

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Levels of Performance Agreement PROGRAM YEAR 2009-2010

Fiscal Agent: EVP Brent McEuen

CTDS: 050601

Perkins IV legislation states "Each eligible recipient shall agree to accept the State adjusted levels of performance established...or negotiate with the State to reach agreement on new local adjusted levels of performance...(Perkins IV, Sec. 113(4)(A))

Your district must either 1) accept the State Adjusted Level of Performance (SALP) or 2) if your district anticipates a level of performance below the SALP request a lower target level. The following State measures have been agreed upon with OVAE:D

Measure	Title	PY10-11 SALP
1P1	Technical Skill Attainment	67.50%
2P1	Credential, Certificate, Degree	40.00%
3P1	Student Retention or Transfer	46.00%
4P1	Student Placement	35.00%
5P1	Nontraditional Participation	21.00%
5P2	Nontraditional Completion	16.00%

Please complete the following: (Enter "X" into appropriate box)

	<Enter Name>	<input checked="" type="checkbox"/>	Does not request a change to the SALP for all performance measures.
	<Enter Name>	<input type="checkbox"/>	Requests a change to the SALP for the following performance measure(s):

Measure	Current Level	Requested Level	Reason for Request



Signature of Administrator for Project (Perkins Administrator)

7/7/2010

Date

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Action Plan for Program Improvement

Perkins IV, Sec 123 (a)(1) & 203(e)

2009-2010

Measures	Objective for Improvement	Factors Contributing to Underperformance	Strategies for Improvement	Responsible Party	Completion Date
5P2	By the end of the 2010-2011 school year, Eastern Arizona College will increase the number of non-traditional completers to 16% or at least 90% of the SALP as required by improving outreach efforts and methodologies to promote vocational programs to non-traditional students.	<ol style="list-style-type: none"> 1. Deficient use of K-12 partnerships promoting career exploration which includes non-traditional career choices. 2. Insufficient use of advertising and other promotional activities showcasing non-traditional career paths. 3. Exclusion of program completion data from non-funded vocational programs. 	<ol style="list-style-type: none"> 1. By October 2010, all students enrolled in feeder high schools and incoming postsecondary freshmen will receive career exploration materials designed to promote non-traditional career paths. 2. By December 2010, counselors and teachers from feeder high schools will participate in professional development training concerning Curriculum Frameworks and career exploration lesson plans as they relate to non-traditional career path students. 3. By December 2010, program evaluations will be conducted and the results will be provided to the Dean of Instruction reporting the projected number of program completers and how this data relates to successfully meeting the goal to increase the number of program completers. 4. By May 2011, the number of students receiving career assessments, academic advising, and counseling will increase by 20% as compared to the number of students receiving services during the 2009 baseline year. 5. By April 2011, a K-12 Skills Day (or and equivalent activity) will be held showcasing non-traditional career opportunities available to both genders. 	Transition Facilitator, College Recruiter, and GEAR-UP Site Coordinators under the supervision of the Dean of Instruction	9/30/2011