

**The Carl D. Perkins  
Vocational and Technical Education  
Act of 1998**

**LOCAL PLANNING GUIDE  
FY 2005**

<b>Institution: West Virginia State Community and Technical College</b>	
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## **I. PURPOSE OF THE ACT**

1. Further develop the academic, vocational and technical skills of vocational students through high standards.
2. Link secondary and postsecondary vocational programs.
3. Increase flexibility in the administration and use of federal funds.
4. Disseminate national research about vocational and technical education.
5. Provide professional development and technical assistance to vocational educators.

## **II. GENERAL PROVISIONS**

1. Supplement Not Supplant

An eligible recipient may not use Federal funds to replace state funds.

2. Maintenance of Effort

The maintenance of effort provision continues, an eligible institution must maintain the same level of support from state appropriated funds for the delivery of vocational-technical education as the previous year.

## **III. ALLOCATION OF FUNDS**

1. Method of Allocation to Community and Technical Colleges

Perkins allocations continue to be based on the number of Pell Grant recipients enrolled in programs approved for the Perkins funding.

2. Minimum Allocation

An eligible institution must qualify for at least \$50,000 to receive an allocation.

## **IV. LOCAL USE OF FUNDS**

1. Administration

Each local recipient of funds may not use more than five percent (5%) for administrative purposes.

2. Required Use of Funds

- a. Strengthen academic, vocational and technical skills of students through integration of academic, vocational and technical programs.
- b. Provide programs that address all aspects of an industry.
- c. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries.
- d. Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.
- e. Evaluate programs and assess how special populations are being served.
- f. Develop and upgrade programs.
- g. Provide services of sufficient size, scope and quality.
- h. Link secondary and postsecondary education.

3. Permissible Use of Funds

- a. Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- b. Provide career guidance and academic counseling.
- c. Provide work-related experiences.
- d. Provide programs for special populations.
- e. Support local business and education partnerships.
- f. Assist vocational student organizations.
- g. Provide mentoring and support services.
- h. Lease, purchase and upgrade equipment.
- i. Provide initial teacher preparation, including that for teacher candidates from business and industry.
- j. Develop and improve curriculum.
- k. Support family and consumer sciences education.
- l. Provide programs for adults and school dropouts to complete secondary education.
- m. Provide services for placement in employment and further education.
- n. Support nontraditional training and employment.
- o. Other activities consistent with the purpose of the Act.

## **V. DEFINITIONS**

### **1) Displaced Homemaker**

The term “displaced homemaker” means an individual who:

A.

- 1) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- 2) Has been dependent on the income of another family member but is no longer supported by that income; or
- 3) 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 2 years after the date on which the parent applies for assistance under this title; and

B. Is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment?

### **2) Nontraditional Training and Employment**

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

### **3) Special Populations**

The term “special populations” means –

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including foster children;
- C. Individuals preparing for nontraditional training and employment;
- D. Single parents, including single pregnant women;
- E. Displaced homemakers; and
- F. Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

### **4) Programs of Size, Scope and Quality**

A career-technical education program that has an advisory committee that ensures such programs meet the academic and technical skill entry level requirements of the profession in which the program is preparing students to enter and such programs meet the established Perkins Core Indicator standards.

## STATEMENT OF ASSURANCE

West Virginia State Community and Technical College (Institution)

hereby assures the West Virginia Council for Community and Technical College Education that:

1. This plan has been developed in the consultation with the local advisory councils and committees for career-technical education programs and will be made available for review and comment by interested parties.
2. Equal opportunities in career-technical education programs will be provided to persons without discrimination because of race, sex, religious preference, national origin, or handicap.
3. Carl D. Perkins Vocational and Technical Education Act funds shall be used to supplement local and/or state funds available for vocational education. In no case shall federal funds supplant funds already available.
4. Carl D. Perkins funds will be used to provide career-technical education in programs that are of such size, scope, and quality as to improve vocational and technical education; to integrate academic and career-technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and to provide equitable participation in such programs for members of special populations.
5. Students who are members of special populations will be assisted in entering career-technical education programs.
6. No more than five percent (5%) of the Perkins allocation will be utilized for administrative purposes.
7. Supplementary services will be provided to students who are members of special populations, including, with respect to individuals with handicaps; curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, guidance, counseling, career development activities, counseling and instructional services designed to facilitate transition from school to post-school employment and career opportunities.
8. The institution will maintain documentation to verify the eligibility of special population students enrolled in programs supported by federal funds.
9. All academic programs eligible for Perkins funding will have advisory committees whose majority membership will be individuals from the industry.
10. Statistical, financial, and descriptive reports required by the West Virginia Higher Education Policy Commission, the U.S. Department of Education, and the West Virginia Council for Community and Technical College Education will be submitted in a timely manner.

