WHERE ARE YOU JOINING FROM RESULTS

WHAT STATE ARE YOU JOINING US FROM?

[‘STAMP’ YOUR RESPONSE USING THE ‘ANNOTATE’ FEATURE – OR CHAT YOUR RESPONSE TO SANDRA STARK IF YOU CAN NOT ANNOTATE]

Step 1: Click “View Options” at the top of the screen.
Step 2: Click “Annotate.”
Step 3: Click “Stamp.”
Step 4: Select and click on stamp of choice.
Step 5: Position pointer on screen where you want to leave a “stamp.”
DQI 2020 Virtual Series

“Perkins V: Accountability 101” Session

August 26, 2020
DQI-20: Operationalizing Perkins V While Coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

DQI-20 Planning Team: State Representatives

1. Nicassia Belton – Maryland (Director of Data and Accountability)
2. Richard Kincaid – District of Columbia (State Director)
3. Wendi Morton – Utah (CTE Coordinator)
4. Elaine Perea – New Mexico (State Director)
5. Luke Rhine – Delaware (State Director)
6. Maria Swygert – South Carolina (Team Lead Federal and State Accountability and Fiscal Compliance)
7. Michael Tinsley – Tennessee (Assistant Vice Chancellor, College System of Tennessee)
DQI-20: Operationalizing Perkins V While Coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

"Connect" Session
Who:
• State directors (or their delegate)
  • 1 per state
Why:
• To get a better understanding of the DQI series/meetings
• To hear about innovative strategies in state plans
• To discuss how COVID is impacting data collection
When:
• August 5, 2:00-4:00 ET

"Learn" Sessions
Who:
• State directors and/or other CTE Staff
  • 2 per state
Why:
• To learn how other states are addressing challenges pertaining to the topic
• To discuss potential solutions
When:
1. Aligning Perkins Data and Methods of Administration (MOA) Plans
   (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status
   (September 14, 2:00-4:00 ET)
3. Quality Indicators
   (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications
   (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations
   (October 7, 1:00-3:00 ET)

"Report/Plan" Session
Who:
• State directors (or their delegate)
  • 1 per state
Why:
• To provide a synthesis of and reflect on the topics from the Learn Sessions
• To identify strategies for adopting practices discussed during DQI series
When:
• November 17, 1:00-3:00 ET

Perkins V: Accountability 101
Who:
• Targeted towards new CTE staff
  • No more than 200 attendees
Why:
• To learn about Perkins V accountability
When:
• August 26, 12:00-2:00 ET
DQI-20 “PERKINS V: ACCOUNTABILITY 101” AGENDA

Welcome!
- Olivia Rice, Project Manager and Education Research Analyst, RTI International

Part 1: Oversight, Reporting, and Performance Indicators
- Jose Figueroa, Perkins Regional Coordinator, OCTAE, U.S. Department of Education

Activity: State Definitions of Numerators and Denominators (ThinkTank)
- Olivia Rice, Project Manager and Education Research Analyst, RTI International

Part 2: State-Determined Levels of Performance
- Jose Figueroa, Perkins Regional Coordinator, OCTAE, U.S. Department of Education

Activity: State Determined Levels of Performance (Breakout Groups)
- RTI International and State Planning Team Facilitators

Closing Comments
- Jose Figueroa, Perkins Regional Coordinator, OCTAE, U.S. Department of Education
General Outcome:
Understanding the *Perkins V* accountability requirements

Learning Outcomes:
- Who are your Perkins Regional Coordinators?
- What are the reporting requirements of the Consolidated Annual Report (CAR)?
- What are the *Perkins V* indicators of performance?
- What are State determined levels of performance?
- When is a State required to do an improvement plan?
NORMS FOR VIRTUAL COLLABORATION

We agree to...

- **Be present.** We will minimize distractions and stay focused on accomplishing team tasks and goals.

- **Participate.** We will try to participate like we would in face-to-face meetings to the extent possible. We will be on video whenever possible. We will use the chat box and other Zoom features to enhance communication and the sharing of ideas and questions.

- **Support productive collaboration.** We will use a “Yes, and...” mindset to build on each other’s ideas and to address challenges as they arise.

