

APPENDIX K

Accountability System for Secondary and Adult Career Technical Education Programs Assisted with Perkins IV Funds Administered by the California Department of Education

The accountability requirements of local agencies participating in the federal Perkins Act funding were significantly changed by the 2006 Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and the ensuing administrative guidelines issued by the U.S. Department of Education. Core indicators were modified or added to align with NCLB. Local agencies must now set specific performance targets for each core indicator and be responsible for meeting these targets. Sanctions, including partial or total loss of funding, may now be imposed on local agencies that fail to meet established performance-level targets.

Core Indicators for Measuring Program Performance

SECONDARY PROGRAMS

- » 1S1 – Academic Attainment—Reading/Language Arts as adopted by the state in accordance with Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the state-determined proficient levels on academic assessments.

Calculation of performance level: Number of secondary CTE concentrators who met or exceeded the proficient or advanced level on the reading/language arts portion of the CAHSEE and left high school in the reporting year, divided by the sum of secondary CTE concentrators who received valid scores on the reading/language arts portion of the CAHSEE and left high school in the reporting year.

- » 1S2 – Academic Attainment—Mathematics as adopted by the state in accordance with Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the state-determined proficient levels on academic assessments.

Calculation of performance level: Number of secondary CTE concentrators who met or exceeded the proficient or advanced level on the mathematics portion of the CAHSEE and left high school in the reporting year, divided by the sum of secondary CTE concentrators who received valid scores on the mathematics portion of the CAHSEE and left high school in the reporting year.

- » 2S1 – Technical Skill Attainment of career and technical skill proficiencies, including student achievement on technical and knowledge assessments, aligned with industry-recognized standards.

Calculation of performance level: Number of secondary CTE concentrators who, during the reporting year, passed an end-of-program technical skill and knowledge assessment aligned with industry-recognized standards, including the California CTE Model Curriculum Standards, divided by the number of secondary CTE concentrators who

completed an end-of-program technical skill and knowledge assessment during the reporting year.

- » 3S1 – Secondary School Completion as evidenced by the obtainment of a secondary school diploma, a General Education Development (GED) credential, or other state-recognized equivalent.

Calculation of performance level: Number of secondary CTE concentrators who, during the reporting year, earned a regular secondary school diploma; a General Education Development (GED) certificate, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities); or a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma, divided by the number of CTE concentrators who left secondary education during the reporting year.

- » 4S1 – Student Graduation Rate as described in Section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act (ESEA) of 1965.

Calculation of performance level: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA, divided by the number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accounting Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

- » 5S1 – Secondary Placement in postsecondary education or advanced training, military service, or employment.

Calculation of performance level: An unduplicated count of the number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (CTE students who graduated by June 30 would be assessed between October 1 and December 31), divided by the number of CTE concentrators who left secondary education during the reporting year.

- » 6S1 – Nontraditional Participation as evidenced by participation in CTE programs leading to employment in nontraditional occupations or fields.

Calculation of performance level: Number of CTE participants from underrepresented gender groups who, during the reporting year, participated in a sequence of courses leading to employment in nontraditional occupations or fields, divided by the total number of CTE participants who, during the reporting year, participated in a sequence of courses leading to employment in nontraditional occupations or fields.

- » 6S2 – Nontraditional Completion as evidenced by completion of CTE programs leading to employment in nontraditional occupations or fields.

Calculation of performance level: Number of CTE concentrators from underrepresented gender groups who, during the reporting year, completed a sequence of courses leading to employment in nontraditional occupations or fields, divided by the total number of CTE concentrators who, during the reporting year, completed a sequence of courses leading to employment in nontraditional occupations or fields.

POSTSECONDARY PROGRAMS CONDUCTED BY ADULT SCHOOLS AND ROCPs

- » 1A1 – Technical Skill Attainment of career and technical skill proficiencies, including student achievement on technical and knowledge assessments, aligned with industry-recognized standards.

Calculation of performance level: Number of adult CTE concentrators who, during the reporting year, passed an end-of-program technical skill and knowledge assessment aligned with industry-recognized standards, including the California CTE Model Curriculum Standards, divided by the number of adult CTE concentrators who took an end-of-program technical skill and knowledge assessment during the reporting year.

- » 2A1 – Certification or License as evidenced by the student's receipt of a formal document that identifies and recognizes the attainment of the CTE proficiencies identified in 1A1.

Calculation of performance level: Number of adult concentrators who, during the reporting year, received a formal industry-recognized certificate or license that documents the achievement of the technical skill and knowledge standards established for the CTE program, divided by the total number of adult concentrators who, during the program year, passed an end-of-program technical skill and knowledge assessment aligned with industry-recognized standards, including the California CTE Model Curriculum Standards.

- » 3A1 – Placement in further education or advanced training, military service, or placement or retention in employment.

Calculation of performance level: An unduplicated count of the number of CTE concentrators who left the adult CTE program and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they completed and left the program (CTE students who left by June 30 would be assessed between October 1 and December 31), divided by the number of CTE concentrators who completed and left the program during the reporting year.

