Weekly Technical Assistance Conference Call Minutes

Date: December 20, 2006

Participants:

Institution	Participants
BCC	
DCC	
FPCC	Joy Toavs
FVCC	
MCC	Sharon Kearnes, Betty Vail
MSUB	Jennifer Howie
MSUGF	Theresa Busch, Delisa Clampitt, Judy Hay
MSUN	Bill Lanier, Amber Brinkman
MTCOT	Denise Elakovich
SKC	Robert Peregoy
UMH	
UMM	Cec Gallagher
Other	Kathy Wilkins

Attachments: Attachments will be posted on the Website. Use the following link to access them. Bookmark this page for future access. http://www.montana.edu/wochewd/Assets/Local%20Apps/LA%20TA%20Meeting%20Notes.htm

Topics and Notes:

1. Overview of the Perkins IV State Planning Meeting

Notes:

Accountability: Hans Meeder indicated that OVAE is not recognizing the work of the Data Quality Institutes. He stated this group overstepped their boundaries in trying to get states to agree on a single set of definitions and measures. Hans asked where we were headed and I stated that I was waiting for OVAE to provide guidance. He didn't seem to think there would be much. I stated that I would like to use the DQI guidelines as much as possible because of the work and logic that went into them. We did discuss the 3 year timeframe for completion and that Montana could use a different standard. Given that the majority of students who graduate, do so in over 3 years.

Tech Prep and Programs of Study: After a great deal of discussion and weighing primarily 3 options, it was decided the group felt Tech Prep should remain a separate program but only if it is redesigned. The redesign will be based around the requirement for programs of study. There was discussion about requiring a statewide rather than a regional approach. Utilizing the secondary specialists was also discussed.

Special Populations and Non Trad Grants: The group felt strongly that the rural reserve should be maintained at 10%. There was a lengthy discussion about moving from competitive grants to a variety of split options. The leadership team will have the final say on the distribution of funds. There was also discussion regarding the focus of the funds. Most seem to feel the dollars should be utilized to address state needs. Sharon commented about the need for funds for the CBOs to meet the needs of these populations. There was discussion regarding the fact that the local applications serve well over 2500 special population and non trad students annually and none of the additional money helps institutions to better serve this population. In addition, the grant recipients do not coordinate with the local ap schools to provide models for how to better serve these students.

2. **Workgroup volunteers**

Notes: I emailed a handout to describe the groups. I asked for volunteers. Theresa volunteered for the Special Populations & Non-Trad group. I asked Denise to volunteer for the Tech Prep/Programs of study group because of the Career Clusters grant in Butte. Sharon Volunteered for Special Pops. Jenny Volunteered for Accountability. Lynn Ferris and Lynn Stocking volunteered for the local plan group. Lynn S, and Denise also volunteered for Accountability. I will let folks know more about the workgroups in January.

- Accountability
- Local Plan
- Program Improvement
- Programs of Study
- Special Populations and Non-Traditional
- Tech Prep
- General Provisions (State Leadership team is the workgroup for this topic)

3. Future topics

Notes: Given we will be developing indicators prior to OVAE regulations, I will send draft definitions out as soon as possible so we can begin discussing them in January.

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

2006-2007 Annual Application
Carl D. Perkins Vocational and Technical Education

School District:________________________ LE:___ ___ ___ ___ CO:___ ___

Application Information:

Due date: May 26, 2006*

Return application to:
Career and Technical Education
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Project Year: July 1, 2006 - June 30, 2007

Before mailing, please check:

- ☐ The district authorized representative has signed the application (p. 1).
- ☐ A summer contact person has been identified and contact information has been provided (p.1).
- ☐ Both the district authorized representative and the school board chairperson have signed the Assurances (p. 4).
- ☐ The Plan to Work with Special Populations has been completed (p. 6).
- ☐ Planned Uses of Carl D. Perkins funds (p. 7-9) has been completed and is compliant with the Required and Permissive Use of Funds (Attachment C).
- ☐ Each school has completed one program assessment for each program offered, which has been signed by all listed individuals (Attachment A).
- ☐ The Budget Form (Attachment D) summarizes items listed in the Planned Uses of Carl D. Perkins Funds (p. 7-8) and the Funding Distribution Table (Attachment B).

General Project Information: This is the annual application for Carl D. Perkins Vocational Education. While this is continuation funding, **you are encouraged to change your objectives and activities to refocus your funding on different or new career and technical education needs.** For assistance in completing this application, contact any of the career and technical education specialists at the Office of Public Instruction.

- ☐ David Hall, Agriculture Specialist, (406) 444-4451
- ☐ Diana Fiedler, Business and Marketing Specialist, (406) 444-7991
- ☐ Angie Collins, Health Occupations Education Specialist, (406) 444-0714
- ☐ Don Michalsky, Industrial Technology Specialist, (406) 444-4452
- ☐ Karla Beagles, Administrative Specialist, (406) 44-9019

The CTE specialists will review this application during the months of June - August. Please provide contact information for someone who will be able to answer questions regarding your district's career and technical education programs and/or this application form during this summer time period.

