

# **PERKINS IV**

## **FY2010**

Core Indicators of Performance  
Guidelines for the  
**State of Georgia**

Career Technical Education Act of 2006

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## **Section I** **Introduction**

The Career, Technical and Agricultural Education (CTAE) division of the Georgia Department of Education is pleased to present this guide for Perkins IV Core Indicators of Performance for Georgia. We are confident you will find this guide to be informative, and most importantly, user friendly.

The key to ensuring that your use of Perkins funds complies with the federal law is a full understanding of the content and context of the core indicators. With new requirements for local accountability and programs of study (Career Pathways), it is more important than ever that all CTAE professionals, at all levels understand the priorities set forth for the CTAE programs.

In this guide you will find explanations of:

- Perkins IV
- Core Indicators of Performance
- Business Rules for Core Indicators of Performance
- System Adjusted Level of Performance Target
- Setting System Adjusted Level of Performance
- Negotiating System Adjusted Level of Performance
- Sanctions

These sections will enable you to understand the new legislation as it relates to the Perkins IV Core Indicators of Performance. Use this information as you implement program improvement and continue to update and expand your CTAE programs.

While this Guide provides comprehensive information about the federal Perkins Act, be sure to also consult with your regional coordinators on policies specific to your local system. While the federal Perkins Act provides a strong foundation, there will be numerous detailed decisions made by CTAE and you during the law's continued implementation.

The 2006 Perkins Act provides direction and funding to support continuous improvement in career and technical education. It is up to the community of educators around the state to ensure this continuous improvement happens, and that CTAE is seen as integral to secondary and postsecondary reform efforts underway in communities like yours. We hope this guide will provide all the information you need to successfully implement strategies for performance improvement for Perkins IV.

## Section II

### Business Rules for Core Indicators of Performance

#### *Indicator : 1S1 (a) Academic Attainment – Reading*

Definition	Georgia’s Notes	Notes / Calculation
<p><b><u>Numerator:</u></b> Number of concentrators who have met or exceeded Georgia High School Graduation Test (GHSGT) NCLB assessments and left secondary education in the reporting year.</p> <p><b><u>Denominator:</u></b> Number of concentrators who took Georgia High School Graduation Test (GHSGT) NCLB assessments in reading / language arts and who have left secondary education in the reporting year.</p> <p><b><u>Defining Academic Achievement</u></b> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the NCLB assessments.</p>	<p><b>CTAE Concentrators</b> – A concentrator is defined as a student who has earned three or more Career Technical Courses in a specific program area during their high school career. Student Record data will be utilized.</p> <p><b>Pathway Completer</b> - A pathway completer is a concentrator who completed the requirements for the Georgia High School Graduation Test (GHSGT) and also, successfully completed three identified courses within a pathway.</p> <p><b>Students Who Have Left Secondary Education in the Reporting Year</b> - This group of students will include students who were withdrawn from the</p>	<p><b><u>Step 1</u></b> – Identify Vocational Concentrators.</p> <p><b><u>Step 2</u></b> – Identify Vocational Concentrators that have “left” the education system during the reporting year.</p> <p><b><u>Step 3</u></b> – Match list of Vocational Concentrators who have left with GHSGT assessment files (spring administration) from the current reporting year and the prior reporting year.</p> <p><b><u>Step 4</u></b> – Identify the number of students tested (matched). This will be the denominator.</p> <p><b><u>Step 5</u></b> - Identify the number of students at the three performance levels: Did Not Meet, Meets, and Exceeds. Add Meets + Exceeds students. This will be the numerator.</p> <p><b><u>Step 6</u></b> – Divide the number of students who met or exceeded the standards by the number of students tested (Meets + Exceeds/Number Tested).</p>

