



K.I.S.S. - Keep it simple, scholar!

Core Indicators:
Focus on Improvement and
Compliance Happens.

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CCCAOE Fall 2010



Workshop Highlights

- Prepare you for Spring Perkins planning
- Perkins IV historical perspective
- Negotiating targets overview
- Core Indicators
- Target approval criterion
- Screen data examples
- Perkins funding criteria for expenditures
- Chuck's CliffsNotes



Agenda

- Why are we here – why do we care?
- Perkins IV
 - Legislative requirements
 - State & Local requirements
 - Negotiating & Meeting Targets
 - Perkins IV Local Application
 - Not meeting targets & targeting funds
 - Perkins funds - improving student success
 - Performance Targets, Core Indicators, Reports
 - Setting Targets



Session Goals & Objectives

- Know:
 - The steps to determine if your district met the negotiated targets,
 - The focused improvement status requirements in this year's local plan,
 - The requirements for setting performance targets for next year?
- What are the sources for State & Federal Rules?
- Negotiating & Meeting Targets
 - Tools for analysis



What federal rules apply to Perkins?

- Carl D. Perkins

- Career and Technical Education Act
(Perkins IV)

- Chancellor's Office > Divisions > Econ. Dev. & Work. Prep. > CTE > Perkins Act

- CA State Plan for CTE

- Chancellor's Office > Divisions > Econ. Dev. & Work. Prep. > CTE > Perkins Act

- EDGAR

- (Education Department
General Administrative Regulations)

- <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>



What federal rules apply? (Continued)

- OMB Circulars (Office of Management and Budget - <http://www.whitehouse.gov/omb/>)
 - Circular A-87 Cost Principles – State and Local
 - Circular A-21 Cost Principles – Education Institutions
 - Circular A-133 Single Audit Requirements
 - Circular A-102 Grants and Cooperative Agreements with State and Local Governments
 - Circular A-110 Uniform Administration Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations



Perkins IV

- Carl D. Perkins Career and Technical Education Improvement Act of 2006
 - P.L. 109-270; August 12, 2006
- 2007-8 Transition Year
 - Negotiated targets in Spring 2008 for 2008-9 PY
- July 1, 2008 CA State Plan approved by the USDE
- 2008-9 First Year under the Act (First Evaluation Year)
 - Spring 2009: Performance against negotiated targets for 2008-9
 - Negotiated targets for Spring 2010 reports
- 2009-10 Second Year
 - Jan, - July 28, 2009 – Corrected data irregularities
 - Most districts had higher performance in final version of the reports



Perkins IV (continued)

- 2008-9 First Year under the Act (First Evaluation Year)
- 2009-10 Second Year
 - Jan, - July 28, 2009 – Corrected data irregularities
 - Most districts had higher performance in final version of the reports
 - Allowed for renegotiating targets Oct 2009
 - Second Year Evaluation suspended due to data prior irregularities
 - Spring 2010 now 1st evaluation Year for Planning purposes
 - Performance vs Targets & Negotiated new targets for next year
- 2010-11 Third Year
 - Spring 2011 Planning
 - Second evaluation year in application planning
 - Negotiate new targets for 2012 reports
- 2011-12 Fourth Year



Negotiating Targets

- State negotiates targets w/ USDE
 - Targets for 1 year and then 2 years
 - 2011-12 & 2012-13 will be negotiated 2011
 - Districts either:
 - Accept those targets
 - Negotiate local targets
 - Included in Local Plans
 - Targets for next year
 - Improvement plan when not at 90% of target*

2008-11 Perkins IV Core Indicators: State Performance Level Targets



(Approved by the Office of Adult and Vocational Education on June 29, 2009)

Core Indicator	Baseline	Program Year 2 2008 –09* Negotiated 2008	Program Year 3 2009-10 Negotiated 2009	Program Year 4 2010-11 Negotiated for 2010
1P1 Technical Skill Attainment	88.21%	87.93%	88.37%	88.81%
2P1 Credential, Certificate or Degree	77.13%	81.24%	81.65%	82.05%
3P1 Student Retention or Transfer	83.28%	85.11%	85.54%	85.96%
4P1 Student Placement	80.55%	81.39%	81.80%	82.21%
5P1 Nontraditional Participation	20.29%	20.27%	20.27%	20.37%
5P2 Nontraditional Completion	21.99%	21.99%	21.99%	22.10%



Sanctions in Law

- Perkins IV
 - State & Locals:
 - 90% of Perkins Targets
 - Improvement Plan
 - Year 2 no improvement, <90% for 3 years for any single target
 - Feds or State SHALL provide technical assistance
 - MAY withhold funds (all or part)



CCC Sanction Plan: Meeting Performance Targets

- Application is an Improvement Plan
 - Underlying process using data analysis
 - Section IB, IC & ID of the application
 - Local Leverage
- Accountability Determination
 - In compliance – at or above 90% of target
 - Expenditures need not be linked to the areas with the largest performance gaps
 - Focused Improvement Status - < 90%
 - Year 1 – *Focused Improvement* section (Six Districts)
 - Year 2 – No Improvement: Add Diagnostic Study
 - Programs funded must address individual program performance gaps.
 - Priority Focused Improvement – 3rd Yr < 90%
 - Diagnostic Study and Action Plan



Priority Focused Improvement

3rd Yr < 90%

- *Focused Improvement* section
- Diagnostic Study
- Action Plan
 - Expected outcomes,
 - Perkins and other funding dedicated to each strategy, and
 - the implementation dates expected for each strategy.



Perkins IV Core Indicators

1. Technical Skill Attainment

Successful CTE course completion (GPA)

2. Completions

Program completion—Certificate, Degree & Transfer Prepared

3. Persistence & Transfer

Student persistence in Higher Ed

4. Placement

Placement in apprenticeship, employment, **military, fed gov**

5. Equity -- Nontraditional Fields

Participation (5a)/Completion (5b) - nontraditional “fields”



Cohort Definitions Used for Measurement

Participant: NT Participation

- Concentrator using assigned major

Concentrator:

- Students enrolled during the cohort year and
- Successfully completed at least one course in the middle or end of a program (SAM A-C) and 12 vocational units within a single discipline (two digit TOP) **or**
- Program completion as indicated by receipt of ANY vocational credit certificate or degree

Leavers: Not enrolled in year following cohort year

- 2P1 – Completions (Leavers and Completers)
- 4P1 - Placement (Employment)



Assigning a Program to a Student

1. Award –TOP code of CTE Certificate or Degree
2. Concentrators
 - Hierarchy based on SAM Priority code
 - Assigned to the TOP where most CTE units occurred



Timeline for Outcomes & Outputs

- Negotiated Performance 2010-11
 - Negotiated Spring 2010
 - Reports published in Spring 2011
- Cohort Year (2008-09)
- +1 yr for outcomes (2009-10)
 - Transfer
 - Persistence
 - Employment
- Outcomes have already occurred
 - Target low performance now!