Name/Title:________________________ Phone:_______f_______

E-mail:________________________ Fax:________________

Signature Information: The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of the projects/programs listed above.

____
Signature
Designated Authorized Representative

- ☐ Superintendent
- ☐ Principal (if there is no Superintendent)
- ☐ County Superintendent (if there is no Superintendent or Principal)

NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative. This responsibility may be assumed by the Chairperson of the Board of Trustees if requested in writing to Nancy Coopersmith at the address shown at the top of this page.

 *Weekend/Holiday due dates default to the following business day.

Carl D. Perkins Vocational and Applied Technology Education Act of 1998

Directions for Completing the Local Application

1. Include signed assurances pages for each eligible recipient agency involved.

2. If you have not already sent in your district's Career and Technical Student Enrollment Report for the current school year, include completed enrollment data tables for EACH career and technical education program in EACH participating agency. Additional forms are available upon request.

3. Provide complete information requested for EVERY section in the Local Application Format.

4. Attach a quality assessment of every secondary career and technical education program of your agency. Use the program assessment instrument included in this Local Application packet so that all quality-assessment indices required by P.L. 101-392 will be addressed. These quality assessments will form the basis for identifying those programs most in need of program improvement within the LEA or agency.

5. Complete the Funding Distribution Table that identifies how you plan to use Perkins' resources to achieve program improvement in those programs identified by the self-assessment as needing improvement.

6. Submit a detailed budget for EACH planned use of funds. Use either copies of the budget form provided or form duplicates generated on your own word processing system.

Criteria for Approval of Local Applications for Title II, Part C Allocations

1. The complete application (including signed assessments of program quality of all career and technical programs offered by the applicant agency) must be received at the Office of Public Instruction by May 26, 2006.

2. The applicant must be an eligible recipient.

3. All required assurances must be signed.

4. The application must contain substantive responses to ALL information requested.

5. The targeted populations have been identified and the needs of those students are being addressed in a meaningful way. This will be assessed by the state staff.

6. The planned use of funds corresponds to the required and permissive uses of funds.

7. The uses are considered realistic.

Local Application Contents

I. Assurances

II. Special Populations

   A. Definition of Special Populations
   B. Plan to Work with Special Populations

III. Planned Uses of Carl Perkins Funds

   A. Areas of Weakness/Plans to Improve
      1. Summary of Program Assessment (**Attachment A:** Program Assessment for Montana Career and Technical Education Programs)
      2. Perkins Criteria: Academic and Occupational Competencies
   B. Planned Funding Distribution (**Attachment B:** Funding Distribution Table; **Attachment C:** Local Uses of Funds)
   C. Detailed Budgets (**Attachment D:** Budget Form)

IV. Accountability

Local Application for Allocation of Title I Funds from the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998
Program Year 2006

Eligible Recipient Agency

Address	Telephone

I. Assurances

As a condition of the use of P.L. 101-392 funds, this eligible recipient assures that it will provide career and technical education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.

State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds. Students who participate in career and technical programs are taught to the same challenging academic proficiencies as are taught for all other students.

Perkins funds shall be used to supplement, to the extent practicable, increase the amount of state and local funds that would be in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.

This eligible recipient will provide a career and technical education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school. Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the Montana State Plan.

Typed Name
Designated Authorized Representative

___Superintendent
___Principal (if there is no Superintendent)
___County Superintendent (if there is no Superintendent or Principal)

Signature

Date

Typed Name
Board Chairperson

Signature

Date

II. Special Populations

A. Definitions of Special Populations

1. **"Individual with a disability"** means an individual with any disability [as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)].

2. **"Individual from an economically disadvantaged family, including foster children"** means a family or individual (1) determined by the U.S. Secretary of Education to be low-income according to the latest available data from the U.S. Department of Commerce; (2) that is eligible for any of the following:

   (i) AFDC under Part A of Title IV of the Social Security Act;
   (ii) benefits under the Food Stamp Act of 1977;
   (iii) to be counted for purposes of section 1005 of chapter 1 of Title I of the ESEA of 1965; and
   (iv) the free or reduced-price meals program under the National School Lunch Act.

   At the postsecondary level, recipients of Pell Grants (financial aid under subpart 1 of Part A of Title IV of the Higher Education Act of 1965) and recipients of assistance from the Bureau of Indian Affairs are considered economically disadvantaged. [Abridged from CFR 400.4(b).]

3. **"Individual preparing for nontraditional training and employment"** means an individual preparing for an occupation or field of work, including a career in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

4. **"Single parent, including a single pregnant woman"** means an individual who is unmarried or legally separated from a spouse AND has a minor child or children for which the parent has either custody or joint custody OR is pregnant.

5. **"Displaced homemaker"** means an individual who—

   (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
   (ii) has been dependent on the income of another family member, but is no longer supported by that income; or
   (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
   (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

6. **"Individual with other barriers to educational achievement, including individuals with limited English proficiency"** (LEP) means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

   (A) whose native language is a language other than English; or
   (B) who lives in a family or community environment in which a language other than English is the dominant language.