- **Share airtime equitably.** We will listen actively and invite the contribution of all members.

- **Have grace.** We understand that working remotely can bring additional challenges. We will be professional and supportive of each other in our work together.

- **Begin and end on time.**
ZOOM TECHNOLOGY — PRO TIPS

● Audio
  - During the whole group activities, please stay muted when not speaking.
  - You can change audio options at any time by clicking on the audio/’mic’ button in the bottom left of your screen.

● Video
  - Turn the camera on! It helps everyone have a more engaging and productive virtual experience. You can turn the video on/off by clicking on the video button in the bottom left of your screen.
  - Put your webcam at eye level or higher – experiment for best angles.
  - Make Eye Contact - Try to look at your webcam while speaking versus the screen.

● Layout Options
  - Active Speaker View
  - Gallery View
  - Side-by-Side Mode
**Zoom Technology Tips — Meeting Controls**

- **Participants**
  - You can click on the “Participants” button to view the names of the other participants.
  - From this screen, you can also use features such as raising your hand, responding yes/no, giving a thumbs up/down, asking the speaker to go slower or faster, ask for a break, or indicate that you have stepped away momentarily.

- **Chat**
  - Click “Chat” to start an in-meeting message with participants in the meeting. The dropdown on the chat window will allow you to message Everyone, or privately message a specific participant. **Note that all chats, even private, will be saved and available to meeting staff.**

- **Reactions**
  - Click “Reactions” to “Clap” for or give “Thumbs Up” to a speaker during the meeting. **These are encouraged throughout the sessions!**
Office of Career, Technical and Adult Education
<table>
<thead>
<tr>
<th>Perkins Regional Coordinators (PRCs)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>José R. Figueroa</td>
<td></td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td></td>
</tr>
<tr>
<td>Marilyn Fountain</td>
<td>Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee</td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td></td>
</tr>
<tr>
<td>Sharon Head</td>
<td>Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont</td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td></td>
</tr>
</tbody>
</table>
**PERKINS REGIONAL COORDINATORS (PRCs)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Hill</td>
<td>Delaware, District of Columbia, Maryland, New Jersey, Palau, Pennsylvania, Virginia, West Virginia</td>
</tr>
<tr>
<td>Andrew Johnson</td>
<td>Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah</td>
</tr>
<tr>
<td>Jamelah Murrell</td>
<td>Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Hill</td>
<td><a href="mailto:Allison.Hill@ed.gov">Allison.Hill@ed.gov</a></td>
<td>(202) 245-7775</td>
</tr>
<tr>
<td>Andrew Johnson</td>
<td><a href="mailto:Andrew.Johnson@ed.gov">Andrew.Johnson@ed.gov</a></td>
<td>(202) 245-7786</td>
</tr>
<tr>
<td>Jamelah Murrell</td>
<td><a href="mailto:Jamelah.Murrell@ed.gov">Jamelah.Murrell@ed.gov</a></td>
<td>(202) 245-6981</td>
</tr>
</tbody>
</table>
PRC Roles and Responsibilities

- Consolidated Annual Report (CAR) Reviews and Approval
- State Plan Reviews and Approvals
- Enrollment & Performance data
- Fiscal Responsibility
- Program Administration
- Local Applications & Comprehensive Needs Assessments
- Technical Assistance to States
- Federal Compliance Monitoring

15
CONSOLIDATED ANNUAL REPORT (CAR)
PERKINS WEB PORTAL

Announcements

7/1/2020
Methods of Administration (MOA) State Plans Due

Submission of:
1. Consolidated Annual Report (CAR)
2. State Plan
3. Monitoring Documentation