- » 4A1 – Nontraditional Program Enrollment as evidenced by participation in CTE programs leading to employment in nontraditional fields.

Calculation of performance level: Number of CTE participants from underrepresented gender groups who, during the reporting year, participated in a sequence of courses leading to employment in nontraditional occupations or fields, divided by the total

number of CTE participants who, during the reporting year, participated in a sequence of courses leading to employment in nontraditional occupations or fields.

- » **4A2 – Nontraditional Program Completion** as evidenced by completion of CTE programs leading to employment in nontraditional fields.

Calculation of performance level: Number of CTE concentrators from underrepresented gender groups who, during the reporting year, completed a sequence of courses leading to employment in nontraditional occupations or fields, divided by the total number of CTE concentrators who, during the reporting year, completed a sequence of courses leading to employment in nontraditional occupations or fields.

Required Establishment of Local Agency Performance-Level Targets

Under the new Act, local agencies must either accept the state's established performance-level target, or negotiate a new performance-level target with the state, for each of the core indicators. The agreed-upon performance-level targets must be incorporated into the local plan. LEAs failing to meet at least 90 percent of any of their established performance-level targets are required to develop and implement an improvement plan. Failure to sufficiently correct determined performance-level deficiencies within a three-year period could ultimately result in the loss of part or all of the Perkins IV funding.

ROLE OF THE STATE AGENCY

Pursuant to Section 123(b) of the Act, state agencies are required to

- » annually evaluate LEA progress toward the achievement of established performance-level targets;
- » require the development and implementation of program improvement plans in those instances in which LEAs fail to meet at least 90 percent of any of its established performance targets; and
- » consider the imposition of sanctions, which include withholding a portion or all of a LEA's allocation if it fails to make an improvement plan, fails to make satisfactory progress in closing the performance-level gap(s) targeted by the program improvement plan, or fails to meet at least 90 percent of an agreed-upon level of performance for the same core indicator for three consecutive years.

Accountability System Framework for Secondary and Adult Career Technical Education Programs Assisted with Perkins IV Funds

The Accountability System developed by the California Department of Education (CDE) to ensure secondary and adult CTE program compliance with this state administration requirement is described in the following narrative.

STATE PERFORMANCE LEVELS AND TARGETS

- » The state's 2008–09 performance-level targets for the core indicators will be based upon the statewide performance levels achieved in the 2007–08 program year. Subsequent year performance-level targets will be negotiated annually with the U.S. Department of Education.
- » The initial academic performance rate for English and mathematics will be based upon the proficient level of 380 or above for the California High School Exit Exam. The performance rates for these core indicators will be calculated by dividing the total number of CTE students scoring at or above proficient level by the total number of CTE students tested.

LOCAL AGENCY PERFORMANCE-LEVEL TARGETS

- » Local agencies may choose to accept the annual statewide performance-level target, or negotiate adjusted annual performance-level targets with the CDE based upon the following criteria:
 1. The performance-level targets will be based upon the LEA's actual performance for the last completed year for which data is available, (i.e., 2008–09 performance-level targets will be based upon achievement levels achieved in the 2006–07 program year);
 2. The performance-level target must be expressed as a percentage and demonstrate the LEA's intent to make continuous and reasonable annual progress toward achieving no less than 90 percent of the state's performance-level target within a three-year period.
 3. CDE will consider unusual mitigating demographic, programmatic, or unforeseen circumstances in negotiating annual performance-level targets.
 4. Performance-level targets must be determined between January and March annually and reflected in the LEA's annual Perkins application.

ACCOUNTABILITY DETERMINATION

- » Agencies meeting or exceeding 90 percent for each of its approved annual performance-level targets will be considered to be in compliance with Perkins accountability requirements.
- » Agencies falling below 90 percent on any of its approved annual performance-level targets will be considered a *Needs Improvement Agency*.
- » Agencies scoring below 90 percent in three or more of its approved annual performance-level targets or scoring below 60 percent of any single annual performance-level target will be considered a *Priority Improvement Agency*.

- » Agencies scoring in the lowest percentage of overall performance as determined by a composite ranking of all performance-level measures will be considered a *Monitored Agency* and will be subject to Perkins Program Monitoring.
- » CDE will calculate rates for each measure by agency and will determine the numbers and rankings of districts scoring below the overall annual state performance-level targets in 10 percent increments for all agencies.

