



**MASSACHUSETTS
PERKINS IV
ACCOUNTABILITY WORKBOOK
- POSTSECONDARY -
2009-2010**

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Section 1 - Introduction

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 P.L. 109-270 (Perkins IV) contains core indicators on the postsecondary level for institutions that have Perkins IV Local Plans. In Massachusetts, the institutions are the 17 public two-year colleges and the Perkins Postsecondary Consortium. The core indicators are:

Technical Skill Attainment 1P
Degree, Certificate Credential 2P1
Student Retention (Still Enrolled) or Transfer 3P1
Student Placement 4P1
Nontraditional by Gender Participation 5P1
Nontraditional by Gender Completion 5P2

The Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 is the second Perkins IV Accountability Workbook - Postsecondary issued by the Massachusetts Department of Elementary and Secondary Education (ESE). The first was the Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2008-2009.

Both Workbooks:

- facilitate understanding the Local Actual Performance Levels for each core indicator;
- facilitate negotiating Local Adjusted Performance Levels with ESE;
- facilitate the development of Local Perkins Improvement Plans for core indicators.

In addition, the Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010:

- facilitates the development of the Annual Perkins Report 2010, which is the first such report;
- facilitates the requirement to describe activities to prepare special populations for high skill and/or high wage and/or high demand occupations.

The Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 does not address accountability for the Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Initiative (formerly known as Tech-Prep.). A separate Accountability Workbook titled Massachusetts Perkins IV Secondary Postsecondary Career/Vocational Technical Education Linkage Accountability Workbook (Tech Prep) - 2008-2009 & 2009-2010 addresses accountability based on the tech-prep performance indicators in Perkins IV.

Section 2 - Definitions

The definitions below are directly related to this Workbook. Definitions are also embedded in this Workbook. Additional definitions pertaining to Perkins IV are provided in the Act itself, and in the Massachusetts Perkins IV Manual, both of which are available through links posted at <http://www.doe.mass.edu/cte/perkins/>.

Core Indicator Data Report

Refer to Section 3 of this Workbook titled “Understanding the Local Actual Performance Level for Each Core Indicator.”

Core Indicator Measurement Definitions and Approaches

Measurement definitions and approaches for each core indicator are given in Appendix C of this Workbook titled “Core Indicator Measurement Definitions and Approaches Chart.”

ESE - Massachusetts Department of Elementary and Secondary Education - Office for Career/Vocational Technical Education

High Demand Occupations – occupations in the region served by the college that have been determined to be high demand occupations , i.e., high demand for employees, by the applicable program advisory committee or the workforce investment board(s) that serve the college

High Skill Occupations – occupations in the region served by the college that have been determined to be high skill occupations by the applicable program advisory committee or the workforce investment board(s) that serve the college

High Wage Occupations – occupations in the region served by the college that have been determined to be high wage occupations by the applicable program advisory committee or the workforce investment board(s) that serve the college

Industry-Recognized Credential is a credential issued by an industry-recognized organization that indicates a level of occupational competency.

Local Actual Performance Level

This term is used to denote the actual performance level attained by a college/Perkins Postsecondary Consortium on a core indicator.

Local Adjusted Performance Level

This term is used to denote the performance level on a core indicator that the college/Perkins Postsecondary Consortium, during the negotiation process, agreed to reach.

Local Perkins Improvement Plan

Refer to Section 5 of this Workbook titled “Local Perkins Improvement Plans.”

Perkins Performance Years

Perkins Performance Year 1 is 2007-2008
Perkins Performance Year 2 is 2008-2009
Perkins Performance Year 3 is 2009-2010
Perkins Performance Year 4 is 2010-2011
Perkins Performance Year 5 is 2011-2012
Perkins Performance Year 6 is 2012-2013

Perkins Postsecondary Consortium is the consortium of school districts with postsecondary career/vocational technical education programs that submit one joint Perkins Local Plan.