Timeline for Outcomes, Outputs, & Investments

Accountability
Performance
< 90% Target

Y1 –
Focused

\$\$\$

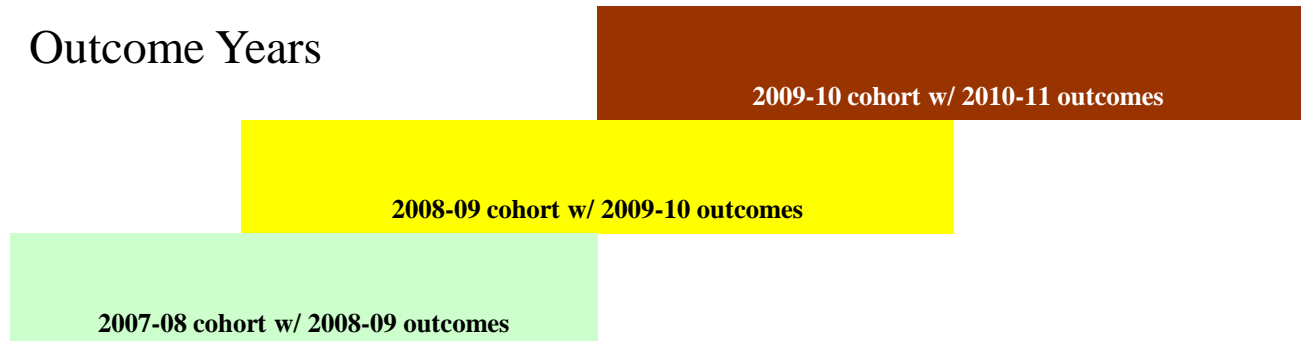
Y2 –
Diagnostic
study

Y3 –
Diag study &
Action Plan

Outcomes
for \$\$\$

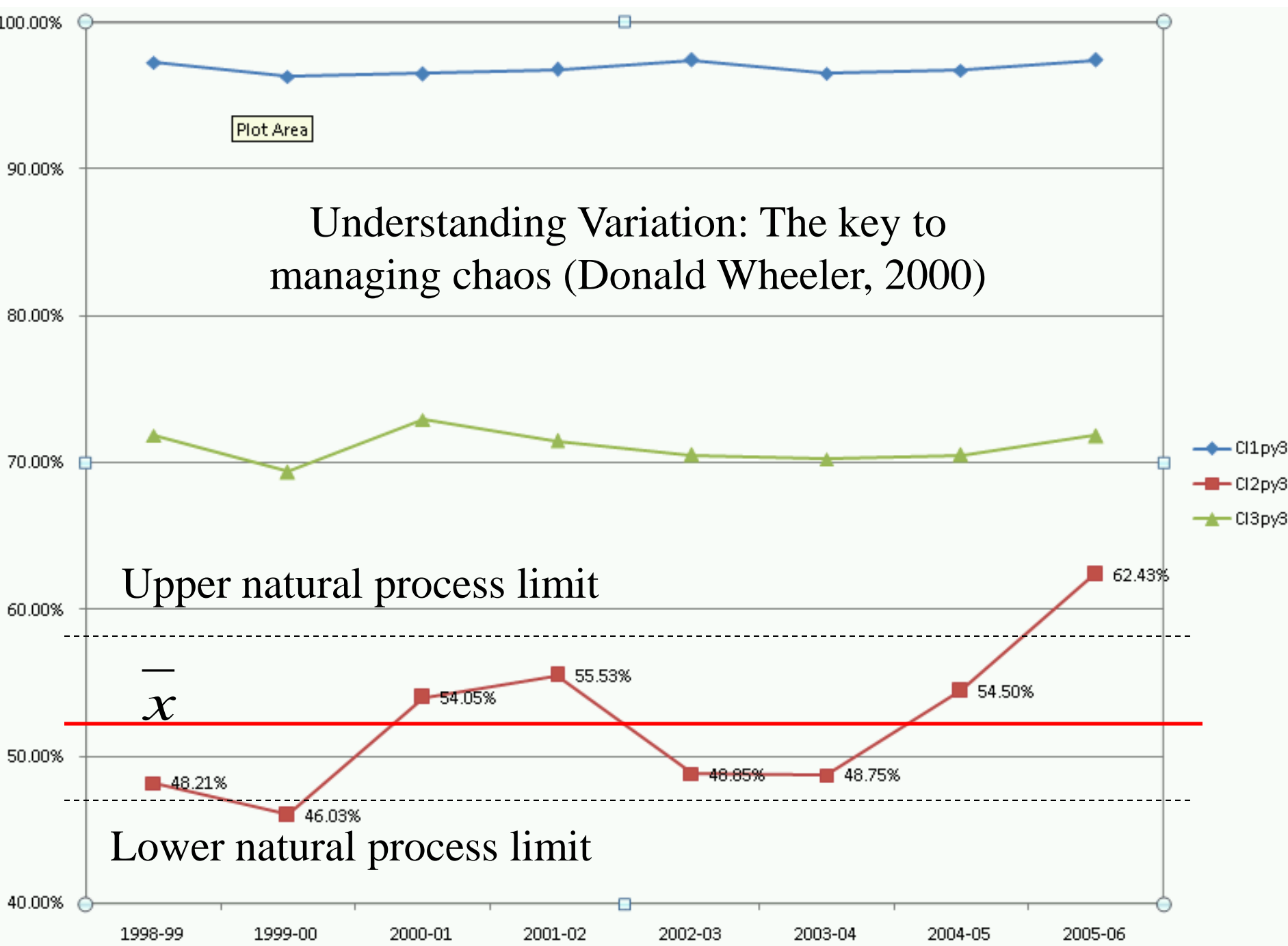
Program Year	2008-09		2009-10		2010-11		2011-12	
Negotiated in	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2010	Spring 2011
Measured in	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2010	Spring 2011

Outcome Years



Understanding Variation: The key to managing chaos (Donald Wheeler, 2000)