II. Special Populations (continued)

B. Plan to Work with Special Populations

Carl Perkins basic grants are to provide funding for career and technical programs. There is an emphasis in Perkins legislation to serve the needs of career and technical students who are members of special populations. These special populations are: (1) individual with a disability, (2) individual from an economically disadvantaged family, including foster children, (3) individual preparing for nontraditional training and employment, (4) single parent, including a single pregnant woman, (5) displaced homemaker, (6) individual with other barriers to educational achievement, including individuals with limited English proficiency.

Please describe how your district plans to:

- meet the needs of career and technical students who are members of these special populations;
- assess and monitor the effectiveness of programs in meeting the needs of these special populations; and
- prevent discrimination against students in these special populations.

III. Planned Uses of Carl D. Perkins Funds

A. Areas of Weakness/Plans to Improve Career and Technical Programs

The attached Program Assessment(s) for Career and Technical Education (Attachment A) reveals the following areas of weakness in the quality of career and technical programs in the applicant agency.

This eligible recipient plans to use the Perkins allocation to improve the career and technical education programs listed below. For each assisted program:

1. Review the Program Assessment(s) for Career and Technical Education Programs (Attachment A) and describe methods intended to improve areas of weakness.

2. Describe the size, scope and quality of program, and how academic and career and technical education are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.

3. Describe how the career and technical education activities will be carried out with respect to meeting (1) student attainment of challenging academic and career and technical skill proficiencies, (2) student attainment of a secondary school diploma, (3) placement/retention in and completion of postsecondary education/training, military service, or employment and, (4) participation in and completion of career and technical programs leading to non-traditional training and employment.

4. Describe how you will provide students with strong experience in and understanding of all aspects of the industry of your career and technical program(s).

5. Describe how comprehensive professional development (including initial teacher preparation) for career and technical, academic, guidance, and administrative personnel will be provided.

B. Planned Funding Distribution

The planned funding distribution of the allocation is reflected in the Funding Distribution Table (Attachment B). Perkins funds will be used to improve each targeted site/program through the approved uses of funds (Attachment C) for the listed amounts that total annually to the formula-allocated amount of this eligible recipient.

C. Detailed Budgets

A detailed budget is submitted for EACH planned use of the allocated funds (Attachment B). Although no matching funds are required, listing of other funds that will be used to provide the planned services must be listed to meet federal reporting requirements.

An aggregate budget form (Attachment D) across all planned uses of funds for the application is submitted that shows planned expenditures of Perkins and/or other funds for career and technical education guidance and counseling services.

Program Assessment for Montana Career and Technical Education Programs

Attachment A

School District Name:____

School Name (if different):____

Approval of secondary career and technical education program proposals will be based on evidence that the General Requirements from the most current version of the Montana Standards and Guidelines for Career and Technical Education are met. Programs that fail to meet the following requirements will be given assistance from program specialists at the Office of Public Instruction.

Directions:

- Complete **one** assessment for each program area. Assessments must be completed collectively by the instructor(s) and advisory committee members.
- Districts with more than one high school should submit one assessment per program per school.
- Comments are required on all items checked "No."
- Submit the original assessment **plus one copy** for each program area.
- Keep a copy for your records.

Program Area: *Do not check more than one program area.*

☐ Agriculture ☐ Business/Marketing ☐ Family & Consumer Sciences ☐ Health Occupations

☐ Industrial/Technology Education ☐ Trade and Industrial Education

	Yes	No	**Comments:** (Use additional paper if needed.)
1. The program: a. develops skills leading to employment and/or entry into advanced career and technical training.	☐	☐	
b. reflects the hiring needs of employers in the geographic area of the school.	☐	☐	
2. Program objectives are defined in terms of skills to be developed and are related to a specific career by classification of instruction program (CIP) code. (http://nces.ed.gov/pubs2002/2002165_2.pdf)	☐	☐	
3. 2003-2004 Career and Technical Student Enrollment Reports are on file with the OPI.	☐	☐	
4. Work experiences taught by a CTE-endorsed instructor are reported on the CTE student enrollment reports.	☐	☐	
5. Program offerings are based on results of student needs assessments and this program assessment.	☐	☐	
6. The program advisory committee has: a. been approved by the school board.	☐	☐	
b. minutes on file from the current year.	☐	☐	
c. assisted with program development.	☐	☐	
d. been provided with a copy of the most current version of the Montana Standards and Guidelines for Career and Technical Education.	☐	☐	
7. Curriculum is organized based on academic and technical knowledge and skills for the career cluster.	☐	☐	
8. This program develops personal, career, and leadership skills: a. within the curriculum (provide evidence).	☐	☐	
b. through a Career and Technical Student Organization (BPA, DECA, FCCLA, FFA, HOSA, TSA, SkillsUSA).	☐	☐	

Program Assessment for Montana Career and Technical Education Programs (cont.)