Postsecondary Career and Technical Education Program Concentrator is a career and technical education program participant (see definition) **who has earned 12 or more college credits.**

Postsecondary Career and Technical Education Program Participant is a student who has been formally admitted to a specific career and technical education program and is enrolled in at least one for-credit course for the fall semester. Note that some postsecondary career and technical education program participants may also be postsecondary career and technical education program concentrators.

State Actual Performance Level

This term is used to denote the actual performance level attained by the State on a core indicator.

State Adjusted Performance Level

This term is used to denote the performance level on a core indicator that the State must reach.

State License/Certification is a license or certification issued to an individual by a state agency (other than a State College) or an agency/organization on behalf of a state agency.

State Perkins Improvement Plan

If Massachusetts fails to meet at least 90 percent of the State Adjusted Performance Level for a core indicator, ESE will be required to develop and implement a State Perkins Improvement Plan for the core indicator that did not meet the State Adjusted Performance Level. The State Perkins Improvement Plan shall be developed in consultation with the appropriate agencies, individuals, and organizations. The State Perkins Improvement Plan shall give special consideration to performance gaps for students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.

Section 3 -Understanding the Local Actual Performance Level for Each Core Indicator

ESE determines the Local Actual Performance Level for each core indicator by applying the measurement definitions and approaches given in the Core Indicator Measurement Definitions and Approaches Chart in Appendix C. ESE also applies the data submitted by colleges/Perkins Postsecondary Consortium in the applicable Massachusetts Perkins IV College/Postsecondary Consortium Career and Technical Education Data Report.

Last January (January 2009), each college/Perkins Postsecondary Consortium received a Core Indicator Data Report (in Excel) for Perkins Performance Year 1 (2007-2008) from the State Director of Career/Vocational Technical Education (State Director) in ESE.

In January 2010, each college/Perkins Postsecondary Consortium will receive a Core Indicator Data Report (in Excel) for Perkins Performance Year 2 (2008-2009) by email from the State Director.

The definitions for numerator and denominator in the Core Indicator Data Report are contained in the Core Indicator Measurement Definitions and Approaches Chart in Appendix C. The definitions for Adjusted Performance Level and Actual Performance Level are given in Section 2 (Definitions) of this Workbook. Note that in the Core Indicator Data Report example (Appendix B), the Adjusted Performance Level will be the performance level that the college/Perkins Postsecondary Consortium, during the negotiation process last winter, agreed to reach. The Actual Performance Level is the Local Actual Performance Level.

Section 4 - Negotiating the Local Adjusted Performance Level for Each Core Indicator

Date Due: March 5, 2010

The Perkins Act (Section 113) requires that the college/Perkins Postsecondary Consortium accept the State Adjusted Performance Level for core indicators as Local Adjusted Performance Levels or negotiate Local Adjusted Performance Levels with ESE.

Steps in the Negotiation Process for Perkins Performance Year 3 (2009-2010) and 4 (2010-2011)

Note that each college/Perkins Postsecondary Consortium is required to complete the process for year 3 and year 4 at the same time. Throughout the process, the college/Perkins Postsecondary Consortium may consult with the State Director as needed.

Step 1 - The college/Perkins Postsecondary Consortium shall review the Core Indicator Data report that it receives by email from the State Director.

Step 2 - The college/Perkins Postsecondary Consortium shall review the State Adjusted Levels of Performance for Perkins Performance Year 3 (2009-2010) given in the Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D of this Workbook). The college/Perkins Postsecondary Consortium shall also review the State Adjusted Levels of Performance for Perkins Performance Year 4 (2010-2011) given in the Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E).

Step 4 - Using the Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D), and the Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E), the college/Perkins Postsecondary Consortium shall indicate* adoption by the college/Perkins Postsecondary Consortium of the State Adjusted Performance Level as the Local Adjusted Performance Level for the core indicator for Perkins Performance year 3 (2009-2010) and year 4 (2010-2011) if the college/Perkins Postsecondary Consortium agrees to use the State Adjusted Performance Level for a core indicator. If the college/Perkins Postsecondary Consortium agrees to use the State Adjusted Performance Level for a core indicator, negotiation for that core indicator Local Adjusted Performance Level is moot.