Plot Area



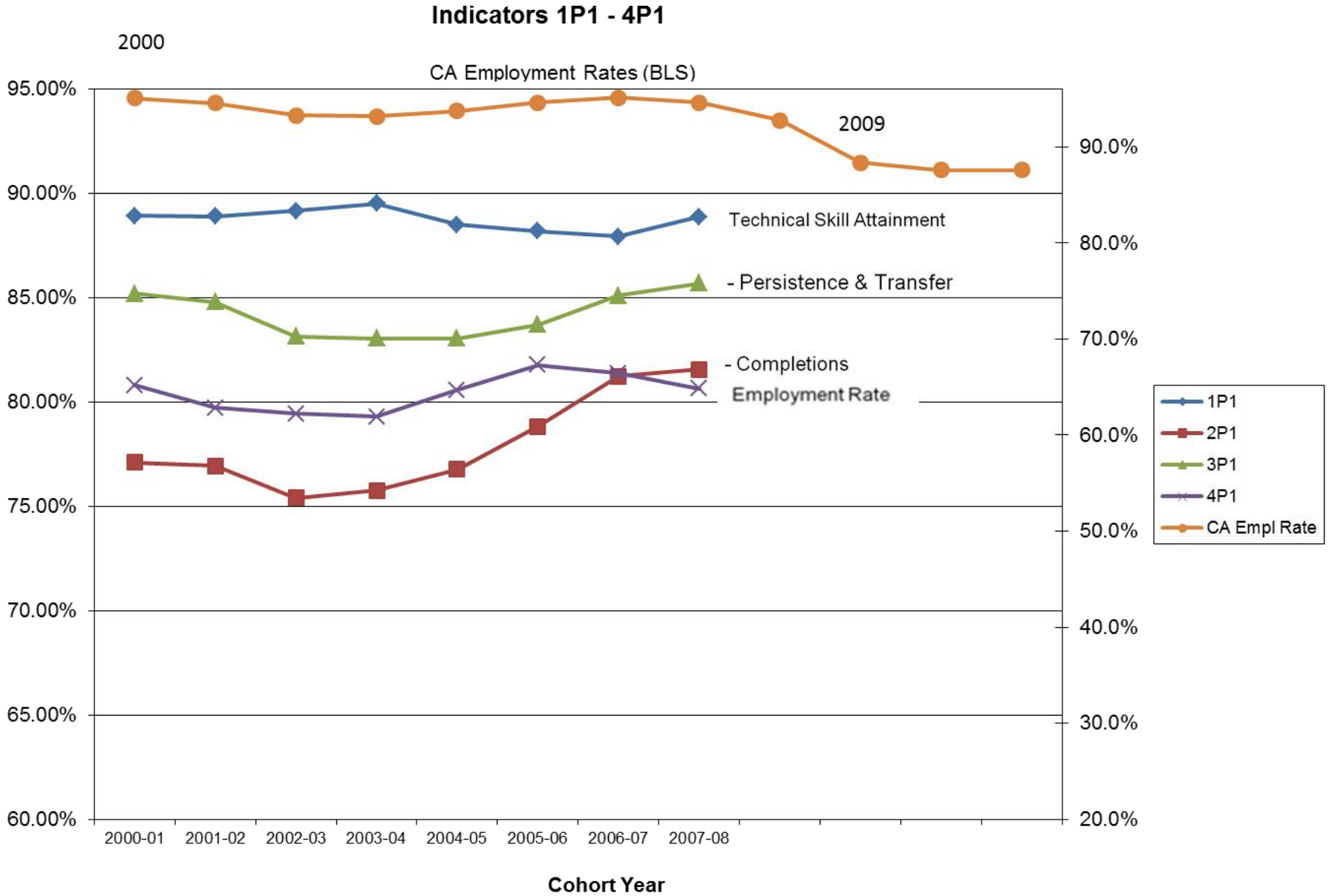
Upper natural process limit

\bar{x}

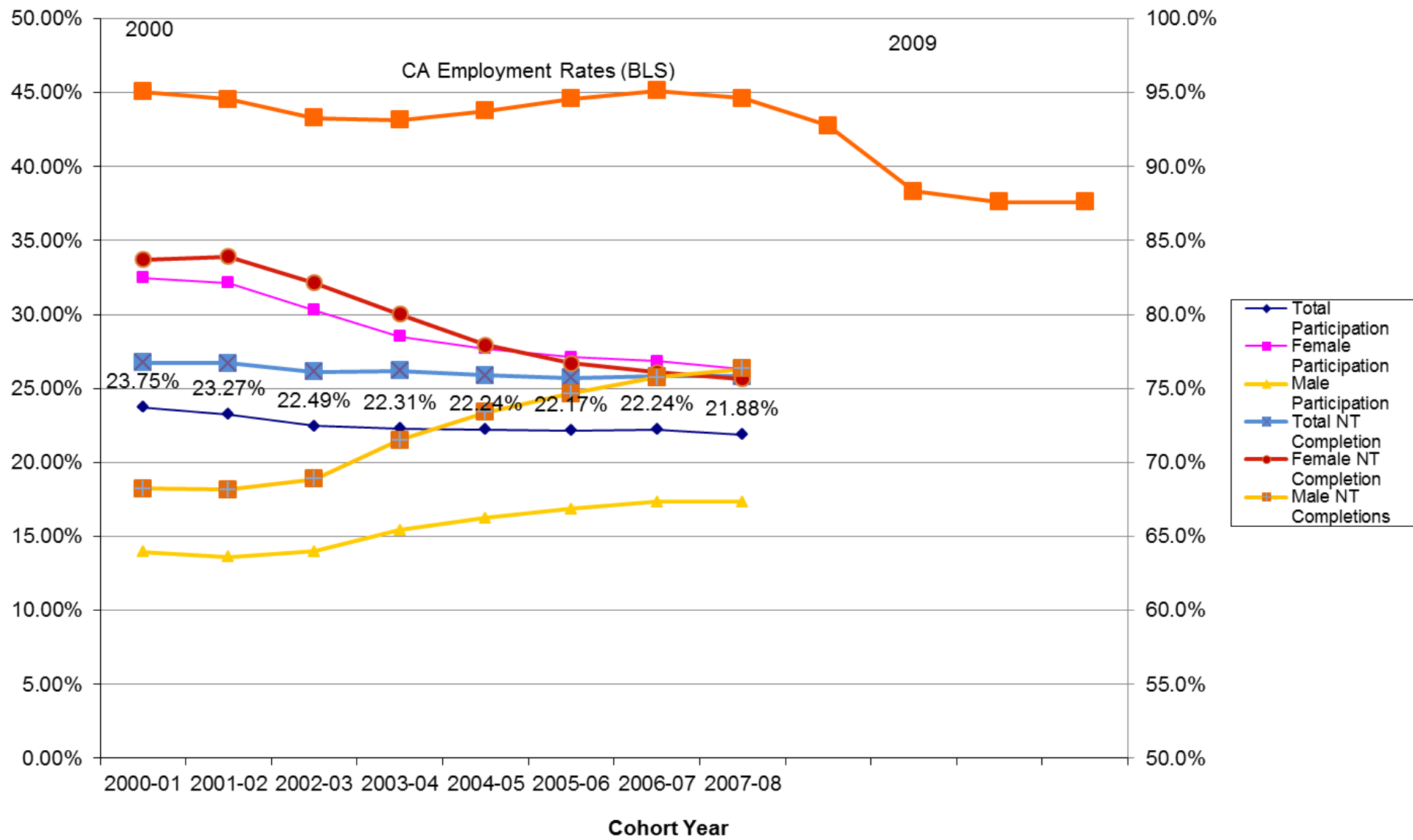
Lower natural process limit

- C1py3
- C2py3
- C3py3

State Indicators 1-4 --- Spring 2010 Reports



5P1 Nontraditional Participation & Completion Rates

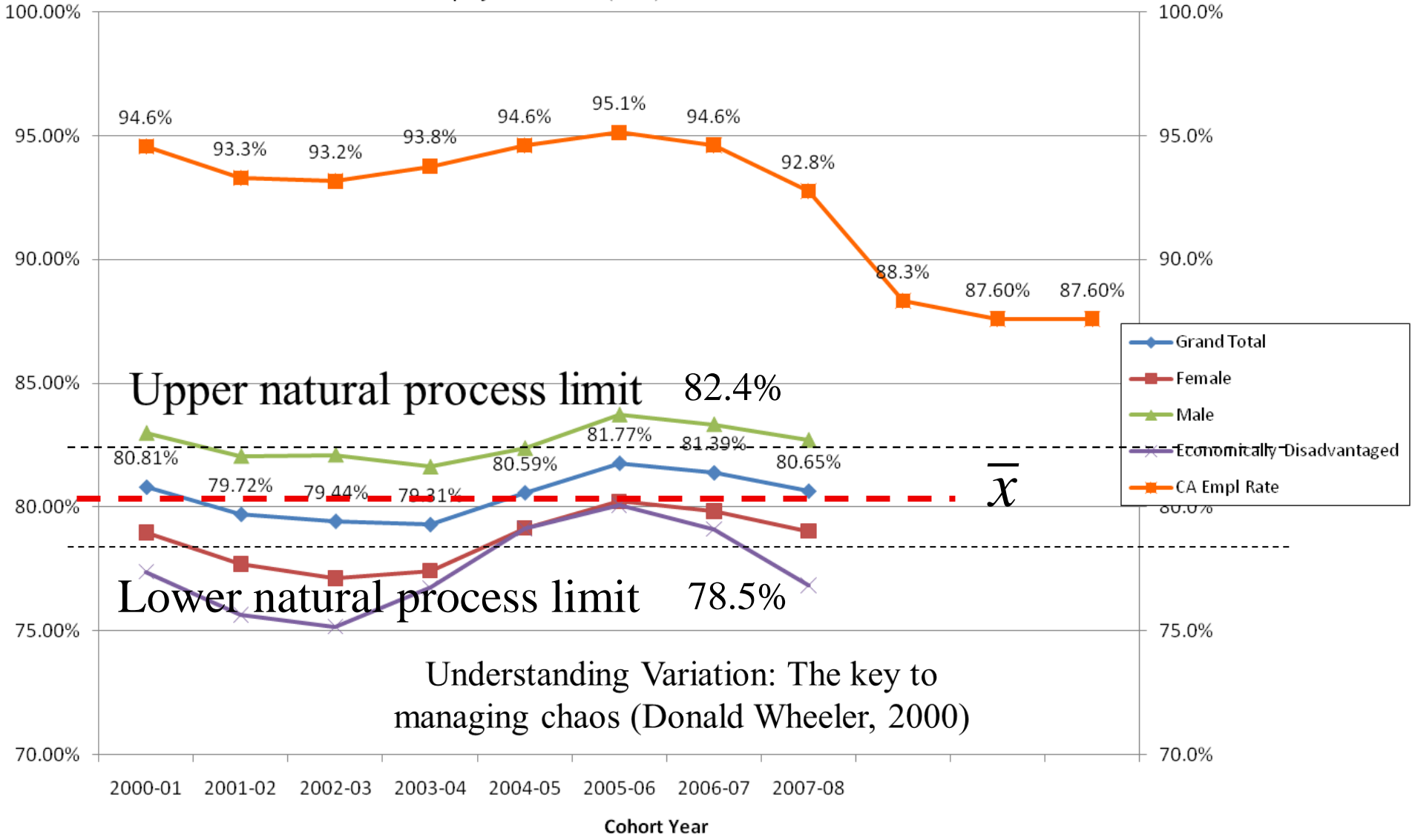


4P1 Employment Rates

CA Employment Rates (BLS)

2000

2009



Upper natural process limit 82.4%

Lower natural process limit 78.5%

\bar{x}

