



### **Statewide Email**

**DATE SENT:** December 10, 2019  
**FROM:** Dr. Henry Mack, Chancellor, Division of Career and Adult Education  
**TO:** CTE Directors; Technical Center Directors; Adult Education Directors and FCS Occupational Deans  
**Via:** OESC Listserve  
**SUBJECT:** Follow-up to webinar on 12-6-19 – Perkins V Performance Indicators

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Dear All Interested Parties:

The Division of Career and Adult Education hosted a webinar on the Perkins V accountability measures on December 6<sup>th</sup>. The webinar recording can be accessed using the following link for the next 30 days:

<https://transcripts.gotomeeting.com/#/s/1bb6306b4940be65a7f6133e8c5805408564f3b72be531bdb574d89d5625e95f>


Attached is a copy of the slides presented on the webinar.

I would like to thank all involved, especially those who took the time to participate and provide excellent feedback. If you have questions, please contact Tara Goodman at [tara.goodman@fldoe.org](mailto:tara.goodman@fldoe.org) or 850-245-9001. Please be reminded that the comment period is open until December 20<sup>th</sup>. You may provide comments here:

<https://www.surveymonkey.com/r/perkinsindicators>.


Thank you,

**Henry Mack**  
Chancellor  
**Division of Career and Adult Education**  
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**Perkins V - Proposed Core Indicators of Performance and Performance Levels**

December 6, 2019



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**Secondary**

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## Perkins V Language on Core Indicators of Performance (Secondary)

(A) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

- (i) The percentage of CTE concentrators who graduate high school, as measured by—
  - (I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965); and
  - (II) at the State's discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.
- (ii) CTE concentrator 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.



## Perkins V Language on Core Indicators of Performance (Secondary)

(iii) The percentage 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.

- (iv) Indicators of career and technical education program quality as follows: (I) That shall include at least 1 of the following:
  - (aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
  - (bb) The percentage of CTE concentrators graduating 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.
  - (cc) The percentage of CTE concentrators graduating from high school having participated in work-based learning.
  - (II) That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.
- (v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields



## Secondary CTE Concentrators


- **New Definition**

(12) CTE CONCENTRATOR.—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;




Indicator	Denominator	Numerator
1S1: Four-Year Graduation Rate	Number of CTE concentrators included in the state’s four-year graduation cohort	Number of CTE Concentrators included in the four-year cohort who received a standard high school diploma
2S1: Academic Proficiency in Reading Language Arts	Number of CTE concentrators who took the Florida Standards Assessment (FSA) assessment(s) in reading/language arts	Number of CTE concentrators who achieved proficiency on the most recently taken FSA assessment in reading/language arts
2S2: Academic Proficiency in Mathematics	Number of CTE concentrators who took the FSA assessment(s) in mathematics	Number of CTE concentrators who achieved proficiency on the most recently taken FSA assessment in mathematics
2S3: Academic Proficiency in Science	Number of CTE concentrators who took the Next Generation Sunshine State Standards (NGSSS) assessment(s) in science	Number of CTE concentrators who achieved proficiency on the most recently taken NGSSS assessment in science



Indicator	Denominator	Numerator
3S1: Post-Program Placement	Number of CTE concentrators who graduated in the prior year	Number of CTE concentrators who are found enrolled, two quarters following their exit, in postsecondary education or advanced training, employment, military service, or participating in a service program as specified in the law
4S1: Non-traditional Program Concentration	Number of CTE Concentrators in programs identified as non-traditional in the reporting year	Number of CTE concentrators in programs non-traditional for their gender in the reporting year
5S1: Program Quality – Attained Recognized Postsecondary Credential	Number of CTE concentrators who graduated with a standard diploma in the reporting year	Number of CTE concentrators who graduated with a standard diploma and who earned a recognized postsecondary credential

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### Proposed Targets

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	95.73%	95.75%	96.0%	96.25%	96.50%
2S1: Academic Proficiency in Reading Language Arts	70.85%	71.0%	71.25%	71.5%	71.75%
2S2: Academic Proficiency in Mathematics	59.95%	60.0%	60.5%	61.0%	61.5%
2S3: Academic Proficiency in Science	73.08%	73.25%	73.5%	73.75%	74.0%
3S1: Post-Program Placement	69.25%	69.50%	70.0%	70.5%	71.0%
4S1: Non-traditional Program Concentration	41.74%	41.75%	42.25%	42.75%	43.25%
5S1: Program Quality – Attained Recognized Postsecondary Credential	54.43%	54.50%	55.0%	55.5%	56.0%

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## Postsecondary



### Perkins V Language on Core Indicators of Performance (Postsecondary)

(B) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

- (i) The percentage 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.
- (ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
- (iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.



## Postsecondary CTE Concentrators

- **New Definition**

(12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means—

(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.

Clock Hour equivalent of 12 credits = 360 hours



Indicator	Denominator	Numerator
1P1: Post-Program Placement	Number of CTE concentrators who completed their program in the prior year	Number of CTE concentrators who are found enrolled, two quarters following their exit, in postsecondary education or advanced training, employment, military service, or participating in a service program as specified in the law
2P1: Earned Recognized Postsecondary Credential	Number of CTE concentrators who exited postsecondary education in the prior year	Number of CTE concentrators exiting postsecondary education who earned a recognized postsecondary credential in the prior or current year
3P1: Non-traditional Program Concentration	Number of CTE Concentrators in programs identified as non-traditional in the reporting year	Number of CTE concentrators in programs non-traditional for their gender in the reporting year




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## Proposed Targets

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1P1: Post-Program Placement	78.29%	78.5%	78.75%	79.0%	79.25%
2P1: Earned Recognized Postsecondary Credential	54.21%	54.25%	54.75%	55.25%	55.75%
3P1: Non-traditional Program Concentration	19.90%	20.0%	20.5%	21.0%	21.5%

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## Comment Period through December 20, 2019

- Direct Link to Survey:  
<https://www.surveymonkey.com/r/perkinsindicators>
- May also access on main Perkins V landing Page:
  - <http://www.fldoe.org/perkins>

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## Questions

- Email [perkins@fldoe.org](mailto:perkins@fldoe.org)