Welcome to the Perkins Web Portal

Warning
You are accessing a U.S. Federal Government computer system intended to be solely accessed by individual users expressly authorized to access the system by the U.S. Department of Education. Usage may be monitored, recorded, and/or subject to audit. For security purposes and in order to ensure that the system remains available to all expressly authorized users, the U.S. Department of Education monitors the system to identify unauthorized users. Anyone using this system expressly consents to such monitoring and recording. Unauthorized use of this information system is prohibited and subject to criminal and civil penalties. Except as expressly authorized by the U.S. Department of Education, unauthorized attempts to access, obtain, upload, modify, change, and/or delete information on this system are strictly prohibited and are subject to criminal prosecution under 18 U.S.C § 1030, and other applicable statutes, which may result in fines and imprisonment. For purposes of this system, unauthorized access includes, but is not limited to:
- Any access by an employee or agent of a commercial entity, or other third party, who is not the individual user, for purposes of commercial advantage or private financial gain (regardless of whether the commercial entity or third party is providing a service to an authorized user of the system); and

https://perkins.ed.gov/Account/LogOn?ReturnUrl=%2fStaticPages%2fHome
# Timeline – CAR Submission

<table>
<thead>
<tr>
<th>CAR Deadline (Report Due)</th>
<th>Program Year Data</th>
<th>When do I start collecting the data?</th>
<th>What is reported?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 2019</strong></td>
<td>PY 2018-2019</td>
<td>Fall semester of 2018</td>
<td>• Enrollment Data</td>
<td>Last Year of Perkins IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Narrative Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Financial Status Reports (FSR)</td>
<td></td>
</tr>
<tr>
<td><strong>December 2020</strong></td>
<td>PY 2019-2020</td>
<td>Fall semester of 2019</td>
<td>• Enrollment Data</td>
<td>First Year of Perkins V (Transition Year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Narrative Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Financial Status Reports (FSR)</td>
<td></td>
</tr>
<tr>
<td><strong>December 2021</strong></td>
<td>PY 2020-2021</td>
<td>Fall semester of 2020</td>
<td>• Enrollment Data</td>
<td>Second Year of Perkins V (First Full Year of Data)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Performance Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Narrative Report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Financial Status Reports (FSR)</td>
<td></td>
</tr>
</tbody>
</table>
## Where Do I Report My Data?

<table>
<thead>
<tr>
<th>Consolidated Annual Reporting System (CAR)</th>
<th>EDFacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enrollment Data <em>(secondary &amp; postsecondary)</em></td>
<td>• Enrollment Data <em>(secondary only)</em></td>
</tr>
<tr>
<td>• Performance Indicator Data <em>(secondary &amp; postsecondary)</em></td>
<td>• Performance Indicator Data <em>(secondary only)</em></td>
</tr>
<tr>
<td>• Narrative Report</td>
<td></td>
</tr>
<tr>
<td>• Fiscal Status Reports (Interim and Final)</td>
<td></td>
</tr>
<tr>
<td>• State Improvement Plans</td>
<td></td>
</tr>
<tr>
<td>• Additional documentation / attachments</td>
<td></td>
</tr>
</tbody>
</table>

- States have the option to report their *secondary* enrollment and performance data directly into the EDFacts system or directly into the CAR platform. All data submitted via EDFacts would later be transferred to the CAR for the State to validate and submit the final report.

- Data submitted via the CAR can be immediately validated by the State prior to submission.
ENROLLMENT DATA
ENROLLMENT DATA

- **CTE Participants** – The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient. *Section 3(13)*

- **CTE Concentrators** - The term “CTE concentrator” means— (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. *Section 3(12)*
**STUDENT POPULATIONS**

- **Gender**
  - Female
  - Male

- **Race /Ethnicity**
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - White
  - Two or More Races
  - Unknown

- **Special Populations**
  - Individuals with Disabilities
  - Individuals from Economically Disadvantaged Families
  - Individuals Preparing for Non-traditional Fields
  - Single Parents
  - Out of Workforce Individuals
  - English Learners
  - Homeless Individuals
  - Youth In Foster Care
  - Youth with Parent in Active Military
  - Migrant
CAREER CLUSTERS

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education and Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics
17. Other: Please identify (Optional)

May be a duplicated counts
PERFORMANCE INDICATORS
SECONDARY INDICATORS

• 1S1: Four-Year Graduation Rate
• 1S2: Extended Graduation Rate (Optional)

• 2S1: Academic Proficiency in Reading/Language Arts
• 2S2: Academic Proficiency in Mathematics
• 2S3: Academic Proficiency in Science

• 3S1: Postsecondary Placement

• 4S1: Non-traditional Program Concentrators

Section 113(b)(2)(A)(i-iii)
SECONDARY QUALITY INDICATORS

Required to select at least one of the following:

- 5S1: Program Quality – *Attained Recognized Postsecondary Credential*
- 5S2: Program Quality – *Attained Postsecondary Credits*
- 5S3: Program Quality – *Participated in Work-Based Learning*

Optional:

- 5S4, 5S5, 5S6, etc… *State-developed Quality Indicators*

Section 113(b)(2)(A)(iv)(I)(aa-cc)

Section 113(b)(2)(A)(iv)(II)
Which quality indicator(s) did your state select?

