

New York State's Perkins V Proposed Performance Levels					
Secondary Indicators	Baseline Level	Proposed Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	81.80%	82.30%	84.40%	89.70%	92.50%
2S1: Academic Proficiency in English Language Arts	85.00%	87.16%	89.37%	91.64%	93.97%
2S2: Academic Proficiency in Mathematics	83.00%	85.11%	87.27%	89.49%	91.76%
2S3: Academic Proficiency in Science	83.00%	85.11%	87.27%	89.49%	91.76%
3S1: Post-Program Placement	97.35%	97.54%	97.74%	97.93%	98.12%
4S1: Non-traditional Program Concentration	25.95%	26.09%	26.22%	26.36%	26.49%
5S3: Program Quality–Work-based Learning	62.50%	64.09%	65.72%	67.38%	69.10%

Comments should be submitted to: CTEPerkinsPlan@nysed.gov

Perkins V State Plan Development

Proposed State-determined Performance Levels for the Perkins Indicators

Over the last six months, the P-12 Career and Technical Education Office has been developing a proposed Perkins V State Plan for the program years 2020-21 through 2023-24. Part of the plan development process includes establishing levels of expected performance that grantees must meet. These proposed levels must be made publicly available prior to the submission of the State Plan to USDOE on April 15, 2020. As a first step, we will be releasing proposed performance levels on September 13, 2019 to give stakeholders the opportunity to provide input. We will evaluate this feedback and make changes if necessary. Below is a description of the indicators and the proposed performance levels.

Perkins V grant performance is measured through indicators of performance that are defined in the legislation. Four of the performance indicators required by Perkins V mirror the ESSA indicators measuring performance in:

- Four-year graduation rate
- English language arts proficiency
- Mathematics proficiency

- Science proficiency

The three remaining performance indicators are CTE specific; these measure:

- Post-program outcomes (e.g., placement in postsecondary education, employment, military)
- Concentration in programs that are not traditional for the student's gender (e.g., girls in carpentry or boys in early childhood education)
- Program quality: states must select one of the following program quality indicators:
 - a. the percentage of CTE concentrators (i.e., a student who has completed at least two full school-year courses) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

New York has selected the final option, participation in work-based learning, to be our program quality indicator. It is an existing component of NYSED-approved programs that has the potential to impact the greatest number of students. See Attachment A for New York's indicator definitions.

How the proposed performance levels were determined

Perkins academic indicators are based on those used by ESSA. To establish our baseline for Perkins four-year graduation rate, we propose using the previous year's ESSA four-year graduation results. New York's ESSA graduation rate targets increase by 2.054% each year and this is the framework we will apply in determining our state-determined performance levels on the Perkins graduation and academic indicators.

CTE specific indicators for Post-Program Placement (3S1) and Non-Traditional Concentration (4S1) use the average difference in yearly Perkins IV performance levels for post-program placement and non-traditional completion as the multiplier to calculate increments for progress for the next four program years (i.e., until 2023-24). For Post-Program Placement, the average rate of change is .0020% each year, and for Non-Traditional Concentration, it is .0052% each year.

New York has selected participation in work-based learning as the program quality indicator (5S3). Work-based learning is already built into the structure of NYSED-approved programs. Program-level work-based learning data is not currently reported to the state's data warehouse. Changes to CTE data reporting will address this beginning in the 2019-20 school year.

To establish state developed performance levels for work-based learning for the next four years, we will use data that the CTE program office collects through applications for CTE program re-approval. The NYSED CTE office data is the only program-level data available. WBL participation on recent applications for CTE program reapproval ranges from 25% to 100 %. The Perkins program quality indicator baseline of 62.5% was determined by using the midpoint of this range. The multiplier of 0.0254 used for the ESSA indicator is used to project expected improvements. See Attachment B for proposed performance targets.

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Attachment A: Perkins V Indicator Definitions

CTE concentrator: students that have completed at least two sequenced CTE courses (equivalent to two full school-year courses) out of a three-course cohesive concentration.

Code	Indicator	Numerator	Denominator
1S1	Four-year graduation cohort rate	CTE concentrators in the most recent exiting graduation cohort who earned a Regents or local diploma, including August graduates.	Total number of CTE concentrators in the most recent four-year graduation cohort.
1S2	Extended graduation rate (optional)	Not using	Not using
2S1	Academic proficiency in English language arts	CTE concentrators in the most recent exiting graduation cohort who earned a Level 3 (proficient) or above on a Regents ELA assessment as of June 30 of their fourth year of high school.	Total number of CTE concentrators in the most recent four-year graduation cohort.
2S2	Academic proficiency in mathematics	CTE concentrators in the most recent exiting graduation cohort who earned a Level 3 (proficient) or above on a Regents mathematics assessment as of June 30 of their fourth year of high school.	Total number of CTE concentrators in the most recent four-year graduation cohort.
2S3	Academic proficiency in science	CTE concentrators in the most recent exiting graduation cohort who earned a Level 3 (proficient) or above on a Regents science assessment as of June 30 of their fourth year of high school.	Total number of CTE concentrators in the most recent four-year graduation cohort.

Attachment A: Perkins V Indicator Definitions

Code	Indicator	Numerator	Denominator
3S1	Post-Program Placement	The number of CTE concentrators in the prior year’s four-year graduation cohort who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	Total number of CTE concentrators in the prior year’s four-year graduation cohort.
4S1	Non-Traditional Program Concentration	CTE concentrators enrolled in CTE programs that are non-traditional for their gender in the reporting year. ¹	Total number of CTE concentrators enrolled in CTE programs that lead to non-traditional fields in the reporting year. ²
5S3	Program Quality–Participated in Work-Based Learning	CTE concentrators in the most recent exiting graduation cohort who have participated in work-based learning and have graduated high school.	Total number of CTE concentrators in the most recent four-year graduation cohort who have graduated high school.

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¹ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

² CTE student records contain program code and demographic information which identifies students in programs that are nontraditional for their gender. The data warehouse uses a list of program codes that align to occupations that employ less than 25 percent of one gender and flag students enrolled in these programs. Then students of the minority gender are identified as “non-traditional” students in those program. The list of programs designated as non-traditional was developed by the [National Alliance for Partnerships in Equity](#).

Attachment B: Perkins V Proposed State-determined Levels of Performance for program years 2020-21 through 2023-24

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