* indicate adoption by merely typing (or cutting and pasting) in the State Adjusted Performance Level.

The college/Perkins Postsecondary Consortium may negotiate a Local Adjusted Performance Level if the college/Perkins Postsecondary Consortium does not wish to adopt the State Adjusted Performance Level for Perkins Performance Year 3 (2009-2010) and/or year 4 (2010-2011). If the college/Perkins Postsecondary Consortium wishes to negotiate Local Adjusted Performance

Levels for Perkins Performance Year 3 (2009-2010) and/or 4 (2010-2011), the State Director will negotiate with the individual designated by the college president/Perkins Postsecondary Consortium leader. The negotiation process will take place in January – early March 2010. The process will culminate with a completed Local Adjusted Performance Level Negotiation Chart for Year 3 (Appendix D) and a Local Adjusted Performance Level Negotiation Chart for Year 4 (Appendix E) by March 5, 2010.

Important Note 1: Separate Local Adjusted Performance Levels for special populations are not allowable.

Important Note 2: If the college/Perkins Postsecondary Consortium meets the State Adjusted Performance Level for a core indicator, the college/Perkins Postsecondary Consortium cannot negotiate a lower Local Adjusted Performance Level for the subsequent year.

Important Note 3: When considering proposed Local Adjusted Performance Levels during negotiations, ESE will take into account the following:

- State Adjusted Performance Level that must be achieved by the State as a whole and how the proposed Local Adjusted Performance Level for the individual college/Perkins Postsecondary Consortium will assist the State meeting the State Adjusted Performance Level.
- How the proposed Local Adjusted Performance Levels compare with the Local Adjusted Performance Levels established for other colleges/Perkins Postsecondary Consortium, taking into account factors that may be identified by the college/Perkins Postsecondary Consortium including the characteristics of the students when the students entered career/vocational technical education and the support services and instruction to be provided.
- The extent to which the Local Adjusted Performance Level will promote continuous improvement on the core indicator by the college/Perkins Postsecondary Consortium.

Step 5 - The college/Perkins Postsecondary Consortium shall email the completed Local Adjusted Performance Level Negotiation Charts (Appendix D and Appendix E) by March 5, 2010 to the State Director JWheeler@doe.mass.edu.

Step 6 - The State Director will review the Local Adjusted Performance Level Negotiation Charts sent by the college/Perkins Postsecondary Consortium and consult with other staff in ESE as necessary taking into account the parameters on negotiations for Perkins Performance Year 3 (2009-2010) and year 4 (2010-2011) as described previously in this Section. The State Director may require that modifications be made to the proposed Local Adjusted Performance Levels based on the review.

Step 7 - The State Director will email the Local Adjusted Performance Level Negotiation Charts (Appendix D and Appendix E) to the college/Perkins Postsecondary Consortium after the negotiations have concluded so that the college/Perkins Postsecondary Consortium will have a record of the final agreed-upon Local Performance Levels for Perkins Performance Year 3 (2009-2010) and year 4 (2010-2011).

Revisions to Final Agreed-Upon Local Adjusted Performance Levels

The college/Perkins Postsecondary Consortium may request revisions to its Local Adjusted Performance Level for core indicator 5S1 (placement) if the Workforce Investment Board region(s) in which the college/Perkins Postsecondary Consortium are located experiences a loss of five percent (5%) or more of jobs in the region(s) for three or more consecutive months immediately prior to the beginning of the placement period. The request must be submitted by the college president or Perkins Postsecondary Consortium leader as applicable in writing, addressed to the State Director. The request must include documentation from the applicable Workforce Investment Board(s) of the job losses for the applicable period. The State Director will respond in writing to the request within ten (10) business days of receipt.

