



**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

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***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)***

**GUIDE FOR THE SUBMISSION  
OF STATE PLANS**

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Dear Fellow Educators –

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorizes the *Carl D. Perkins Career and Technical Education Act*, which provides roughly \$1.3 billion annually in Federal funding, administered by the U.S. Department of Education (Department), for career and technical education (CTE) for our nation’s youth and adults.

This new law represents an important opportunity to advance the Department’s vision for our nation’s CTE system: *Expand opportunities for every student to explore, choose, and follow career pathways to earn credentials of value.* As stated by U.S. Secretary of Education DeVos regarding passage of the law, “Congress came together to expand educational pathways and opportunities, and give local communities greater flexibility in how best to prepare students for the jobs of today and tomorrow.”

Key provisions in the new law include:

- Requiring extensive collaboration among State- and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs and programs of study;
- Introducing a needs assessment to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields;
- Strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas, including STEM;
- Promoting innovative practices to reshape where, how, and to whom CTE is delivered;
- Expanding the reach and scope of career guidance and academic counseling; and
- Shifting responsibility to States to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

As you embark on the development of new plans for CTE, it is our hope that you will use the opportunity afforded by the new law as a tool to “rethink” CTE in your State. You might consider asking:

- What is the right “split of funds” between secondary and postsecondary programs given today’s environment?
- How can “reserve” funds be used to incentivize “high-quality” CTE programs?
- How do you define and approve high-quality CTE programs?
- How can work-based learning, including “earn and learn programs” such as apprenticeships, be the rule and not the exception?
- How can you build the pipeline of teachers necessary to develop the pathways local communities need?
- What is the best role for employers in the development and delivery of CTE programs?

We hope you will arrive at big and bold goals for CTE in your State under this newly-authorized Perkins V statute. And, we look forward to working with you and helping you along the way.

Sincerely,

Scott Stump  
Assistant Secretary for Career, Technical, and Adult Education

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## **INTRODUCTION AND SUBMISSION REQUIREMENTS**

On July 31, 2018, the President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V, the Act, or statute), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U. S. Department of Education's (Department) Office of Career, Technical, and Adult Education (OCTAE) developed this guide to assist each eligible agency in preparing and submitting a new State Plan under Perkins V and applicable Federal regulations.

The Department recognizes that it will take time for eligible agencies to update their career and technical education (CTE) systems, policies, and programs to align with the requirements of Perkins V. In particular, eligible agencies may not be ready to fully implement the new accountability provisions when Perkins V goes into effect at the beginning of the 2019-2020 school year. To provide for the orderly transition to Perkins V, consistent with Section 4 of the Act, the Secretary is delaying the implementation of certain new provisions until the start of Fiscal Year (FY) 2020. Eligible agencies will not be required to submit, among other things, State determined levels of performance until FY 2020 and may use FY 2019 to gather baseline data. In addition, eligible agencies that submit a 1-Year Transition Plan in FY 2019 will not be required to have their eligible recipients conduct and describe the results of a comprehensive needs assessment in their local applications for FY 2019. Although the Department is providing States with the flexibility to delay implementation of certain provisions in 2019, States are welcome begin implementing Perkins V during the 2019-2020 school year.

### **Options for the Submission of State Plans in FY 2019**

Section 122(a)(1) of Perkins V requires each eligible agency desiring assistance for any fiscal year under the Act to prepare and submit a State plan to the Secretary. Each eligible agency must develop its State plan in consultation with key stakeholders, the Governor, and other State agencies with authority for CTE, consistent with section 122(c) of the Act.

To fulfill the obligation for a State plan, each eligible agency has the following options for how and when it will submit its Perkins V State Plan. It may submit—

- Option 1 – a 1-Year Transition Plan for FY 2019, which is the first fiscal year following the enactment of the law. Under this option, the eligible agency would submit its Perkins V State Plan in FY 2020 covering FY 2020-23.
- Option 2 – a Perkins V State Plan that covers 5 years, which includes a transition year in FY 2019 and then a 4-year period covering FY 2020-23.

Under either option, the eligible agency may choose to submit its State Plan as part of its Workforce Innovation and Opportunity Act (WIOA) Combined State Plan pursuant to section 122(b)(1) of the Act.

Tables 5 and 6, located at the end of this section, provide additional information on the implementation timelines for eligible agencies that submit a 1-Year Transition Plan versus a Perkins V State Plan in FY 2019.

### **Contents of Perkins V State Plans**

State Plans under Perkins V must include the following items—

- A cover page, including a letter providing joint signature authority from the Governor;
- Narrative descriptions required by statute;
- Assurances, certifications, and other forms required by statute and/or applicable Federal regulations, including the Education Department General Administrative Regulations (EDGAR) at 34 CFR Part 76;
- A budget for the upcoming year;
- State determined levels of performance (SDPLs).

Table 1 below provides a comparison of the required items to be submitted for the 1-Year Transition Plan (Option 1) versus the Perkins V State Plan (Option 2) in FY 2019. Table 2 provides a comparison of the required items to be submitted for FY 2020 depending on whether the eligible agency chose Option 1 or Option 2 in FY 2019. As noted above, under both options, eligible agencies will not be required to submit, or held accountable to, State determined performance levels in FY 2019.