School Name: ______________________

Program Area:

- ☐ Agriculture
- ☐ Business/Marketing
- ☐ Health Occupations
- ☐ Family & Consumer Sciences
- ☐ Industrial/Technology Education
- ☐ Trade and Industrial

	Yes	No	**Comments:** (Use additional paper if needed.)
9. Career guidance and counseling services are provided for the students.	☐	☐	
10. The program instructor(s): a. is licensed (certified) and appropriately endorsed.	☐	☐	
b. is an active member of a career and technical education professional organization. (List organization and division, if applicable.)	☐	☐	
c. continues to update skills through continuing education and professional development.	☐	☐	
11. Equipment and facilities are: a. up-to-date and reflective of industry standards.	☐	☐	
b. adequate for the maintenance of acceptable education and health and safety standards.	☐	☐	
12. There is a planned follow-up system of students completing the programs.	☐	☐	
13. Maximum class sizes are determined with consideration of the instructional environment, equipment, supervision, safety, space, resources, and individual student instruction.	☐	☐	
14. This program ensures equal access for all students.	☐	☐	
15. Career and technical education funds are used to supplement and enhance this program and are not supplanting other funds.	☐	☐	
16. Career and Technical accounting procedures use standard school accounting codes.	☐	☐	
17. a. A yearly certified expenditure report is submitted to the OPI showing actual expenditure of funds compared to the last approved budget.	☐	☐	
b. Records of all Career and Technical Education transactions are kept on file locally for audit purposes.	☐	☐	

Signed:______________________ Date:__________

Program Instructor Who Completed This Form

Signed:______________________ Date:__________

Advisory Committee Chairperson or Designee

Signed:______________________ Date:__________

School Administrator

Funding Distribution Table
Program Year 2005-2006

Attachment B

Special Populations:

A = Individual with a disability
B = Individual economically disadvantaged
C = Individual preparing for nontraditional training
D = Single parent
E = Displaced homemaker
F = Other barriers including Limited English Proficiency

	Each expenditure provides access to the following special populations Y = Yes N = No NA = Not Applicable							
Usage Code(s)*	A	B	C	D	E	F	Proposed Expenditure	$ Amount
Example: R1, R3, R6, P3	Y	Y	Y	Y	NA	Y	Purchase Global Positioning Satellite Equipment	$1,000.00

*List all required or permissive uses that apply to this expenditure. (See following pages for required and permissive codes.)

Detailed budget of above expenditures.

Local Uses of Funds
(R = Required, P = Permissive)

Attachment C

General Authority—Each eligible recipient that receives funds shall use such funds to improve career and technical education programs.

Required for Uses of Funds—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

R1. strengthen the academic, and career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and career and technical subjects;

R2. provide students with strong experience in and understanding of all aspects of an industry;

R3. develop, improve, or expand the use of technology in career and technical education, which may include—
- (A) training of career and technical education personnel to use state-of-the-art technology, which may include distance learning;
- (B) providing career and technical education students with the academic, and career and technical skills that lead to entry into the high technology and telecommunications field; or
- (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;

R4. provide professional development programs to teachers, counselors, and administrators, including—
- (A) inservice and preservice training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide business experience to teachers; and
- (D) programs designed to train teachers specifically in the use and application of technology;

R5. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

R6. initiate, improve, expand, and modernize quality career and technical education programs;

R7. provide services and activities that are of sufficient size, scope, and quality to be effective; and

R8. link secondary career and technical education and postsecondary career and technical education, including implementing tech-prep programs.

Permissive—Funds made available to an eligible recipient under this title may be used—

P1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

P2. to provide career guidance and academic counseling for students participating in career and technical education programs;

P3. to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

P4. to provide programs for special populations;

P5. for local education and business partnerships;

P6. to assist career and technical student organizations;

P7. for mentoring and support services;

P8. for leasing, purchasing, upgrading or adapting equipment, including instructional aides;

P9. for teacher preparation programs that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry;

P10. for improving or developing new career and technical education courses;

P11. to provide support for family and consumer sciences programs;

P12. to provide career and technical education programs for adults and school dropouts to complete their secondary school education;

P13. to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;

P14 to support nontraditional training and employment activities; and

P15. to support other career and technical education activities that are consistent with the purpose of this Act.

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Carl D. Perkins Vocational and Applied Technology Education Act Budget Form 2006-2007

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1, 2006—June 30, 2007. Amendments to this budget may occur at any time prior to June 30 of the budget year and must be requested in writing by using the Annual Budget & Program Modification Request for Federal Programs.

Prime Applicant District: ______________________ Legal Entity: __ __ __ __

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. **SUB-TOTAL DIRECT COSTS**				
4. Indirect Costs @ ____% *(See below for directions.)				
5. Equipment ($5,000 or more per unit) Attach Details and Justification Object 7xx				
6. **TOTAL BUDGET**				
7. **OPI Use Only: Approved By/Date**				
Project No.				

Example Indirect Cost Calculation

***Maximum 5 percent**

To calculate Indirect Costs on Line 4: If approved rate is 4.32% and total grant award is $40,000 and equipment cost on Line 5 is $5,500:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \quad \text{X} \quad \text{Total Award less Equipment (Line 5) (\$40,000 - \$5,500) = Line 4}$$

$$\frac{.0432}{1.0432} \quad \text{X} \quad \text{\$34,500 = \$1,428.68 (Line 4)}$$

To check, multiply the approved rate times Line 3.

