



CCAC Perkins Career & Technical Education Grant Manual

This document provides important background and operational information about CCAC's Perkins Career & Technical Education Grant

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What is Career & Technical Education?

Postsecondary Career & Technical Education (CTE) includes both Certificate and Associate Degree programs. These programs of study combine challenging academic and technical courses to provide students with the skills necessary to enter the workforce to pursue careers in high priority technical professions. CTE does not include remedial or developmental courses, or pre-programs such as pre-nursing.

- CTE programs offer a sequence of courses that include rigorous academic content and relevant technical knowledge and skills to prepare a student for further education and a career in a current or emerging profession that may include high-skill, high-wage, or in-demand industry sectors or occupations.
- CTE programs allow students to earn a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree. CTE programs can include prerequisite courses, but not remedial or developmental courses.
- CTE program coursework can include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.
- CTE programs, to the extent practicable, should be coordinated between secondary and postsecondary education programs through programs of study, that include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.

What is the Perkins Career & Technical Education Grant?

- Federal funding, administered by the state
- Funding is provided to secondary and postsecondary institutions to help Career & Technical Education students, particularly those in special population categories, succeed
- The Strengthening Career and Technical Education for the 21st Century (Perkins V) is the fifth and latest federal reauthorization of Perkins
- [Perkins Guidelines](#)
- Federal grant funding cannot be used to **supplant** (replace) local (institutional) funds – It is meant to **supplement** (enhance) CCAC's academic programs.
- Items, such as CTE classroom equipment or staff, deemed critical to the functioning of an academic program are NOT eligible for Perkins funding. Perkins funding must not be used to pay for services, staff, or CTE classroom equipment already covered by local funding.

CCAC's Perkins Career & Technical Education Grant mission

CCAC uses the federal Perkins Grant funding for student support staff, instructional equipment and professional development to help Career & Technical Education students earn better grades, remain in school, and graduate with the skills necessary to pursue employment in current or emerging high priority technical professions, while supporting gender equity across all career pathways.

CCAC's CTE Programs

[Current list of CCAC CTE programs](#)

Select Perkins Grant Terminology

Acronyms

- **BCTE** – Pennsylvania’s Bureau of Career & Technical Education (<https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Pages/default.aspx>)
- **CATS** – Career and Technical Education Information System – State data portal for submitting information about CTE programs (<https://www.mypdeapps.pa.gov/Login/wfKeystoneLogin.aspx>). Requires login and then selection of CATS application
- **CLNA** - Comprehensive Local Needs Assessment. A biennial (every two years) county wide gathering of stakeholders (including Allegheny County’s CTC and Pittsburgh Technical College) designed to review how Perkins funding is being used to serve students (particularly special population students), review programs’ size, scope, quality and labor market demand. Details of this meeting are reported in eGrants in the Narrative sections
- **eGrants** – State web portal for submitting Perkins Grant application (including CLNA data, action plan and budgets). Located at <http://www.egrants.pa.gov/Home>.
- **PDE** – Pennsylvania Department of Education (<https://www.education.pa.gov/Pages/default.aspx>)
- **PIMS** – Pennsylvania Information Management System – web portal used to submit program enrollment and demographic data

Terms

- **Articulation** – an agreement linking secondary to postsecondary CTE coursework that is non-duplicative, allows students to gain technical skill proficiency and will lead to a degree or certificate
- **Nontraditional occupations** – Professional fields where individuals from one gender comprise less than 25% of all individuals employed within that occupation
- **Program of Study** – a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:
 - Incorporates challenging academic standards;
 - Addresses both academic and technical knowledge and skills, including employability skills;
 - Is aligned with the needs of industries in the economy of the state, region, or local area;
 - Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
 - Has multiple entry and exit points that incorporate credentialing; and
 - Culminates in the attainment of a recognized postsecondary credential.
- **Quality**
 - For postsecondary institutions to meet the quality definition they will have to document the following, via a state information management system:
 - How program offerings are meeting labor market need,
 - How programs are addressing the institutions/student needs as stated in the Comprehensive Local Needs Assessment,
 - Program content
 - Student to instructor ratio,
 - Equipment & supplies (existing items vs need),
 - Safety practices,
 - How the program is meeting Perkins V Performance indicators,
 - List of what certifications are available to students
 - Instructor credentials (minimum hiring criteria)

