

**Pennsylvania Association of Career and Technical Administrators  
February 2009**

**February PACTA General Membership Meeting**

The next PACTA General Membership meeting is scheduled for February 11, 2009 from 9:00 a.m. until 11:30 a.m. at the Hershey Lodge and Convention Center in the Red Room. Registration will be from 8:00 a.m. to 9:00 a.m. with the meeting starting at 9:00 sharp. For more information including registration and the tentative agenda, point your browser to: [http://www.pacareertech.org/calendar/general\\_membership09.html](http://www.pacareertech.org/calendar/general_membership09.html)

**Annual PACTA Symposium: Preparing Students for the Workforce of Tomorrow**

The 2009 PACTA Symposium will be held February 11 and 12, 2009 at the Hershey Lodge and Convention Center. The nineteenth annual symposium will begin at 12:30 p.m. on February 11 and will conclude at noon on February 12. This year's title for the PACTA Symposium is "Preparing Students for the Workforce of Tomorrow: An Education and Workforce Development Symposium. The symposium will highlight initiatives and programs such as Industry Partnerships, Career Pathways, STEM, High Schools That Work, Middle College, dual enrollment, integration of academic and career and technical education, programs of study, Regional Career Education Partnerships, Career Education and Work Standards, College and Career Success Initiatives and 2+2+2 Workforce Leadership Programs. Please point your browser to the following link for more information including how to register:

<http://www.pacareertech.org/calendar/symposium2009.html>

**ACTE National Policy Seminar**

The 2009 National Policy Seminar will be held at the Crystal Gateway Marriott in Arlington Virginia from March 9-11. The National Policy Seminar is offered by the Association for Career and Technical Education and is the year's best event for learning about and influencing legislation involving career and technical education. Attendees will receive first-hand information on possible legislation, the federal economic stimulus package, any new directions proposed by the Obama administration, and the view of legislators from across the country. If you will be attending, please contact PACTA Special Projects Coordinator John Pulver at [johnpulver@verizon.net](mailto:johnpulver@verizon.net) as he is coordinating legislative visits to make sure that all Pennsylvania legislators are visited. If you are unable to attend the entire seminar but are willing to come to Washington on March 10 or 11 for legislative visits, please let John know as well. PACTA will be taking the lead in scheduling visits to Senator Specter and Senator Casey's offices. For more information on the seminar including registration and lodging, please point your browser to:

<http://www.acteonline.org/nps.aspx>.

**Economic Stimulus Package**

On Wednesday January 28, the United States House of Representative passed an economic stimulus package. This week, the Senate released its version of the bill and it is expected to be voted on next week. There are some provisions in both economic stimulus packages that may have a relationship to career and technical education. These provisions are listed below:

- \$4 billion in the House version of the bill and \$3.25 billion in the Senate bill for job training including formula grants for adult, dislocated worker, and youth services through the Workforce Investment Act. \$750 million would be designated in the House bill for new competitive grants for worker training in high growth and emerging industry sectors (with priority consideration to green jobs). In the Senate bill, \$250 million under the dislocated worker national reserve fund would be designated for this activity.
- \$79 billion in state fiscal relief, including \$39 billion to local school districts and public colleges and universities distributed through existing state and federal formulas. Once these funds are awarded to local school districts, they may be used for any activities authorized under the *Carl D. Perkins Career and Technical Education Act (Perkins)*, the Individuals with Disabilities Education Act (IDEA), or Title I of the No Child Left Behind Act (NCLB). This funding is intended to address state budget shortfalls.
- \$600 million in grants to train primary health care workers that could flow to community and technical colleges.
- Approximately \$16 billion in the Senate bill and \$14 billion in the House bill for school modernization and repair at the secondary level and \$6 billion in the House bill and \$3.5 billion in the Senate bill at the postsecondary level. CTE facilities are specifically mentioned in the House version as an allowable use of secondary funds in this area, and the Senate bill designates a proportion of postsecondary funds for community colleges.
- Additional resources for Title I of NCLB (\$13 billion) and IDEA (\$13 billion). These funds may not go directly to CTE programs, but will help fill gaps in state and federal budgets that have siphoned local resources from CTE programs.
- \$1 billion for the Educational Technology program.
- Nearly \$30 billion in financial support for students at the postsecondary level, including \$15.6 billion in the House bill to increase the maximum Pell Grant by \$500, to \$5,350, in 2009-10; and \$13.9 billion in the Senate bill to increase the maximum Pell Grant by \$281 in 2009-10.