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**President/Provost**

\_\_\_\_\_  
**Date**

## LOCAL PLAN CONTENTS

### A. LOCAL PLAN

**Requirements for local plans are as follows--(Please address each of the following):**

1. Describe local programs funded under this Act.

**Programs eligible for Perkins funds include:**

A.A.S. and Certificate Degree Programs  
A.S. in Communications  
Workforce and Economic Development  
Collaborative Degree Programs with Career and Technical secondary schools  
Disabilities and special populations counseling and programs  
WVSCTC Student Organizations (Phi Theta Kappa and Sigma Phi Omega)

2. Show how local programs meet state adjusted performance levels.

WVSCTC local programs meets state adjusted performance levels because the programs include the following principle elements:

- 1) Criteria-evaluated work simulation projects
- 2) Presentations
- 3) Professional level writing
- 4) Routine assessment of learning outcomes
- 5) Required or optional field experiences
- 6) Advisory Committees

The work simulation projects allow students to be evaluated on the application of course knowledge and skills. The presentations and writing assignments allow students to be evaluated on their communication skills in public address and professional writing. Previous exemplary class projects and publications are shared with current students to promote the attainment of even higher quality work. The routine assessment of learning outcomes encourage students to begin each class with the motivation to retain content that will be tested at the semester's completion. Examination scores disclose student knowledge in content areas and indicate areas needing further instruction and intervention. Additionally, students in the Allied Health and Human Services programs are required to successfully complete a field experience in their field. For other programs, a field experience is optional. However, each year additional programs will add required field experiences to the curriculum. A field supervisor, the student, and their faculty program director evaluate the student's performance in the field experience. Field experience evaluations also aid in the assessment of program curriculum strengths and weaknesses. All the aforementioned assessment features encourage the attainment and retention of knowledge and work-specific skills, as well as synthesis and critical thinking.

Finally, each program's advisory committee meets three or more times annually. The committees

consist of professional currently working in the field. At each advisory committee meeting, members are asked to assess the program and curriculum, discuss current trends and training needs, and recommend suggestions for improvement of the program and curriculum.

3. Demonstrate how local programs will improve the academic and technical skills of students, including how they help vocational and technical education students to meet the same challenging academic proficiencies as are taught for all other students, and how students are taught about all aspects of an industry.

Since the West Virginia State Community and Technical College is situated on the campus of a four-year institution, the majority of the general education courses are taught by WVSU faculty. Therefore, students in vocational-technical programs are in the same classes as the students who are enrolled in the baccalaureate liberal arts programs. WVSTC holds the philosophy that general education not only allows people to live richer lives, but is also a foundation for most careers, it is a hallmark of being college educated, and it promotes lifelong learning. Additionally, West Virginia State Community and Technical College ensures academic proficiency and integration by requiring that the following general education learning outcomes be integrated in all degree programs and integrated in all courses as appropriate:

- a. Communicate articulately in speech and writing.
- b. Think critically about issues, theory, and application.
- c. Use effective human relationship skills to work in a diverse society.
- d. Function effectively and positively in a team environment.
- e. Use library print and electronic resources for literature research.
- f. Use computational skills to solve problems, manipulate and interpret numerical data, and communicate data in a logical manner
- g. Employ fundamental principles of science, the scientific method of inquiry, and skills for applying scientific knowledge to practical situations.
- h. Use computer technology to organize, access, and communicate information.