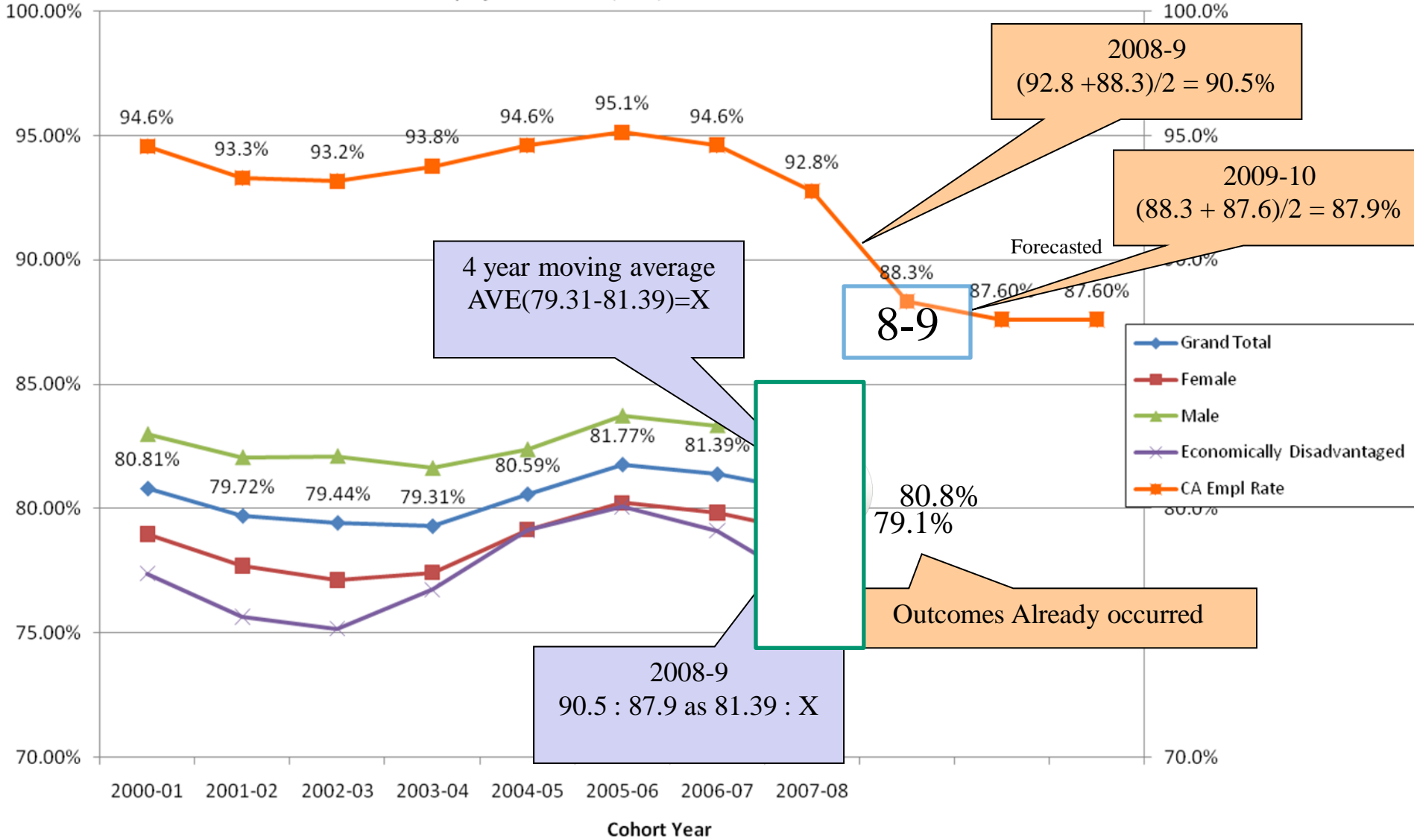
Understanding Variation: The key to managing chaos (Donald Wheeler, 2000)

4P1 Employment Rates

CA Employment Rates (BLS)

2009

2000



4 year moving average
 $AVE(79.31-81.39)=X$

2008-9
 $(92.8 + 88.3)/2 = 90.5\%$

2009-10
 $(88.3 + 87.6)/2 = 87.9\%$

8-9

2008-9
 $90.5 : 87.9 \text{ as } 81.39 : X$

Outcomes Already occurred

- Grand Total
- Female
- Male
- Economically Disadvantaged
- CA Empl Rate

4P1 Employment Rates

CA Employment Rates (BLS)

