



U.S. DEPARTMENT OF EDUCATION
Office of Career, Technical, and Adult Education (OCTAE)

Perkins Web Portal: User Guide for Submitting Perkins V State Plan Revisions and Budgets for Fiscal Year 2023

Version 1.0

March 2023

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1 Introduction

Pursuant to the Guide for the Submission of Perkins V State Plans (OMB Approval Number: 1830-0029, Exp. 8/31/2025), each State must prepare the following to receive its Fiscal Year (FY) 2023 grant awards under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) —

- State plan narrative revisions, if any, pursuant to section 122(a)(2)(B) of Perkins V;
- Budget for your FY 2023 grant award (please use your FY 2022 Perkins V allocation for planning purposes); and
- State determined performance levels (SDPLs) revisions, if any, pursuant to section 113(b)(3)(A)(iii) of Perkins V.

Each State must submit the applicable items listed above to the Perkins Web Portal, at <https://perkins.ed.gov> no later than close of business on Friday, May 19, 2023.

This document does not cover the requirements and submission instructions for a State to modify a WIOA Combined State Plan pursuant to section 102(c)(3) of WIOA and 34 CFR § 463.145. A State that needs to make such revisions to the Perkins section of a WIOA Combined State Plan must contact its Perkins Regional Coordinator for those requirements.

This user guide provides step by step instructions for submitting Perkins V State plan revisions and budgets through the Perkins Web Portal. It is intended for use by State Directors and State staff who are responsible for providing State plan information to the Department.

Complete instructions can be found in the Requirements and Instructions for the Submission of Perkins V State Plan Revisions and Budgets for Fiscal Year (FY) 2023 Grant Awards, available at:

https://s3.amazonaws.com/PCRN/docs/final_memo_state_plan_revisions_FY23.pdf

1.1 Abbreviations

Abbreviation	Meaning
ED	Department of Education
OCTAE	Office of Career, Technical, and Adult Education
DATE	Division of Academic and Technical Education
Perkins	Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
SDPLs	State Determined Performance Levels

1.2 General Information

Your State's specific data entry screens are determined by your State's reporting requirements.

You can complete the State Plan submission during one session or complete it over multiple sessions. Remember to save your data as you complete each screen and to close your browser when you log out of the portal.

You can click **SAVE DRAFT** to save the data anytime. The **SAVE DRAFT** will save the data without performing any data validations.

The **SAVE & CONTINUE** will save the data and perform system validations for any incorrect data values. The system will display the error message on the screen and flag the fields with the error to correct.



Figure 1 - Saving Data

1.2.1 Browsers and Cookies

The Perkins Web Portal has been formatted to work in Chrome, Firefox, Safari, and Edge.

Once you have logged in to the Perkins Web Portal, a cookie is used to keep track of your session information while connected to the site. The cookie and the information about your session are destroyed immediately after closing your browser and are not stored on your computer. We collect no personal information unless you choose to provide that information to us. We do not give, share, sell, or transfer any personal information to a third party. For more information, please click on the **Privacy Policy** link on the portal Log In screen.

1.2.2 Getting Help

After logging in to the Portal, a horizontal menu bar appears at the top of your screen. Select **User Help Center** to access recorded training videos, this user guide, and **Help Desk** contact information.

Within the reporting module, click on the **HELP ON THIS PAGE** link to find specific instructions for completing that step.

Help Desk: Assistance from the Help Desk is available by email (perkins-help@aemcorp.com). When contacting the Help Desk, please include the following information and Help Desk staff will respond as soon as possible:

- Your name and email
- The name of your State
- A detailed description of the issue you have encountered.

1.2.3 Navigation

On each step of the reporting module, you can move from one data field to the next using the tab key or you can move the cursor with your mouse to make a selection.

You can move from step to step in two ways:

- After completing a step, click the **SAVE & CONTINUE** button at the bottom of the screen to move through the steps sequentially. The system will display any errors on the page that need to be resolved before marking the section as completed.
- Use the navigation menu on the left side of the screen to either move through the steps sequentially or to select a specific step.

Note: Do not use the browser's Back button to navigate through the screens as the system will **NOT** be able to save your changes.

1.2.4 Data Validation and Errors

If the system detects an error when you save data on a specific step, a message will appear on the screen explaining the problem. Corresponding data field(s) will be highlighted, if applicable to the issue. You must correct the error before saving and continuing your work.

1.2.5 Completion Status

To check the status for each step, navigate to Submit for Review within the reporting module. The status for each step will read "Not Completed" or "Completed." Once all the steps have been "Completed" the State Director may certify the State plan revisions and submit the information for OCTAE review.

REQUIRED STEPS	REPORT WORKSPACE															
1. Cover Page	<div>★ HELP ON THIS PAGE</div> <div> Submit for Review <i>Directions: Required steps and completion status are listed below. The State Director may certify the State plan revisions and submit for OCTAE review once all steps containing revisions have been completed.</i> </div> <div> Required Steps: <table> <tr> <td>Cover Page</td> <td>✔ Completed</td> <td>Go to step</td> </tr> <tr> <td>Narrative Descriptions</td> <td>✔ Completed</td> <td>Go to step</td> </tr> <tr> <td>Budget</td> <td>✔ Completed</td> <td>Go to step</td> </tr> <tr> <td>State Determined Performance Levels - Secondary</td> <td>✔ Completed</td> <td>Go to step</td> </tr> <tr> <td>State Determined Performance Levels - Postsecondary</td> <td>✔ Completed</td> <td>Go to step</td> </tr> </table> </div>	Cover Page	✔ Completed	Go to step	Narrative Descriptions	✔ Completed	Go to step	Budget	✔ Completed	Go to step	State Determined Performance Levels - Secondary	✔ Completed	Go to step	State Determined Performance Levels - Postsecondary	✔ Completed	Go to step
Cover Page		✔ Completed	Go to step													
Narrative Descriptions		✔ Completed	Go to step													
Budget		✔ Completed	Go to step													
State Determined Performance Levels - Secondary		✔ Completed	Go to step													
State Determined Performance Levels - Postsecondary	✔ Completed	Go to step														
2. Narrative Descriptions																
3. Budget																
4. State Determined Performance Levels (SDPL)																
5. Submit for Review																
	<div>CERTIFY REPORT</div>															

Figure 2 - Submit for Review Page

1.2.6 Report Downloads

View & Download Reports provides links to download data tables in Excel and PDF. Reports submitted in previous years may be accessed from this section.