Course syllabi must state and incorporate all general education learning outcomes appropriate to the course and how they will be assessed. Academic program learning outcomes must incorporate all general education learning outcomes.

4. Indicate how interested parties, including parents, students, teachers, representatives of business, labor organizations and special populations, are involved in the development, implementation and evaluation of local programs.

Each degree program at WVSTC has an advisory committee that consists of community leaders from business, industry, labor and government, former and current students, and other interested constituencies. The role of the advisory committees is to advise and assist in the planning, development, and evaluation of programs and services available through the West Virginia State Community and Technical College. Because many advisory committee members work in the field, they also assist faculty with keeping course content, learning outcomes, and programs current. Advisory committees also serve as a source of information about the needs, interests, and concerns of the constituencies (business, industries, labor unions, government, education, communities, and individuals) that the Community and Technical College serves.

WVSTC also offers student orientation sessions to students and their parents. The orientation

sessions provide information on all academic programs and policies, student support services, disabilities services, student activities, and academic success skills.

5. Ensure that programs are of such size, scope and quality as to improve vocational and technical education.

Advisory committees provide communication links to assist in the development of community understanding and support and the processing of information that the Community and Technical College needs to develop and evaluate academic programs and support services leading to the accomplishment of mission, goals and objectives, as well as improvement of career and technical programs: Advisory committees provide advisement and assistance in the following:

- a. Identification of educational needs, interests, and concerns of the constituencies
- b. Curricular and programmatic development
- c. Instruction and technology recommendations
- d. Instructional facilities, materials, and equipment
- e. Marketing, promotion, and public relations
- f. Program planning and future planning
- g. Program and curricular evaluation
- h. Recruitment of students
- i. Placement of students in jobs, field placements, internships, sites for cooperative education

6. Show the process used to evaluate and promote improvement in the performance of the eligible recipient.

WVSCTC promotes improvement in student learning performance by the following processes.

- a. Student learning outcomes are presented to students and clearly defined at the program-, course, and general education-level.
- b. A student learning assessment process is implemented to support the academic mission of WVSCTC and promote continued improvement in learning and teaching effectiveness.
- c. The assessment results are analyzed annually and used as feedback for course and program improvement planning.
- d. Each academic year, the Program Directors review the academic programs and submit an annual program assessment report with an improvement plan.
- e. Programs are externally reviewed by the WVSCTC Institutional Board of Advisors and the WVSU Board of Governors and HEPC every five years or, if the program is new, after three years.
- f. Furthermore, the excellence in teaching is measured in every course, every semester by student evaluations of teaching and coursework quality.
- g. Graduate exit surveys are administered to all graduation candidates to determine the students' satisfaction with the overall college experience.
- h. ACT Faces of the Future is administered every two years to determine the students' perceptions and satisfaction on the services of WVSCTC.

7. Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state adjusted level of performance.
  - a. Academically disadvantaged students will be provided Adult Basic Education and/or developmental courses.
  - b. Economically and academically disadvantaged students will be recruited; offered support services including counseling, tutoring and learning assistance, a college success course, and academic advising.
  - c. Students with disabilities will be provided test proctoring services, tutors, note takers, sign language specialists, adaptive equipment, special programs such as Workforce Investment Board (WIB), etc., and buildings will be ADA compliant.
  - d. At-risk and disabilities counselors will be available full time for special populations.
  - e. Single parents and displaced homemakers will be offered a plethora of college-prep workshops, life quality programs, and other activities.

8. Describe how discrimination against special populations will be prevented.

WVSCTC publishes a student handbook that outlines the rights and protection of rights of all students. The handbook as well as the WVSCTC College Catalog outlines discrimination complaint procedures and student disability services. These issues are also discussed with students during their student orientation and in College 101, the WVSCTC college success course.

9. Indicate how funds will be used to promote nontraditional training and employment.

Funds will be used to promote professional development and implementation of innovation and new technologies in program and course delivery and to develop required field experience for students.

10. Describe professional development activities (including initial teacher preparation) that will be provided for vocational and technical, academic guidance and administrative personnel.