2009

2000

100.00%

95.00%

90.00%

85.00%

80.00%

75.00%

70.00%

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08

Cohort Year

transfer oriented students & full-time students

AVE(79.31-81.39)=X

2008-9

$$(92.8 + 88.3) / 2 = 90.5\%$$

2009-10

$$(88.3 + 87.6) / 2 = 87.9\%$$

8-9

- Grand Total
- Female
- Male
- Economically Disadvantaged
- CA Empl Rate



Outcomes Already occurred

94.6%

93.3%

93.2%

93.8%

94.6%

95.1%

94.6%

92.8%

88.3%

87.6%

87.6%

80.0%

80.0%

80.0%

80.81%

79.72%

79.4%

79.31%

80.57%

81.77%

81.39%

80.3%

80.0%

80.0%

80.0%

80.0%

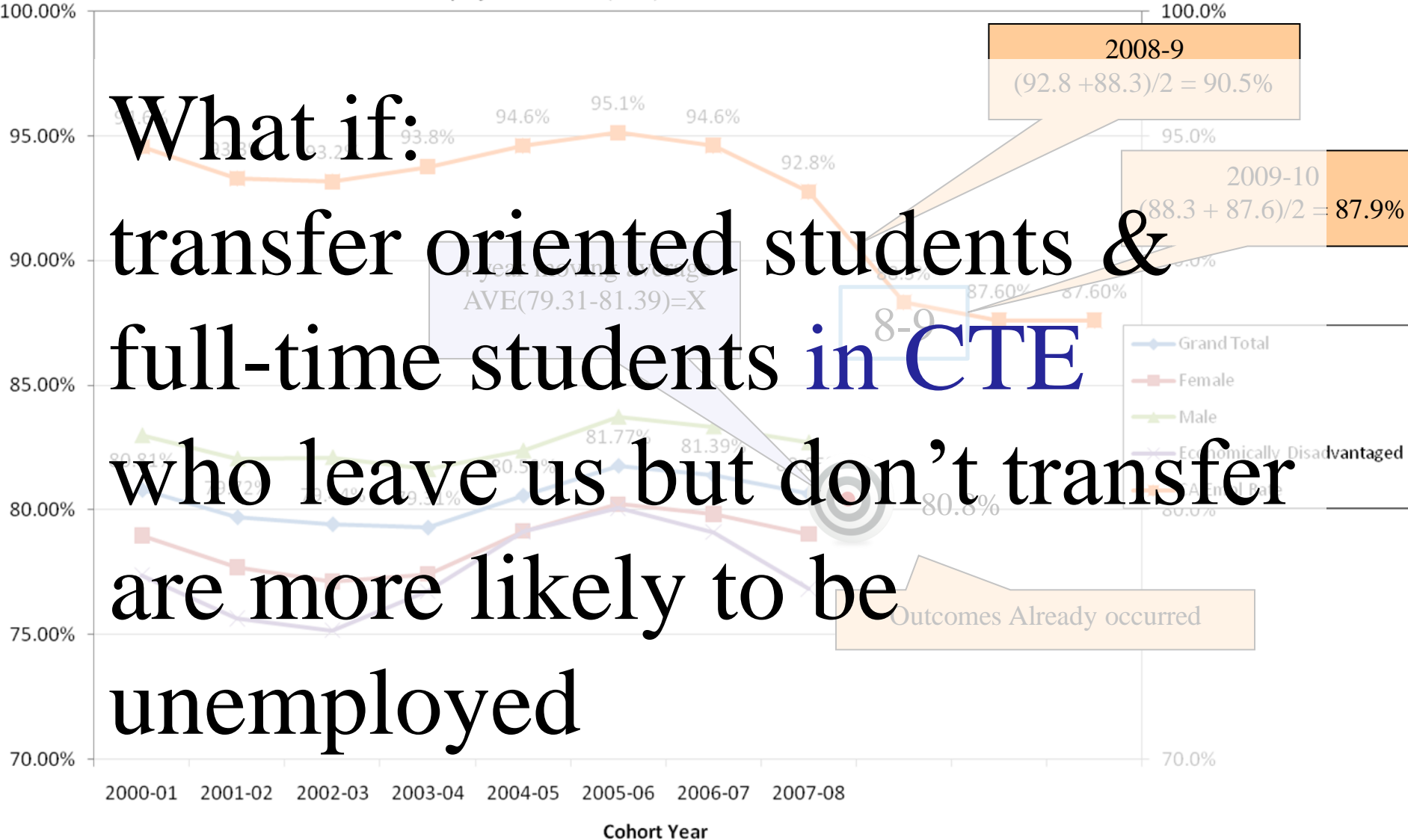
80.0%

4P1 Employment Rates

CA Employment Rates (BLS)

2000

2009



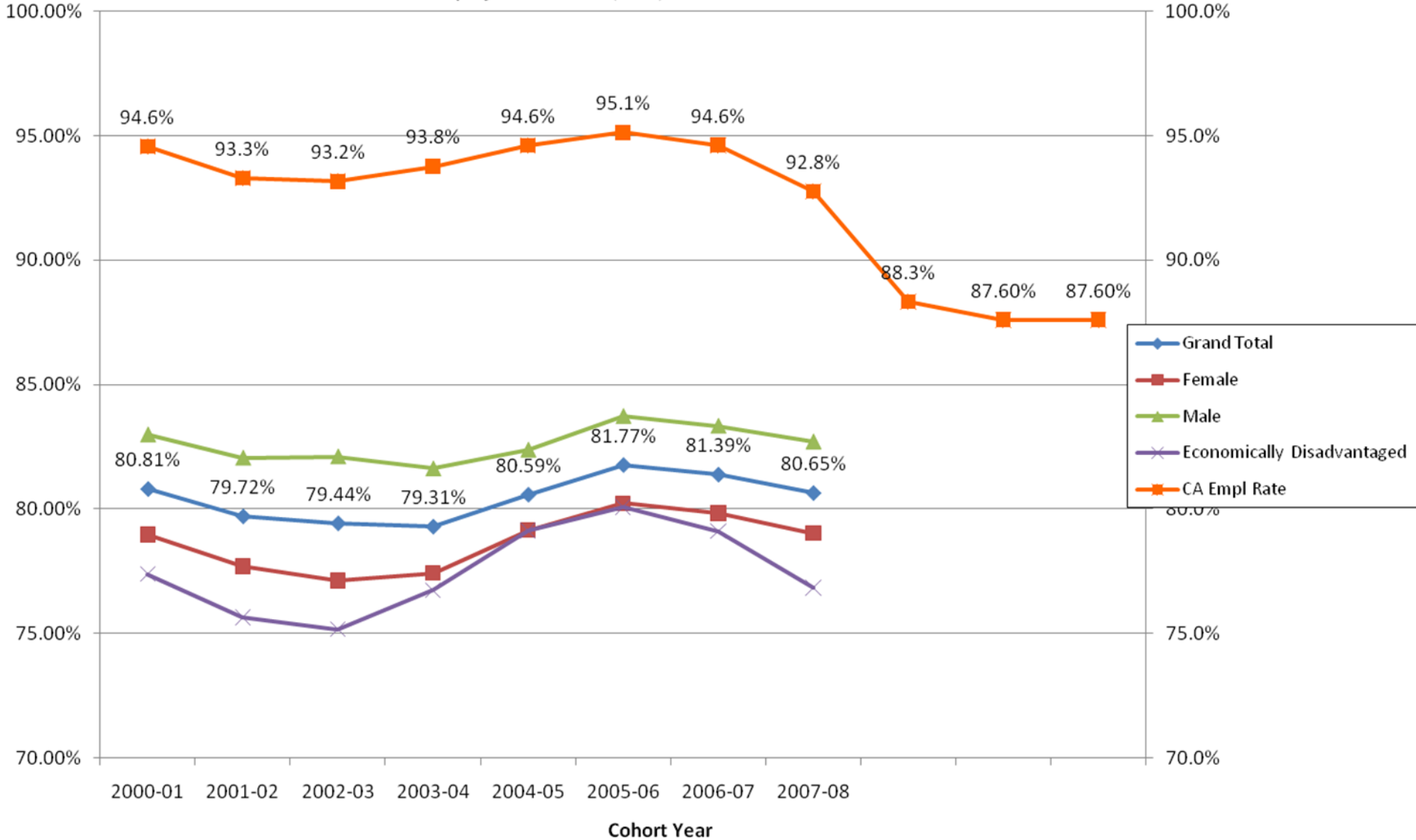
What if:
transfer oriented students &
full-time students in CTE
who leave us but don't transfer
are more likely to be
unemployed