Definition	Georgia's Notes	Notes / Calculation
<p><b><u>Exit Reporting Group: Students Who Left Secondary Education in the Reporting Year</u></b> These proposed measures utilize an exit reporting group. This group refers to all concentrators who did not return to secondary education the following fall semester after the school year for which states are reporting. This group includes both graduates and dropouts. States can exclude students who have transferred to other secondary schools and students not returning because of unusual circumstances (e.g. accidents, health).</p>	<p>school in the reporting year with either a drop out withdrawal code or a code of "G" for graduation (Refer to Student Record for Details). Summer graduates are also included.</p> <p><b>Met NCLB Standards –</b> To determine if a student met NCLB standards, Georgia will use the student scores that are included in the accountability system used to generate the Adequate Yearly Progress (AYP) Reports. Most students will have taken the GHS GT during the spring administration of their 11<sup>th</sup> grade year, but some students may have taken the GHS GT during another administration. For students who took the GHS GT during the spring administration of their 11<sup>th</sup> grade year, the enhanced "cut" score will be used to determine proficiency standards. For student who took the GHS GT outside the main spring administration, the non-enhanced "cut" score will be used. This aligns with the Georgia's AYP calculation business rules.</p>	

**Indicator : 1S2 (b) Academic Attainment – Mathematics**

Definition	Georgia’s Notes	Notes / Calculation
<p><b>Numerator:</b> Number of concentrators who have met Georgia High School Graduation Test (GHS GT) NCLB standards in mathematics on NCLB assessments and have left secondary education</p> <p><b>Denominator:</b> Number of concentrators who took NCLB assessments in mathematics and who left secondary education in the reporting year.</p> <p><b>Defining Academic Achievement</b> These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the NCLB assessments.</p> <p><b>Exiting Reporting Group: Students Who Left Secondary Education in the Reporting Year.</b> These proposed measures utilize an exit reporting group. This group refers to all concentrators who did not return to secondary education the following fall semester after the school year</p>	<p><b>CTAE Concentrators – A</b> concentrator is defined as a student who has earned three or more Career Technical Courses in a specific program area during their high school career. Student Record data will be utilized.</p> <p><b>Pathway Completer - A</b> pathway completer is a concentrator who completed the requirements for the Georgia High School Graduation Test (GHS GT) and also, successfully completed three identified courses within a pathway.</p> <p><b>Students Who Have Left Secondary Education in the Reporting Year -</b> This group of students will include students who were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of “G” for graduation (Refer to Student Record for Details). Summer graduates are also included.</p> <p><b>Met NCLB Standards -</b> To determine if a student met NCLB standards, Georgia will</p>	<p><b>Step 1 -</b> Identify vocational Concentrators.</p> <p><b>Step 2 -</b> Identify vocational Concentrators that have “left” the education system during the reporting year.</p> <p><b>Step 3 -</b> Match list of Vocational Concentrators who have left with GHS GT assessment files (spring administration) from the current reporting year and prior reporting year.</p> <p><b>Step 4 -</b> Identify the number of students tested (matched). This will be the denominator.</p> <p><b>Step 5 –</b> Identify the number of students at the three performance levels: Did Not Meet, Meets, and Exceeds. Add Meets + Exceeds students. This will be the numerator.</p> <p><b>Step 6 –</b> Divide the number of students who met or exceeded standards by the number of students tested (Meets + Exceed / Number Tested).</p>

Definition	Georgia's Notes	Notes / Calculation
<p>for which states are reporting. This group would include both graduates and dropouts. States can exclude students who have transferred to other secondary schools and students not returning because of unusual circumstances (e.g. accidents, health).</p>	<p>use the student scores that are included in the accountability system used to generate the Adequate Yearly Progress (AYP) Reports. Most students will have taken the GHSGT during the spring administration of their 11<sup>th</sup> grade year, but some students may have taken the GHSGT during another administration. For students who took the GHSGT during the spring administration of the 11<sup>th</sup> grade year, the enhanced "cut" score will be used to determine proficiency standards. For students who took the GHSGT outside the main spring administration, the non-enhanced "cut" score will be used. This aligns with the Georgia's AYP calculation business rules</p>	