Monthly Faculty meetings are provided to provide faculty development on the following topics:

- a. Building Success: A Developmental Approach to Teaching
- b. Incorporating General Education Learning Outcomes in the Curriculum
- c. Financial Aid
- d. Academic Policies
- e. Working with students with disabilities

Faculty are also provided with opportunities to attend professional conferences and workshops in their field and take advantage of the numerous in-house continuing education and professional development workshops.

**B. REQUIRED AND PERMISSIBLE USES OF PERKINS III FUNDS**

1. Provide information regarding planned activities to support the required and permissive uses of Perkins funds.
2. For each goal, include as indicated on the following charts:
  - a. the planned activity
  - b. the expected measurable outcome
  - c. the projected expenditure dedicated to each
3. For planning purposes, use FY 2004 allocations for expenditure projections.
4. Complete the budget summary pages for the required and permissible uses of local funds and summarize the funding you project to spend on the activities listed on the summary page.
5. Recipients receiving funds under the Perkins Act may not use more than 5% for administrative purposes.
6. Funds must be used for costs associated with the administration of Perkins III activities.
7. Budgets must be itemized according to the categories listed.

**APPENDIX I**

**C. CORE INDICATORS IMPROVEMENT PLAN**

The Carl D. Perkins Act of 1998 requires States to establish core indicators to measure performance levels. Appendix I list the indicators that are included in the State Plan for the Higher Education Community and Technical College System as approved by the US Department of Education. Annually, a report is submitted to the US Department of Education which provides data that measure the performance level of the indicators. An improvement plan is required for those core indicators not meeting the negotiated levels. Please document your strategy and include a timeline for meeting each negotiated level that your institution did not meet. Indicate the amount of Perkins or other funding utilized to meet these goals.

**TABLE 1.A  
REQUIRED USES OF PERKINS III FUNDS  
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGES**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
<b>Goal #1.</b>		
<b>Strengthen the academic, and vocational and technical, skills of students participating in vocational technical education programs by strengthening the academic, and vocational and technical education components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. Section 135 (b)(1)</b>		
Activity 1-A: .Continue to integrate/blend general education/ academic skills into career and technical courses and programs.	100% of all courses will incorporate appropriate general education learning outcomes. 100% of al AAS programs will have outcomes based curriculum.	\$12,000
Activity 1-B:		
Activity 1-C:		
<b>Goal #2.</b>		
<b>Provide students with strong experience in and understanding of all aspects of an industry. Section 135 (b)(2)</b>		
Activity 2-A: Provide professional developmental opportunities and 3-credit hour release time to three AAS program directors to develop and obtain APC approval of 3-credit hour field experiences in their programs.	Three additional A.A.S programs will have a field experience course in their programs.	\$8,325
Activity 2-B:		

Activity 2-C:		
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<b>Goal #3</b>		
<b>Develop, improve or expand the use of technology in vocational and technical education. Section 135 (b)(3)</b>		
<i>A. Training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; Section 135 (b)(3)(A)</i>		
Activity 3-A-1: Provide professional developmental opportunities and 3-credit hour release time to three AAS program directors for development and implementation for an on-line course in their program.	Three new on-line courses	\$8,000
Activity 3-A-2: Provide professional development for three faculty members to learn and instruct a new technology and/or software in the curriculum.	Three faculty will receive professional training in a new software or technology for instruction	\$4,000
Activity 3-A-3:		
<i>B. Provide students with the academic, and vocational and technical, skills that lead to entry into a high technology and telecommunications field; Section 135 (b)(3)(B)</i>		
Activity 3-B-1: Maintain lab and supplies for the I/TECH training.	5% increase in enrollment	\$8,000
Activity 3-B-2: Establish nursing skills lab.	Nursing skills lab completed for incoming students.	\$20,000
Activity 3-B-3:		
Activity 3-B-4:		
<i>C. Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs. Section 135 (b)(3)(C)</i>		
Activity C-1:		
Activity C-2:		
Activity C-3:		

**Goal #4:**

**Provide professional development programs to teachers, counselors, and administrators, including ---- Section 135 (b)(4)**