4P1 Employment Rates

CA Employment Rates (BLS)

2000

2009





Odds of being in an Improvement Status:

- *Focused Improvement?*
 - Depends on how well the negotiation goes.
- Improving after *Focused Improvement?*
 - Depends on investment choices two years ago?
- *Priority Focused Improvement?*
 - Depends on how well negotiations go.
 - Unlikely to occur?





The Negotiation Process

- Negotiation Workbook
 - Online - Core Indicator site
 - Tables
 - Charts
- Negotiation Worksheet (FAUPL)
- Local Application



Developing the Local Plan

- Planning Starts
 - Fall: notice - meetings
 - Spring: deadlines, meetings – workshops
- Core Indicators released (Jan-Feb)
 - **First** – Did the district meet targets?
 - **Next** – Negotiations
- Allocation (March)
- Application Due (May)

District Aggregate Core Indicator Information (2009-2010)

Perkins IV, Title I, Part D Local Application

Agreement # _____

S A M P L E D I S T R I C T

Instructions: Print out forms. Complete and sign bottom of page 2.

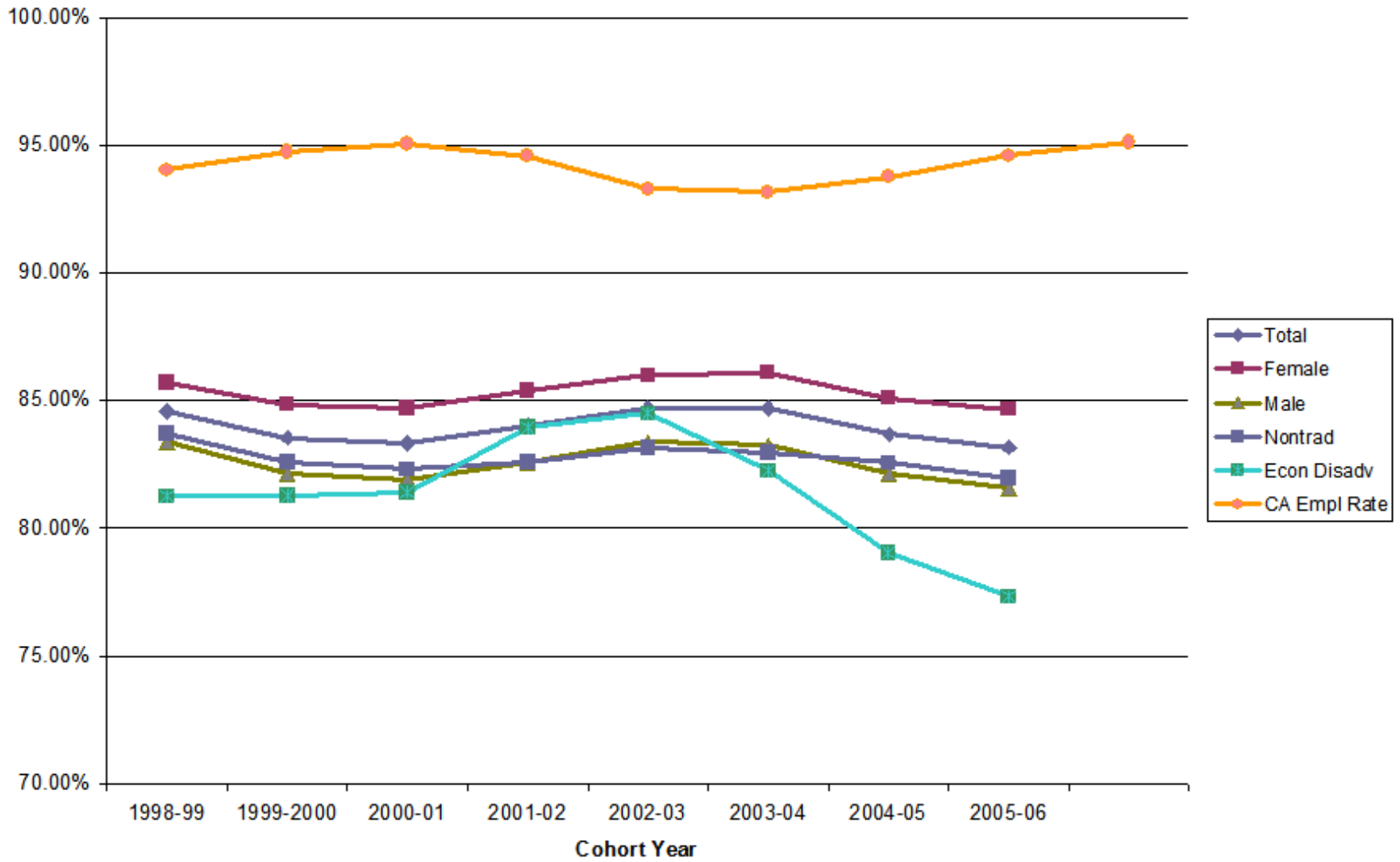
Core Indicator 1 Technical Skill Attainment			Negotiated Level		District Performance	Percent Above or Below District* Negotiated Level
	Count	Total	State	District*		
1 College--all CTE students	2,224	2,342	92.46	92.46	94.96	2.5
2 Non-traditional	347	365	92.46	92.46	95.07	2.6
3 Displaced Homemaker	60	62	92.46	92.46	96.77	4.3
4 Economically Disadvantaged	1,126	1,198	92.46	92.46	93.99	1.5
5 Limited English Proficiency	101	101	92.46	92.46	100.00	7.5
6 Single Parent	160	178	92.46	92.46	89.89	-2.6
7 Student with Disabilities	168	176	92.46	92.46	95.45	3.0
8 Migrant	0	0	92.46	92.46	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		District Performance	Percent Above or Below District* Negotiated Level
	Count	Total	State	District*		
9 College--all CTE students	1,019	1,148	66.13	66.13	88.76	22.6
10 Non-traditional	140	164	66.13	66.13	85.37	19.2
11 Displaced Homemaker	28	31	66.13	66.13	90.32	24.2
12 Economically Disadvantaged	520	583	66.13	66.13	89.19	23.1
13 Limited English Proficiency	35	41	66.13	66.13	85.37	19.2
14 Single Parent	67	79	66.13	66.13	84.81	18.7
15 Student with Disabilities	83	91	66.13	66.13	91.21	25.1
16 Migrant	0	0	66.13	66.13	N/R	N/R