For assistance, contact Jurenne Fuchs at (406) 444-2560 or the Division of Career, Technical and Adult Education at (406) 444-9019.

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

Carl D. Perkins Secondary Accountability 2006

Concentrator Information

Carl D. Perkins Accountability Data Collection

Concentrator Information

Carl Perkins accountability data must be entered electronically and must be completed by May 26, 2006. Refer to the Accountability User's Manual for more information.

U. S. Department of Education
Office of Vocational and Adult Education

* * * * * * * * * * *

The Carl D. Perkins Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: ______________________

Eligible Agency Submitting Plan on Behalf of State:

____

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: ____

Name: ____

Position: ____

Telephone: (_________)__________________

Email: ___________________________

Type of State Plan Submission (check *all* that apply):

___ 6-Year

___ 1-Year Transition

___ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

___ Title I only (*All Title II funds have been consolidated under Title I*)

___ Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-l); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs
Financial Requirements	All items required	All items required
EDGAR Certifications	All items required	All items required
Other Assurances	All items required	All items required
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	Measurement definitions and approaches for all core indicators Baseline data and performance levels as provided in the chart on pages 19 and 41-42.
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	Measurement definitions and approaches for all core indicators Baseline data and performance levels as provided in the chart on pages 19 and 42.

PART A: STATE PLAN NARRATIVE

INTRODUCTION: EXECUTIVE SUMMARY, VISION AND PURPOSE

DRAFTING ASSIGNMENTS AND SUGGESTED TIMELINES:

ALL ITEMS IN YELLOW ARE ITEMS THAT MUST BE SUBMITTED AS PART OF THE TRANSITION YEAR PLAN, DUE TO DoED APRIL 2007
These items will be updated and modified as appropriate for the Multi-Year Plan

ONLY THE TRANSITION PLAN ELEMENTS ARE INCLUDED IN THIS DOCUMENT.

First drafts of the Narrative Content are due to the Contractor by January 26, 2007

Budget documentation and accountability worksheets will need to be prepared by the end of February 14, 2007.

The Transition Plan needs to be ready for submittal to the (any relevant governing bodies) by (insert date.)

The Plan will be submitted to the U.S. Department of Education on April 16, 2007.

There are 7 Planning Team Working Groups
Working Group 1. Accountability
Working Group 2. Local Plan
Working Group 3. Program Improvement
Working Group 4. Programs of Study
Working Group 5. Special Populations and Non-Traditional
Working Group 6. Tech Prep
Working Group 7. General Provisions and Budget

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. You must prepare and submit to the Secretary a State plan for a 6-year period; or

   You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Item II(A)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7 (general provisions)
Date Due: January 26, 2007

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

   (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

      i. Incorporate secondary education and postsecondary education elements;

      ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

      iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

      iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Item II(A)(2)(a)(i-iv). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 4. Programs of Study.
Draft Due: January 26, 2007

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Item IIA2(b). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 4. Programs of Study.
Draft Due: January 26, 2007

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Item II(A)(2)(c). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 4. Programs of Study.
Draft Due: January 26, 2007

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Item II(A)(2)(d). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 4. Programs of Study.
Draft Due: January 26, 2007

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Item II(A)(2)(e). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 3. Program Improvement.
Draft Due: January 26, 2007

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities;

Item II(A)(2)(f)(i-iii). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 2. Local Plan.
Draft Due: January 26, 2007

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Item II(A)(2)(g). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 5. Special Populations and Non-Trad..
Draft Due: January 26, 2007

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Item II(A)(2)(h). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 5. Special Populations and Non-Trad..
Draft Due: January 26, 2007

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Item II(A)(2)(i)(i-iii). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 3. Program Improvement.
Draft Due: January 26, 2007

(j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Item II(A)(2)(j). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 3. Program Improvement.
Draft Due: January 26, 2007

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Item II(A)(2)(k). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 3. Program Improvement.
Draft Due: January 26, 2007

(l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Item II(A)(2)(l). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 3. Program Improvement.
Draft Due: January 26, 2007

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Item IIA8. TRANSITION PLAN REQUIREMENT.
Assigned to: Working Group 3. Program Improvement. .
Date Due: January 26, 2007

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Item IIB1. TRANSITION PLAN REQUIREMENT.
Assigned to: Working Group 2. Local Plan
Date Due: January 26, 2007

2. You must provide a description of your State's governance structure for vocational and technical education.

Item IIB2. TRANSITION PLAN REQUIREMENT.
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

C. Procedural Suggestions and Planning Reminders

- ✓ Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

   (a) Will be provided with equal access to activities assisted under the Act.

   (b) Will not be discriminated against on the basis of their status as members of special populations; and

   (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Item IIIA1(a-c). TRANSITION PLAN REQUIREMENT.
Assigned to: Working Group 5. Special Populations
Date Due: January 26, 2007

C. Procedural Suggestions and Planning Reminders

- ✓ Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).

- ✓ The Act eliminated "individuals with other barriers to educational achievement" from the definition of special populations. See section 3(29).

- ✓ Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).

- ✓ You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of

State leadership funds for activities related to non-traditional training and employment.