[Stamp your response using the ‘annotate’ feature – or chat your response to Sandra Staklis if you can not annotate]

Stamp Key: 5S1 – PS Credentials ♥ 5S2 – PS Credits ★ 5S3 – WBL ➔ Other ✓

Step 1: Click “View Options” at the top of the screen.
Step 2: Click “Annotate.”
Step 3: Click “Stamp.”
Step 4: Select and click on stamp of choice.
Step 5: Position pointer on screen where you want to “stamp.”
POSTSECONDARY INDICATORS

- 1P1: *Postsecondary Placement*
- 2P1: *Earned Recognized Postsecondary Credential*
- 3P1: *Non-traditional Program Concentration*

Section 113(b)(2)(B)(i-iii)
INDICATOR

NUMERATORS AND DENOMINATORS
# Graduation Cohorts

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1</td>
<td>Four-year Graduation cohort rate</td>
<td>The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</td>
<td>Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESSA.</td>
</tr>
<tr>
<td>1S2</td>
<td>Extended Graduation Rate (Optional)</td>
<td>The number of CTE concentrators who graduated from high school, as measured by the extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</td>
<td>Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its extended-year cohort graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESEA.</td>
</tr>
</tbody>
</table>
# Academic Assessments

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2S1</td>
<td>Academic Proficiency in Reading/Language Arts</td>
<td>Number of CTE concentrators who achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.</td>
<td>Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</td>
</tr>
<tr>
<td>2S2</td>
<td>Academic Proficiency in Mathematics</td>
<td>Number of CTE concentrators who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.</td>
<td>Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</td>
</tr>
<tr>
<td>Code</td>
<td>Indicator</td>
<td>Numerator</td>
<td>Denominator</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>2S3</td>
<td>Academic Proficiency in Science</td>
<td>Number of CTE concentrators who achieved <em>science</em> proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education.</td>
<td>Number of CTE concentrators who took the ESEA assessments in <em>science</em> whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</td>
</tr>
</tbody>
</table>
## Placement & Nontraditional

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3S1</td>
<td>Postsecondary Placement</td>
<td>The number of CTE concentrators 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.</td>
<td>The number of CTE concentrators who left secondary education during the reporting year.</td>
</tr>
<tr>
<td>4S1</td>
<td>Nontraditional Program Concentrators</td>
<td>Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.</td>
<td>Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.</td>
</tr>
</tbody>
</table>
### Quality Indicators

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5S1</td>
<td>Recognized Postsecondary Credential</td>
<td>Number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S2</td>
<td>Attained Postsecondary Credits</td>
<td>Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S3</td>
<td>Participated in Work-based Learning</td>
<td>Number of CTE concentrators who graduated from high school having participated in work-based learning.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S4</td>
<td>Program Quality – Optional – State Determined</td>
<td>State Determined</td>
<td>State Determined</td>
</tr>
</tbody>
</table>
POSTSECONDARY INDICATORS
## Postsecondary Indicators

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1</td>
<td>Postsecondary Retention and Placement</td>
<td>Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in 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 placed or retained in employment.</td>
<td>Number of CTE concentrators who completed their program in the reporting year.</td>
</tr>
<tr>
<td>2P1</td>
<td>Earned Recognized Postsecondary Credential</td>
<td>Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.</td>
<td>Number of CTE concentrators who left postsecondary education in the prior reporting year.</td>
</tr>
<tr>
<td>3P1</td>
<td>Nontraditional Program Concentrators</td>
<td>Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.</td>
<td>Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.</td>
</tr>
</tbody>
</table>
ACTIVITY: NUMERATORS & DENOMINATORS