**Indicator : 2S1 Technical Skill Attainment**

Definition	Georgia's Notes	Notes / Calculation
<p><b>Numerator:</b> Number of CTAE concentrators who passed technical skill assessments that are aligned with industry-recognized standards in the reporting year.</p> <p><b>Denominator:</b> Number of CTAE concentrators who took the assessments in the reporting year.</p>	<p><b>Pathway Completer - A</b> pathway completer is a concentrator who completed the requirements for the Georgia High School Graduation Test (GHS GT) and also, successfully completed three identified courses within a pathway.</p> <p>TBD: In Process</p>	<p><b>Proposed Calculation:</b> Please note calculations will be updated once associated definitions are in place.</p> <p><b>Step 1 -</b> Identify CTAE concentrators</p> <p><b>Step 2 -</b> Identify CTAE concentrators who took technical skill assessments which are aligned with industry-recognized standards in the reporting year.</p>
<p><b>Reporting Group:</b> Concentrators who took skill assessments in the reporting year. This proposed measure will include program concentrators (pathway completers) who took skill assessments in the reporting year. This group refers to all concentrators who attempted skill assessments. This group would include graduates, dropouts or students in grades 10-12 that qualified as concentrators (pathway completers) and took skill assessments in the reporting year.</p>	<p><u>Student Data Source:</u> TBD</p> <p>List of assessments will be added as skills assessments and cut scores become available. Cut scores will be determined as assessments become available.</p>	<p><b>Step 3 -</b> Match list of CTAE concentrators who took technical skill assessments that are aligned with industry standards.</p> <p><b>Step 4 -</b> Identify the number of CTAE concentrators who took technical skill assessments (matched). This will be the denominator.</p> <p><b>Step 5 -</b> Identify the number of CTAE concentrators who met or exceeded technical skill assessments. This will be the numerator.</p> <p><b>Step 6 -</b> Divide the number of CTAE concentrators who passed technical skill assessments by the</p>



		number of CTAE concentrators who took technical skill assessments
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**Indicator : 3S1 Secondary School Diploma**

Definition	Georgia’s Notes	Notes / Calculation
<p><b>Numerator:</b> Number of CTAE concentrators who earned a regular secondary school diploma or a General Education Development (GED) in the reporting year. (Note: This will be a code of “C,V, or B” for Diploma)</p> <p><b>Denominator:</b> Number of CTAE concentrators who left secondary education in the reporting year. This group of students will include students who were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of “G” for graduation. Refer to Student Record for Details. Summer graduates are also included.</p>	<p><b>Notes:</b> <u>Secondary School Diploma:</u> This will be a regular secondary school diploma in the reporting year. This will be a code of “G: for graduation (Refer to Student Record for Details).</p> <p><u>Defining Secondary School Diploma:</u> This will be a code of “C, V, or B” Diploma type. Please Note: Like AYP, scores of students who pass or fail on an administration other than the spring administration are not included in the calculation. The non-spring administrations are not enhanced versions of the GHSGT, thus the score cannot be used for AYP calculations.</p> <p><b><u>Students Who Have Left Secondary Education in the Reporting Year</u></b> – This group of students will include students who were withdrawn from the school in the reporting year with either a drop out withdrawal</p>	<p><b>Step 1</b> - Identify CTAE concentrators.</p> <p><b>Step 2</b> - Identify CTAE concentrators who earned a regular secondary school diploma</p> <p><b>Step 3</b> - Match list of CTAE concentrators who earned a regular secondary school diploma during the prior reporting year and the current reporting year.</p> <p><b>Step 4</b> - Identify the number of CTAE concentrators who left secondary education in the reporting year (Exit Students). This will be the denominator.</p> <p><b>Step 5</b> – Divide the number of CTAE concentrators who earned a regular secondary school diploma by the students who were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of “G” for graduation. Summer graduates are also included.</p>

	code or a code of "G" for	
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Definition	Georgia's Notes	Notes / Calculation
	graduation (Refer to Student Record for Details). Summer graduates are also included. <b><u>Student Data Source:</u></b> Student Record <b><u>Primary Assessment:</u></b> GHSGT	

