that these supports enable students to meet Pennsylvania academic standards and align with their IEPs and occupational training goals?
2. In what ways are career and technical education faculty actively involved in IEP and service agreement processes—including timely notification, participation in meetings, and collaboration on support plans—and how is this involvement documented to ensure coordinated services for students?

Notes: LEA will be asked to add any weblinks that display information concerning access to special education services such as a school wide statement.

[22 Pa. Code § 339.4. Program approval.](#)

F School Wide Attributes | FRCPP CATS

Explanation: The standards noted below will be evaluated based on data entered in FRCPP CATS. Timely submission of Common LEA information and updated program profiles in FRCPP CATS is the first step in the evaluation process.

Standards: 7.2, 12.1, 12.2, 22.1, 24.1

Approved Program Technical Evaluation Checklist

7.2	Provide copies of all current articulation/dual enrollment agreements.
12.1	Provide documentation that membership on the local advisory committee consists of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions, the general public, representatives authorized by the workforce development board, and civic organizations.
12.1	Provide documentation that annual meetings of the local advisory committee provide advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements, and the skill needs of employers.
22.1	Provide evidence that appropriate program approval data elements are current in the CATS electronic data collection system.
24.1	Provide documentation that all corrections identified in the previously approved program evaluation have been completely satisfied and fully implemented.

Documentation/Evidence:

1. Articulation agreements
 - a. Signature page dated within the last 12 months (*ex. most recent completed school year*)
 - b. Addendums should also be updated annually
2. Local Advisory Committee minutes
 - a. Documenting of a meeting held in the last 12 months
3. LAC membership list

Section Guidance and Resources:

1. Do all Career and Technical delivery (non-Program of Study) programs have a local articulation or dual credit enrollment agreement with a post-secondary?
2. Does your Local Advisory Committee have a variety of stakeholders including business and industry representatives, public sector employers, labor organizations, community organizations, postsecondary institutions, and the public?
3. Are the Local Advisory Committee meetings structured in a way that solicits stakeholder engagement and feedback related to the development of Career and Technical education programs at the school?

Notes: The school should locate the final report and the final corrective action documents from the last PDE review. Please reach out to PDE if you cannot locate these documents. Ensure that corrective actions noted in the prior review have been resolved. There will be no additional items uploaded in this section.

[22 Pa. Code § 339.4. Program approval.](#)

[22 Pa. Code § 339.13. Local advisory committee.](#)

[22 Pa. Code § 4.33. Advisory committees.](#)

**There will be no items uploaded in this section. The school verifies that they have completed the items in FRCPP CATS.

G School Wide Attributes | Admissions

Explanation: This section reviews the admissions policy of students for a CTE program.

Standards: 14.1, 14.2, 14.3

14.1	Provide your school's admissions policy and procedures which state whether enrollment is unlimited or limited. If enrollment is limited, provide nondiscriminatory eligibility requirements contained in the admissions policy.
14.2	Describe how your school's recruitment program exemplifies freedom from occupational stereotypes and to the extent possible, provides equal access.
14.3	Describe selection and appropriate program placement procedures.

Documentation/Evidence:

1. Admissions policy, specific to the Career and Technical Education program
2. Evidence of nondiscrimination statement in all publications
 - a. CTE program application
 - b. Course catalog

Section guidance and resources:

1. How do students gain admission to the approved Career and Technical education program at your school?
2. Is admission to the program limited (only a specific number of seats) or unlimited (the school entity will add sections or staff to respond to demand)?

Notes: Admissions policies for Career and Technical programs can be limited or unlimited. This section seeks evidence that policies and procedures are in place.

[22 Pa. Code § 339.21. Admissions.](#)

H School Wide Attributes | Records and Accountability

Explanation: This section will review how the program collects, analyzes, and uses student performance data to measure progress toward local and state targets and support continuous improvement. Also in this section, the LEA should upload documentation that the OAC committee members for each program have been appointed approved by the board of directors.