2 Getting Started

The Web address for the Perkins Web Portal is <https://perkins.ed.gov>. Please read the Authorized Use Agreement and click on **I Agree** to proceed to the portal.

Prior to the start of the reporting period, staff at the OCTAE DATE will register accounts for new State Directors.

Due to the recent emphasis on system security, ED's Office of the Chief Information Officer (OCIO) is limiting the number of Perkins Web Portal account holders per State. Please limit your State access to **no more than five (5) users**: the State Director, Financial Auditor, and up to three (3) State users. All requests for accounts must be submitted by the State Director through the Request Access feature in Perkins Web Portal.

Your organizational email address provided to the Department will serve as your unique username to log in to the portal.



Figure 3 - Perkins Web Portal Log In Form

2.1 New Users

New users will receive an email from the system (accounts@pimsdev.com) containing a unique login token. Click on or copy and paste the token into your Web browser to create a new password for your account.

Passwords must consist of twelve (12) characters and made up of uppercase letters, lowercase letters, numbers, and symbols.

2.2 Forgot Password

Returning users can reset their password by clicking on **FORGOT PASSWORD** from the login page. The system will send a temporary login token to your email address that

can be used to create a new password. For security reasons, passwords may only be changed once every twenty-four (24) hours. If your account is locked, please contact the Help Desk (perkins-help@aemcorp.com) for assistance.

3 Homepage

After logging into the Perkins Web Portal, the Portal landing page will be displayed. From the Homepage the main sections of the Portal can be accessed:

- **Submit Your Report** provides access to all reporting modules.
- **View & Download Reports** provides access to previous report submissions.
- **User Help Center** where recorded training videos, user guides, and Help Desk contact information can be found.

The toolbar located at the top of the website is available throughout the site and provides access to the main sections.



Figure 4 - Perkins Web Portal, Homepage

3.1 Submit Your Report

The **Submit Your Report** section provides access to all reporting modules. The status (open/closed) and reporting deadline are displayed for each reporting module.

Click on **State Plan** to open the reporting module for the State Plan submission.

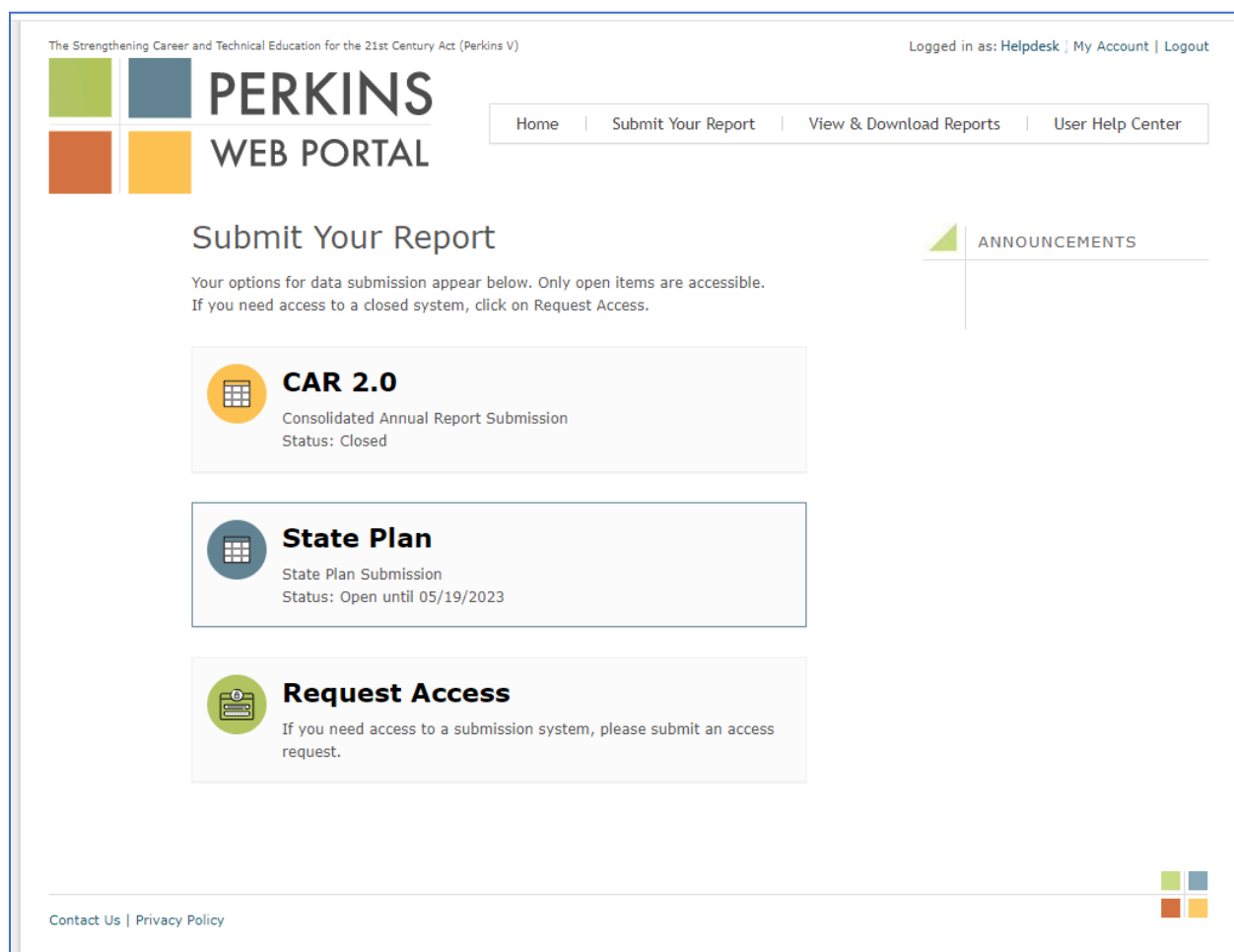


Figure 5 - Perkins Web Portal, Submit Your Report

3.2 Request Access

If you need access to a reporting module that is closed or to request a new user account, click on Request Access. This action can only be performed by State Directors. All requests for accounts must be submitted by the State Director through the **Request Access** feature in Perkins Web Portal.

All requests are reviewed by OCTAE within one (1) business day.

4 State Plan Submission

Beginning on April 10, 2023, the State Plan reporting module will open for the submission of Perkins V State plan revisions and budgets for fiscal year (FY) 2023; program year (PY) 2023 – 2024. The State Plan reporting module is organized into five required steps: Cover Page, Narrative Descriptions, Budget, State Determined Performance Levels, and Submit for Review.