- **Scope**
 - Programs must have at least 50 percent occupational (technical) credit hours;
 - Secondary and postsecondary academic and technical content are aligned, with non-duplicative course content offering;
 - Work-based learning opportunities are available to students; and
 - A credit articulation agreement exists between the secondary corresponding postsecondary portion of the CTE Program of Study. When a statewide or local articulation agreement is not an option (i.e., due to restrictions set by a third party accreditor or lack of a secondary CIP), postsecondary institution(s) will engage secondary institution(s) in early postsecondary opportunities that prepare students to enroll in entry-level postsecondary coursework in their chosen major
- **Size** – postsecondary institutions must have
 - at least three CTE Programs of Study in...
 - at least three different career fields...
 - each of which must serve a minimum of eight students, with...
 - Laboratories and classrooms that are readily accessible to all students, and
 - A non-discriminatory admissions policy that is board approved and implemented.
- **Special Populations** – Individuals with disabilities, those who are economically disadvantaged, single parents, those who are out of work, the homeless, English Language Learners, students with family members who are actively serving in the military, or those preparing for nontraditional careers
- **Stakeholders** – A diverse body providing input on the local application plan. Stakeholders meeting should occur as part of the CLNA and between the release of the Grant allocation (usually mid-May) and the submission deadline (June 15th). Stakeholders approve grant budget and action plan. The stakeholders' group should include:
 - Representatives of career and technical education programs at both the secondary and postsecondary level, including faculty, counselors and administrators
 - Representatives of the local Workforce Investment Board
 - CTE Students
 - Special Population representatives
 - Representatives from business and industry

Perkins Grant Performance Indicators

1P1 – Post-Program Placement (**Employment**)

- Percentage of CTE students who, six months after graduation, are enrolled in postsecondary education, in military service, in the Peace Corps or employed
- Numerator: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are placed or retained in employment.
- Denominator: Number of CTE concentrators who completed their program in the reporting year.

2P1 – Earned Recognized Postsecondary Credential (**Graduation**)

- Percentage of CTE students who receive a recognized postsecondary credential
- Numerator: Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
- Denominator: Number of CTE concentrators who left postsecondary education in prior reporting year.

3P1 – Non-traditional Program Concentration (Economic Gender Equity)

- Percentage of CTE students in programs leading to non-traditional occupations (where individuals from one gender are less than 25% of the total employed in that occupation)
- Numerator: Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.
- Denominator: Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

CCAC Performance – FY23/24

CTE Student Groups	1P1 Postsecondary Retention and Placement	2P1 Earned Recognized Postsecondary Credential	3P1 Nontraditional Program Concentration
State	92.31%	N/A	23.02%
CCAC	89.12%	N/A	19.13%

Funding**Funding formula**

The state formula for calculating a postsecondary Perkins Grant allocation is:

$$\text{Postsecondary Institution allocation} = \left[\frac{\text{\# of CTE Pell students at the institution}}{\text{sum of CTE Pell students for all postsecondary and adult CTE programs in PA}} \right] \times \text{State's overall postsecondary allocation amount from feds}$$

$\# \text{ of CTE Pell students at the institution} \div \text{sum of CTE Pell students for all postsecondary and adult CTE programs in PA} \times \text{State's overall postsecondary allocation amount}$

Required Uses of Funds

- 1) Career exploration and career development activities, including
- 2) Professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, including
- 3) Provide career and technical education students the skills necessary to pursue careers in high-skill, high-wage, or in- demand industry sectors or occupations;
- 4) Support integration of academic skills into career and technical education programs and programs of study
- 5) Support implementation of career and technical education programs and programs of study that result in increasing student achievement, including:
- 6) Develop and implement evaluations of the activities carried out with Perkins funds including the comprehensive needs assessment

Ineligible Uses of Perkins Funds

Perkins funds cannot be used for direct student support such as books or tuition, nor can Perkins funds be used to support remedial or developmental coursework. Other ineligible uses of Perkins funds include:

- 1) Any expenses related to remediation of students in CTE programs
- 2) Purchasing furniture, excluding designed workstations, for supporting instructional equipment or processes
- 3) Construction, renovation, or remodeling of facilities including adding network drops, electrical supply or ventilation

- 4) Salaries or wages for administrative, supervisory or secretarial staff, or students
- 5) Conference travel unrelated to career and technical education program improvement
- 6) Out-of-state travel without a BCTE waiver approval
- 7) Routine consumable supplies
- 8) Instructional costs – no tuition, no textbooks, no teacher pay
- 9) Advertising, promotional items and memorabilia designed to solely promote the funded institution
- 10) Food/meals during conferences or workshops

See the full list in the [Perkins Guidelines](#).

