

Meeting Agenda

Topic:	Perkins IV Implementation – Accountability
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| 2:00-2:10 | Introduction of the Committee
Conference Call Etiquette |
| 2:10-2:30 | Overview of Perkins IV Accountability Requirements
Work Plan for the Committee |
| 2:30-3:00 | Postsecondary Program Issues
-Concentrator Definition
-Program Completion |
| 3:15-3:35 | Secondary Program Issues
-Program and Program Completion Definitions
-Concentrator Definition |
| 3:35-4:55 | Secondary and Postsecondary Allocation Formulas |
| 3:55-4:00 | Next Steps |

Perkins IV Law

The law can be accessed at the following web address:

http://www.firn.edu/doe/workforce/perkins_resources.htm

Secondary Student Indicators

- 1) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State under NCLB, and measured by the State academic assessments used for NCLB.
- 2) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.
- 3) Student rates of attainment of each of the following: (1) a secondary school diploma; (2) a General Education Development (GED) credential, or other State-recognized equivalent including recognized alternative standards for individuals with disabilities; (3) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
- 4) Student graduation rates (as defined by NCLB).
- 5) Student placement in postsecondary education or advanced training, in military service, or in employment.
- 6) Student participation in and completion of career and technical education programs that lead to non-traditional fields.

Postsecondary Student Indicators

- 1) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- 2) Student attainment of an industry-recognized credential, a certificate, or a degree.
- 3) Student retention in postsecondary education or transfer to a baccalaureate degree program.
- 4) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- 5) Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Career-Technical System - GOALS

A quality career and technical education system in Florida **must**:

- Provide **access to educational opportunities to meet the workforce and economic development needs** of the state
- Ensure all programs include the highest level of **industry standards**
- Recruit, employ, and support **qualified teachers, advisors, and administrators** to promote student achievement
- **Integrate** career and technical education and rigorous academics
- Provide aligned **programs of study** from secondary to postsecondary which result in a career path for all students
- Create and maintain effective **partnerships** with secondary/postsecondary education and business and industry

Perkins IV – Draft State Plan Guide (10/03/06)

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

On page 44, you must provide the definitions that you will use for “participants,” “concentrators,” and “completers” in your career and technical education programs at the secondary and postsecondary/adult levels. These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 45, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). Measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1) have been pre-populated on the FAUPL form using the measurement definitions required in section 113(b) of the Act.

III. Baseline Data

In Column 4, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Diploma	X	X
3S2	GED or Other State-Recognized Equivalent	Not required	X
3S3	Diploma and Other Credential	X	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	X	X
6S2	Nontraditional Completion	X	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Industry Certificate Attainment	X	X
3P1	Student Retention	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	X	X
5P2	Nontraditional Completion	X	X

IV. Performance Levels

In Columns 5 and 6, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act except that, for the indicators for which the State must use its State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State’s AMOs for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

Definition of Career and Technical Education Student Populations –

A. Secondary Level

Participants –
Concentrators –
Completers –

B. Postsecondary/Adult Level

Participants –
Concentrators –
Completers –

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in reading/language arts and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in mathematics and who have left secondary education in the reporting year.</p>	State and Local Administrative Records	B:	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Denominator:		B:	L: A:	L: A:
3S1 Secondary School Diploma 113(b)(2)(A)(iii)(I)	Numerator: Denominator:		B:	L: A:	L: A:
3S2 GED or Other State- Recognized Equivalent 113(b)(2)(A)(iii)(II)	Numerator: Denominator:		B:	L: A:	L: A:
3S3 Diploma & Other Credential 113(b)(2)(A)(iii)(III)	Numerator: Denominator:		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of concentrators reported as graduated using your State’s approved calculation for graduation rate as defined in your State’s ESEA accountability workbook.</p> <p>Denominator: Number of concentrators who have left secondary education in the reporting year.</p>		<p>B:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator:</p> <p>Denominator:</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator:</p> <p>Denominator:</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator:</p> <p>Denominator:</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Denominator:		B:	L: A:	L: A:
2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)	Numerator: Denominator:		B:	L: A:	L: A:
3P1 Student Retention 113(b)(2)(B)(iii)	Numerator: Denominator:		B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Denominator:		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05- 6/30/06	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Denominator:		B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Denominator:		B:	L: A:	L: A:

Secondary and Postsecondary – Questions & Issues

Secondary Perkins Issues

- ⇒ CTE Concentrator
 - How to identify concentrators based on courses in a sequence (and enrollment in the next course?)

- ⇒ CTE Skill Attainment
 - Technical Skills: How will Technical Skill Attainment be measured?
 - Academic Attainment: It is now based on NCLB assessments. How does Florida incorporate the federally approved state definition for NCLB?

- ⇒ CTE Program Completion
 - What is a secondary CTE Program Completion?
 - How include career-technical assessments in this measure (long-term)? How do we collect data on industry certifications?
 - High School Completion: How do we align this measure with graduation rates reports for NCLB?

Postsecondary Perkins Issues

- ⇒ Will we still have two separate postsecondary measures (A, P)?

- ⇒ CTE Concentrator
 - What new data elements are needed to establish students as CTE concentrators?

- ⇒ CTE Skill Attainment
 - What is a valid measure of skill attainment?
 - What is the threshold for skill attainment for CTE concentrators?

- ⇒ CTE Program Completers
 - What is a valid measure of skill attainment?
 - What is the threshold for skill attainment for CTE concentrators?

Secondary and Postsecondary – Questions & Issues CONT.

Postsecondary Measures

CTE Programs

Proposed for Perkins IV:

A complete review of postsecondary PSAV programs will occur to establish two types of potential completion for all programs: Full Program Completion and Terminal Completion.

NOTE: The review of these postsecondary CTE programs will be handled by the CTE Program Committee.