- ✓ Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, <u>except</u> as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are <u>required to reach agreement on performance levels</u> for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) <u>on only the core indicators</u> under section 113(b) of the Act 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

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required. The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as described above.

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Item IV(A)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability
Date Due: January 26, 2007

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Item IV(A)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability
Date Due: January 26, 2007

3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

   Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

Item IV(A)(3). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

3. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Item IV(A)(4). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

5. You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

(a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

Item IV(A)(5)(a). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

(b) Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

Item IV(A)(5)(b). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

NOTES:

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section

1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

Item IV(A)(6). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Item IV(A)(7). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Item IV(A)(8). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Item IV(A)(9). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Item IV(A)(10). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability.
Date Due: January 26, 2007

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

   (a) The definitions that you will use for "participants," "concentrators," and "completers" in the core indicators of performance for both secondary and postsecondary/adult levels;

   (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and

   (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

C. Procedural Suggestions and Planning Reminders

✓ The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act, including the development by States of valid and reliable measures for the core indicators of performance, and that the State's levels of performance on the core indicators of performance are not sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).

- ✓ If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).

- ✓ Your accountability system must disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance on nonduplication to States prior to the submission of the forms in Part C of the guide. See section 113(c)(3).

- ✓ If your State does not consolidate all of its tech prep funds into its Title I grant, the State must disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for tech prep students.

- ✓ You must identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See section 113(c)(2)(B).

- ✓ You are required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).

- ✓ The Department will make the information contained in reports submitted by States under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate State-by-State comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.

- ✓ Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v).

- ✓ Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).

VI. TECH PREP PROGRAMS

***Important Note:* States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.**

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Item VI(A)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep.
Date Due: January 26, 2007

2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

Item VI(A)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep.
Date Due: January 26, 2007

3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

Item VI(A)(3). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep.
Date Due: January 26, 2007

4. You must describe how your agency will ensure that each funded tech prep program—

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

Item VI(A)(4)(a). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Item VI(A)(4)(b). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Item VI(A)(4)(c). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

Item VI(A)(4)(d). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Item VI(A)(4)(e). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(f) Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Item VI(A)(4)(f). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

Item VI(A)(4)(g). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

Item VI(A)(4)(h). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Item VI(A)(5). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Item VI(B)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.

Item VI(B)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: January 26, 2007

C. Procedural Suggestions and Planning Reminders

- ✓ Non-supplanting requirements apply to Title II tech prep programs. See section 311(a).

- ✓ State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).

- ✓ State administrative costs are still limited to those costs that are "reasonable and necessary." See OVAE's program memo at http://www.ed.gov/programs/techprep/tpmemo5192000.html.

- ✓ Title II funds may not be used for State leadership activities. See OVAE's program memo at http://www.ed.gov/programs/techprep/tpmemo5192000.html.

- ✓ You are required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. [Sec. 205]

VII. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Item VII(A)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]

Item VII(A)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Item VII(A)(3). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Item VII(A)(4). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Item VII(A)(5). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: January 26, 2007

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

Item VII(B)(1). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Item VII(B)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Item VII(B)(3). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Item VII(B)(4). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Item VII(B)(5). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Item VII(B)(). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

C. Procedural Suggestions and Planning Reminders

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.

- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).

- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).

- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).

- ✓ All funds made available under the Act must be used in accordance with the Act. See section 6.

- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See section 311(a).

- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See section 322.

- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See section 324(a).

- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

VIII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

All States must complete this entire section.

A. EDGAR Certifications

1. You must provide a written and signed certification that—

    (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a* ***State board*** *designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

Item VIII(A)(1)(a). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

Item VIII(A)(1)(b). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

Item VIII(A)(1)(c). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

Item VIII(A)(1)(d). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to* *the State director, this individual's title needs to be listed on this portion of the assurance.]*

Item VIII(A)(1)(e). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

Item VIII(A)(1)(f). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

Item VIII(A)(1)(g). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

(h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Item VIII(A)(1)(h). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

B. Other Assurances

1. You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

Item VIII(B)(1) TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html]

Item VIII(B)(2). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]

Item VIII(B)(3) TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

Item VIII(B)(4). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

Item VIII(B)(5). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

Item VIII(B)(6). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Item VIII(B)(7). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Item VIII(B)(8). TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Item VIII(B)(9). TRANSITION YEAR REQUIREMENT

Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

Line I.A	The amount of Title I funds available under section 112(a).
Line I.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
Line I.C	The total amount of combined Title I and Title II funds.
Line I.D	The amount, if any, to be reserved under section 112(c).
Line I.D.1	The percent and amount reserved for secondary recipients.
Line I.D.2	The percent and amount reserved for postsecondary recipients.
Line I.E.1	The amount to be made available for eligible recipients for under section 112(a)(1).
Line I.E.1.a	The percent and amount slated for secondary recipients.
Line I.E.1.b	The percent and amount slated for postsecondary recipients.
Line I.E.2	The amount to be made available for State leadership under section 112(a)(2).
Line I.E.2.a	The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
Line I.E.2.b	The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
Line I.E.3	The percent and amount to be expended for State administration under section 112(a)(3).
Line I.F	The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

Item Part B (I) TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 7. General Provisions
Date Due: February 14, 2007

Title II: Tech Prep Programs

Line II.A	The amount of funds available under section 201(a).
Line II.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
Line II.C	The total amount of funds to be used for Title II tech prep programs.
Line II.D	The amount of funds to be made available for tech-prep consortia under section 203.
Line II.D.a	The percent of funds to be made available for tech-prep consortia under section 203.
Line II.D.b	The number of tech-prep consortia to be funded.
Line II.E	The amount to be expended for State administration under Title II.
Line II.E.a	The percent of funds to be expended for State administration under Title II.