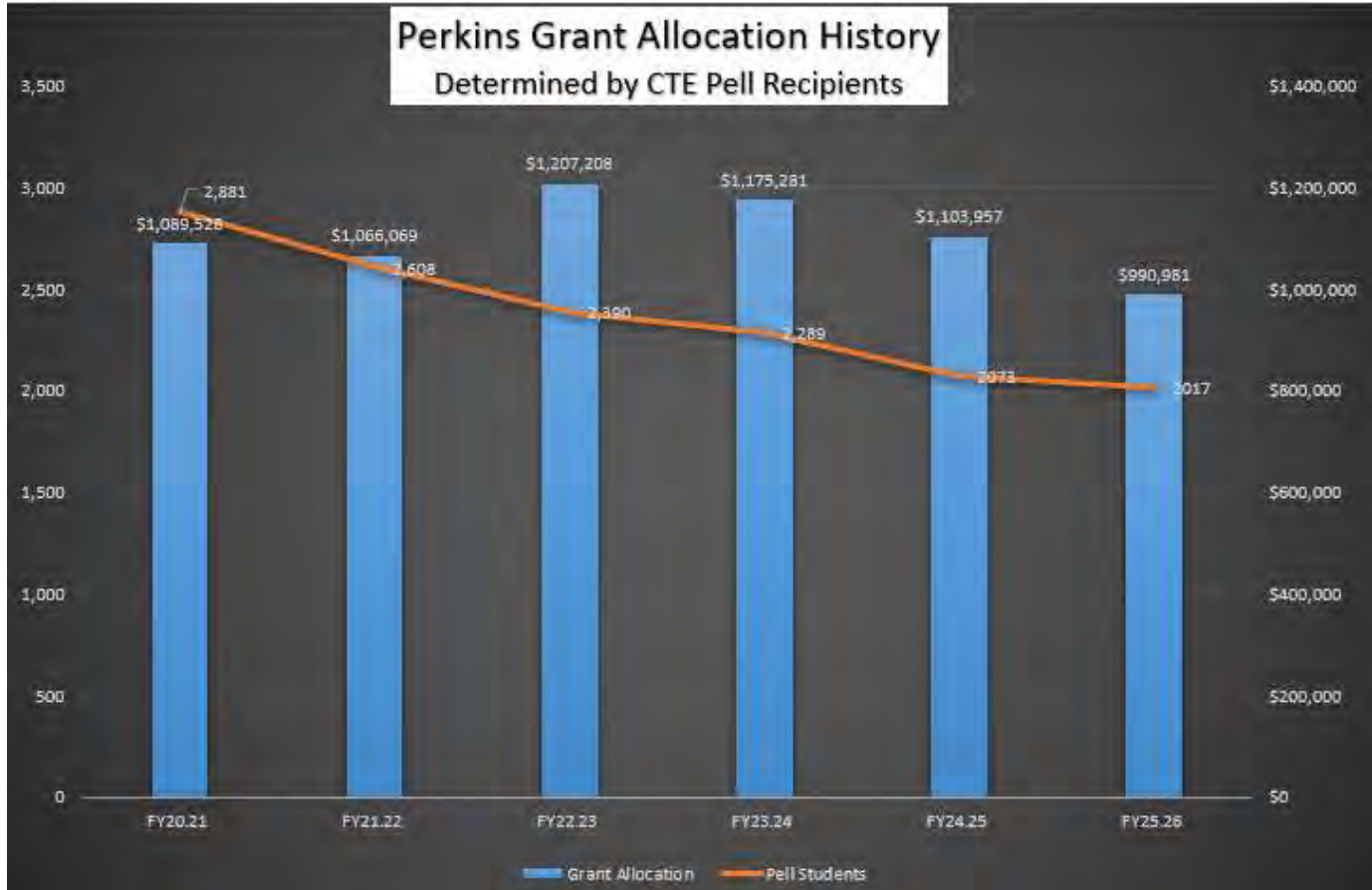
General administrative regulations governing the Perkins Act are found in the Code of Federal Regulations 2 CFR Part 200 76 and 80 known as the [Uniform Grant Guidance](#).