Standards: 10.3, 10.4, 10.5, 10.6, 10.7, 11.2, 13.2, 15.7

10.3	Provide data on 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.
10.4	Provide data on 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 Keystone or other

Approved Program Technical Evaluation Checklist

	Department-approved assessment which measures student performance on academic standards.
10.5	Provide data on secondary school completion and student graduation targets as set forth in the school entity's local plan or state plan (if applicable) which includes student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma.
10.6	Provide data on student placement targets as set forth in the school entity's local plan or state plan (if applicable). Placement in and retention in and completion of postsecondary education or advanced training (including registered apprenticeships), placement in military service, or placement and retention in employment.
10.7	Provide data on nontraditional participation and completion targets as set forth in the school entity's local plan or state plan (if applicable) which includes nontraditional students.
11.2	Provide documentation that student records include the student's educational and occupational objectives and results of the assessment of student competencies.
13.2	Provide documentation that the OAC has been appointed by the board of directors.
15.7	Provide documentation of student records that include the results of the assessment of student competencies based on performance standards.

Documentation/Evidence:

1. Data showing concentrators and number of students earning PA Skills Certificates
 - a. CTE Template data from PIMS (CTE QC Reports)
 - b. Locally maintained spreadsheet
2. Board of directors meeting minutes showing that the OAC members have been approved by the school board. (all programs offered at this school)
3. Transcripts showing industry credentials noted per Act 22 of 2022 (or reference earlier uploaded transcripts)

Section guidance and resources:

1. How effectively does the program collect, analyze, and use data to inform continuous program improvement? This should include: data on skill attainment, academic performance, graduation, placement, and nontraditional participation to measure progress toward local or state targets?
2. Where are the student educational and occupational objectives (PDE 408) forms maintained and kept as part of the student's record?
3. Are NOCTI assessment scores present in students' permanent records?

Notes: While onsite, the team will check to see how the student educational and occupational objective forms and the end of program assessments scores (NOCTI/NIMS) are stored with the student records.

To learn more about the PIMS extracts, see the links below.

[Resources and Trainings | Department of Education | Commonwealth of Pennsylvania](#)

[PIMS Adult and Secondary CTE Data Set \(pg.7-10\)](#)

[22 Pa. Code § 339.4. Program approval.](#)

[22 Pa. Code § 339.14. Occupational advisory committee.](#)

[22 Pa. Code § 4.31. Career and technical education.](#)

Notes: LEA will be asked to share some observations about the schoolwide data.

I School Wide Attributes | School Counseling Services

Explanation: This section is to review school counseling services that support all students, including those in Career and Technical Education programs.

Standards: 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.7,17.8, 17.9, 17.10

17.1	Provide a copy of the current school counselor certificate for personnel assigned the responsibility of providing pupils with career and technical counseling services.
17.2	Provide a copy of the guidance services plan approved by the local board of school directors. The plan must include procedures to provide for guidance services to CTCs/AVTSS.
17.3	Describe the guidance services provided to students to establish a career plan.
17.4	Describe how school counselors provide students the information necessary to make informed decisions regarding the selection of appropriate career and technical education programs and discuss the importance of high school academic achievement, and postsecondary education and training to career success.
17.5	Describe how school counselors advise students with disabilities toward career objectives, ensuring that students are not counseled toward restrictive career objectives due to disabilities.
17.6	Describe support of a placement service that makes provisions for the transition from school to the world of work.
17.7	Describe the school-initiated system of parental involvement.
17.8	Describe liaison activities with community agencies.
17.9	Describe assistance in the conduct of follow-up studies to determine the effectiveness of the curriculum.
17.10	Provide a sampling of student career plans.