Negotiation Baseline Calculation Worksheet

	A	B	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	Put District Name																
2	District Core Indicator Success Rates																
3																	
4	Program Year=	2003-04	2004-05	2005-06	2006-07	2007-08											
5	Core One 1P1 - Technical Skill Attainment						Last	Most Recent									
6	Cohort Year	2001-02	2002-03	2003-04	2004-05	2005-06	Change	3 Yr Ave	4 Yr Ave	5 Yr Ave							
7	Average of rates																
8	Grand Total	84.01%	84.73%	84.70%	83.69%	83.17%	-0.51%	83.85%	84.07%	84.08%							
9	Female	85.40%	86.00%	86.09%	85.09%	84.67%	-0.42%	Average adding N's									
10	Male	82.56%	83.38%	83.26%	82.14%	81.57%	-0.57%	83.87%	84.10%	84.08%							
11	Unknown	82.60%	85.02%	82.12%	83.73%	83.26%	-0.47%										
12																	
13	Non-traditional	82.60%	83.15%	82.95%	82.57%	81.99%	-0.58%										
14	Displaced Homemaker	82.56%	83.66%	83.81%	83.53%	83.30%	-0.23%										
15	Economically Disadvantaged	83.94%	84.49%	82.25%	79.05%	77.33%	-1.72%										
16	Limited English Proficiency	86.56%	87.24%	87.74%	87.18%	87.32%	0.14%										
17	Single Parent	80.39%	81.11%	81.63%	81.14%	81.12%	-0.03%										
18	Students with Disabilities	79.45%	80.26%	80.06%	79.37%	78.71%	-0.66%										
19	Migrant																
20	Technical Preparation	80.78%	82.85%	82.71%	82.48%	82.48%	0.00%										
21																	
22																	
23	Core Two 2P1 - Completions						Last	Most Recent									
24	Cohort Year	2001-02	2002-03	2003-04	2004-05	2005-06	Change	3 Yr Ave	4 Yr Ave	5 Yr Ave							
25	Average of rates																
26	Grand Total	76.36%	74.90%	73.42%	73.73%	75.30%	1.57%	74.15%	74.34%	74.74%							
27	Female	79.31%	78.73%	77.71%	77.96%	80.31%	2.35%	Average adding N's									
28	Male	72.78%	70.47%	68.30%	68.34%	69.06%	0.72%	74.14%	74.33%	74.70%							
29	Unknown	62.23%	58.85%	68.52%	67.53%	62.38%	-5.16%										
30																	
31	Non-traditional	78.49%	76.69%	75.34%	79.39%	79.84%	0.45%										
32	Displaced Homemaker	74.59%	75.79%	70.11%	73.90%	77.56%	3.66%										
33	Economically Disadvantaged	76.58%	76.81%	75.54%	76.99%	78.32%	1.34%										
34	Limited English Proficiency	80.27%	80.38%	78.41%	79.14%	81.75%	2.61%										
35	Single Parent	75.41%	74.03%	74.28%	76.66%	77.99%	1.33%										
36	Students with Disabilities	83.01%	83.28%	83.01%	83.35%	84.33%	0.97%										
37	Migrant																
38	Technical Preparation	74.21%	72.16%	74.57%	83.68%	77.42%	-6.26%										
39																	

Core One 1P1 - Technical Skill Attainment

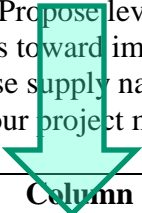


Mention Office 2003 v 2007 v 2010

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) DISTRICT NEGOTIATION WORKSHEET

District: _____

Please complete the table below. Columns 4-6 should reflect actual performance from the [2011 Negotiations Workbook](#). Propose levels of performance in column 7 for Program Year Four (2011-12) that “require the eligible recipient to continually make progress toward improving the performance of career and technical education students” as required by section 113(b)(4)(A)(i)(II) of Perkins IV. Please supply narratives on the next page when continuous improvement is not evident from the proposed target. Email completed worksheet to your project monitor.



Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Indicator & Citation	State Negotiated Level for 2011-12 <small>(The level the state negotiated with USDE for Sp 2012*)</small>	Local Negotiated Level <small>(The level the district negotiated with the state in 2010)</small>	Program Year One 2008-09	Program Year Two 2009-10	Program Year Three 2010-11 <small>(relates to column 3)</small>	Program Year Four 2011-12
			Actual	Actual	Actual	Proposed*
1P1 - Technical Skill Attainment 113(b)(2)(B)(i)	88.81%	88.81%				
2P1 - Credential, Certificate, or Degree 113(b)(2)(B)(ii)	82.05%	76.04%				
3P1 - Persistence or Transfer 113(b)(2)(B)(iii)	85.96%	82.83%				
4P1 - Placement 113(b)(2)(B)(iv)	82.21%	77.00%				
5P1 - Nontraditional Participation 113(b)(2)(B)(v)	20.37%	19.87%				
5P2 - Nontraditional Completion 113(b)(2)(B)(v)	22.10%	22.10%				

* Note: Column 2 reflects the most recent negotiation between the state and the USDE for the Spring 2011 reports. Federal negotiations were last completed June 29, 2009. Districts may accept the state level. Please contact your Regional Specialist with any questions.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
DISTRICT NEGOTIATION WORKSHEET

Continuous Improvement Narrative:

When the proposed performance level is at or below recent performance levels, please provide a brief narrative explanation of how the proposed target meets the “continuous improvement” requirement of section 113(b)(4)(A)(i)(II) of the Perkins Act. If the district is electing to accept the state negotiated target, please include the statement “Accepting State Target.”

1P1

2P1

3P1

4P1

5P1

5P2 Accepting State Target



The Basic Approval Criteria

- When values are:
 1. Declining for three or more years, set the target at the most recent value (last known);
 2. Increasing for three or more years, set the target at a three year average;
 3. Increasing and decreasing in the last few years, use a moving average (i.e., 2, 3, 4, or 5 years to capture extremes).
- Unless local knowledge or projections suggest otherwise and can be justified



Local Application: District

California Community Colleges
 Career Technical Education Unit
 FORM: CTE-6

FY 2008-2009
 Carl D. Perkins Career and
 Technical Education Act of 2006

DISTRICT NEGOTIATION OF LEVELS OF PERFORMANCE

District: SAMPLE CCD

Agreement: 08-C01-001

Perkins IV Section 113(b)(4) requires that each eligible recipient shall agree to accept the State adjusted levels of performance established as local adjusted levels of performance, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance. Complete each section below by either selecting "Yes" thus accepting the State target, or select "No" to initiate the negotiation process and the new agreed upon target.

Accept State Target?