Section 5 - Local Perkins Improvement Plans

Date Due: April 30, 2010

The Perkins Act (Section 123) requires that each college/Perkins Postsecondary Consortium submit Local Perkins Improvement Plans on core indicators that did not meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator for any of the sixteen (16) populations.

The Massachusetts Perkins IV Manual at

http://www.doe.mass.edu/cte/perkins/funding_manual.doc includes information on subsequent action for failure to meet Local Adjusted Performance Levels and thus is a must read. District staff should review Perkins IV, which is accessible from a link posted at <http://www.doe.mass.edu/cte/perkins/>.

Steps in Development and Submission of Local Perkins Improvement Plans

Step 1 - The college/Perkins Postsecondary Consortium shall review its Core Indicator Data Report for Perkins Performance Year 2 that it received by email from the State Director.

If the college/Perkins Postsecondary Consortium has a core indicator that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator for any of the populations given on the Core Indicator Data Report, the college/Perkins Postsecondary Consortium shall develop and implement a Local Perkins Improvement Plan for the populations that did not meet the Local Adjusted Performance Level. Note that in cases where the denominator for the population contains less than 16 students, the college/Perkins Postsecondary Consortium is not required to develop and implement a Local Perkins Improvement Plan for that population. The district shall develop the Local Perkins Improvement Plan in consultation with the appropriate agencies, individuals, and organizations and the State Director as needed. Note that appropriate agencies/organizations would include those outside agencies/organizations that have expertise in serving the population as determined by the college/Perkins Postsecondary Consortium

Important Note: If the college/Perkins Postsecondary Consortium developed and submitted a Local Perkins Improvement Plan last winter for a core indicator/population based on Perkins Performance Year 1 and the State Director notified the college/Perkins Postsecondary Consortium that the Plan met minimum requirements; the college/Perkins Postsecondary

Consortium will not submit another Local Perkins Improvement Plan for the core indicator/population. The college/Perkins Postsecondary Consortium may, however, submit revisions to the Local Perkins Improvement Plan at any time.

Step 2 - The college/Perkins Postsecondary Consortium shall access the Perkins Improvement Plan Chart in Appendix E of this Workbook.

Step 3 - The college/Perkins Postsecondary Consortium shall use one Perkins Improvement Plan Chart for each core indicator that has one or more populations that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator, (except that for cases where the denominator for the population contains less than 16 students the district is not required to develop and implement a Local Perkins Improvement Plan for that population).

Step 4 - The college/Perkins Postsecondary Consortium shall list the populations that failed to meet at least 90 percent (90%) of the Local Adjusted Performance Level for the core indicator (except that the district shall not list those where the denominator for the population contains less than 16 students.)

Step 5 - The college/Perkins Postsecondary Consortium shall list the college/Perkins Postsecondary Consortium and appropriate agencies/organizations were consulted in the development of the Local Perkins Improvement Plan for the specific population.

Step 6 - The college/Perkins Postsecondary Consortium shall briefly describe the Local Perkins Improvement Plan.

Step 7 - The college/Perkins Postsecondary Consortium shall email the completed Local Perkins Improvement Plan Chart to the State Director by April 30, 2010.

Step 8 - The State Director will review the college/Perkins Postsecondary Consortium Local Perkins Improvement Plan(s) and consult with the college/Perkins Postsecondary Consortium and other ESE staff as necessary.

Step 9 - The State Director will notify the college/Perkins Postsecondary Consortium if the Local Perkins Improvement Plan(s) do not meet minimum requirements so that the college/Perkins Postsecondary Consortium will revise them as necessary.

Step 10 - The State Director will notify the college/Perkins Postsecondary Consortium by email when the Local Perkins Improvement Plan(s) has been deemed to meet minimum requirements.

Step 11 - The college/Perkins Postsecondary Consortium will implement the Local Perkins Improvement Plan(s).