A. *In-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement. Section 135 (b)(4)(A)*

Activity 4-A-1: Provide professional development opportunities to faculty in their field to upgrade programs.	90 % of the faculty not involved in other areas of professional development will participate in the professional development opportunities.	\$25,000
Activity 4-A-2:		
Activity 4-A-3:		

B. *Internship programs that provide business experience for teachers. Section 135 (b)(4)(C)*

Activity 4-B-1:		
Activity 4-B-2:		
Activity 4-B-3:		
Activity 4-B-4:		

C. *Programs designed to train teachers specifically in the use and application of technology. Section 135 (b)(4)(D)*

Activity 4-C-1: Provide instructors with an on-line course in Web- CT to produce and maintain Web assisted courses.	These Instructors will commit to developing and implementing a Web assisted course.	\$1,500
Activity 4-C-2:		
Activity 4-C-3:		
Activity 4-C-4:		

**Goal #5**

**Develop and implement evaluations of vocational and technical education programs carried out with funds under this title, including an assessment of how needs of special populations are being met. Section 135 (b)(5)**

Activity 5-A: Develop and implement assessment to determine how well educational and support services needs of special populations are being met.	Assessment development, administered to students in special populations, results tabulated, and reported to faculty, staff, and administrators.	\$3,000
Activity 5-B:		
Activity 5-C:		

**Goal #6.**

**Initiate, improve, expand, and modernize quality vocational and technical education programs. Section 135 (b)(6)**

Activity 6-A:		
Activity 6-B:		
Activity 6-C:		

**Goal #7.**

**Provide services and activities that are of sufficient size, scope, and quality to be effective. Section 135 (b)(7)**

Activity 7-A:		
Activity 7-B:		
Activity 7-C:		

**Goal #8.**

**Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs. Section 135 (b)(8)**

Activity 8-A: Increase collaboration with career and technical secondary schools to offer additional technical training opportunities to WVSTC students and a seamless curriculum for the secondary students.	Develop three additional collaborative degree programs with career and technical secondary schools and develop recruiting plan to educate and attract students.	\$5,000
Activity 8-B: Provide college courses at high schools and vocational schools.	20% increase in courses offered	
Activity 8-C:		

**Table 1.b  
Permissible (optional) Local Uses Of Perkins III Funds  
West Virginia Community and Technical Colleges**

Goals/Activities	Expected Measurable Outcome	Projected Expenditures by Fiscal Year
<b>1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. Section 135 (c)(1)</b>		
Activities: Conduct Advisory committee meetings to examine curriculum and program learning outcomes assessment.	Each program receiving Perkins funding must have a minimum of two advisory committees per year.	\$5,000
Activities: Provide outreach to high school/career and technical schools to inform them of WV Community and Technical College and EDGE opportunities.	Faculty will visit the high schools and career and technical schools 5-7 times per year.	
<b>2. To provide career guidance and academic counseling for students participating in vocational and technical education programs. Section 135 (c)(2)</b>		
Activities: Provide academic advising and referral assistance to disadvantaged and at-risk students.	Student evaluations of the service provided and whether it helped them improve their academic performance.	\$54,000
<b>3. To provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs. Section 135 (c)(3)</b>		
Activities		

<b>4. To provide programs for special populations. Section 135 (c)(4)</b>		
Activities		
<b>5. For local education and business partnerships. Section 135 (c)(5)</b>		
Activities: Form new and continue established partnerships.	On-going.	
<b>6. To assist vocational and technical student organizations. Section 135 (c)(6)</b>		
Activities: Provide support for Phi Theta Kappa and Sigma Phi Omega Honorary Societies.	On-going.	\$8,000
<b>7. For mentoring and support services. Section 135 (c)(7)</b>		
Activities:		
<b>8. For leasing, purchasing, upgrading or adapting equipment, including instructional aids. Section 135 (c)(8)</b>		
Activities:		
<b>9. For teacher preparation programs that assist individuals who are interested in becoming vocational and technical instructors, including individuals with experience in business and industry. Section 135 (c)(9)</b>		
Activities:		
<b>10. For improving or developing vocational and technical education curriculum. Section 135 (c)(10)</b>		
Activities: Develop and implement ADN program	Will be approved and ready for implementation for Fall 2005.	\$10,450