The Department will provide each eligible agency with electronic Personal Identification Numbers (PINs) for authorized State officials to sign and certify the State Plan revisions and budget. It is important to note that the use of the PIN by any responsible eligible agency officials is the same as certifying and signing the document with a hand-written signature.

Eligible agency officials are responsible for protecting the confidentiality of their PIN and for use of their PIN by another individual.

4.1 Required Items

Items		FY 2023 (Covering July 1, 2023 – June 30, 2024)
I.	Cover Page	Required
II.	State Plan Narrative Revisions	Required if submitting narrative revisions, pursuant to section 122(a)(2)(B) of Perkins V
	Plan Development and Consultation	
	Program Administration and Implementation	
	Fiscal Responsibility	
	Accountability for Results	
III.	Budget	Required
IV.	State Determined Performance Levels (SDPLs)	Required if submitting State determined performance levels revisions, pursuant to section 113(b)(3)(A)(iii) of Perkins V
	Secondary	
	Postsecondary	

4.2 Step 1. Cover Page

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	<div> <div> <div>COVER PAGE</div> <div> <p>According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State's Perkins Regional Coordinator (PRC) who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at https://cte.ed.gov.</p> </div> </div> <div> <div>A. State Name: Demo</div> <div>B. Eligible Agency (State Board) Submitting Plan on Behalf of State:</div> <div>Demo State Board of Education</div> <div>C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.</div> <div> <div>1. Name: Alice Jackson</div> <div>2. Official Position Title: State Director of Career and Technical Education</div> <div>3. Agency: State Department of Education</div> <div>4. Telephone: (555) 123-4567</div> <div>5. Email: ajackson@state.gov</div> </div> <div>D. Individual Serving as the State Director for Career and Technical Education:</div> <div> <input checked="" type="checkbox"/> Check here if this individual is the same person identified in Item C above and then proceed to Item E below. </div> <div>E. Type of Perkins V State Plan Submission:</div> <div> <input type="radio"/> State Plan (FY 2020-2023) <input checked="" type="radio"/> State Plan Revision </div> <div>F. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan-FY 2020-23:</div> <div> <input type="radio"/> Yes <input checked="" type="radio"/> No </div> <div>G. Governor's Joint Signatory Authority of the Perkins V State Plan:</div> <div> <div>Date Governor was sent State Plan for signature: 04/13/2020</div> <div> <input type="radio"/> The Governor has provided a letter that they are jointly signing the State Plan for submission to the Department. <input checked="" type="radio"/> The Governor has not provided a letter that they are jointly signing the State Plan for submission to the Department. </div> </div> <div>H. Lead Individuals Completing This Plan:</div> <div> <div>Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.</div> <div> <div>1. Please select the individual responsible for the narrative descriptions in this plan:</div> <div>-- select user --</div> <div>2. Please select the individual responsible for the budget in this plan:</div> <div>-- select user --</div> <div>3. Please select the lead individual who may be contacted to answer questions about this plan:</div> <div>-- select user --</div> </div> </div> </div> </div> <div data-bbox="995 1772 1083 1793" data-label="Text">SAVE DRAFT</div> <div data-bbox="1096 1772 1218 1793" data-label="Text">SAVE & CONTINUE</div>

Figure 6 - Cover Page

Instructions for Completing this Step:

- A. Confirm the State Name. If the information is incorrect, contact your Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at <https://cte.ed.gov/contact/staff-by-state-responsibility>.
- B. Confirm the name of the Eligible Agency (State Board) Submitting Plan on Behalf of the State. This information is auto-filled based on information provided in the prior program year and can be revised in the text field provided, as needed.
- C. Confirm the contact information for the person at, or officially designated by, the eligible agency, who is responsible for answering questions regarding this plan. This information is auto-filled based on information provided in the prior program year and can be revised in the text fields provided, as needed.
- D. Confirm the contact information for the individual serving as the State Director for Career and Technical Education. This information is auto-filled based on information provided in the prior program year and can be updated in the text fields provided, as needed.
- E. Type of Perkins V State Plan Submission, **State Plan Revision**, is automatically selected.
- F. Indicate if the Perkins V State Plan will be submitted as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan. This selection is auto-filled based on information provided in the prior program year.
- G. Governor's Joint Signatory Authority of the Perkins V State Plan is auto-filled based on information provided in the prior program year.
- H. Select the lead individuals completing the submission of State plan revisions and budget for fiscal year (FY) 2023. If individuals without accounts will be completing the submission, the State Director may request additional user accounts. See page 9 for instructions.

4.3 Step 2. Narrative Descriptions

REQUIRED STEPS	REPORT WORKSPACE ★ HELP ON THIS PAGE
1. Cover Page	Narrative Descriptions <i>Directions: To revise narrative descriptions you may either enter the information manually or upload the revised documents below. If you are not revising your State plan narrative descriptions you can skip this step.</i>
2. Narrative Descriptions	
a. Plan Development and Consultation	
b. Program Administration and Implementation	
c. Fiscal Responsibility	
d. Accountability for Results	
3. Budget	<input checked="" type="radio"/> Enter narrative information in the web forms
4. State Determined Performance Levels (SDPL)	<input type="radio"/> Upload document(s) <input type="button" value="Choose File"/> No file chosen
5. Submit for Review	Enter the names of the updated sections and a description of the revisions: <input type="text"/> No narratives were uploaded.
	<input type="button" value="SKIP THIS STEP"/> <input type="button" value="SAVE DRAFT"/> <input type="button" value="SAVE & CONTINUE"/>

Figure 7 - Narrative Descriptions

Instructions for Completing this Step:

The Perkins Web Portal provides two options for submitting revisions to Perkins State plan narrative descriptions, you may either enter the information manually or upload the revised documents in the space provided. The option selected on the screen will be auto-filled based on information provided in the prior program year. If you are not revising your State plan narrative descriptions click **SKIP THIS STEP**.

To enter narrative revisions manually, select the option **Enter narrative information in the web forms** and click **SAVE & CONTINUE**.

☒ **Enter narrative information in the web forms**

Figure 8 - Enter narrative information in the web forms.

To upload revised documents, select the option **Upload document(s)**. Click **Choose File** and select the file to be uploaded. It is imperative to enter the names of the updated sections and a brief description of the revisions in the text field provided. Click **SAVE DRAFT** or **SAVE & CONTINUE** to save the uploaded file. Multiple documents may be uploaded.