Documentation/Evidence:

1. Evidence of career education and career planning
 - a. Career inventories used with students
 - b. Career portfolio development
2. Actions taken by the school to help a student's informed choice of program
 - a. Open houses / Career fairs
 - b. Correspondence with parents
 - c. Evidence of liaison activities with community agencies/local businesses providing opportunities for students in CTE programs.
3. Documentation of follow-up studies
 - a. Documentation of curriculum enhancements based on follow-up studies

Section guidance and resources:

1. How does the current guidance program ensure that all students receive equitable, individualized support in developing meaningful and non-restrictive career plans? This would include those in CTE programs and students with disabilities.
2. In what ways do school counselors effectively connect academic achievement, career and technical education options, and postsecondary pathways to help students make informed, future-focused decisions?

Approved Program Technical Evaluation Checklist

3. How well do our systems support students' successful transition from school to the workforce? How do we use that data to improve program quality and student success? (e.g., placement services, parent involvement, community partnerships, and follow-up data)

Notes: Ensure the K-12 Guidance Plan has been submitted as required.

[MyPDESuite Login](#)

[K-12 Guidance Plan Master List 25.xlsx - Google Drive](#)

[22 Pa. Code § 339.31. Plan.](#)

[22 Pa. Code § 339.32. Services.](#)

J School Wide Attributes | Strategic Plan and Administration

Explanation: This section is to review school counseling services that support all students, including those in Career and Technical Education programs.

Standards: 18.1, 18.2, 18.3, 23.1, 23.2

18.1	Provide a copy of the professional certificates or licenses for each administrator and any additional personnel overseeing the CTE programs.
18.2	Provide evidence of proper certification for any administrator whose assignment includes supervising career and technical education programs and/or personnel who supervise career and technical education programs for 50 percent or more of his/her time.
18.3	Provide a copy of the in-service plan and professional development plan that ensures professional personnel will keep up with the technology and remain current with practices and standards of their professional areas.
23.1	Provide evidence of the applicable plans that incorporate appropriate components as described in Chapter 4.13.
23.2	Provide documentation as to which courses meet the requirements of Chapter 4.31d of the Pennsylvania School Code and include content based upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based on performance standards.

Documentation/Evidence:

1. Inservice plans that show professional development offerings related to Career and Technical Education programs
2. Evidence of participation in PDE-sponsored professional development

Section guidance and resources:

1. PPID#s for the CTE administrator(s) can provided in lieu of the certificates.
2. What types of professional development activities does your school plan and/or participate in?

Notes: Ensure PDE plans have been submitted as required.

[22 Pa. Code § 4.13. Strategic plans.](#)

Approved Program Technical Evaluation Checklist

[22 Pa. Code § 339.41. Certification.](#)

K Supplemental Sections | Joint Planning

Explanation: This section is not applicable if there is not a Joint Operating Committee (JOC).

Standards: 9.1, 9.2, 9.3

9.1	Provide documentation that membership of the administrative committee is comprised of chief school administrators representing participating school districts.
9.2	Provide documentation that administrative committee meetings advise the CTC/AVTS board and administration concerning the educational program and policies of the school.
9.3	Provide evidence that joint planning occurs between the CTC/AVTS and district of residence around the academic and other needs of attending students. Evidence includes minutes of joint operating committee meetings and of administrative committees.

Documentation/Evidence:

1. Evidence of joint planning with sending schools
 - a. Membership list of the administrative committee (member names, titles, school district names)
 - b. Joint operating committee minutes

Section guidance and resources:

1. What types of joint meetings are held for school personnel at the CTC and the sending schools?

Notes: [22 Pa. Code § 339.2. Operation.](#)

[22 Pa. Code § 339.58. Operation.](#)

L Supplemental Sections | Cooperative Education

Explanation: This section is applicable if the school offers Capstone Cooperative Education experience.

Standards: 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9

20.1	Describe how cooperative education is planned in accordance with the stated career or occupational objectives of the student.
20.2	Provide a list of related learning experiences held at school-approved work stations.
20.3	Provide completed training plans and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.
20.4	Provide documentation of payment of the existing legal wage.
20.5	Provide the professional certificate in cooperative education for all cooperative education coordinators.
20.6	Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.