**Indicator : 4S1 Student Graduation Rates**

Definition	Georgia's Notes	Notes / Calculation
<p><b>Numerator:</b> Number of <u>CTAE Concentrators</u> 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.</p> <p><b>Denominator:</b> Number of <u>CTAE concentrators</u> who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p><b>CTAE Concentrators</b> – A concentrator is defined as a student who has earned three or more Career Technical Courses in a specific program area during their high school career. Student Record data will be utilized.</p> <p>Student Graduation Rate – Student Graduation Rate will be calculated using the same calculation used for calculating graduation rate used for Adequate Yearly Progress (AYP), <b>but only students identified as CTAE concentrators will be included.</b></p>	<p><b>Georgia's Graduation Rate Calculation</b> – Since 2002, Georgia has been calculating its high school graduation rate using a “proxy” formula – one of the three federally allowed high school graduation rate formulas since the enactment of the No Child Left Behind Act of 2001.</p> <p><b>Definition</b> Regular diploma recipients as a percent of students leaving high school over a four-year period (estimated as the sum of diploma recipients and dropouts during the past four years in grades 9 through 12 respectively).</p> <p><b>Graduation Rate=</b> # of regular diplomas divided by the # of regular diplomas + # of special education diplomas + # of certificates of attendance + # of dropouts in the 12<sup>th</sup> grade (current year), 11<sup>th</sup> grade (current year-1), 10<sup>th</sup> grade (current year -2) and 9<sup>th</sup> grade (current year -3)</p>

**Indicator : 5S1 Secondary Placement**

Definition	Georgia's Notes	Notes / Calculation
<p><b>Numerator:</b> Number of CTAE 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.</p> <p><b>Denominator:</b> The most current available number of CTE Concentrators who left secondary education during the previous reporting year.</p>	<p><b>Placement:</b> This will be CTAE concentrators receiving regular secondary school diplomas in Student Record, who are placed in postsecondary education or advanced training, in the military service or employment.</p> <p><b>Postsecondary Education:</b> For post secondary Education placement, Georgia will be using DTAE [As of 7/1/2008, DTAE became known as the Technical College System of Georgia (TCSG)] data. <b>(Georgia Department of Technical and Adult Education including both 2 yr and 4 yr data and Board of Regents Data)</b></p> <p><b>Military Service:</b> Military data are used.</p> <p><b>Employment:</b> Georgia will be using Department of Labor data.</p> <p><b>Exit Reporting Group:</b> Number of CTE concentrators who earned a regular secondary school diploma and were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of "G" for graduation. Summer</p>	<p><b>Step 1 -</b> Identify CTAE concentrators</p> <p><b>Step 2 -</b> Identify CTAE concentrators who earned a regular secondary school diploma</p> <p><b>Step 3 -</b> Match list of CTAE concentrators who earned a regular secondary school diploma during the prior reporting year.</p> <p><b>Step 4 -</b> Identify CTAE concentrators who have earned a PSE DTAE credit or are in process of earning (PSE_DTAE_Credit='Y' or PSE_DTAE_Credit='N')* including 2 yr. and 4 yr. diploma.</p> <p><b>Step 5 -</b> Identify CTAE concentrators who are in the list of students placed by DOL or in the Military (Board of Regents and Military data) (Labor='Y' Military='Y')</p> <p><b>Step 6 -</b> Number of students identified in step 4 and 5 will be the numerator (unduplicated across each group)</p> <p><b>Step 7 -</b> Identify the number of CTE concentrators who left</p>

Definition	Georgia's Notes	Notes / Calculation
	graduates are also included.	secondary education (Exit Students). This will be the denominator (unduplicated across each group) <b><u>Step 8</u></b> - Divide Step 6 by Step 7.

**Indicator : 6S1 Nontraditional Participation**

Definition	Georgia's Notes	Notes / Calculation
<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in the programs that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12).</p> <p><b>Denominator:</b> Number of CTE participants who participated in the programs that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12).</p>	<p><b>Underrepresented Gender Groups: Nontraditional Participation:</b> This will be students in grades 9-12 enrolled in CTAE program pathways that lead to employment in nontraditional fields.</p> <p><b>Reporting Group:</b> CTAE students in grades 9-12 enrolled in the program pathways that lead to employment in nontraditional fields. This proposed measure will include only program pathways related to nontraditional employment fields as reported in National Labor Statistics by gender and identified in the CTAE course Table. This group would include graduates, dropouts or students in grades 9-12 that qualified as CTAE participants in the reporting year.</p>	<p><b>Step 1 -</b> Identify CTAE participants in the program pathways.</p> <p><b>Step 2 -</b> Identify grades 9-12 CTAE participants, in each program pathway</p> <p><b>Step 3 -</b> Calculate the number of under-represented group (identified as 'M' or 'F') that participated in each pathway (This is the numerator and a duplicated count).</p> <p><b>Step 4 -</b> Calculate the number of participants in each under-represented pathway (This is the denominator and a duplicated count).</p> <p><b>Step 5 –</b> Divide outcome in Step 3 by outcome in Step 4. This is the rate of participation in nontraditional fields in the reporting year.</p> <p><b><u>Addressed in Georgia's notes</u></b></p>