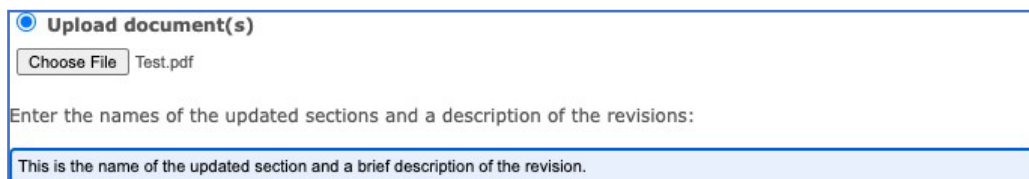
The image shows a web form titled "Upload document(s)" with a blue border. At the top left of the form is a radio button that is selected. Below the title, there is a "Choose File" button and the text "Test.pdf". Underneath this, there is a text area with the prompt "Enter the names of the updated sections and a description of the revisions:". The text area contains the text "This is the name of the updated section and a brief description of the revision." and has a light blue background.

Figure 9 - Upload Document(s).

4.3.1 Step 2a. Plan Development and Consultation

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	
2. Narrative Descriptions	
a. Plan Development and Consultation	
b. Program Administration and Implementation	
c. Fiscal Responsibility	
d. Accountability for Results	
3. Budget	
4. State Determined Performance Levels (SDPL)	
5. Submit for Review	

Narrative Descriptions – Plan Development and Consultation

Directions: Narrative descriptions submitted in the FY 2020-2023 State plan are populated below. Select each narrative description the State will revise and enter revisions in the text boxes. If you are not revising your State plan narrative descriptions you can [skip this step](#).

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See [Text Box 1](#) for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

☐ Check here to revise this narrative description

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2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

☐ Check here to revise this narrative description

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3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

☐ Check here to revise this narrative description

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. Aenean rutrum pellentesque diam, consequat interdum enim aliquet vel. Sed quam felis, euismod vel odio vitae, tincidunt convallis ex. In volutpat condimentum una, fringilla hendrerit elit. Vestibulum sed quam ut neque semper rhoncus. Sed gravida lacinia gravida. Maecenas mattis laculis risus fringilla molestie. Integer est nulla, eleifend in erat at, vulputate elementum una. Aliquam interdum vehicula quam vel tempus. Donec sodales nec justo sodales consectetur. Nunc risus dui, congue quis molestie vitae, dignissim vitae tortor.

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4. Supporting Documentation

Upload supporting documentation and provide a description for each file.

[Choose File](#) No file chosen

None provided.

SKIP THIS STEP

SAVE DRAFT

SAVE & CONTINUE

Figure 10 - Plan Development and Consultation

Instructions for Completing this Step:

If the option to **Enter narrative information in the web forms** was selected on Step 2. Narrative Descriptions, Step 2a. Plan Development and Consultation will be added to your list of required steps. If you are not revising State plan narrative descriptions regarding Plan Development and Consultation, click **SKIP THIS STEP**.

Text fields are auto-filled with information provided in the prior program year. For each description the State will revise, select **Check here to revise this narrative description** and enter revisions in the text box provided.

☒ Check here to revise this narrative description

ABC **B** *I* U ~~S~~ [T_x](#)

This is an example revision. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed interdum ipsum vitae sodales venenatis. Nunc blandit felis ut arcu efficitur, eget semper ex bibendum. Ut eget nulla nibh. Phasellus mattis, felis efficitur vulputate congue, massa felis venenatis est, a pretium ipsum sapien eu odio. Morbi gravida sollicitudin fermentum. Donec vulputate viverra lorem. In fermentum ipsum quis imperdiet hendrerit.

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body p strong

Figure 11 - Revise narrative description

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)
4. Upload supporting documentation to aid OCTAE in their review. This field is optional.

4.3.2 Step 2b. Program Administration and Implementation

REQUIRED STEPS	REPORT WORKSPACE ★ HELP ON THIS PAGE
1. Cover Page	
2. Narrative Descriptions	<p>Narrative Descriptions – Program Administration and Implementation</p> <p><i>Directions: Narrative descriptions submitted in the FY 2020-2023 State plan are populated below. Select each narrative description the State will revise and enter revisions in the text boxes. If you are not revising your State plan narrative descriptions you can skip this step.</i></p> <p>1. State's Vision for Education and Workforce Development</p> <p>a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)</p> <p><input type="checkbox"/> Check here to revise this narrative description</p> <div> <p>1. State's Vision for Education and Workforce Development</p> <p>a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)</p> <p>Check here to revise this narrative description</p> <p> B I U S I_x </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. Aenean rutrum pellentesque diam, consequat interdum enim aliquet vel. Sed quam felis, euismod vel odio vitae, tincidunt convallis ex. In volutpat condimentum urna, fringilla hendrerit elit. Vestibulum sed quam ut neque semper rhoncus. Sed gravida lacinia gravida. Maecenas mattis iaculis risus fringilla molestie. 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State's Vision for Education and Workforce Development</p> <p>b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)</p> <p>Check here to revise this narrative description</p> <p> B I U S I_x </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. Aenean rutrum pellentesque diam, consequat interdum enim aliquet vel. Sed quam felis, euismod vel odio vitae, tincidunt convallis ex. In volutpat condimentum urna, fringilla hendrerit elit. Vestibulum sed quam ut neque semper rhoncus. Sed gravida lacinia gravida. 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Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)</p> <p><input type="checkbox"/> Check here to revise this narrative description</p> <div> <p>1. State's Vision for Education and Workforce Development</p> <p>c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)</p> <p>Check here to revise this narrative description</p> <p> B I U S I_x </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. 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3. Budget	
4. State Determined Performance Levels (SDPL)	
5. Submit for Review	

Figure 12 - Program Administration and Implementation

Instructions for Completing this Step:

If the option to **Enter narrative information in the web forms** was selected on Step 2. Narrative Descriptions, Step 2b. Program Administration and Consultation will be added to your list of required steps. If you are not revising State plan narrative descriptions regarding Program Administration and Consultation, click **SKIP THIS STEP**.

Text fields are auto-filled with information provided in the prior program year. For each description the State will revise, select **Check here to revise this narrative description** and enter revisions in the text box provided.