Data Requirements (Planned implementation for 2008-09)

- Identification of student enrollments in program tracks that may be created by the CTE Program Committee

CTE Program Completion

Proposed for Perkins IV:

Two types of potential completion will be allowed for postsecondary PSAV programs: Full Program Completion and Terminal Completion.

NOTE: A.S/A.A.S programs currently have identified terminal completions in the form of college credit certificates.

Data Requirements (Planned implementation for 2008-09)

- Identification of student completions from program tracks that may be created by the CTE Program Committee

CTE Concentrator

Proposed for Perkins IV:

Students completing a percentage of a postsecondary CTE program will become concentrators.

Data Requirements (Planned implementation for 2007-08)

- Identification of hours earned in a program

Secondary and Postsecondary – Questions & Issues CONT.

Secondary Measures

CTE Programs

Proposed for Perkins IV:

Define secondary CTE programs based on identified courses that students are able to complete during high school

- Include select Tech Ed programs
- Allow Dual Enrollment substitutions

NOTE: The identification of these secondary CTE programs will be handled by the CTE Program Committee.

CTE Program Completion

Proposed for Perkins IV:

CTE Program completion will be based on successful completion of the courses in the secondary CTE Program.

NOTE: Secondary OCPs would no longer be used under this proposal.

CTE Concentrator

Proposed for Perkins IV:

Students enrolled in secondary CTE programs will become concentrators upon completion of 50% of the program and enrollment in the next course.

Secondary and Postsecondary Allocation Formulas – Perkins III State Plan

7.2 Allotment of Funds Made Under Section III Among Secondary School Vocational and Technical Education, or Postsecondary and Adult Vocational and Technical Education, or Both, Including the Rationale for Such Allocation.

For Perkins II, Florida used student participation in the vocational programs at each level, measured by contact hours and converted to full-time equivalent students (FTE) for the State allocation formula. The full-time equivalent student enrollment in vocational education was used in developing a formula for appropriating the funds. The amount of funds appropriated for each level was derived by using the following data in the formula:

- 1 Number of FTEs reported by local educational agencies for secondary vocational education programs and secondary adult job preparatory programs.
- 2 Number of FTEs reported by vocational/technical centers for postsecondary adult job preparatory programs ,
- 3 Number of FTEs reported by community colleges for postsecondary adult vocational education programs and postsecondary vocational education programs.
- 4 The combined statewide total FTEs generated by each delivery system in vocational education.

The formulas below show how the data were used and the results generated:

LEA Secondary FTEs for Vocational Education / Statewide Secondary FTEs for Vocational Education = Secondary Percentage (**53%**)

53% x Basic Grant = Secondary Appropriation
Vocational-Technical Centers Secondary Adult and Postsecondary Adult FTEs for Vocational Education - Statewide Secondary Adult and Postsecondary Adult FTEs for Vocational Education (**21%**)

Community College Postsecondary Adult and Postsecondary FTEs for Vocational = Statewide Postsecondary and Postsecondary Adult FTEs for Vocational Education Community College Percentage (**26%**)

Vocational/Technical Percentage (21%) + Community College Percentage (26%) = Postsecondary Percentage (**47%**)

Secondary and Postsecondary Allocation Formulas – Perkins III State Plan CONT.

47% X Basic Grant = Postsecondary Appropriation

Florida decided to continue the percentage split for Perkins III, 53 percent of the funds for secondary programs will be allocated to secondary institutions. Forty-seven percent (47%) will be allocated to postsecondary and adult institutions. A waiver of the \$15,000 minimum for secondary programs will be granted to eligible recipients if they are located in rural, sparsely populated areas, and demonstrate that the local educational agency is unable to enter into a consortium for purposes of providing activities.

Funds for the secondary programs for the 1999-2000 year will be distributed using the formula from the 1990 Act. This formula requires that 70 percent of the funds be allocated on Title I counts, 20 percent on special education counts, and 10 percent of student enrollments. For the period July 1, 2000, through June 30, 2004, the State will change its formula to reflect the required distribution as outlined in the Act.

An alternate approved formula for the state of Florida for distribution of postsecondary vocational and technical education programs as approved in our current State Plan will be continued for the 2000-2004 plan.

The alternate formula for postsecondary programs is based upon criteria relating to the number of individuals attending institutions and enrolled in postsecondary vocational programs within the State who received need-based postsecondary financial aid provided from public funds as specified under the Act. Only those eligible postsecondary recipients who meet the \$50,000 requirement, and who provide vocational education in not less than five different occupational areas, and who are of sufficient size, scope, and quality to be effective will receive funding. Florida's alternate criteria for need-based financial aid for Section 132 for individuals meeting the requirements are listed below:

- Recipients of food stamps,
- Recipients of Pell Grants,
- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Investment Act,
- Recipients of Student Education Opportunity Grants,
- Participants in a federal vocational work-study program, and
- Recipients of Temporary Aid to Needy Families (TANF).

Secondary and Postsecondary Allocation Formulas – Perkins III State Plan CONT.

Florida is unique in the administration of vocational education by having a dual delivery system at the postsecondary level consisting of area vocational/technical centers and community colleges. Enrollments in postsecondary vocational education and postsecondary adult vocational education are about equal across both delivery systems. The institutions are geographically located in rural and urban areas so that all persons have ready access to the institution of their choice.

The alternate formula drives the dollars to the institutions with the greatest concentration of economically disadvantaged individuals enrolled in the postsecondary vocational education, thereby generating a more equitable distribution of the funds.

Because of the low level of participation in the Pell Grant program by area vocational/technical centers, it is necessary to continue to use an alternate formula which captures the large numbers of individuals who receive need-based financial aid from public fund sources while enrolled in vocational postsecondary and adult programs.