**Indicator : 6S2 Nontraditional Completion**

Definition	Georgia's Notes	Notes / Calculation
<p><b>Numerator:</b> Number of CTE concentrators from under-represented gender groups who completed a program that leads to employment in nontraditional fields in the reporting year (unduplicated count 12<sup>th</sup> graders).</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields in the reporting year.</p>	<p><b>Nontraditional Completion:</b> This will be CTAE concentrators in the 12<sup>th</sup> grade that completed a program pathway that lead to employment in a nontraditional field.</p> <p><b>Defining Nontraditional Completion:</b> This proposed measure will utilize the number of CTAE concentrators in the 12<sup>th</sup> grade who completed (graduated) a program pathway that lead to employment in a nontraditional field.</p> <p><b>Reporting Group:</b> CTAE concentrators in the 12<sup>th</sup> grade enrolled in program pathways that lead to employment in nontraditional fields. This proposed measure will include 12<sup>th</sup> graders in program pathways identified as nontraditional fields. This group would include graduates, dropouts or students in 12<sup>th</sup> grade in the reporting year.</p>	<p><b>Step 1 -</b> Identify CTAE concentrators who completed in nontraditional pathways.</p> <p><b>Step 2 -</b> Identify CTAE concentrators in nontraditional fields who earned a regular secondary school diploma in the reporting year.</p> <p><b>Step 3 -</b> Identify the number CTAE concentrators who completed a pathway that leads to employment in nontraditional fields in the reporting year with a completion, dropout or withdrawn code of 'G' (This is the denominator and unduplicated count).</p> <p><b>Step 4 -</b> Divide the number of CTAE concentrators from under-represented gender groups who completed program pathways that lead to employment in nontraditional fields and received a high school diploma <i>by</i> the number of CTAE concentrators who completed a pathway that leads to employment in nontraditional fields in the reporting year with a completion, dropout or withdrawn code of 'G'.</p>

## Section III

### Setting System FY10 Adjusted Level of Performance Targets

1. If a system is **above** USDOE Performance Level Target and **above** State's Actual Performance Level, system should **maintain** or **increase** System's Performance Level.

**Sample Calculation:**

**Maintain** or **increase** if System's performance level is **above** USDOE performance level target and **above** State's actual performance level.

USDOE Performance Level Target = 65

State's Performance Level = 72

System's Performance Level = 80

**System's Adjusted Level of Performance Target is: 80** (*maintain or increase*)

2. If a system is **above** USDOE Performance Level Target and **below** State's Performance Level, system should **increase** current performance level by **10 percent** of the **difference** between the System's Performance Level and State's Performance Level.

**Sample Calculation:**

**Expected Increase** = State's performance level **minus** System's performance level **multiplied** by **10 percent**.

USDOE Performance Level Target = 65

State's Performance Level = 72

System's Performance Level = 67

**To calculate new system performance level increase:**

State's Performance Level (**72**) **minus** System's Performance Level (**67**) = **5**

**10% of 5 = 0.5** (*expected increase over two years*)

**System's Adjusted Level of Performance Target is:**

System's Performance Level (**67**) = *expected increase over two years* (**0.5**) = **67.5**



3. If a system is **below** USDOE Performance Level Target and **below** State Performance Level, use USDOE Performance Level Target **minus** System's Actual Performance Level **divided** by **four**.

**Sample Calculation:**

**Expected Increase** = USDOE performance level target **minus** System's performance level **divided** by **four**.

USDOE Performance Level Target = 62

State's Performance Level = 60

System's Performance Level = 52

**To calculate new system performance level increase:**

USDOE performance level target (62) **minus** System's performance level (52) = 10  
(*difference*)

$$10 \div 4 = 2.5 \text{ (expected increase over two years)}$$

**System's Adjusted Level of Performance Target is:**

System's Performance Level (**52**) + *expected increase over two years* (**2.5**) = **54.5**

4. If a system is **below** USDOE Performance Level Target and **above** State's Performance Level, system should **maintain** or **increase** System's Performance Level.