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Figure 13 - Revise narrative description

1. State's Vision for Education and Workforce Development
 - a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)
 - b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)
 - c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and

technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)
- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)
- c. Describe how the eligible agency will—
 - iv. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent

- practicable, provide that information and those resources in a language students, parents, and educators can understand;
- v. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
 - vi. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
 - vii. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
 - viii. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
 - ix. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work- based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
 - x. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)
- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)
- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs

assessment under section 134(c) of Perkins V.

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;
 - ii. will not be discriminated against on the basis of status as a member of a special population;
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113;
 - iv. will be provided with appropriate accommodations; and
 - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

- 5. Upload supporting documentation to aid OCTAE in their review. This field is optional.

4.3.3 Step 2c. Fiscal Responsibility

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	
2. Narrative Descriptions	<p>Narrative Descriptions – Fiscal Responsibility</p> <p><i>Directions: Narrative descriptions submitted in the FY 2020-2023 State plan are populated below. Select each narrative description the State will revise and enter revisions in the text boxes. If you are not revising your State plan narrative descriptions you can skip this step.</i></p>
a. Plan Development and Consultation b. Program Administration and Implementation c. Fiscal Responsibility d. Accountability for Results	<p>1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—</p> <ol style="list-style-type: none"> each eligible recipient will promote academic achievement; each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)
3. Budget	<div> <input type="checkbox"/> Check here to revise this narrative description </div> <div> <p>2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—</p> <ol style="list-style-type: none"> among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V) </div>
4. State Determined Performance Levels (SDPL)	<div> <input type="checkbox"/> Check here to revise this narrative description </div> <div> <p>3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for the career and technical education programs and programs of study under section 131(a)-(c) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)</p> </div>
5. Submit for Review	

Figure 14 - Fiscal Responsibility

Instructions for Completing this Step:

If the option to **Enter narrative information in the web forms** was selected on Step 2. Narrative Descriptions, Step 2c. Fiscal Responsibility will be added to your list of required steps. If you are not revising State plan narrative descriptions regarding Fiscal Responsibility, click **SKIP THIS STEP**.

Text fields are auto-filled with information provided in the prior program year. For each description the State will revise, select **Check here to revise this narrative description** and enter revisions in the text box provided.

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Figure 15 - Revise narrative description

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
 - a. each eligible recipient will promote academic achievement.
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
 - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)
2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)
- 3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)
- 4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

- 5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of

economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.
7. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)
8. Upload supporting documentation to aid OCTAE in their review. This field is optional.

4.3.4 Step 2d. Accountability for Results

REQUIRED STEPS	REPORT WORKSPACE
1. Cover Page	
2. Narrative Descriptions <ul style="list-style-type: none"> a. Plan Development and Consultation b. Program Administration and Implementation c. Fiscal Responsibility d. Accountability for Results 	<div style="text-align: right; color: red; font-weight: bold;">★ HELP ON THIS PAGE</div> <p>Narrative Descriptions – Accountability for Results</p> <p><i>Directions: Narrative descriptions submitted in the FY 2020-2023 State plan are populated below. Select each narrative description the State will revise and enter revisions in the text boxes. If you are not revising your State plan narrative descriptions you can skip this step.</i></p> <p>1. Identify and include at least one (1) of the following indicators of career and technical education program quality—</p> <ul style="list-style-type: none"> a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) 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) <p>Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.</p> <p>Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Check here to revise this narrative description </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> ⌵ B I U S <i>I</i> </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. Aenean rutrum pellentesque diam, consequat interdum enim aliquet vel. Sed quam felis, euismod vel odio vitae, tincidunt convallis ex. In volutpat condimentum urna, fringilla hendrerit elit. Vestibulum sed quam ut neque semper rhoncus. Sed gravida lacinia gravida. Maecenas mattis laculis risus fringilla molestie. 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(Section 113(b)(3)(A)(I)(I) of Perkins V)</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Check here to revise this narrative description </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> ⌵ B I U S <i>I</i> </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam eget nulla efficitur, convallis odio a, mattis ligula. Aenean rutrum pellentesque diam, consequat interdum enim aliquet vel. Sed quam felis, euismod vel odio vitae, tincidunt convallis ex. In volutpat condimentum urna, fringilla hendrerit elit. Vestibulum sed quam ut neque semper rhoncus. Sed gravida lacinia gravida. Maecenas mattis laculis risus fringilla molestie. Integer est nulla, eleifend in erat at, vulputate elementum urna. Aliquam interdum vehicula quam vel tempus. Donec sodales nec justo sodales consectetur. 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Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—</p> <ul style="list-style-type: none"> a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V); b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). <p>As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Check here to revise this narrative description </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> ⌵ B I U S <i>I</i> </p> <p> Lorem ipsum dolor sit amet, consectetur adipiscing elit. 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3. Budget	
4. State Determined Performance Levels (SDPL)	
5. Submit for Review	

Figure 16 - Accountability for Results

Instructions for Completing This Step:

If the option to **Enter narrative information in the web forms** was selected on Step 2. Narrative Descriptions, Step 2d. Accountability for Results will be added to your list of required steps. If you are not revising State plan narrative descriptions regarding Accountability for Results, click **SKIP THIS STEP**.

Text fields are auto-filled with information provided in the prior program year. For each description the State will revise, select **Check here to revise this narrative description** and enter revisions in the text box provided.

Note: States revising any State determined performance level in this year's submission should be sure to review all information contained in this narrative section. Specifically, States must review narrative responses to 3a, 3b, and 3c to ensure that previously submitted information is still accurate and representative of the procedure adopted for the revision of State determined performance levels.

Note: Pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, and improvement plan pursuant to section 123(a) of Perkins V. States seeking to revise State determined performance levels for a core indicator that is subject to an improvement plan should upload supporting documentation evidencing that such plan has been fully executed.

☒ Check here to revise this narrative description

ABC **B** *I* U ~~S~~ [I_x](#)

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Figure 17 - Revise narrative description

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory

definition of a CTE concentrator under section 3(12) of Perkins V)
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)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V)
Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁸ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

- 6. Upload supporting documentation to aid OCTAE in their review. This field is optional.