Revisions to the Local Perkins Improvement Plan

The college/Perkins Postsecondary Consortium may revise Local Perkins Improvement Plans. Revised Local Perkins Improvement Plans shall be submitted to the State Director prior to

implementation. The State Director will follow the steps outlined above resulting in revisions deemed to meet minimum requirements.

Section 6 – Annual Perkins Report 2010

Date Due: March 31, 2010

The Perkins Act (Section 113) requires that each college/Perkins Postsecondary Consortium submit an Annual Perkins Report regarding the district's progress in achieving the Local Adjusted Performance Levels.

Steps in the Development and Submission of the Annual Perkins Report 2010

Step 1 - The college/Perkins Postsecondary Consortium shall review the Local Perkins Improvement Plans that it submitted last winter.

Step 2 - The college/Perkins Postsecondary Consortium shall access the Annual Perkins Report 2010 Chart in Appendix G of this Workbook.

Step 3 - The college/Perkins Postsecondary Consortium shall use one Annual Perkins Report 2010 Chart for each Local Improvement Plan that it submitted last winter.

Step 4 - The college/Perkins Postsecondary Consortium shall describe in each Annual Perkins Report 2010 Chart the progress that has been made in implementing the Local Perkins Improvement Plan.

Step 7 - The college/Perkins Postsecondary Consortium shall email completed Annual Perkins Report 2010 Charts to the State Director JWheeler@doe.mass.edu by March 31, 2010.

Step 8 - The State Director will review the college/Perkins Postsecondary Consortium Annual Perkins Report 2010 Charts and consult with the college/Perkins Postsecondary Consortium and other ESE staff as necessary.

Step 9 - The State Director will notify the college/Perkins Postsecondary Consortium if the Annual Perkins Report 2010 Charts do not meet minimum requirements so that the college/Perkins Postsecondary Consortium will revise them as necessary.

Step 10 - The State Director will notify the college/Perkins Postsecondary Consortium by email when the Annual Perkins Report 2010 Charts have been deemed to meet minimum requirements.

Section 7 – High Skill and/or High Wage and/or High Demand Occupations

Date Due: March 31, 2010.

The Perkins Act (Section 134) requires each college/Perkins Postsecondary Consortium to describe the activities that the college/Perkins Postsecondary Consortium will provide that will prepare special populations for high skill and/or high wage and/or high demand occupations. The United States Department of Education (USED) upon review of Massachusetts templates for Perkins IV Five-Year Local Plans observed that the requirement to describe the activities that the college/Perkins Postsecondary Consortium will provide that will prepare special populations for high

skill and/or high wage and/or high demand occupations was lacking. Therefore, each college/Perkins Postsecondary Consortium must submit this information to amend its Perkins IV Five-Year Local Plans using the High Skill and/or High Wage and/or High Demand Occupations Chart in Appendix H.

Steps in the Development and Submission of the Descriptions

Step 1 - The college/Perkins Postsecondary Consortium shall review with the committee that developed the Perkins IV Five-Year Local Plan, the activities that it provides, which prepare special populations for high skill and/or high wage and/or high demand occupations. The committee shall determine whether the activities are appropriate, and if not, will modify them, or develop new activities.

Step 2 - The college/Perkins Postsecondary Consortium shall access the High Skill and/or High Wage and/or High Demand Occupations Chart in Appendix H of this Workbook.

Step 3 - The college/Perkins Postsecondary Consortium shall describe the activities that the college/Perkins Postsecondary Consortium will provide that will prepare special populations for high skill and/or high wage and/or high demand occupations.

Step 4 - The college/Perkins Postsecondary Consortium shall email the completed High Skill and/or High Wage and/or High Demand Occupations Chart to the State Director JWheeler@doe.mass.edu by March 31, 2010.

Step 5 - The State Director will review the district's High Skill and/or High Wage and/or High Demand Occupations Chart and consult with the district and other ESE staff as necessary.

Step 6 - The State Director will notify the college/Perkins Postsecondary Consortium if the High Skill and/or High Wage and/or High Demand Occupations Chart does not meet minimum requirements so that the district will revise them as necessary.