Where (When) Does the Performance Indicator and Enrollment Data Come From?

Postsecondary Perkins Grant allocations are based solely upon the number of CTE students who received Pell Grants in the last reporting year. Both the Grant's Performance Indicator data (used to set next year's performance goals) and Enrollment data (used to set next year's budget), come from the previous fiscal year (FY) as shown in the diagram below.



Enrollment and Funding Trends



Budgeting

Budget Creation Process

- The budget creation process starts in late February with the an email to the Academic Deans, asking them to coordinate faculty equipment requests by forwarding on the equipment request forms and prioritizing the incoming requests
- Faculty can also request funds for professional development
- Academic Deans return prioritized supply and equipment request lists, as well as request forms (with vendor quotes if possible) to the Perkins office
- A master budget of all proposed personnel, professional development, supplies, equipment and other costs is produced and submitted to the President's cabinet for discussion
- The budget draft of items approved by the President's cabinet are then submitted to the Perkins Stakeholders group for consideration
- Items approved by the Stakeholders group are included in the grant application that is submitted via eGrants. The Bureau of Career & Technical Education has final approval over Perkins Grant purchases
- Approved equipment requests must be examined by ITS and Facilities to determine non-Grant costs and feasibility (examples: installation costs, building modification costs, hardware integration, etc.)
- Equipment can be ordered beginning in September, after the college receives its first disbursement

Purchasing instructional supplies and equipment

- All requested instructional supplies and equipment must be reviewed by ITS and facilities to determine if there are any non-grant related costs
- Orders are placed in Colleague by Academic Deans' secretaries
- Ordered items should include the following in the Colleague approvers queue:
 - Perkins Program Manager
 - Executive Director of OSPR or Director of Sponsored Programs (post award)
 - Academic Dean
 - Director of Purchasing
 - Restricted Funds Accountant
 - Marketing Leadership – for publications
 - ITS Leadership – for software and computer related items
 - CCAC Budget Coordinator/Analyst in charge of fixed assets – for items over \$10,000
- The college generally closes supply and equipment purchases at the end of April

Budget Revision

A budget revision to ensure maximizing the spending of the Perkins funds should be considered after the December payroll is run. Areas where the grant typically has "extra" funds is in Objects 100 and 200 (generally from unfilled or vacant staff positions) or in Object 700 (typically from items costing less than budgeted). These funds should be moved to other lines to purchase additional professional development and/or instructional supplies and equipment. The process to do this is outlined in OSPR's Budget Modification Policy document. Revising the budget also requires completing an online justification form. The state's Bureau of Career & Technical Education generally requires budget revisions to be completed by March 31st.

eGrants

The eGrants web portal (<https://www.egrants.pa.gov/Home>) is used to enter information required for the Perkins Grant application. For details on this portal and to gain access to it, see the Executive Director of OSPR.

Grant Application

Sections	Includes
CLNA	CTE Program List; Student demographic data; Size, Scope and Quality; Labor Market Data;
Standard Narrative	1) Describe results of CLNA meeting (meeting minutes) 2) Identify CTE programs that will use Perkins funding 3) How did the CLNA meeting inform the selection of the programs to be funded 4) What new Programs of Study will be developed? 5) Describe efforts regarding: A) Student career exploration B) Disseminate labor market data to students C) Provide career guidance and counseling 6) Describe efforts to improve academic performance 7) Describe efforts to: A) Prepare students to enter HPO careers B) Prepare non-traditional students C) Provide equal access 8) Describe Work Based Learning opportunities 9) Describe Dual Enrollment, articulation and College Credit in High school programs 10) Describe efforts to recruit and retain CTE faculty from underrepresented groups 11) Describe efforts to address student performance gaps 12) Describe efforts to assess Perkins activities
Local Negotiation	In selecting expected performance levels for the Grant's three Performance Indicators, the choices are: • If CCAC Performance is above state's expectations, the College must show progress by increasing performance 2% above the previous year's performance. Performance in the second year should also reflect a 2% increase over the first year. • If CCAC Performance is below State Expectations, the College must show progress by choosing one of the following: ○ An increase in performance to equal state expectations; ○ An increase in performance to halfway between state expectations and CCAC's current performance; or ○ An increase performance of 2% over CCAC's current performance. With either selection, CCAC must show a 2% increase over the first year's negotiate performance.
Action Plan	The Action Plan ties the budget to the performance indicators, by indicating how the expenditures link to the grant's goals. This section is a table with the following column headers: • Objectives – these are the three performance indicators • Activity – these are derived directly from the budget • Location/Building – can be a specific CCAC location or simply College or CCAC • Fund Amount – Amount budgeted for that activity – should tie directly to the budget and be easy to match up • Timeline – unless activity is short duration, use entire fiscal year
Budget	The budget is designed as a matrix using a series of Object and Function codes to divide and define expenditures. Object codes include:

Sections	Includes
	• 100 Salaries ◦ Includes all salaries and wage expenses, as well as stipends and per diems • 200 Benefits ◦ Includes fringe benefits and taxes • 300 Purchased Professional and Technical Services ◦ Professional Development (conference registration, memberships, student career exploration tools) • 400 Purchased Property Services ◦ Equipment repair or rental, facility rental • 500 Other Purchased Services ◦ Travel (local and conference), postage, printing, student transportation • 600 Supplies ◦ Items under \$1,500 (software is always considered to be a supply regardless of the cost) • 700 Property ◦ Items over \$1,500 in unit cost. ◦ Can be several small items, below the \$1,500 threshold that assemble to make a whole unit that is over the \$1,500 limit • 900 Indirect Costs ◦ Maximum Allowed Indirect Cost = $(50,000 \times .08) + (\text{Total Amount Budgeted} - 50,000) \times .01$ ◦ The Perkins Act of 2018 limits the amount of administrative-type costs to no more than five percent of grant funds Function codes include: • 1000 Instruction ◦ Costs associated with instruction or academic support • 2100 Support Services – Students ◦ Costs associated with counseling students, career counseling, referral and placement assistance and the support personnel that provide these activities • 2200 Staff Support Services • 2500 Business Support Services – Audit only • 2600 Operation and Maintenance, 2700 Student Transportation and 3300 Community Services – Not typically used
WIOA	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. Questions in this section include: 1) Describe CCAC's relationship to WDB 2) How cost sharing is calculated and how CCAC supports the One-Stop's infrastructure costs 3) Description of MOU linking CCAC to WDB 4) Check box indicating President is aware of these potential costs As of this time, CCAC is supporting the One-Stop with only in-kind contributions, not monetary. Current Memo of Understanding linking CCAC's Perkins Grant to Partner4Work.
Who signs off?	The President signs off on the Grant, but generally only after it is first submitted to the state for an initial review. This review generally results in the Grant being returned for minor corrections to budget (usually indirect costs) or for additional clarification on narrative or expenditures.

Performance Report

- Five part year end review of grant performance that is submitted via eGrants – Due by August 31
- Sections include:
 - Assurances – Series of Yes/No and narrative questions about the grant’s activities
 - Expenditures – Series of Yes/No and narrative questions about the grant’s expenses
 - Narrative – General questions about the state of the grant, key performance indicators, program of study development and others
 - Risk Assessment – Series of Yes/No questions that the state uses to gauge need for audit
 - Sign Off – President’s sign off

Grant Year Activities

Summer

- 1) Planning – Along with Perkins Grant staff, Deans and OSPR Executive Director, set yearly grant goals that are in line with college goals and that will improve Performance Indicator outcomes. Goals should be in accordance with grant budget and action plan as detailed in the grant application submitted via eGrants.
- 2) Enter Grant’s CCAC goals into the Strategic Management System on CCAC web portal
- 3) Webpage maintenance – if necessary update webpage with new articulation data, programs data, equipment and/or student highlights
- 4) Update CCAC Perkins Grant Manual (this document)
- 5) Update Assurance files

Fall

- 1) Conduct physical inventory of equipment, entering updates into the equipment database and printing an “EDGAR” report.
- 2) Prepare for the biennial Comprehensive Local Needs Assessment (CLNA)
 - A) Gather program and labor market data
 - B) Gather faculty information as required
- 3) Begin purchasing equipment
- 4) Outreach to CTC’s regarding creation of new or expansion of existing articulation agreements
- 5) Professional Development:
 - A) Integrated Learning Conference and/or
 - B) ACTE Vision Conference