<b>11. To provide support for family and consumer sciences programs. Section 135 (c)(11)</b>		
Activities		
<b>12. To provide vocational and technical education programs for adults and school dropouts to complete their secondary education. Section 135 (c)(12)</b>		
Activities:		
<b>13. To provide assistance to students who have participated in services and activities under this title in finding appropriate jobs or continuing their education. Section 135 (c)(13)</b>		
Activities: Provide information on career opportunities.	Number of participants	\$2,000
<b>14. To support nontraditional training and employment activities. Section 135 (c)(14)</b>		
Activities: To provide non-credit workforce and entrepreneurial training.	Increase the number of students by 10%	\$19,000
<b>15. To support other vocational and technical education activities that are consistent with this Act. Section 135 (c)(15)</b>		
Activities		





**PERKINS III BUDGET SUMMARY  
FY 2005**

Please indicate the projected amount of Perkins funds allocated to your institution (based on FY 2004) that are to be expended in each area for FY 2005:	
Administration	\$10,173
Curriculum Development	\$37,825
Equipment	\$25,450
Professional Development	\$37,000
Guidance and Counseling	\$39,000
Developmental Education	\$12,000
Adaptation of Equipment	\$8,000
Tech Prep Program	\$5,000
Services to Special Populations including: <ul style="list-style-type: none"> <li>• Individuals with disabilities</li> <li>• Economically disadvantaged</li> <li>• Individuals in non-traditional programs</li> <li>• Single parents</li> <li>• Displaced homemakers</li> <li>• Individuals with other barriers to education (academically)</li> <li>• Individuals with limited English proficiency</li> </ul>	\$29,000
<b>TOTAL</b>	<b>\$203,448</b>

## **APPENDIX I**

### ***Core Indicators***

## Core Indicators

**Core Indicator #1P1:** Academic Attainment – Student attainment of academic and vocational and technical skill proficiencies.

**Core Indicator #1P2:** Skill Proficiencies – Student attainment of vocational and technical skill proficiencies summative evaluation.

**Core Indicator #2P1:** Student Completion – Career-technical students completing a certificate or associate degree in a career-technical program.

**Core Indicator #3P1:** Placement – Career-technical graduates achieving a positive placement within one year of graduation.

**Core Indicator #3P2:** Retention – Career-technical graduates that achieved a positive placement and retained in employment one year after completion.

**Core Indicator #4P1:** Nontraditional Enrollment – Nontraditional students enrolled in targeted programs.

**Core Indicator #4P2:** Nontraditional Completion – Nontraditional students graduating from targeted programs.

**WEST VIRGINIA**

**Final Agreed Upon Performance Levels for Years 3, 4 and 5**

These are the final baselines and adjusted performance levels agreed upon by the State and the U.S. Department of Education for Years 3, 4, and 5. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Core Sub-Indicator	Measurement Definition	Measurement Approach	Final Agreed Upon Baseline	Negotiated Level (00-01)	Performance Levels For Years 3, 4, & 5		
					7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04
<b>1P1 Academic Attainment</b>	<b>Numerator:</b> Completers successfully scoring at or above "WorkKeys" level. <b>Denominator:</b> Completers taking the WorkKeys Assessment.	1	81.80%	82.30%	82.80%	83.30%	83.80%
<b>1P2 Skill Proficiencies</b>	<b>Numerator:</b> Completers successfully completing a summative evaluation. <b>Denominator:</b> Completers participating in a summative evaluation.	1	92.96%	92.96%	90.00%	90.00%	90.00%
<b>2P1 Completion</b>	<b>Numerator:</b> Career/technical students completing a certificate or associate degree. <b>Denominator:</b> Students enrolling in career-technical programs.	1	59.17%	59.67%	60.17%	60.67%	61.17%
<b>3P2 Retention</b>	<b>Numerator:</b> Completers retained in employment. <b>Denominator:</b> Completers employed.	1	90.00%	90.00%	73.97%	74.47%	74.97%
<b>4P1 Participate Non-Trad</b>	<b>Numerator:</b> Nontraditional students enrolled in targeted programs. <b>Denominator:</b> Students enrolled in targeted programs.	1	12.30%	12.55%	12.80%	13.05%	13.30%