Item Part B (II) TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 6. Tech Prep
Date Due: February 14, 2007

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State $__________

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $__________

C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*) $__________

D. Reserve (*not more than 10% of Line C, as applicable*) $__________

1. Secondary Programs (___% of Title I grant) $__________

2. Postsecondary Programs (___% of Title I grant) $__________

E. Amount Available for Title I Distribution (Line C less Line D) $__________

1. Local Formula Distribution (*not less than 85%*) (*Line E x __%*) $__________

   a. Secondary Programs (___% of Title I grant) $__________
   b. Postsecondary Programs (___% of Title I grant) $__________
   c. Subtotal $__________

2. Leadership *(not more than 10%)* (*Line E x __%*) $__________

   a. Nontraditional Training and Employment ($__________)
   b. Corrections or Institutions ($__________)

3. State Administration (not more than 5%) (*Line E x __%*) **$__________**

F. State Match *(from non-federal funds)*[1] **$__________**

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[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $___________

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $___________

C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) $___________

D. Tech-Prep Funds Earmarked for Consortia $___________

a. Percent for Consortia
(*Line D divided by Line C*) [_____%]

b. Number of Consortia ___________

c. Method of Distribution (*check one*):

______ Formula
______ Competitive

E. Tech-Prep Administration $__________

a. Percent for Administration
(*Line E divided by Line C*) [________%]

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

Part C: TRANSITION YEAR REQUIREMENT
Assigned to: Working Group 1. Accountability
Date Due: February 14, 2007

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

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 10 Indicators (con't)			
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.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years will be incorporated into your State plan and your July 1, 2007, Perkins grant award.

I. 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)	**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. **Denominator:** Number of concentrators who took the ESEA assessments in **reading/language arts** and who have left secondary education in the reporting year.	**State and Local Administrative Records**	**B:**	**L:** ***Will be pre-populated at the request of the State*** **A:**	**L:** ***Will be pre-populated at the request of the State*** **A:**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**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. **Denominator:** Number of concentrators who took the ESEA assessments in **mathematics** and who have left secondary education in the reporting year.	**State and Local Administrative Records**	**B:**	**L:** ***Will be pre-populated at the request of the State*** **A:**	**L:** ***Will be pre-populated at the request of the State*** **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**
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**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**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. **Denominator:** Number of concentrators who have left secondary education in the reporting year.		**B:**	**L:** ***Will be pre-populated at the request of the State*** **A:**	**L:** ***Will be pre-populated at the request of the State*** **A:**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** **Denominator:**		**B:**	**L:** **A:**	**L:** **A:**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** **Denominator:**		**B:**	**L:** **A:**	**L:** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** **Denominator:**		**B:**	**L:** **A:**	**L:** **A:**

1. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

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:**

PERKINS PLANNING TEAM WORKING GROUPS
As of December 4, 2006

In order to carry out necessary research, analysis and discussions in preparing the Transition Plan, the following working groups should be established. Each item on the State Plan guidance should be assigned to one of the Working Groups.

1. Accountability: definitions of performance indicators, establishing the benchmarks for the indicators, process for local negotiations, determining sanction processes,

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

2. Local Plan: Decide the elements to be included, the format for applications, and the review and approval processes.

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

3. Program Improvement: Determine technical assistance activities, program evaluation, and professional development. Decide upon cross-agency joint activities and processes.

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

4. Programs of Study: Create process for working groups to recognize Programs of Study, decided on review criteria, address articulation and dual enrollment issues, strategies for helping students and parents know about available Programs of Study

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

5. Special Populations and Non-Traditional: Review all references in new Law, identify processes for assisting recipients in program improvement.

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

6. Tech Prep; decision on merger options, coordination among consortia with other CTE activities at secondary and postsecondary level.

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

7. General Provisions. Includes program coordination across government agencies, public engagement requirement, and introductory framing language.

Co-leads: (List one from postsecondary and one from secondary)
Members: Additional staff with relevant knowledge and experience.