Step 7 - The State Director will notify the college/Perkins Postsecondary Consortium by email when the High Skill and/or High Wage and/or High Demand Occupations Chart has been deemed to meet minimum requirements. The Perkins IV Five-Year Local Plan for the college/Perkins Postsecondary Consortium will be considered amended at this point.

APPENDIX A - TIMELINES CHART

What and When	Reference
<p>Due: Massachusetts Perkins IV College/Postsecondary Consortium Career and Technical Education Data Report Fall 2009 – submit by November 30, 2009</p>	<p>Instructions for the Massachusetts Perkins IV Public Two - Year College/Postsecondary Consortium Career and Technical Education Data Report Fall 2009 at http://www.doe.mass.edu/cte/data/</p>
<p>Due: Massachusetts Perkins IV Pell Grant Report Fall Semester 2009 – submit by December 31, 2009</p>	<p>Massachusetts Perkins IV Pell Grant Report Fall Semester 2009 at http://www.doe.mass.edu/cte/news08/Perkins_Report_Fall.doc</p>
<p>Due: Local Adjusted Performance Level Negotiation Charts for Perkins Performance Years 3 (2009-2010) & 4 (2010-2011) - submit by March 5, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Due: Local Perkins Improvement Plan Charts – submit by April 30, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Due: Annual Perkins Report 2010 Chart (replaces the Local Plan Update) – submit by March 31, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>
<p>Due: High Skill and/or High Wage and/or High Demand Occupations Chart – submit by March 31, 2010</p>	<p>Massachusetts Perkins IV Accountability Workbook - Postsecondary - 2009-2010 at http://www.doe.mass.edu/cte/perkins/</p>

APPENDIX B - EXAMPLE of CORE INDICATOR DATA REPORT

The actual Core Indicator Data Report will be in an Excel file as it was last year. The actual Core Indicator Data Report will contain data.

Perkins Performance Year 2 (2008-2009) Hopeland Community College

Population	Number of Students in the Numerator	Number of Students in the Denominator	Local Adjusted Performance Level	Actual Performance Level	Adjusted vs. Actual*	Met 90% Adjusted Level Y/N
Total						
Male						
Female						
American Indian						
Asian						
Black or African American						
Hispanic						
Native Hawaiian or Other Pacific Islander						
White						
Two or More Races						
Disability Status						
Economically Disadvantaged						
Single Parents						
Limited English Proficient						
Nontraditional Enrollees						
Tech Prep						

*M = MET; E = Exceeded; D = Did Not Meet

APPENDIX C - CORE INDICATOR MEASUREMENT DEFINITIONS and APPROACHES CHART

This chart lists the postsecondary core indicators and gives the measurement definitions that the Massachusetts Department of Elementary and Secondary Education uses to develop Core Indicator Data Reports for each college/consortium.

Core Indicator	Measurement Definition
Technical Skill Attainment 1P1	Numerator: Number of technical credit courses completed by CTE concentrators during the fall semester of the reporting year. Denominator: Number of technical credit courses attempted by CTE concentrators during the fall semester of the reporting year.
Degree, Certificate Credential 2P1	Numerator: Number of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential. Denominator: Number of CTE concentrators enrolled in the fall semester four years prior to the reporting year.
Student Retention (Still Enrolled) or Transfer 3P1	Numerator: Number of CTE concentrators enrolled in a fall semester who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential; transferred, or were still pursuing their education, i.e. still enrolled) Denominator: Number of CTE concentrators enrolled in the fall semester four years prior to the reporting year.
Student Placement 4P1	Numerator: Number of CTE program graduates who completed a CTE program one year prior to the reporting year and who entered military service or employment including registered apprenticeship programs within 9-12 months after completion. Denominator: Number of CTE program graduates who completed a CTE program during the reporting year.
Nontraditional by Gender Participation 5P1	Numerator: Number of CTE participants enrolled in a CVTE program that prepared them for a career that would be nontraditional for their gender during the reporting year. Denominator: Number of CTE participants enrolled in the same CTE program during the reporting year.