**CORE INDICATORS**  
**Improvement Plan**  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level: #1P1</b>		<b>Funding Utilized for Improving this Indicator: \$ -0-</b>	
<b>2002-2003 Negotiated Level: 83.30%</b>		<b>2002-2003 Actual Performance Level: 75.00%</b>	
Goals	Improvement Strategy	Timeline	Evaluation
To increase the number of students participating in the WorkKeys Assessment testing.	Program Directors will notify all graduates of the WorkKeys Assessment testing dates.	WorkKeys Assessments will be administered during the Fall and Spring semesters.	Track the number of students that have applied for graduation and cross-check with students who have registered to take the WorkKeys Assessment.
To improve on the number of completers successfully scoring at the WorkKeys negotiated levels.	Increase the number of graduates participating in the WorkKeys Assessment testing.	WorkKeys Assessments will be administered during the Fall and Spring semesters.	Graduates participating in the testing will meet negotiated levels.

**CORE INDICATORS**  
**Improvement Plan**  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level: #2P1</b>		<b>Funding Utilized for Improving this Indicator: \$54,000</b>	
<b>2002-2003 Negotiated Level: 60.67%</b>		<b>2002-2003 Actual Performance Level: 52.88%</b>	
Goals	Improvement Strategy	Timeline	Evaluation
To increase the number of career/technical students completing a certificate or associate degree.	Establish a tracking system that will identify students in jeopardy of dropping out.	Currently collecting data that will provide documentation of student performance.	Career/technical students will complete a certificate or associate degree program within established timeframe.
	Strengthen advising procedures to make sure students are properly placed in ABE and Developmental Education courses/programs.	Continuous	Check all students in ABE and Development Education courses for proper placement based on ACT and other placement scores.
	Develop admission standards for programs that limit enrollment or require higher-level math and science requirements so students will not enter programs until they have successfully completed preparatory requirements.	Submit proposal in Fall 2004; implement in Fall 2005.	Obtain approval of APC for admission standards of such programs.

**CORE INDICATORS**  
**Improvement Plan**  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level: #3P1</b>		<b>Funding Utilized for Improving this Indicator: \$2,000</b>	
<b>2002-2003 Negotiated Level: 86.43%</b>		<b>2002-2003 Actual Performance Level: 85.60%</b>	
Goals	Improvement Strategy	Timeline	Evaluation
To provide graduates with increased opportunities to find employment upon completion of career/technical programs.	Workforce Development and Career Services Office to work with program directors to establish relationships with possible employers and invite employers to participate in career/technical career fairs for graduates.	Host career/technical career fairs in December and April of each academic year.	Graduates will attend and interact with employers participating in career/technical career fairs.

**CORE INDICATORS**  
***Improvement Plan***  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level: #4P2</b>		<b>Funding Utilized for Improving this Indicator: \$19,000</b>	
<b>2002-2003 Negotiated Level: 17.05%</b>		<b>2002-2003 Actual Performance Level: 16.39%</b>	
Goals	Improvement Strategy	Timeline	Evaluation
To increase the number of nontraditional students enrolling in targeted programs.	Develop marketing strategies (publications and advertisement) that will promote awareness of targeted programs and the need for nontraditional students to participate in the programs.	On-going	Increase number of nontraditional students will enroll and graduate from targeted programs.

**CORE INDICATORS**  
*Improvement Plan*  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level:</b>		<b>Funding Utilized for Improving this Indicator: \$</b>	
<b>2002-2003 Negotiated Level:    %</b>		<b>2002-2003 Actual Performance Level:    %</b>	
Goals	Improvement Strategy	Timeline	Evaluation

**CORE INDICATORS**  
*Improvement Plan*  
**Academic Year 2002-2003**

<b>Core Indicator Not Meeting Negotiated Level:</b>		<b>Funding Utilized for Improving this Indicator: \$</b>	
<b>2002-2003 Negotiated Level:    %</b>		<b>2002-2003 Actual Performance Level:    %</b>	
Goals	Improvement Strategy	Timeline	Evaluation