As noted with an asterisk on Table 1 below (Option 2, D. Accountability for Results), eligible agencies that submit a Perkins V State plan in FY 2019 will submit their narrative accountability information and SDPL Form, along with any other State plan revisions, and a cover page in FY 2020. Please note that eligible agencies that submit a Perkins V State Plan in FY 2019 will have to complete the hearing, consultation, and public comment procedures identified in section 122(a) and (c) of Perkins V prior to submission of the plan in FY 2019. In addition, those eligible agencies must complete the consultation and public comment procedures required for the accountability system prior to submission to the “Accountability for Results” section of the State Plan in FY 2020. See section 113(b)(3)(B) of Perkins V and section D questions 3 and 4 in the Narrative Descriptions below.

As noted with an asterisk on Table 2 below (Submitted a 1-Year Transition Plan in 2019, A. Plan Development and Coordination), eligible agencies that submit a one-year transition plan in FY2019 must ensure that their full Perkins V State Plan to be submitted in FY 2020, including the sections that were addressed during the transition year, go through the hearing, consultation and public comment procedures identified in section 122(a) and (c) of Perkins V prior to submission in FY 2020.

**Table 1: Checklist of Items Required to be Submitted in FY 2019**

<b>State Plan Items</b>	<b>OPTION 1: 1-Year Transition Plan (FY 2019 only)</b>	<b>OPTION 2: Perkins V State Plan (FY 2019-2023)</b>
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a-e, and B.3.a	Required
C. Fiscal Responsibility	Required	Required
D. Accountability for Results	Not required	Not required*
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Not required	Not required

**Table 2: Checklist of Items Required to be Submitted in FY 2020**

<b>State Plan Items</b>	<b>Submitted a 1-Year Transition Plan in 2019 (Option 1 from Table 1)</b>	<b>Submitted a Perkins V State Plan in 2019 (Option 2 from Table 1)</b>
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Required*	Revisions, if any
B. Program Administration and Implementation	Required in full	Revisions, if any
C. Fiscal Responsibility	Revisions, if any	Revisions, if any
D. Accountability for Results	Required	Required
III. Assurances, Certifications, and Other Forms	Revisions, if any	Revisions, if any
IV. Budget	Required	Required
V. State Determined Performance Levels (SDPL)	Required	Required

## State Plans and Revisions in Subsequent Years

In subsequent years, each eligible agency must submit State plan revisions, if any, and a budget for the upcoming fiscal year. Consistent with the requirements in section 113(b)(3)(A)(ii) and (iii) of Perkins V, an eligible agency may revise its SDPLs for the subsequent years covered by its Perkins V State Plan.

## Timeline for the Issuance of Perkins V Grant Awards

Table 3 below provides the annual timeline for the Department to issue Perkins V grant awards. Congress appropriates funding for Perkins V State grants in two installments, one of which becomes available on July 1 and a second which becomes available on October 1. In each fiscal year, the Secretary will issue program memoranda with State plan requirements and estimated State allocations, respectively, for the upcoming fiscal year.

**Table 3: Timeline for the Issuance of Perkins V Grant Awards**

Timeline	Actions
January 2019	Department issues <i>Carl D. Perkins Career and Technical Education Act of 2006</i> , as amended by the <i>Strengthening Career and Technical Education for the 21<sup>st</sup> Century (Perkins V): Guide for the Submission of State Plans in 2019</i>
No later than March <sup>1</sup>	Department issues State's Perkins V grant estimated allocations
April	Eligible agencies submit their Perkins V State Plans to the Department
April – June	Department reviews and makes determinations regarding Perkins V State Plans and any annual revisions
July 1	Department issues 1st installment of State's Perkins V grants for the program year to eligible agencies
October 1	Department issues supplemental (and final) installment of State's Perkins V grants for the program year to eligible agencies

<sup>1</sup> The Department will publish estimated State allocations no later than March provided that an appropriation for the next fiscal year has been enacted into law by this time.

## **Submission Instructions**

Each eligible agency must submit its Perkins V State Plan and any annual revisions, including budgets and SDPLs, no later than close of business (5:00 pm EST) of each submission year on the date established by the Secretary in accordance with EDGAR 76.703(b)(3)(ii). Submissions must be entered into the Perkins V State Plan Portal at [perkins.ed.gov/pims](http://perkins.ed.gov/pims).<sup>2</sup> As in years past, the Department will provide eligible agencies with on-line training and technical assistance before and throughout the Perkins V State Plan submission process.

## **Approval of State Plans in 2019**

Section 122(f)(1) of Perkins V requires the Secretary, not less than 120 days after the eligible agency submits its State Plan to approve such State Plan, or a revision of the plan under section 122(a)(2), including a revision of State determined performance levels in accordance with section 113(b)(3)(A)(ii), if the Secretary determines that the State has submitted State determined performance levels that meet the criteria established in section 113(b)(3), including the minimum requirements described in section 113(b)(3)(A)(i)(III). The Secretary shall not disapprove such plan unless the Secretary determines it does not meet the requirements of the Act pursuant to section 122(f)(1) and takes the disapproval actions described in section 122(f)(2) of the Act.