Approved Program Technical Evaluation Checklist

20.7	Provide documentation of at least 45 minutes per week or 90 minutes every other week for students to meet with their career and technical instructor to discuss job problems and related information.
20.8	Provide documentation of credit for cooperative education work experience.
20.9	Provide documentation of insurance protection for both the school and students.

Documentation/Evidence:

1. Documentation of co-op requirements, procedures, and any application process that may exist
2. List of students, work-site placements, and type of work to be performed
3. Ensure every student file contains a fully executed Training Agreement (signed by student, parent, school, and employer) and a customized Training Plan mapping out a diverse range of work duties that is also signed by all parties. To satisfy record-keeping standards, verify that employer-specific clearances are filed independently of student-specific instructional record
4. Student records
 - a. Copies of time/pay statements
 - b. Log or documentation of safety visits
5. Verification of the facilitated work based learning
 - a. Teacher schedule
 - b. Student schedules
6. Liability insurance policy issued to the school/CTC

Section guidance and resources:

1. How many students are engaged in Capstone Cooperative Education?
2. In what ways are you proud of your school's Capstone Cooperative Education programs and in what areas do you see a need for growth?

Notes: [22 Pa. Code § 339.29. Cooperative vocational education.](#)

M Supplemental Sections | Diversified Occupations

Explanation: This section is applicable if the school offers 32.0105 Job-Seeking/Changing Skills.

Standards: 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7, 21.8, 21.9, 21.10, 21.11, 21.12

21.1	Describe whether students are in this program because they were unable to gain admission to a career and technical program due to: excessive number of applicants; inability to meet entrance requirements for other existing career and technical programs; or lack of specific career and technical areas offered at the comprehensive high school or participating CTC/AVTS.
21.2	Describe how a diversified occupation is planned in accordance with the stated career or occupational objectives of the student.
21.3	Provide a list of work-based related learning experiences held at school-approved work sites.
21.4	Provide completed training plans, showing a variety of work assignments, and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.
21.5	Describe the school-based, academic and career-specific instruction for this CIP.

Approved Program Technical Evaluation Checklist

21.6	Provide documentation of one planned course, equal to one unit of credit, of general related theory or technical related content, or both, per year. To meet this requirement, the school district operated diversified student shall meet with his teacher-coordinator for at least one 40- to 45-minute period PER DAY or a minimum of three hours per week. To meet this requirement at a career and technical center operated program, the diversified occupations student shall meet with his teacher-coordinator for at least one 40- to 45-minute period per week.
21.7	Provide documentation of payment of the existing legal wage.
21.8	Provide documentation of coordination of work site activities of at least ½ hour per week per student, including work site visits and observations, as well as preparation for the related in-school instruction.
21.9	Provide documentation that students in this CIP are legally employed a minimum of 15 hours a week during the school year. Graduation credits can be awarded for hours worked outside of school hours.
21.10	Provide documentation of credit for participation in the cooperative education diversified occupations program.
21.11	Provide documentation of insurance protection for both the school and students.
21.12	Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.

Documentation/Evidence:

1. List of students, work-site placements, and type of work to be performed
2. Ensure every student file contains a fully executed Training Agreement (signed by student, parent, school, and employer) and a customized Training Plan mapping out a diverse range of work duties that is also signed by all parties. To satisfy record-keeping standards, verify that employer-specific clearances are filed independently of student-specific instructional record
3. Lesson plans
 - a. CIP specific related curriculum
4. Student records
 - a. Copies of time/pay statements
 - b. Log or documentation of safety visits
 - c. Evidence of student employment for 150 school days
5. Verification of the facilitated work-based learning
 - a. Teacher schedule
 - b. Student schedules
6. Liability insurance policy issued to the school/CTC

Section guidance and resources:

1. Can you describe the primary factors leading to student placement in this program? Specifically, enrollment is driven by:
 - a. An excessive number of applicants at other career centers?
 - b. Students' inability to meet entrance requirements for other existing programs?
 - c. A lack of specific technical areas offered at their comprehensive high school or local CTC/AVTS?

Notes: [22 Pa. Code § 339.22. Program content.](#)