4.4 Step 3. Budget

REQUIRED STEPS	REPORT WORKSPACE		★ HELP ON THIS PAGE
1. Cover Page	Budget <i>Directions: Each eligible agency will need to submit a budget for FY 2023 under Title I (Career and Technical Education Assistance to the States) of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).</i> Printer-Friendly Version		
2. Narrative Descriptions			
3. Budget			
4. State Determined Performance Levels (SDPL)			
5. Submit for Review			
	Line	PERKINS V: CAREER AND TECHNICAL ASSISTANCE TO STATES	
	1	Total Perkins V Allocation	\$ 14260647.00
	2	State Administration	\$ 0% 0%
	3	State Leadership	\$ 0% 0%
	4	Individuals in State Institutions	\$ 0.00 0%
	4a	Correctional Institutions	\$ 0%
	4b	Juvenile Justice Facilities	\$ 0%
	4c	Institutions that Serve Individuals with Disabilities	\$ 0%
	4d	Other State Institutions	\$ 0%
	5	Non-Traditional Training and Employment	\$ 0%
	6	Special Populations Recruitment	\$ 0%
	7	Local Formula Distribution	\$ 0% 0%
	8	Reserve	\$ 0% 0%
	9	Secondary Recipients	\$ 0% 0%
	10	Postsecondary Recipients	\$ 0% 0%
	11	Allocation to Eligible Recipients	\$ 0.00 0%
	12	Secondary Recipients	\$ 0% 0%
	13	Postsecondary Recipients	\$ 0% 0%
	14	State Match (from non-federal funds)	\$ 0%
<div> CLEAR FORM SAVE DRAFT SAVE & CONTINUE </div>			

Figure 18 - Budget

Instructions for Completing This Step:

Eligible agencies must provide a budget for fiscal year (FY) 2023 under Title I (Career and Technical Education Assistance to States) of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Each cell on the budget form must contain a digit, or "0" (zero). Cells that are shaded are calculated automatically.

Lines

Below are the line items that appear on the Perkins V budget form.

- **Line 1 – Total Perkins V Allocation:** The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*
- **Line 2 – State Administration:** The amount of funds made available to carry out State leadership activities under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*
- **Line 3 – State Leadership:** The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
- **Line 4 – Individuals in State Institutions:** The percent and amount of funds made available to serve individuals in State institutions, such as (a) correctional institutions; (b) juvenile justice facilities; (c) education institutions that serve individuals with disabilities; or (d) other State institutions pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
- **Line 5 – Non-traditional Training and Employment:** The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
- **Line 6 – Special Populations Recruitment:** The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*
- **Line 7 – Local Formula Distribution:** The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary

recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

- **Line 8 – Reserve:** The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- **Line 9 – Reserve Amount for Secondary Recipients:** The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- **Line 10 – Reserve Amount for Postsecondary Recipients:** The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- **Line 11 – Allocation to Eligible Recipients:** The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.
- **Line 12 – Allocation to Secondary Recipients:** The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- **Line 13 – Allocation to Postsecondary Recipients:** The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- **Line 14 – State Match:** The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

4.5 Step 4. State Determined Performance Levels

REQUIRED STEPS	REPORT WORKSPACE								
1. Cover Page	<div> <div>★ HELP ON THIS PAGE</div> <div> <h3>State Determined Performance Levels (SDPL)</h3> <p><i>Directions: Confirm the indicators listed below and update optional and program quality indicators as needed. You can revise performance levels on the subsequent steps. If you are not revising your State determined performance levels you can skip this step.</i></p> <h4>1. Required Indicators</h4> <p>State determined performance levels must be provided for the following core indicators of performance:</p> <ul style="list-style-type: none"> 1S1: Four-Year Graduation Rate 2S1: Academic Proficiency in Reading Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1: Post-Program Placement 4S1: Non-traditional Program Concentration 1P1: Post-Program Placement 2P1: Earned Recognized Postsecondary Credential 3P1: Non-Traditional Program Concentration </div> <div> <h4>2. Optional Indicators and Program Quality Indicators</h4> <p>State determined performance levels may be provided for the indicators below at the State's discretion. Check the indicator(s) the State will include. At least one program quality indicator must be included.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1S2: Extended Graduation Rate <input checked="" type="checkbox"/> 5S1: Program Quality – Attained Recognized Postsecondary Credential* <input type="checkbox"/> 5S2: Program Quality – Attained Postsecondary Credits* <input type="checkbox"/> 5S3: Program Quality – Participated in Work-Based Learning* </div> <div> <h4>3. Other Secondary Program Quality Indicators</h4> <p>States may provide state determined performance levels for other program quality indicator(s) that are statewide, valid, reliable, and comparable across the State. Enter other program quality indicator(s) below. Click "Add" to insert additional indicators</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Indicator Name</th> <th>Indicator Description</th> <th>Remove</th> </tr> </thead> <tbody> <tr> <td>5S4</td> <td>Program Quality - "Custom Indica</td> <td>Description of my custom indicator</td> <td>[Delete]</td> </tr> </tbody> </table> <p>+ Add another indicator</p> </div> </div> <div> <div>SKIP THIS STEP</div> <div>SAVE DRAFT</div> <div>SAVE & CONTINUE</div> </div>	Code	Indicator Name	Indicator Description	Remove	5S4	Program Quality - "Custom Indica	Description of my custom indicator	[Delete]
Code		Indicator Name	Indicator Description	Remove					
5S4		Program Quality - "Custom Indica	Description of my custom indicator	[Delete]					
2. Narrative Descriptions									
3. Budget									
4. State Determined Performance Levels (SDPL) <ul style="list-style-type: none"> a. Secondary b. Postsecondary 									
5. Submit for Review									

Figure 19 - State Determined Performance Levels

Instructions for Completing this Step:

A State may revise its SDPLs for one or more fiscal years under the Perkins V statute if unanticipated circumstances arise in a State or changes occur related to the improvement of data or measurement approaches. If you are not revising your SDPLs click **SKIP THIS STEP**.

Note: Review the SDPLs entered in the secondary and postsecondary steps before completing this step.

1. Confirm the required indicators. If the information is incorrect, contact your Perkins Regional Coordinator as provided under Contacts on the Perkins Collaborative Resource Network at <https://cte.ed.gov/contact/staff-by-state-responsibility>.
2. Confirm optional indicators and program quality indicators selected in the prior program year and update selections as needed. At least one program quality indicator must be included.
3. Confirm other secondary program quality indicators created in the prior program year and update fields as needed. Click **Delete** to remove other secondary program quality indicators from this list. Click **Add** another indicator to insert additional rows.