PLANNING TEAM 1: Accountability

Planning Element	Description	Assigned to	Due Date	Date Completed
IV(A)(1)	Describe process for gathering input from eligible recipients on definitions and approaches		1/26/07	
IV(A)(2)	Procedures to gather input on establishing state adjusted levels of performance		1/26/07	
IV(A)(3)	Describe the measurement definitions and approaches, valid and reliable		1/26/07	
IV(A)(4)	Alignment with other data gathering requirements		1/26/07	
IV(A)(5)(a)	Performance levels for Years 1 and 2		1/26/07 (or 2/14/07)?	
IV(A)(5)(b)	Description of graduation rate and Annual Measurable Objectives		1/26/07	
IV(A)(6)	Process for reaching agreement for local adjusted levels of performance.		1/26/07	
IV(A)(7)	Objective criteria for request to modify adjusted levels of performance		1/26/07	
IV(A)(8)	How to report data on CTE students and programs		1/26/07	
IV(A)(9)	How consortium agreements will address performance indicators		1/26/07	
IV (A)(10)	How local performance will be annually evaluated		1/26/07	
Part C	Accountability Forms to be Completed according to Instructions		2/14/07	

PLANNING TEAM 2: Local Plans

Planning Element	Description	Assigned to	Due Date	Date Completed
II(A)(2)(f)(i-iii)	Criteria for approval of eligible recipients		1/26/07	
II(B)(1)	Copy of local applications or plans		1/26/07	

PLANNING TEAM 3: Program Improvement

Planning Element	Description	Assigned to	Due Date	Date Completed
II(A)(2)(e)	Program improvement related to technology		1/26/07	
II(A)(2)(i)(i-iii)	How funds will be used for rigorous and challenging programs leading to good careers		1/26/07	
II(A)(2)(j)	Communications between title I and Title II recipients		1/26/07	
II(A)(2)(k)	Linking CTE at secondary and postsecondary levels		1/26/07	
II(A)(s)(l)	Evaluating the integration of CTE and academics		1/26/07	
II(A)(8)	How technical assistance will be provided to eligible recipients		1/26/07	

PLANNING TEAM 4: Programs of Study

Planning Element	Description	Assigned to	Due Date	Date Completed
II(A)(2)(a)(i-iv)	Programs of Study		1/26/07	
II(A)(2)(b)	Consultant with local recipients		1/26/07	
II(A)(2)(c)	Support for local articulation agreements		1/26/07	
II(A)(2)(d)	How information about POS will reach students		1/26/07	
			1/26/07	

PLANNING TEAM 5: Special Populations and Non-Traditional Students

Planning Element	Description	Assigned to	Due Date	Date Completed
II(A)(2)(g)	How programs will held special populations to graduate		1/26/07	
II(A)(2)(h)	How programs will prepare special pops for high-skill, high wage, high demand		1/26/07	
IIIA1(a-c).	Description of how special pops are serviced		1/26/07	

PLANNING TEAM 6. Tech Prep

Planning Element	Description	Assigned to	Due Date	Date Completed
VI(A)(1)	Describe competitive basis or formula for Tech Prep		1/26/07	
VI(A)(2)	Describe special consideration under section 204(d)		1/26/07	
VI(A)(3)	Describe equitable distribution between urban and rural settings		1/26/07	
VI(A)(4)(a)	Describe articulation agreement processes		1/26/07	
VI (A)(4)(b)	Includes tech prep programs		1/26/07	
VI(A)(4)(c)	Additional characteristics of tech prep programs		1/26/07	
VI(A)(4)(d)	In-service Professional development aspects		1/26/07	
VI(A)(4)(e)	Professional development for counselors		1/26/07	
VI(A)(4)(f)	Special populations accessibility		1/26/07	
VI(A)(4)(g)	Provides for “preparatory services”		1/26/07	
VI(A)(4)(h)	Describes coordination with Title I		1/26/07	
VI(A)(5)	How consortia will be held accountability for performance indicators		1/26/07	
VI(B)(1)	Local application form		1/26/07 (or 2/14/07)?	
VI(B)(2)	List of consortia the State will fund		1/26/07 (or 2/14/07) ?	

PLANNING TEAM 7: General Provisions and Budget

Planning Element	Description	Assigned to	Due Date	Date Completed
II(A)(1)	Intent to file a transition plan		1/26/07	
II(B)(2)	Description of governance structure		1/26/07	
VII(A)(1)	Allocation of funds		1/26/07	
VII(A)(2)	Specific dollar allocations		1/26/07 (or 2/14/07)?	
VII(A)(3)	How funds will be allocated among consortia that are created in Title I		1/26/07	
VII(A)(4)	Processes for adjustments to allocations reflecting boundary changes		1/26/07	
VII(A)(5)	Description of proposed alternative allocation formula (if appropriate)		1/26/07	
VII(B)(I)	Project Budget		2/14/07	
VII(B)(2)	Allocations to consortia		2/14/07	
VII(B)(3)	Describe secondary and postsecondary formulas to allocate funds		2/14/07	
VII(B)(4)	Describe competitive basis or formula to reserve funds		2/14/07	
VII(B)(5)	Describe procedures for ranking and selecting recipients with Reserve Fund		2/14/07	
VII(B)(6)	Procedures for eligible recipients in rural or sparsely populated areas		2/14/07	
VIII(A)(1)(a)-(h)	All written and signed certifications related to EDGAR requirements		2/14/07	
VIII(B)(1)-(9)	Other signed assurances		2/14/07	
Part B(1)	Title I Budget Tables		2/14/07	
Part B (II)	Tech Prep Budget Tables		2/14/07	