**Sample Calculation:**

**Maintain** or **increase** if System's performance level is **below** USDOE performance level target and **above** State's actual performance level.

USDOE Performance Level Target = 60

State's Performance Level = 40

System's Performance Level = 55

**System's Adjusted Level of Performance Target is: 55** (*maintain or increase*)

## Section IV

### Process for Negotiating with State for System Adjusted Level of Performance Target

Source of Reference: ACTE Perkins Act of 2006 – The Official Guide

#### Local Levels of Performance –

**In General** – Each eligible recipient shall agree to accept the State Adjusted Levels of performance established under paragraph (3) as local adjusted levels of performances, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum;

- I. be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable, and measurable; and
- II. require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

#### **Agreement on Local Adjusted Levels of Performance for First 2 Years (FY10 and FY11).**

The eligible agency and each eligible recipient shall reach agreement, as described in clause (i), on the eligible recipient's levels of performance for each of the core indicators of performance for the first 2 program years covered by the local plan, taking into account the levels identified in the local plan under clause (ii) and the factors described in clause (v). The levels of performance agreed to under this clause shall be considered to be the local adjusted levels of performance for the eligible recipient for such years and shall be incorporated into the local plan prior to the approval of such plan. (*Perkins Act of 2006: The Official Guide*)

### **Georgia's Process for LEA's to Negotiate with GaDOE/CTAE for System Adjusted Levels of Performance Target**

1. Notify by email to [LPlan@doe.k12.ga.us](mailto:LPlan@doe.k12.ga.us), with the subject line of the email to be addressed as: "**Attention System Adjusted Level of Performance Target,**" within 15 working days after receiving the official System's Adjusted Level of Performance (Target) from GaDOE/CTAE Division.

2. Provide written valid justifications for not accepting System Adjusted Level of Performance Target for each indicator to be negotiated.
3. Local systems must use Georgia's adopted business rules for Core Indicators of Performance as described in Section II of this document.
4. Each Core Indicators of Performance will be considered separately for negotiation with supporting document from local systems for each Core Indicators of Performance being negotiated.
5. GaDOE/CTAE Division will notify systems within fifteen working days of the resolution of the System's Adjusted Level of Performance Target via LPlan@doe.k12.ga.us.

## Section V

### Sanctions for Failing to Meet System Adjusted Levels of Performance Target

- 1) **Plan.** - If a Local System fails to meet at least 90 percent of a System Adjusted Level of Performance for any of the core indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the System adjusted level of performance for any of the core indicators of performance.
- 2) If the State determines that an eligible agency is not properly implementing the eligible agency's responsibilities under section 122, or is not making substantial progress in meeting the purposes of the Act, based on the System adjusted levels of performance, the State shall work with the eligible agency to implement the improvement activities consistent with the requirements of the Act.
- 3) **Subsequent Action.** -
  - a) **In General** – The State may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency's allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency –
    - i) fails to implement an improvement plan as described in paragraph (1);
    - ii) fails to make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in paragraph (1); or
    - iii) fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for 3 consecutive years.
  - b) **Waiver for Exceptional Circumstances** – The State may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in enrollment.

## **Timeline for FY2010 Setting the System Adjusted Performance Levels**

January 6 – 9, 2009	FY08 System Performance Levels released to local system via email for review.
February 2, 2009	Last day for Local Systems to notify via Lplan@doe.k12.ga.us of intent to negotiate FY10 Adjusted Level of Performance Targets.
February 27, 2009	FY10 System Adjusted Levels of Performance Targets finalized.
March 5, 2009	CTAE publish to GaDOE website FY08 System Adjusted Level of Performance Targets
March 6, 2009	System Adjusted Levels of Performance Target Released to Local Plan for FY10
May 15, 2009	Local plan submitted with agreed upon FY10 System Adjusted Level of Performance Targets.