### **Technical Assistance Program for Career and Technical Education**

PACTA is continuing to work with PDE to provide leadership to the Technical Assistance or TAP program. Participating career and technical centers are receiving extensive assistance focused on improving student achievement on the PSSA assessments and the end of course occupational assessments for CTE programs. Each participating CTC has agreed to develop an improvement plan for increasing student achievement, work with the Career and Technical Distinguished School Leader and participate in all professional development activities provided by BCTE. Each CTC has agreed to evidence levels of progress.

### **Pennsylvania Celebrates Career and Technical Education Week**

The Career and Technical Education Week Celebration will highlight the importance of career and technical education which promotes a high skills Pennsylvania workforce. The theme for this year is: “Career and Technical Education: The Torch to Light Your Way.” CTE Week begins with the CTE program displays at the State Capitol during

February 10 - 11, 2009, for legislators, teachers, parents and students. The opening ceremony will occur at noon on the 10<sup>th</sup> and feature speakers from the House of Representatives and the Senate. There will be a student oriented dinner, featuring the officers of the Career and Technical Student Organizations. The final day will feature a recognition breakfast, where the accomplishments of schools, teachers and students will be recognized. For more information on the celebration, contact Dick Steinmeier, Career and Technical Education Advisor at PDE. His number is 717-783-6971 and his email address is [rsteinmeie@state.pa.us](mailto:rsteinmeie@state.pa.us).

### **Updates on Technical Institute Guidelines**

Under Chapter 339, Vocational Education Standards, the Adult and Postsecondary Division of the Bureau of Career and Technical Education is working on the development of the Guidelines for Technical Institutes. Guidelines for Establishing a Technical Institute includes

- A Statement of Philosophy
- A Needs Assessment
- Action Plans
- Articulation Plans
- Professional Staff Development Plans
- Job Placement Plans
- Instructional Equipment Repair and Replacement Plans.

Additionally, an application for establishment of a Technical Institute must include evidence of:

- Local Advisory Committee Involvement
- The Existence of Non-Discriminatory Written Policies
- The Existence of Career Advisement Services

In conjunction with the guidelines, the program approval process necessary for the operation of the Technical Institutes is also being developed. These guidelines are scheduled to be available to the State Board of Vocational Education in March 2009 for review and adoption will be sought in June 2009.

### **PDE Works With Technology Centers That Work**

The Bureau of Career and Technical Education is working with the Southern Regional Education Board to provide sustained professional development to Pennsylvania career and technical centers. The goals are to provide ongoing technical assistance to career and technical centers as they adopt literacy and numeracy strategies into the career and technical education classroom and establishing high expectations for student performance in math, reading, and end of course occupational assessments.

### **Changes in the Pennsylvania Information Management System (PIMS)**

The PIMS data collection system now codes Career and Technical Education students. This coding allows for the accurate and reliable extraction of PSSA data. The Bureau of Career and Technical Education is working with the PDE Bureaus of Data Services and Assessment and Accountability to prepare consortia reports. The reports include the PSSA proficiency levels of the career and technical education students from each

participating school district and a composite score. The composite score is the average of each sending district score and is assigned to the career and technical center. This data allows the school districts and career and technical centers to identify gaps in student achievement and develop strategies to improve student achievement. Additionally, the Bureau of Career and Technical Education is preparing Perkins consortia reports. The reports will include PSSA data for all state funded career and technical education programs. The consortia reports will allow the school districts and career and technical centers to target resources where data evinces a need.

### **Programs of Study and Post-Secondary Articulation**

The Bureau of Career and Technical Education is currently working on statewide articulation agreements ensuring the transfer of credit that link secondary education and postsecondary education for participating career and technical education students. A letter of introduction to Postsecondary Institution Presidents was approved and sent by email on December 19, 2008. The letter requested that the postsecondary community college presidents identify a staff member from their campus to work with PDE in developing the CTE Programs of Study. The contact person identified will be responsible for coordinating the Perkins IV statewide articulation agreement process with the campus' existing Perkins-funded programs. The contact will also be asked to coordinate discussions with postsecondary faculty in the review and acceptance of articulated credit, and other tasks associated with the development of the CTE Programs of Study.