Spring

- 1) Revise current fiscal year budget as necessary
- 2) Issue call for faculty to request equipment through the Academic Deans
- 3) Update articulations list
 - A) Post to web
 - B) Inform Admissions/Registration
- 4) Compile and submit programs data via CATS
- 5) Professional Development:
 - A) ACTE National Policy Seminar and/or
 - B) NAPE’s National Summit on Educational Equity
- 6) Compile budget for presentation to President’s Leadership group
- 7) Conduct annual stakeholders meeting
- 8) Submit both:
 - A) Grant application – due no later than June 15th for a July 1st start to funding
 - B) Performance Report – due in August, but should be submitted with or before Grant Application

Key Personnel

State

- Cynthia Gross, Career and Technical Education Advisor II – Primary Contact
Bureau of Career and Technical Education | Pennsylvania Department of Education
333 Market Street | Harrisburg, PA 17126
717.772.4864 cygross@pa.gov
- Jeremy Miller, Perkins Statewide Coordinator
Bureau of Career and Technical Education | Pennsylvania Department of Education
333 Market Street | Harrisburg, PA 17126
717.783.8229 mijerem@pa.gov
- Lynn Aul – CATS questions
Career and Technical Education Advisor – Data Analysis, Assessment & Contracts
Bureau of Career and Technical Education | Pennsylvania Department of Education
333 Market Street | Harrisburg, PA 17126
717.772.2499 lyaul@pa.gov
- Tracey Readinger – SOAR questions
Career and Technical Education Advisor I
Bureau of Career and Technical Education | Pennsylvania Department of Education
333 Market Street | Harrisburg, PA 17126
717.736.7707 trareading@pa.gov

CCAC

- Office of Sponsored Programs and Sponsored Research (OSPR)
 - Jodi Beemer, Executive Director of Sponsored Programs & Sponsored Research
 - Janet Varvaro, Department Secretary
- Grant Accounting
 - Elijah Johnson-Woods, Restricted Funds Accountant
 - Marina Casciato, Accounting Clerk
- Academic Deans
 - Valery Keibler, Dean of Arts, Humanities, Mathematics and Social Sciences
 - Kathy Mayle, Dean of Nursing, Allied Health and Sciences
 - VACANT, Dean of Business and Technology
- Deans of Students
 - Tiffany Evans, Dean of Student Success (CTE Student Support Team supervisor)
 - Anthony Kane, Dean of Student Advocacy
 - Daniel Duffy, Dean of Student Engagement
 - Kristin Spiker, Dean of Student Completion
- Campus Administrators/Business Managers
 - Elena Manges, South Campus
 - John Boehm, North Campus
 - Deborah Patterson, Allegheny Campus
 - Rebekah Jenkins, Boyce Campus
- Perkins Staff Members
 - CTE Student Support Team – 4 CTE Coordinators and 4 Student Support Specialists
 - Career Services and Job Readiness – 3 Career Specialists
- Other
 - Norm Downey, Senior Director, Career Services (Career Specialists report to Norm)
 - Mike Cvetic, Director of Purchasing
 - Supportive Services – Regional Directors, VACANT (South/East) and Cole Eskridge (North/West)

Staffing: Groups, Activities and Accountability

Perkins funded positions fall into two broad categories:

- Career & Technical Education Student Support Team
- Career Specialists, in Career Services

Career & Technical Education Student Support Team

The Career & Technical Education (CTE) Student Support Team delivers services designed to help students enrolled in the College's career and technical programs earn better grades, remain in school, and graduate with the skills necessary to pursue employment in current or emerging high-priority technical professions. CCAC's technical programs include both certificate and associate degree programs that combine challenging academic and technical courses to prepare students for the workforce.

The CTE Student Support Team helps students navigate their way through the college experience while developing their academic and personal skills. We also connect students with a host of other free college services to help them achieve their academic goals. Their webpage is: <https://www.ccac.edu/student-support/career-and-tech-education-services.php>

Career Specialists

Career Specialists help students connect to the job market and secure employment high-demand, high-wage careers. Additional information can be found on the web at: <https://www.ccac.edu/student-support/workforce-and-job-readiness/index.php>.

Time Trackers

All Perkins funded staff members are required to track their time and effort using the approved Excel time tracking spreadsheets designed for their specific job. The Time Trackers allow staff to select from a predefined set of tasks and to allocate an amount of time devoted to that task. The Time Tracker will automatically total the time by task on a printable sign off form.

