

## **Memorandum**

**DATE:** January 22, 2008

**TO:** State Directors for Career and Technical Education (CTE)

**FROM:** Sharon Lee Miller  
Director, Division of Academic and Technical Education

**SUBJECT:** Supplemental Information for Completing the Perkins IV Five-Year State Plan

Assistant Secretary Troy Justesen issued a program memorandum on October 3, 2007, describing the Department's expectations of each State in completing and submitting its Perkins IV Five-Year State Plan. See OVAE's Web site at: <http://www.ed.gov/policy/sectech/guid/cte/perkinsiv/fiveyear-stateplan.doc>. The enclosed memo provides additional information regarding the completion of the narrative and accountability portions of the State plan for which our office has received numerous inquiries.

### **Narrative Portion of the Five-Year State Plan**

The Department expects that every State will complete a five-year State plan that addresses each item in the *Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans* (OMB Approval Number: 1830-0029), including narrative descriptions for how the State will carry out the requirements of the Perkins IV Act. Narrative descriptions for many of these items were submitted and approved as part of a State's One-Year Transition Plan last year. A State may choose, however, to revise the narrative descriptions for any of its approved items when the State submits its Five-Year State Plan. A State must make such revisions by striking out (using "Track Changes") the previous narrative description(s) and providing the new description(s).

### **Accountability Portion of the Five-Year State Plan**

The Department expects that every State will provide an updated Final Agreed Upon Performance Levels (FAUPL) Form as part of its Perkins IV Five-Year State Plan. This form will include, at a minimum, proposed performance levels for the second program year (July 1, 2008 – June 30, 2009) for each of the core indicators of performance, except for the three core indicators of performance that are tied to the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) on which each State negotiated performance levels with the Department last year: academic attainment in reading/language arts; academic attainment in mathematics; and graduation rates. A State may choose, however, to revise other parts of its approved FAUPL form, including the student definitions, measurement definitions/approaches, baseline data, or

proposed performance levels for the second program year for the NCLB core indicators, when the State submits its Five-year State Plan. Instructions for making such revisions are included as part of the attached document, *“Instructions for Completing the Final Agreed Upon Performance Levels (FAUPL) Form for the Second Program Year.”*

Also attached is a listing of each State’s Program Administration Specialist (PAS) and Regional Accountability Specialist (RAS) in this office who can answer any other questions that you may have regarding the completion and submission of your Perkins IV Five-Year State Plan.

## **INSTRUCTIONS FOR COMPLETING THE FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FORM FOR THE SECOND PROGRAM YEAR**

### **I. Definitions of Student Populations**

Each State must use the career and technical education student definitions described in its Final Agreed Upon Performance Levels (FAUPL) form as part of its approved Perkins IV One-Year Transition Plan. If a State wishes to change one or more of its approved student definitions, the State must strike out (using “Track Changes”) the student definition(s) to be changed and provide the new student definition(s).

### **II. Identification of Measurement Definition/Approaches**

Each State must use the valid and reliable measurement definitions and approaches for each of the core indicators of performance as described in its Final Agreed Upon Performance Levels (FAUPL) form as part of its approved Perkins IV One-Year Transition Plan. If a State wishes to change one or more of its approved measurement definitions or approaches, the State must strike out (using “Track Changes”) the measurement definition(s) or approach(es) to be changed and provide the new measurement definition(s) or approach(es). The State also must describe in the narrative portion of its State plan how its new definition(s) or approach(es) are valid and reliable.

### **III. Baseline Data**

Each State must provide baseline data, using data for the most recently completed program year, on the performance of career and technical education students for each of the core indicators of performance, except for the three core indicators that are tied to the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB): academic attainment in reading/language arts, academic attainment in mathematics, and graduation rates. These are the three core indicators for which your State chose to use its Annual Measurable Objectives (AMOs) under NCLB or provided baseline data when the State submitted its Perkins IV One-Year Transition Plan last year. The Department will use the newly-submitted baseline data as a starting point for reaching agreement with your State on the core indicators of performance for the remaining indicators for program year 2008-2009.

### **IV. Performance Levels**

Each State must provide proposed levels of performance for each of the core indicators of performance for the second program year (July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of Perkins IV, except for the three NCLB core indicators as described in section III above for which your State negotiated performance levels with the Department when it submitted its Perkins IV One-Year Transition Plan last year. If a State wishes to change one or more of its performance levels for the NCLB core indicators for program year two, the State must strike out (using “Track Changes”) the

performance levels(s) to be changed and provide the new proposed performance level(s). If the State is opting no longer to use its Annual Measurable Objectives (AMOs) as its performance level(s) for any of its NCLB indicators, the State must provide baseline data for those core indicators, using data for the most recently completed program year. Any new performance levels must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable, and require the State to continually make progress toward improving the performance of its career and technical education students.

#### **V. State Confirmation of Final Agreed Upon Performance Levels**

After you reach agreement with the Department on your State's adjusted performance levels for the second program year, you will be asked to confirm these levels via e-mail submission of your State's Final Agreed Upon Performance Levels (FAUPL) form. This form will be incorporated into your Perkins IV Five-Year State Plan and your July 1, 2008 Perkins IV grant award.

**STATE CONTACTS IN THE DIVISION OF ACADEMIC AND  
TECHNICAL EDUCATION (DATE)**

**Insert Listing**