OLIVIA RICE, RTI INTERNATIONAL
Activity: Defining Numerators & Denominators

We will use a “ThinkTank” for DQI participants to provide details on how their states are defining their numerators and denominators for each of the core indicators, and to engage in a discussion with other states.
THINK TANK PLATFORM

Question will be posted here

You can reply to other responses, or ‘upvote’ them (you can also delete the comment if it is yours)

You can add your response to the question here
**Activity: Defining Numerators & Denominators**

- **ThinkTank Questions:**
  - Q1-10: How is your state defining numerator and denominator for each of the core indicators (1S1-1S2, 2S1-2S3, 3S1&4S1, 1P1-3P1)?
  - Q11: After hearing the overview of the OCTAE’s suggested definitions, and then going through state definitions, what observations did you make? What questions do you have generally or for specific states?
To Navigate to the ThinkTank...

- Click on the link provided in the Chat box (https://engage.thinktank.net/sessionJoin/-MFc5lMy3BiD32Bshe47)
- When prompted, enter the password: DQI101. (case sensitive)
- You will then enter your name. Note: this will NOT be visible during the ThinkTank, but it will be visible for analysis.
- *If you have trouble accessing the ThinkTank session, please try a secondary browser as your first troubleshooting option.
Activity Wrap-up

Olivia Rice, RTI International
STATE DETERMINED LEVELS OF PERFORMANCE
Each eligible agency, with input from eligible recipients, shall establish in the State plan submitted under section 122, for each year covered by the State plan, State determined levels of performance for each of the core indicators described under subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title.
Section 113(b)(3)(A)(i)(III)(aa-cc)

Such State determined levels of performance shall, at a minimum—

- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;

- (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

- (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
# Secondary Levels of Performance

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline Level</th>
<th>FY 2020</th>
<th>FY 2021</th>
<th>FY 2022</th>
<th>FY 2023</th>
<th>Format</th>
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<td>3S1: Post-Program Placement</td>
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<td>4S1: Non-traditional Program Concentration</td>
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<td>5S3: Program Quality – Participated in Work-Based Learning</td>
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<td>3P1: Non-Traditional Program Concentration</td>
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<td>25.95</td>
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- **Format**: Percentage, Numerical
Adjustments of Levels of Performance

Section 113(b)(3)(A)(ii)

- (ii) Allowable adjustment of state determined levels of performance for subsequent years.
  
  Prior to the third program year covered by the State plan, each eligible agency may revise the State determined levels of performance for any of the core indicators of performance for the subsequent program years covered by the State plan, and submit the revised State determined levels of performance to the Secretary.
ADJUSTMENTS OF LEVELS OF PERFORMANCE

Section 113(b)(3)(A)(i)(III)(dd – ee)

- (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;

- (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and (ff) take into account the extent to which the State determined levels of performance advance the eligible agency’s goals, as set forth in the State plan.
ADJUSTMENTS OF LEVELS OF PERFORMANCE

Section 113(b)(3)(A)(i)(III)(ff)

- Adjustments to a State’s levels of performance:

  (ff) take into account the extent to which the State determined levels of performance *advance the eligible agency’s goals*, as set forth in the State plan.
UNANTICIPATED CIRCUMSTANCES

Section 113(b)(3)(A)(iii)

- If unanticipated circumstances arise in a State or changes occur related to improvements in data or measurement approaches, the eligible agency, at the end of the program year, may revise the State determined levels of performance.

- After public comment, as described in subparagraph (B), the eligible agency shall submit such revised levels of performance to the Secretary with evidence supporting the revision.