IMPROVEMENT PLANS AND MONITORING

- » Agencies scoring at or above 90 percent of the annual state performance-level target will submit an annual Perkins application indicating the CTE program elements the Perkins funding will be used to support and anticipated outcomes expected. These agencies will be exempted from formal program improvement plans or monitoring but will continue to be subject to state and local fiscal audit requirements.
- » Agencies determined to be *Needs Improvement Agencies* will be required to submit a Program Improvement Form, which describes the planned strategies and activities to be employed during the upcoming year to bring performance levels to the 90 percent compliance mark. The form will be developed, updated, and distributed annually by CDE staff. The Program Improvement Form will be submitted with the annual Perkins Application and reviewed and approved by CDE staff.
- » Agencies considered to be *Priority Improvement Agencies* will be required to submit a detailed Action Plan for either the agency or school site that is not achieving the required levels.
 1. The Action Plan must include a diagnosis of the causes of the low performance using available data and other pertinent information and describe the strategies planned to move the agency or school site to 90 percent performance within two years.
 2. The Action Plan will include expected outcomes, the Perkins funding and agency funding dedicated to each strategy, and the date of completion expected for each strategy.
 3. *Priority Improvement Agencies* may request specific technical assistance from CDE to help them build capacity to meet the established annual performance-level targets.
 4. *Priority Improvement Agencies* will be visited by a CDE staff member at least once during the year to validate that the agency is making progress in implementing the Action Plan, and to arrange for appropriate/available technical assistance.
 5. *Priority Improvement Agencies* will exit Priority Improvement status when the performance improves enough to advance to *Needs Improvement Agency* status or is meeting 90 percent of the state annual performance level.
 6. *Priority Improvement Agencies* remaining in the Priority Improvement Agency status for four years will become a *Monitored Agency*.

- » Agencies determined to be *Monitored Agencies* will be subject to a Perkins Program Monitoring (PPM) as specified annually by the JACCTE.
 1. The Coordinated Program Monitoring (CPM) system annually conducted by the CDE will be utilized for any *Monitored Agency* that falls within the annual CPM site selection criteria.
 2. For agencies not included in the current year CPM cohort, the monitoring will be conducted by a team of trained reviewers consisting of a CDE lead member serving as the review team lead, a representative from a county office of education and/or ROCP, and other CTE experts and/or business/labor identified by CDE and trained to conduct the PPM review.
 3. A review tool will be utilized by the review team to determine the quality of the *Monitored Agency's* CTE programs. The tool will be designed to examine the extent of compliance with Perkins IV local uses of funds requirements, the extent to which the agency is meeting the state's CTE program quality indicators, the alignment of curricula with the California Model CTE Curriculum Standards, and other aspects of the CTE program administration.
 4. The *Monitored Agency* will use the review tool to conduct a self-study. The completed self-study accompanied by a proposed Action Plan will be submitted to CDE prior to the arrival of the review team. All pertinent data and documents related to the review tool and proposed Action Plan will be gathered for use by the review team in determining any finding.
 5. The review team will issue a written report and a set of recommended actions that the *Monitored Agency* may take to improve its CTE programs and bring them into compliance within two years.
 6. *Monitored Agencies* must submit a final detailed Action Plan to the assigned CDE or designated county office staff member for negotiation and approval. The *Monitored Agency* will be required to submit progress reports that will be described in the Action Plan. The agency may request specific technical assistance to help them to build capacity to meet the established annual performance-level targets.
 7. *Monitored Agencies* making substantial improvements will be allowed to continue receiving Perkins funding if they make sustained progress in their performance status.
 8. *Monitored Agencies* remaining at low performance levels or experiencing decreasing performance will be revisited and re-evaluated by the review team after two years.
 9. The review team may determine that there are conditions that the *Monitored Agency* cannot overcome, which should not prohibit the agency from receiving continued Perkins funding. In this case, the *Monitored Agency* will be certified as exempt by the Joint Advisory Committee on Career Technical Education (JACCTE). Such conditions may include remote locations, local labor market conditions, or other unusual chronic conditions identified by the team.
 10. *Monitored Agencies* not making progress after four years in the *Monitored Agency* status will be put on a one-year probationary status by CDE. The written

notice of the probationary status will list the terms and conditions the *Monitored Agency* must meet to continue to receive Perkins funding. A *Monitored Agency* considered by CDE staff to not be meeting probationary status terms and conditions will be referred to the JACCTE. The JACCTE will conduct a public hearing and make a determination of funding sanctions to be applied. The JACCTE may continue probationary status, or discontinue Perkins funding for a minimum of one year, and until the *Monitored Agency* demonstrates it has made changes likely to improve CTE performance.

SANCTIONS

- » The JACCTE will determine sanctions by majority vote of the members.
- » All sanctions will have a time limit determined at the time the sanction is applied. In no case will a sanction last more than two years.
- » Sanctions will be applied only after a *Monitored Agency* has been reviewed twice and completed a one-year probation period, but has not shown significant progress in improving CTE Performance levels, or in meeting the minimum requirements specified by the Perkins Act.
- » Sanctions may include:
 1. Continuing the *Monitored Agency* on a probationary status with specific conditions delineated in the action plan that the *Monitored Agency* must implement to continue receiving Perkins funding;
 2. Withholding all or a portion of the *Monitored Agency's* Perkins allocation;
 3. Prohibiting the *Monitored Agency* from using Perkins funding for specific programs or school sites that are chronically underperforming;
 4. Assigning control of the *Monitored Agency's* CTE program budget and operations oversight to a county office of education, a state-appointed monitor, or Perkins Consortium;
 5. Any combination of the sanctions described above; or
 6. Other sanctions determined by the JACCTE.