Core Indicator	Measurement Definition
<p>Nontraditional by Gender Completion 5P2</p>	<p>Numerator: Number of CTE participants and concentrators enrolled in a given fall term in a CTE program that prepared them for a career that would be nontraditional for their gender who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential.</p> <p>Denominator: Total number of CTE participants and concentrators who four years after a given fall term (fall to fall of fourth year out) received a degree, a certificate, or an industry-recognized credential in the same CTE program during the reporting year.</p>

APPENDIX D - LOCAL ADJUSTED PERFORMANCE LEVEL NEGOTIATION CHART for YEAR 3

This chart lists the State Adjusted Performance Levels on each core indicator for Perkins Performance Year 3 (2009-2010). The negotiation process is outlined in Section 4 of this Workbook.

College/Consortium Name: _____ **College/Consort. Negotiator:** _____ **ESE Liaison:** _____

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Proposed Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 3 (2009-2010)	Date Agreement Reached
Technical Skill Attainment 1P1	80.37%			
Degree, Certificate Credential 2P1	52.31%			
Student Retention (Still Enrolled) or Transfer 3P1	57.00%			
Student Placement 4P1	79.00%			
Nontraditional by Gender Participation 5P1	16.96%			
Nontraditional by Gender Completion 5P2	17.68%			

APPENDIX E – LOCAL ADJUSTED PERFORMANCE LEVEL NEGOTIATION CHART for YEAR 4

This chart lists the State Adjusted Performance Levels on each core indicator for Perkins Performance Year 4 (2010-2011). The negotiation process is outlined in Section 4 of this Workbook.

College/Consortium Name: _____ College/Consort. Negotiator: _____ ESE Liaison: _____

Core Indicator	State Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Proposed Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2010)	Final Agreed-Upon Local Adjusted Performance Level for Perkins Performance Year 4 (2010-2011)	Date Agreement Reached
Technical Skill Attainment 1P1	81.37%			
Degree, Certificate Credential 2P1	53.31%			
Student Retention (Still Enrolled) or Transfer 3P1	58.00%			
Student Placement 4P1	80.00%			
Nontraditional by Gender Participation 5P1	17.96%			
Nontraditional by Gender Completion 5P2	18.68%			

APPENDIX F - LOCAL PERKINS IMPROVEMENT PLAN CHART

Directions: Read and follow the instructions given in Section 5 of this Workbook.

College/Consortium Name: _____ **College/Consortium Contact:** _____ **Date Submitted:** _____

Core Indicator: _____

Population	
	<p>(1) List the staff in the college/Perkins Postsecondary Consortium, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>
	<p>(1) List the staff in the college/Perkins Postsecondary Consortium, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>
	<p>(1) List the staff in the college/Perkins Postsecondary Consortium, appropriate agencies/organizations consulted in the development of the Local Perkins Improvement Plan.</p> <p>(2) Briefly describe the Local Perkins Improvement Plan.</p>

APPENDIX G - ANNUAL PERKINS REPORT 2010 CHART

Directions: Read and follow the instructions given in Section 6 of this Workbook.

College/Consortium Name: _____ **College/Consort. Contact:** _____ **Date Submitted:**

Core Indicator: _____ **Population** _____

APPENDIX H – HIGH SKILL and/or HIGH WAGE and/or HIGH DEMAND OCCUPATIONS CHART

Directions: Read and follow the instructions given in Section 7 of this Workbook.

College/Consort. Name: _____ **College/Consort. Contact:** _____ **Date Submitted:** _____

Special Population	Activities
individuals with disabilities	
Individuals from economically disadvantaged families including foster children	
Individuals with limited English proficiency	

individuals preparing for careers that would be nontraditional for their gender	
single parents including single pregnant females	