- The Secretary shall approve any such revision if that revision meets the requirements of clause (ii).
A DJUSTMENTS PROHIBITED

Section 123(a)(5)

- An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section.
ACTIVITY:
STATE DETERMINED LEVELS OF PERFORMANCE

OLIVIA RICE, RTI INTERNATIONAL
**Activity:**

**State Determined Levels of Performance**

In Jamboard, create a ‘sticky note’ with your state’s abbreviation and move it accordingly to represent your state’s 2020 State Determined Levels of Performance targets for each Perkins V Core indicator. Add the exact # to your sticky, if you have it handy. Example, “State: 85%”

Once all participants are done placing notes on the boards, review your state’s performance targets in comparison to other states:

- What observations did you make?
- Do any patterns or questions emerge?
ACTIVITY: STATE DETERMINED LEVELS OF PERFORMANCE

FACILITATORS: RTI INTERNATIONAL & STATE PLANNING TEAM MEMBERS
ACTIVITY WRAP-UP

OLIVIA RICE, RTI INTERNATIONAL
CLOSING COMMENTS

JOSE FIGUEROA, OCTAE
IMPROVEMENT PLANS
Section 123(a)(1)

- **If a State fails to meet at least 90 percent of the State determined level** of performance for any of the core indicators of performance described in 113(b)(2) for all CTE concentrators, **the eligible agency shall develop and implement a program improvement plan** (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) …. during the first program year succeeding the program year for which the eligible agency failed to so meet the State determined level of performance for any of the core indicators of performance.
RESOURCES
ADDITIONAL RESOURCES

• Visit our Perkins Collaborative Resource Network
  • Perkins V Legislation
  • Consolidated Annual Report (CAR) Guide
  • State Plan Guide
  • Data Quality Institute Historical Materials
  • Data Explorer
  • OCTAE / DATE Learning Center

• Outside Resources
  • ACTE
  • Advance CTE
  • NACTEI
SAMPLE CONSOLIDATED ANNUAL REPORT FORMS
# ENROLLMENT FORM

## IV.B: PERFORMANCE DATA FORMS

### 1a: Secondary CTE Participant Enrollment Form

<table>
<thead>
<tr>
<th>Line</th>
<th>Population</th>
<th>Number of Secondary Participants</th>
<th>CAREER CLUSTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GRAND TOTAL</td>
<td>*</td>
<td>Header Row - No Information Entered Here</td>
</tr>
<tr>
<td>2</td>
<td>GENDER</td>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</td>
<td>Group 1:</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Group 2:</td>
<td></td>
</tr>
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<td>6</td>
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<td>Group 3:</td>
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<td>Group 6:</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
<td>Group 7:</td>
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</tr>
<tr>
<td>11</td>
<td>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</td>
<td>Individuals with Disabilities</td>
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</tr>
<tr>
<td>12</td>
<td></td>
<td>Individuals from Economically Disadvantaged Families</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Individuals Preparing for Non-traditional Fields</td>
<td></td>
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<tr>
<td>14</td>
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<td>Single Parents</td>
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</tr>
<tr>
<td>15</td>
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<td>Out of Workforce Individuals</td>
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</tr>
<tr>
<td>16</td>
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<td>17</td>
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<td>Homeless Individuals</td>
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<tr>
<td>18</td>
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<td>Youth in Foster Care</td>
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<tr>
<td>19</td>
<td></td>
<td>Youth with Parent in Active Military</td>
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</tr>
<tr>
<td>20</td>
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<td>Migrant Students</td>
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</table>

* State enters unduplicated count of secondary participants.
### IV.B: PERFORMANCE DATA FORMS

#### 3. CTE Concentration Performance Form

**Core Indicator 153:** Four-Year Graduation Rate

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<thead>
<tr>
<th>Numerator definition:</th>
<th>Denominator definition:</th>
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<table>
<thead>
<tr>
<th>Line</th>
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<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>State Determined Level of Performance</th>
<th>Actual Level of Performance</th>
<th>State Determined vs. Actual Level of Performance</th>
<th>Met 90% of Adjusted Level of Performance (T/A)</th>
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</tbody>
</table>

Additional Information:

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**68**
BEFORE WE GO...
THANK YOU JOHN HAIGH!!

- 20 Years at OCTAE!!
- Developer of the:
  - Data Quality Institutes (with 22 under his belt!)
  - Perkins Collaborative Resource Network (PCRN)
  - Consolidated Annual Report (CAR)
- Fearless leader of the:
  - Next Step Working Group
  - Town Hall webinars
  - State Performance Accountability Congress (SPAC)
THANK YOU FOR ATTENDING!

PLEASE COMPLETE THE FOLLOW-UP SURVEY…