Select "No" to change
 agreed upon target

Indicator	State Target	Yes	No	Agreed upon Target
1. Technical Skill Attainment	92.46 %	<input checked="" type="radio"/>	<input type="radio"/>	92.46
2. Completions	66.13 %	<input checked="" type="radio"/>	<input type="radio"/>	66.13
3. Persistence & Transfer	82.18 %	<input checked="" type="radio"/>	<input type="radio"/>	82.18
4. Placement	79.86 %	<input checked="" type="radio"/>	<input type="radio"/>	79.86
5a. Equity: Non-Traditional Participation	21.47 %	<input type="radio"/>	<input checked="" type="radio"/>	19.52
5b. Equity: Non-Traditional Completion	23.28 %	<input type="radio"/>	<input checked="" type="radio"/>	20.32

Check here to indicate you have completed this form..

DISTRICT PERFORMANCE DETERMINATION

District:

Agreement: 09-C01-001

Under Section 113(b)4 of Perkins IV, local agencies must either accept the State's established performance target or negotiate a local performance target with the State for each of the core indicators. The agreed-upon performance targets below were incorporated into the previous local application. Failure to meet at least 90 percent of any established performance target triggers the requirement to develop and implement an improvement plan as specified in Section 123(b).

Districts not meeting at least 90 percent of any target are required to submit a Perkins application that includes:

1. An additional section describing the planned strategies and activities to be employed during the upcoming year to address performance gaps. This Focused Improvement section will be part of the annual Perkins application until performance is within 90% of the negotiated targets.
2. Programs funded must address individual program performance gaps. Improvements must include strategies that address program performance gaps.

Districts and consortia not meeting 90% of a target are encouraged to complete a diagnostic study to determine root causes and proposed solutions to large performance gaps.

Indicator	State Target	Agreed Target	90% of Agreed upon Target	Actual Performance	Met 90% of Target
1. Technical Skill Attainment	92.46 %	92.46 %	83.21 %	93.00 %	Y
2. Completions	66.13 %	66.13 %	59.52 %	61.04 %	Y
3. Persistence & Transfer	82.18 %	82.18 %	73.96 %	70.09 %	N
4. Placement	79.86 %	79.86 %	71.87 %	79.33 %	Y
5a. Equity: Non-Traditional Participation	21.47 %	19.52 %	17.57 %	20.00 %	Y
5b. Equity: Non-Traditional Completion	23.28 %	20.32 %	18.29 %	21.36 %	Y

Focused Improvement section: One or more indicators did not meet 90% of the negotiated target. Please describe the planned strategies and activities to be employed during the upcoming year to address performance gaps in indicators where performance was below 90% of target. (Limit 3,500 characters)

application. Failure to meet at least 90 percent of any established performance target triggers the requirement to develop and implement an improvement plan as specified in Section 123(b). Under Section 113(b)4 of Perkins IV, local agencies must either accept the State's established performance target or negotiate a local performance target with the State for each of the core indicators. The agreed-upon performance targets below were incorporated into the previous local application. Failure to meet at least 90 percent of any established performance target triggers the requirement to develop and implement an improvement plan as specified in Section 123(b). Under Section 113(b)4 of Perkins IV, local agencies must

Note: All funded programs must address performance gaps in the program area.

Check here to indicate you have completed this form..

Save/Update



Perkins IV funds

- Perkins IV Local Application
 - Improvement Plans
 - Negotiating & Meeting Targets (90% or above)
 - Progressive Oversight, Improvement Plans, and Risk Monitoring
- Improving student success
 - Nine Requirements
 - 20 Permissive Uses
 - Improvements should address performance gaps



Effects of not achieving targets

- At or above 90% of targets:
 - Freedom to fund any CTE program improvements
 - Encouraged to address low performance
- Below 90% - year 1
 - Application *Focused Improvement* section
 - Requires some analysis
 - target interventions
 - write the narrative
 - Must address low performance in funded Programs
 - Encouraged to start a diagnostic study



Effects of not achieving targets

continued...

- Below 90% in year 2 or no improvement
 - Focused Improvement section
 - Diagnostic study
 - Propose Effective Practice solutions
 - Probably a more district level approach to expenditures



Effects of not achieving targets

continued...

- Below 90% of target - 3 years
 - Focused Improvement section
 - Submit Diagnostic study w Action Plan to CO
 - Action Plan
 - Proposed Effective Practice solutions & Implementation dates
 - Probably an even more district level approach to expenditures
 - Risk Monitoring



K.I.S.S. Focus on Improvement

- Are students getting through
 - Courses
 - Programs
- Are they coming back when life gets in the way
- Are they transitioning into
 - Work
 - Advanced education
- Gender Equity & Special Pops

Focus on these and compliance happens



Group Work

- 20 min
 - Who, What, When, Where, Why, How
 - Focus funds on improving
 - Learning
 - Student Success
 - Programs
- 10 min full group
 - Innovative – best practices
 - Overcoming obstacles, challenges
- Planning
 - Fall Notice
 - Spring meetings – workshops
 - Data
 - Use Core Indicators?
 - Local Data - SLOACs
- Negotiations
 - Local Process – Individual
 - Beneficial – how?
- Allocation
 - Adjust program funding lineup



Chuck's CliffsNotes

or really **CliffsQuickReview**

1. The federal rules that apply to Perkins are found in Perkins, State Plan, EDGAR, OMB (slides 6 & 7).
2. What are your district's current targets?
 - Find them in the Local Application on form CTE6.
3. Did your district meet or exceed negotiated targets - compliance is 90% or better?
 - Find out: CI Form Section I-E-D or Application CTE7
4. What happens if you do not achieve targets?



Chuck's CliffsNotes

5. Accountability:
 - a. In Compliance
 - b. Focused Improvement
 - c. Priority Focused Improvement
6. The Application is your improvement plan.
7. Negotiation process: Charts, workbook, worksheet,
Accountability Framework – www.cccco.edu
Chancellor's Office > Divisions > Econ. Dev. & Work. Prep. > CTE > Core Indicator
- 8.a.FAUPL: Describe how your target meets the
“continuous improvement” requirements of section
113 of the Perkins Act.



Chuck's CliffsNotes

8.b. Basic Approval Criterion

- ✓ Declining for 3 or more years, set target at most recent value
- ✓ Increasing for 3 or more years, set target at 3 year average
- ✓ Increasing and decreasing last few years, use average to include extremes (2,3,4 or 5 years)

9. Core Indicators: (slide #12)

- Technical Skill Attainment
- Program Completion
- Persistence & Transfer
- Placement: job or apprenticeship
- Gender Equity:
 - nontraditional gender participation & completion



Chuck's CliffsNotes

10. All about improving student success

11. K.I.S.S. compliance happens with a focus on improving student success

12. Best Resources/References

➤ Everything CCC Perkins (Perkins Resource Guide):

➤ http://www.cccco.edu/Portals/4/EWD/CTE/CTE_Resource_Guide-October_2010.pdf

<http://www.cccco.edu>

➤ Everything CCC CTE Accountability:

➤ Chancellor's Office > Divisions > Econ. Dev. & Work. Prep. > CTE > Core Indicator

➤ Tutorials:

➤ Chancellor's Office > Divisions > Econ. Dev. & Work. Prep. > CTE > Tutorials



Questions & Break time

- Questions
- Comments
- 15 minute break

Thank you

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