4.5.1 Step 4a. State Determined Performance Levels – Secondary

REQUIRED STEPS	REPORT WORKSPACE ★ HELP ON THIS PAGE						
1. Cover Page	State Determined Performance Levels - Secondary <i>Directions: Performance levels submitted in the FY 2020-2023 State plan are populated below. Select each indicator the State will revise and update performance levels in the table. You must provide evidence for the revised SDPLs including, at a minimum, a description of the anticipated circumstances that arose in the State and a written response to the comments provided by stakeholders during the public comment period. If you are not revising your State determined performance levels you can skip this step.</i>						
2. Narrative Descriptions							
3. Budget							
4. State Determined Performance Levels (SDPL)							
a. Secondary							
b. Postsecondary							
5. Submit for Review							
	1	2	3	4	5	6	7
	Indicators	Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format
	151: Four-Year Graduation Rate <input type="checkbox"/> Revise indicator	97.02	97.02	97.02	97.52	98	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	251: Academic Proficiency in Reading Language Arts <input type="checkbox"/> Revise indicator	58.13	58.13	58.13	58.75	59.25	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	252: Academic Proficiency in Mathematics <input type="checkbox"/> Revise indicator	47.27	47.27	47.27	47.75	48	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	253: Academic Proficiency in Science <input type="checkbox"/> Revise indicator	59.62	59.62	59.62	60	60.5	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	351: Post-Program Placement <input type="checkbox"/> Revise indicator	71.21	71.21	71.21	71.75	72	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	451: Non-traditional Program Concentration <input type="checkbox"/> Revise indicator	49.68	49.68	49.68	50	50.5	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	551: Program Quality – Attained Recognized Postsecondary Credential <input type="checkbox"/> Revise indicator	8.16	8.16	8.16	8.75	9.25	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	554: CTE Completers <input type="checkbox"/> Revise indicator	31.91	31.91	31.91	32.5	33	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
Evidence Supporting Revised SDPLs: <div> <input checked="" type="checkbox"/> B <input type="checkbox"/> I <input type="checkbox"/> U <input type="checkbox"/> S <input type="checkbox"/> L </div>							
Supporting Documentation Upload supporting documentation and provide a description for each file. <div> <input type="button" value="Choose File"/> No file chosen </div> <div> New File Description <input type="text"/> </div> <div> None provided. </div>							
<div> <input type="button" value="SKIP THIS STEP"/> <input type="button" value="SAVE DRAFT"/> <input type="button" value="SAVE & CONTINUE"/> </div>							

Figure 20 - Secondary Performance Levels

Instructions for Completing This Step:

A State may revise its SDPLs for one or more fiscal years under the Perkins V statute if unanticipated circumstances arise in a State or changes occur related to the improvement of data or measurement approaches. If you are not revising State determined performance levels for secondary indicators, click **SKIP THIS STEP**.

Performance levels are auto-filled with information provided in the prior program year. For each indicator the State will revise, select **Revise indicator**, and enter revised performance levels in the text fields provided.

Note: PY 2020 – 2021 and PY 2021-2022 SDPL fields cannot be edited in this year's revision.

1	2	3	4	5	6	7
Indicators	Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format
1S1: Four-Year Graduation Rate <input checked="" type="checkbox"/> Revise indicator	97.02 <input type="text" value="97.02"/>	97.02 <input type="text" value="97.02"/>	97.02 <input type="text" value="99.23"/>	97.52 <input type="text" value="98.53"/>	98 <input type="text" value="99"/>	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical

Figure 21 - Revise performance levels

Evidence supporting the revisions of State determined performance levels must be provided and should include, at a minimum, a description of the unanticipated circumstances that arose in the State (if revising SDPLs pursuant to section 113(b)(3)(A)(iii) of Perkins V) and a written response to the comments provided by stakeholders during the public comment period. Enter the evidence supporting the revisions of State determined performance levels in the text box provided and upload supporting documentation as needed.

Note: States revising SDPLs must review and make necessary revisions, if any, to narrative responses in Step 2d Accountability for Results (see pages 27-30).

Note: Pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, and improvement plan pursuant to section 123(a) of Perkins V. States seeking to revise State determined performance levels for a core indicator that is subject to an improvement plan should upload supporting documentation evidencing that such plan has been fully executed.

4.5.2 Step 4b. State Determined Performance Levels – Postsecondary

REQUIRED STEPS	REPORT WORKSPACE																																			
1. Cover Page	<p>State Determined Performance Levels - Postsecondary</p> <p>Directions: Performance levels submitted in the FY 2020-2023 State plan are populated below. Select each indicator the State will revise and update performance levels in the table. You must provide evidence for the revised SDPLs including, at a minimum, a description of the unanticipated circumstances that arose in the State and a written response to the comments provided by stakeholders during the public comment period. If you are not revising your State determined performance levels you can skip this step.</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> </tr> <tr> <th>Indicators</th> <th>Baseline Level</th> <th>PY 2020-21</th> <th>PY 2021-22</th> <th>PY 2022-23</th> <th>PY 2023-24</th> <th>Format</th> </tr> </thead> <tbody> <tr> <td> 1P1: Post-Program Placement <input type="checkbox"/> Revise indicator </td> <td>82.8</td> <td>85</td> <td>83.2</td> <td>83.4</td> <td>83.6</td> <td> <input checked="" type="radio"/> Percentage <input type="radio"/> Numerical </td> </tr> <tr> <td> 2P1: Earned Recognized Postsecondary Credential <input type="checkbox"/> Revise indicator </td> <td>50.6</td> <td>50.8</td> <td>51</td> <td>51.2</td> <td>51.4</td> <td> <input checked="" type="radio"/> Percentage <input type="radio"/> Numerical </td> </tr> <tr> <td> 3P1: Non-Traditional Program Concentration <input type="checkbox"/> Revise indicator </td> <td>16.7</td> <td>17</td> <td>17.1</td> <td>17.2</td> <td>17.3</td> <td> <input checked="" type="radio"/> Percentage <input type="radio"/> Numerical </td> </tr> </tbody> </table> <p>Evidence Supporting Revised SDPLs:</p> <div> </div> <p>Supporting Documentation</p> <p>Upload supporting documentation and provide a description for each file.</p> <p><input type="button" value="Choose File"/> No file chosen</p> <p>New File Description</p> <p>None provided.</p> <p> <input type="button" value="SKIP THIS STEP"/> <input type="button" value="SAVE DRAFT"/> <input type="button" value="SAVE & CONTINUE"/> </p>	1	2	3	4	5	6	7	Indicators	Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format	1P1: Post-Program Placement <input type="checkbox"/> Revise indicator	82.8	85	83.2	83.4	83.6	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical	2P1: Earned Recognized Postsecondary Credential <input type="checkbox"/> Revise indicator	50.6	50.8	51	51.2	51.4	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical	3P1: Non-Traditional Program Concentration <input type="checkbox"/> Revise indicator	16.7	17	17.1	17.2	17.3	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
1		2	3	4	5	6	7																													
Indicators		Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format																													
1P1: Post-Program Placement <input type="checkbox"/> Revise indicator		82.8	85	83.2	83.4	83.6	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical																													
2P1: Earned Recognized Postsecondary Credential <input type="checkbox"/> Revise indicator		50.6	50.8	51	51.2	51.4	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical																													
3P1: Non-Traditional Program Concentration <input type="checkbox"/> Revise indicator	16.7	17	17.1	17.2	17.3	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical																														
2. Narrative Descriptions																																				
3. Budget																																				
4. State Determined Performance Levels (SDPL)																																				
a. Secondary b. Postsecondary																																				
5. Submit for Review																																				