Professional Development

The Grant's guidelines define professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors as:

- Supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards
- Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students
- Advancing knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials
- Supporting school leaders and administrators in managing career and technical education programs
- Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance
- Providing training on how to implement appropriate accommodations for individuals with disabilities
- Training to assist students with disabilities and who are English language learners
- Training for the effective use of community spaces that provide access to tools, technology

State opportunities

- Innovation, Learning & Career Education Conference (ILC)
 - PA specific conference conducted by the Bureau of Career & Technical Education in November usually at Penn State or Hershey
 - Some sessions are required, but most are secondary focused
 - <https://www.careertechpa.org/events/>
- ACTE Pennsylvania Conference/ACTE Region I Conference
 - Usually held in the Spring
 - Hosted by ACTE
 - See ACTE's professional development webpage for information:
<https://www.acteonline.org/professional-development/>
- PACTA
 - The Pennsylvania Association of Career and Technical Administrators
 - Group is mostly aimed at secondary
 - Summer conference in State College, PA – usually in July
 - <http://www.pacareertech.org/>
- Other state meetings as required
 - The Bureau will require attendance at other meetings to discuss updates/changes in grant rules
 - Meetings can be local, at Penn State/Hershey or via Zoom

National Opportunities

- ACTE Vision
 - Large national gathering with vendor area selling latest in CTE educational resources
 - Usually first week of December
 - Topics covered include grant's management, legislative updates, CTE educational best practices
 - Good for Perkins Program Manager, faculty, mid to senior level admins
 - See ACTE's professional development webpage for information:
<https://www.acteonline.org/professional-development/>
- ACTE National Policy Seminar
 - Large national gathering in Washington DC in late March/early April
 - Conference focuses on CTE policy and legislation. Includes a public policy day where attendees are invited to Capitol Hill to advocate with congressional reps and senators for CTE causes, funding and legislation
 - Good for Perkins Program Manager, others involved in CTE at management level
- NAPE Equity Summit
 - National Alliance for Partnerships in Equity's National Equity Summit
 - Smaller national gathering in Washington DC in late April
 - Includes a public policy day where attendees are invited to Capitol Hill to advocate with congressional reps and senators for CTE causes, funding and legislation with a focus on equity issues
 - NAPE produces good materials/research on nontraditional student issues and economic gender equity in general
 - Good for all Perkins staff members and others in college community interested in equity topics
 - <https://napequity.org/>
- Hi-TEC
 - High Impact Technology Exchange Conference
 - Medium sized national gathering focused on CTE education best practices and usually held in the summer
 - Best for faculty and CTE deans
 - <https://www.highimpact-tec.org/index>
- NCPN

- National Career Pathways Network
- Medium sized national gathering focused on CTE program best practices in developing career pathways. Usually in October or November.
- Good for Perkins staff and all (faculty and admin) interested in developing career pathways
- <https://www.ncpn.info/index>
- Postsecondary Disabilities Training Institute (PTI)
 - <https://pti.education.uconn.edu/>
 - Medium sized national gathering focused on Supportive Services best practices and legislative issues
Usually held in June (monitor expenses closely due to the event meeting late in the FY)
 - Good for Supportive Services Directors and staff, Diversity/Title IX staff

Travel Rules

- State
 - Conference travel that is unrelated to CTE program improvement is prohibited.
 - Out-of-state travel requires the completion of a state travel waiver request form that justifies the use of Perkins funds for travel and includes a budget. Waivers must be processed a minimum of six weeks prior to the intended travel
- CCAC rules
 - CCAC's travel rules are summarized in the [CCAC policy manual](#) (search document for the keyword "travel")
 - Traveling staff must complete a Pre-Approval via ChromeRiver, with proposed budget that will need to be approved by CCAC leadership before registering for an event or booking hotel/flight
 - Staff requesting to travel can also request a travel advance for *all but* food expenses.
 - Upon return, travelers will complete an expense report via ChromeRiver and be reimbursed for expenses according to current college policy
 - College policy takes precedence, since the Perkins guidelines, other than requiring a travel waiver form, do not include formal travel rules

Articulation Agreements

All postsecondary CTE programs must meet the federal definition of Scope, which, in part, states that: a credit articulation agreement must exist between the secondary corresponding postsecondary portion of the CTE Programs of Study. When a statewide or local articulation agreement is not an option (i.e., due to restrictions set by a third party accreditor or lack of a secondary CIP), postsecondary institution(s) will engage secondary institution(s) in early postsecondary opportunities that prepare students to enroll in entry-level postsecondary coursework in their chosen major.

