

PERKINS V

ACCOUNTABILITY – General Provisions & Special Populations

Prior to the 2020-2021 school year (the first year of the grant), the Agency of Education will calculate a baseline for each indicator. The state plan must include projections for improved performance on all indicators over the next four years. The law requires the State to “continually make meaningful progress toward improving the performance of all CTE students, including subgroups described in ESSA and special populations defined in Perkins.”

During the application stage of Perkins (prior to the beginning of each school year) the Agency of Education will negotiate performance levels with each recipient. At the end of each school year, actual performance by recipient will be calculated and communicated and published on the Agency’s website. The cycle will be repeated each year for the length of the state plan.

Vermont will base its meaningful progress determinations on actual performance and within differentiation identified below, to administer improvement strategies. Generally, the state’s guidelines for “meaningful progress” are based on the actual performance, which is differentiated by banding of the performance levels, due to the relatively small numbers of students participating in CTE in Vermont. We base our growth targets on both meaningful improvement and what appears realistic in practical terms. Accordingly, we propose higher rates of growth for those entities that need the most improvement and lower rates of growth for those entities that are already close to the ceiling on performance. This model still requires growth for all entities.

Baseline/Actual Performance Band	Negotiated Target Annual Growth
0% – 30%	+ 2%
30% - 50%	+ 4%
50% - 75%	+ 3%
75% - 95%	+ 2%
95% - 98%	+ 0.5%
98% - 99.9%	+ 0.3%

In instances where meaningful progress has not been made for a minimum of two years in a row, or where the indicator has been exceeded by 10% for two years in a row, the local performance indicator targets (state and Federal) will be renegotiated/reset. The new target will be at minimum the average of the last three years of actual performance. When two successive years of actual local performance data are not available under the current state plan, the average of most recently available actual local performance data will be used. In the event of an unmet performance indicator,

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the first target reset will require at least 30% of the recipient's allocation to be dedicated to improvement strategies or new programs aimed at improving performance on that unmet indicator, as well as targeting any specific populations of students that are not meeting meaningful progress expectations, so long as the improvement strategies/programs are of sufficient size, scope, and quality as defined in this plan. The State will require that the funds be used on targeted and underperforming student populations. Subsequent performance indicator target resets will require increasing amounts of the recipient's funds to be dedicated to performance improvement strategies

Applicability in Accountability System and Program Improvement:

Recipients of the funds must report on these populations in the accountability model which includes data informed improvement planning. Any population that is not performing well when compared to the larger population will require additional support and the needs would either be identified in the Comprehensive Local Needs Assessment, or the annual accountability determinations, or both. This triggers the ability of the Federal funds to be used on programs and services that are aimed at closing the performance gaps and ensuring that appropriate resources are assigned to support our most vulnerable populations.

Programs and services supported by Federal funds must meet the parameters established for size, scope, and quality.

Special Populations include:

- *individuals with disabilities;*
- *individuals from economically disadvantaged families, including low-income youth and adults;*
- *individuals preparing for non-traditional fields;*
- *single parents, including single pregnant women;*
- *out-of-workforce individuals;*
- *English learners;*
- *homeless individuals;*
- *youth who are in, or have aged out of, the foster care system;*
- *youth with a parent who is a member of the armed forces and is on active duty.*

Individual with a Disability - *an individual with any physical or mental impairment that substantially limits one or more of the major life activities of such individual, has a record of such an impairment, or is being regarded as having such an impairment. At secondary level, VT will use students with an IEP, at the post-secondary level, VT will use self-disclosed disability status under the American with Disabilities Act.*

Non-traditional Fields - *occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. This classification is automatically determined.*

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Out-of-workforce Individual - *an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills, or a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act..., and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.*

English Learner - *a secondary school student who is an English learner, an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English, or who lives in a family environment in which a language other than English is the dominant language.*

Homeless Individuals (from McKinney-Vento) – *individuals who lack a fixed, regular, and adequate nighttime residence. Additional parameters are provided in the McKinney-Vento Homeless Assistance Act.*

Historically Marginalized Populations - Vermont's small population size and related small numbers of racially and ethnically diverse populations, makes it difficult to analyze data for policy-related decisions. For this reason, and consistent with our approved ESSA plan, Vermont will use a broader umbrella category called "historically marginalized students." We define historically marginalized students as those who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English learners, students who qualify for free and reduced lunch, students with disabilities, and students who are migrant, who are in foster care or who have aged out, or who experience homelessness.

The addition of CTE students who are historically marginalized will allow for another way to compare student populations, close achievement and performance gaps and improve educational equity. The performance of historically marginalized students is tracked, reported, and compared to historically privileged students (another umbrella term) in Vermont's state snapshot report under ESSA and will be included in local and state level reports for Perkins.