## **Definitions**

### **State Adjusted Level of Performance**

The Secretary of Education and the State shall reach agreement on the final levels of performance that shall be incorporated in the state plan for the first two program years. The agreement shall take into account how the level of performance identified by the state compares with other states, characteristics of participants, services and instruction provided, and the extent to which the levels of performance promote continuous improvement. *[Section 113(b)(3)(A)(iii),(vi)].*

### **System Adjusted Level of Performance**

States, with input from local recipients, shall identify levels of performance for each of the core indicators. Levels of performance shall 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 vocational and technical education students. *[Section 113(b)(3)(A)(i)]*

### **Agreed Upon Level of Performance**

Each local program must agree to accept the state adjusted levels of performance or negotiate their own unique levels of performance for the appropriate set of core indicators. Local levels of performance are negotiated in a substantively identical manner to state levels of performance, with the eligible agency taking the supervisory role of the Secretary and the eligible recipient the role of the eligible agency. *[Section 113(b)(4)]*

### **GA CTE Enrollee**

An enrollee is a secondary student enrolled in a Career, Technical and Agricultural Education (CTAE) program area (grades 6-12).

### **GA CTE Participant**

A participant is a secondary student who has earned one (1) or more credits in a CTAE program area. (JROTC credits do not count in the calculation of Perkins IV indicators for the state).

## **GA CTE Concentrator**

A concentrator is defined as a student who has earned at least three (3) credits in a particular CTAE program area during his/her high school career.

## **GA Pathway Completer**

A pathway completer is a concentrator who completed the requirements for the Georgia High School Graduation Test (GHS GT) and also, successfully completed the three identified courses prescribed within a pathway.

## **Five-Year Perkins IV Local Plan**

Each local secondary or postsecondary eligible recipient needs to submit a local plan in order to qualify to receive Perkins funds. The plan must correspond to the time period covered by the state plan described in Section 122 (a five-year plan). The state will establish requirements for the submission of the local plan. The local plan must address at least the 12 specific requirements identified in Section 134(b). [*Perkins Act of 2006: The Official Guide*]

## **Nontraditional Participants**

Students in grades 9-12 enrolled in CTAE program pathways that lead to employment in nontraditional fields.

## **Nontraditional Pathways**

Identified CTAE Programs that lead to employment in nontraditional fields.

## **Perkins IV Report Card**

Local programs are required to submit annual reports, in essentially the same manner as state reports are submitted to the Office of Vocational and Adult Education (OVAE). Each eligible recipient shall publicly report, on an annual basis, its progress in achieving its levels of performance on the core indicators of performance. [*Section 113(b)(4)(C)(i)*]

**NOTE: JROTC pathways are not used in the calculation of Perkins IV indicators for the state.**

(i)

<b>Withdrawal Codes</b>	
<b>STATE IDENTIFIED CODES USED IN CORE INDICATOR CALCULATIONS:</b>	
<b>Code</b>	<b>Description</b>
<b>B</b>	Marriage
<b>C</b>	Court Order or Legal Requirement
<b>D</b>	Death
<b>E</b>	Expelled
<b>F</b>	Financial Hardship/Job
<b>G</b>	High School Graduation
<b>H</b>	Attend Home Study
<b>I</b>	Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority
<b>L</b>	Low Grades/School Failure
<b>M</b>	Military
<b>O</b>	Adult Education/Postsecondary
<b>P</b>	Pregnant/Parent
<b>R</b>	Removed for Lack of Attendance
<b>S</b>	Serious Illness/Accident
<b>T</b>	Transferred to another public school system in Georgia
<b>X</b>	Transferred out of state or country or to a private school
<b>U</b>	Unknown
<b>Y</b>	SB10 State Schools Transfer
<b>Z</b>	SB10 Private Schools Transfer
<b>1</b>	SB10 Public Schools Transfer
<b>2</b>	School Choice Transfer
<b>3</b>	USCO

(ii)

<b>Targeted CTE Nontraditional Program Pathways</b>	
<b>Nontraditional Pathway</b>	<b>Under-represented Gender</b>
Agriculture Mechanics	Female
Construction	Female
Architectural Drawings & Designs	Female
Metals	Female
Transportation, Logistical Operations	Female
Aircraft Support	Female
Computer Systems and Support	Female
Manufacturing	Female
Engineering	Female
Early Childhood Education	Male
Nursing	Male
Health Informatics	Male
Medical Services	Male
Cosmetology	Male



Nutrition & Food Science	Male
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