### **Research Report of Interest**

The National Governors Association along with the Council of Chief State School Officers and Achieve, Inc. convened national, state and local education and policy leaders to serve on an International Benchmarking Advisory Group. In late December, the Advisory Group released its report, "[Benchmarking for Success: Ensuring U.S. Students Receive a World-class Education](#)", which identifies five actions states must take to ensure that American workers have the knowledge, skills and talents to compete internationally. In addition to the recommendations for states, the report reaffirms the critical partnership between the federal government and states to meet these goals. It identifies the need for the federal government to provide adequate funding to support state costs, invest in research and development and streamline assessment strategies so that international comparisons of student performance can be made in a cost-effective manner.

### **PDE Report on Higher Education Data and Remediation**

In a survey of more than 62,000 recent Pennsylvania high school graduates who attend a community college or one of the 14 state system universities, more than one-third of them needed to take remedial courses in core academic subjects which were mainly math and English. Accordingly, the total cost of that remediation exceeded \$26 million. This information on student remediation needs is boosting the call for graduation competency exams from the Department of Education. However, the push for the exams is being criticized by some state legislators who object to spending extensive funds on a new program when the state faces a \$2.3 billion budget deficit. For more information on the report, point your browser to: <http://tinyurl.com/ae4lf4>

## US Department of Education

**Pennsylvania** [received conditional approval](#) from the U.S. Department of Education (USDOE) to use a growth-based accountability model, known as the [Pennsylvania Value-Added Assessment System \(PVAAS\)](#), as part of its student assessment system. Growth models or value-added approaches track individual student achievement from one year to the next, giving schools credit for improvement over time. Data collected through PVAAS will allow the Department of Education to recognize student achievement in schools where students have not yet reached academic proficiency targets, but have made significant gains towards proficiency. The USDOE, using the [Growth Model Pilot](#) which began in 2006, has approved 15 states' growth models for school improvement.

USDOE has also issued letters to every state indicating their status of meeting certain **No Child Left Behind (NCLB)** cornerstones. [Pennsylvania's letter](#) contains detailed information on the state's assessment and accountability system. The state received recognition for meeting all statutory and regulatory provisions required for reading/language arts and mathematics as of 2006-2007. It also noted Pennsylvania's participation in several USDOE "flexibilities" such as: growth model pilot, teacher incentive fund grants, statewide longitudinal data systems grant, and enhanced assessment grant. In addition to the state letter, a state status chart and a fact sheet on standards and assessment are available.

## School Leadership

The Education Commission of the States has released a new publication that identifies core principles for improving educational leadership and provides the research to support them. The publication **Strong Leaders, Strong Achievement: Model Policy for Producing the Leaders to Drive Student Success** examines what elements are likely to compel student achievement and makes policy recommendations in the following areas: preparation, pre-service and licensure, professional development, program and principal evaluation and strengthening the role of school boards. To read the report, point your browser to: <http://www.ecs.org/clearinghouse/79/23/7923.pdf>

## Pennsylvania Department of Revenue

The Pennsylvania Department of Revenue reported that the state collected \$2.1 billion in General Fund revenue in December 2008, 6.9 percent (\$156.6 million) less than expected. Fiscal year-to-date General Fund collections total \$11.2 billion, 6.8 percent below estimate (\$814.5 million).

## Upcoming Events

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|------------------|-------------------------------------------------------------------------------------|
| February 10 & 11 | Career and Technical Education Week Celebration<br>Capitol East Rotunda, Harrisburg |
| February 11      | PACTA General Membership Meeting<br>Hershey Lodge and Convention Center, Hershey    |

February 11 & 12	PACTA Symposium Hershey Lodge & Convention Center, Hershey
March 9 – 11	ACTE National Policy Seminar Crystal Gateway Marriott Hotel, Arlington, VA
March 25-27	Central Region Director's Academy Nittany Lion Inn State College,
March 27	Central Region PACTA Meeting Nittany Lion Inn State College
April 1	Eastern Region PACTA Meeting Reading Muhlenberg CTC Reading