CCAC faculty alone determine the course and credits for each articulation agreement.

A [CCAC webpage for SOAR/STAR articulations](#) contains credit transfer details for all local secondary Career Tech Centers.

SOAR

- SOAR (Students Occupationally and Academically Ready) is the state implementation of articulations linking CCAC's CTE programs to all corresponding secondary CTE programs through a state clearinghouse.
- For a CCAC CTE program to be eligible for a SOAR articulation it must:
 - Be an exact CIP-to-CIP, or CIP-to-related-CIP, match with its corresponding secondary CTE program, and

- Must be able to articulate 9 or more technical credits, all of which must count towards graduation (no developmental courses)
- The state runs two SOAR webpages
 - Framework page: <https://www.education.pa.gov/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Pages/Framework.aspx>
 - CollegeTransfer.net - <https://www.collegetransfer.net/Search/PA-Bureau-of-CTE-SOAR-Programs>

STAR

- STAR (Students Technically and Academically Ready) is the CCAC implementation of local agreements that link CCAC's CTE programs to corresponding CTE programs at specific Career & Tech Centers.
- For a CCAC CTE program to be eligible for a STAR articulation it must:
 - Be a close CIP match with its corresponding secondary CTE program, and
 - Must be able to articulate 6 or more technical credits, all of which must count towards graduation (no developmental courses)
- A Master agreement linking CCAC to a specific CTC (signatures must be updated annually)
- A Signatory Addendum describing the courses and credits CCAC faculty have agreed to award for a specific articulation (lifespan of 3 years)

Alignment Agreements

- In instances where third party accreditors prohibit articulations of 6 or more credits, the state permits "Alignment Agreements." These can consist of:
 - Providing secondary students with the postsecondary entrance exam at the end of their junior year.
 - Providing curriculum for low-performing students to take in the secondary setting in preparation to enroll directly in first-level courses at the postsecondary level.
 - Signing dual enrollment agreements linking secondary and postsecondary institutions
 - Developing articulation agreements that award fewer than six credits which count toward students' postsecondary graduation.
- Alignment agreements apply to all Allied Health programs, as well as Nursing.
- CCAC has created 3-credit alignment agreements for Allied Health programs and Nursing using HPE-177 or PHL-205.
- A Master Agreement linking CCAC to a specific CTC (signatures must be updated annually)
- A Signatory Addendum describing the courses and credits CCAC faculty have agreed to award for a specific articulation (lifespan of 3 years)

Perkins Data Management

CCAC's Office of Assessment and Institutional Effectiveness (AIE) manages the data for all required Perkins reporting including PIMS. The annual schedule is below:

	Tasks	Department	Due Date	Name of Report	CCAC System	State System	Signatures
July - Sept	Run Xpim for Perkl and PerkC files	AIE	August	CTE Enrollment Accuracy Certification	Ellucian	PIMS	CCAC President
	Validate the data		August				
	Run QC report - confirm 3A, 3B, 3C - Statewide vs local articulated credit with Perkins Program Manager		August				
	Fix any errors		August				
	Run accuracy report		August				
	Send for signature		09/15/23				
Oct-Dec	PIMs submitted every semester		November				
Jan-March	NA		NA				
April-June	Acquire PA Secure ID from PIMS for new students		April				
	Upload PA Secure ID info to Colleague		April				
	* AIE = Assessment and Institutional Effectiveness						

Financial Reports

CCAC's Perkins financial reports are submitted via eGrants – in either the FAI (Financial Accounting Information) system or the local application...The Restricted Funds Accountant is responsible for completing these reports per the following schedule.

Report Title	Due Date	eGrants System	Completed By
1st Quarterly Report	October 10	FAI	Restricted Funds Accountant
2nd Quarterly Report	January 10	FAI	Restricted Funds Accountant
3rd Quarterly Report	April 10	FAI	Restricted Funds Accountant
4th Quarterly Report	July 10	FAI	Restricted Funds Accountant
Final Expenditure Report	August 30	Local Application	Restricted Funds Accountant