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Figure 22 - Postsecondary Performance Levels

Instructions for Completing this Step:

A State may revise its SDPLs for one or more fiscal years under the Perkins V statute if unanticipated circumstances arise in a State or changes occur related to the improvement of data or measurement approaches. If you are not revising State determined performance levels for postsecondary indicators, click **SKIP THIS STEP**.

Performance levels are auto-filled with information provided in the prior program year. For each indicator the State will revise, select **Revise indicator**, and enter revised performance levels in the text fields provided.

Note: PY 2020 – 2021 and PY 2021-2022 SDPL fields cannot be edited in this year's revision.

1	2	3	4	5	6	7
Indicators	Baseline Level	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	Format
1P1: Post-Program Placement <input checked="" type="checkbox"/> Revise indicator	82.8 <input type="text" value="82.8"/>	83 <input type="text" value="83"/>	83.2 <input type="text" value="84.3"/>	83.4 <input type="text" value="84.5"/>	83.6 <input type="text" value="84.3"/>	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical

Figure 23 - Revise performance level

Evidence supporting the revisions of State determined performance levels must be provided and should include, at a minimum, a description of the unanticipated circumstances that arose in the State (if revising SDPLs pursuant to section 113(b)(3)(A)(iii) of Perkins V) and a written response to the comments provided by stakeholders during the public comment period. Enter the evidence supporting the revisions of State determined performance levels in the text box provided and upload supporting documentation as needed.

Note: States revising SDPLs must review and make necessary revisions, if any, to narrative responses in Step 2d Accountability for Results (see pages 28 to 31).

Note: Pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, and improvement plan pursuant to section 123(a) of Perkins V. States seeking to revise State determined performance levels for a core indicator that is subject to an improvement plan should upload supporting documentation evidencing that such plan has been fully executed.

4.6 Step 5. Submit for Review

REQUIRED STEPS	REPORT WORKSPACE															
1. Cover Page	<div> <div>★ HELP ON THIS PAGE</div> <div> Submit for Review <i>Directions: Required steps and completion status are listed below. The State Director may certify the State plan revisions and submit for OCTAE review once all steps containing revisions have been completed.</i> </div> <div> Required Steps: <table> <tr> <td>Cover Page</td> <td><input checked="" type="checkbox"/> Completed</td> <td>Go to step</td> </tr> <tr> <td>Narrative Descriptions</td> <td><input checked="" type="checkbox"/> Completed</td> <td>Go to step</td> </tr> <tr> <td>Budget</td> <td><input checked="" type="checkbox"/> Completed</td> <td>Go to step</td> </tr> <tr> <td>State Determined Performance Levels - Secondary</td> <td><input checked="" type="checkbox"/> Completed</td> <td>Go to step</td> </tr> <tr> <td>State Determined Performance Levels - Postsecondary</td> <td><input checked="" type="checkbox"/> Completed</td> <td>Go to step</td> </tr> </table> </div> <div>CERTIFY REPORT</div> </div>	Cover Page	<input checked="" type="checkbox"/> Completed	Go to step	Narrative Descriptions	<input checked="" type="checkbox"/> Completed	Go to step	Budget	<input checked="" type="checkbox"/> Completed	Go to step	State Determined Performance Levels - Secondary	<input checked="" type="checkbox"/> Completed	Go to step	State Determined Performance Levels - Postsecondary	<input checked="" type="checkbox"/> Completed	Go to step
Cover Page		<input checked="" type="checkbox"/> Completed	Go to step													
Narrative Descriptions		<input checked="" type="checkbox"/> Completed	Go to step													
Budget		<input checked="" type="checkbox"/> Completed	Go to step													
State Determined Performance Levels - Secondary		<input checked="" type="checkbox"/> Completed	Go to step													
State Determined Performance Levels - Postsecondary	<input checked="" type="checkbox"/> Completed	Go to step														
2. Narrative Descriptions																
3. Budget																
4. State Determined Performance Levels (SDPL)																
5. Submit for Review																

Figure 24 - Submit for Review

Instructions for Completing this Step:

Once all steps have been completed, the State Director may certify and submit the State Plan revisions and budget for OCTAE review.

Certification

The State Plan revisions and budget must be certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This authorized individual must use the PIN that has been provided to the State by the system. The use of the PIN to certify and submit the State Plan revisions and budget is the same as certifying and signing the document.

Authorized users should request a PIN from this screen by clicking on **Forgot PIN** which will send a system generated email containing the PIN to the user's email address.

Click on **SUBMIT MY REPORT** to submit the State Plan revisions and budget for OCTAE review. A success message will appear on the screen indicating that the report was certification successfully submitted for review.

REQUIRED STEPS	REPORT WORKSPACE	★ HELP ON THIS PAGE
1. Cover Page	State Plan Certification	
2. Narrative Descriptions	I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.	
3. Budget	I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.	
4. State Determined Performance Levels (SDPL)		
5. Submit for Review	<div>Signature of Authorized Individual (PIN): <input type="text"/></div> <div>State Director: <input type="text"/></div> <div>Date: <input type="text"/></div>	

[FORGOT PIN](#) [SUBMIT MY REPORT](#)

Figure 25 - Certification

This publication was produced and funded at least in part with Federal funds from the U.S. Department of Education under contract number 140D0421F0315 with Applied Engineering Management (AEM) Corporation. Sherene Donaldson serves as the contracting officer's representative. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.