## **Publication Information**

The Department plans to publish Perkins V State Plans, including State determined performance levels (SDPLs), in whole or in part, on its Web site or through other means available.

## **For Further Information**

For questions regarding the Perkins V State Plan submission requirements or process, an eligible agency should contact its Perkins Regional Coordinator (PRC) as provided in Table 4 below.

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<sup>2</sup> Hard copy submissions will not be accepted as the Department met the requirement of 2 CFR 76.720(b)(3) for the transition from hard copy to electronic submission of State plans and revisions during implementation of the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV).



**Table 4: Perkins Regional Coordinators**

<b>Region</b>	<b>States</b>	<b>Coordinator</b>
1 - Northwestern	Alaska, California, Hawaii, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Washington, Wyoming	Jose Figueroa (202) 245-6054 <a href="mailto:Jose.figueroa@ed.gov">Jose.figueroa@ed.gov</a>
2 – Southwestern	Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah	Andrew (Andy) Johnson (202) 245-7786 <a href="mailto:Andrew.johnson@ed.gov">Andrew.johnson@ed.gov</a>
3 – Mid-Northern	Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin	Jamelah Murrell (202) 245-6981 <a href="mailto:Jamelah.murrell@ed.gov">Jamelah.murrell@ed.gov</a>
4 – Southern	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee	Marilyn Fountain (202) 245-7346 <a href="mailto:Marilyn.fountain@ed.gov">Marilyn.fountain@ed.gov</a>
5 – Northeastern	Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Virgin Islands	Sharon Head (202) 245-6131 <a href="mailto:Sharon.Head@ed.gov">Sharon.Head@ed.gov</a>
6 – Mid-Atlantic	Delaware, District of Columbia, Maryland, New Jersey, Palau, Pennsylvania, Virginia, West Virginia	Allison Hill (202) 245-7775 <a href="mailto:Allison.hill@ed.gov">Allison.hill@ed.gov</a>

**Table 5: Timeline for Eligible Agencies Submitting 1-Year Transition Plans Covering FY 2019**

<b>Action</b>	<b>FY 2019 (July 1, 2019 – June 30, 2020)</b>	<b>FY 2020 (July 1, 2020 – June 30, 2021)</b>	<b>FY 2021 (July 1, 2021 – June 30, 2022)</b>	<b>FY 2022 (July 1, 2022 – June 30, 2023)</b>	<b>FY 2023 (July 1, 2023 – June 30, 2024)</b>	<b>FY 2024 (July 1, 2023 – June 30, 2024)</b>
Submission of State Plan and Performance Levels	Spring 2019 - Agency submits transition plan covering FY 2019	Spring 2020 – Agency submits 4-Year Plan covering FY 2020-23	Spring 2021 – Agency submits revisions, if any	Spring 2022 – Agency submits revisions, if any	Spring 2023 – Agency submits revisions, if any	Spring 2024 – Agency submits new 4-Year Plan covering FY 2024-27 or revisions to 4-Year Plan submitted in FY 2020
Submission/Revision of Performance Levels (as part of State Plan Submission)	N/A	Agency submits SDPLs for FY 20-23, including baseline levels	N/A	Agency revises, as appropriate, SDPLs for FY 2022-23	N/A	Agency submits SDPLs for FY 2024-27 (if new plan) or FY 2024 (if only revisions)
Receipt of Grant Award	July 1, 2019 – Agency receives first installment of FY 2019 grant award	July 1, 2020 – Agency receives first installment of FY 2020 grant award	July 1, 2021 – Agency receives first installment of FY 2020 grant award	July 1, 2022 – Agency receives first installment of FY 2020 grant award	July 1, 2023 – Agency receives first installment of FY 2020 grant award	July 1, 2024 – Agency receives first installment of FY 2020 grant award
	October 1, 2019 – Agency receives final installment of FY 2019 grant award	October 1, 2020 – Agency receives final installment of FY 2020 grant award	October 1, 2021 – Agency receives final installment of FY 2021 grant award	October 1, 2022 – Agency receives final installment of FY 2022 grant award	October 1, 2023 – Agency receives final installment of FY 2023 grant award	October 1, 2024 – Agency receives final installment of FY 2024 grant award

**Table 6: Timeline for Eligible Agencies Submitting Perkins V State Plans Covering FY 2019-23**

<b>Action</b>	<b>FY 2019 (July 1, 2019 – June 30, 2020)</b>	<b>FY 2020 (July 1, 2020 – June 30, 2021)</b>	<b>FY 2021 (July 1, 2021 – June 30, 2022)</b>	<b>FY 2022 (July 1, 2022 – June 30, 2023)</b>	<b>FY 2023 (July 1, 2023 – June 30, 2024)</b>	<b>FY 2024 (July 1, 2023 – June 30, 2024)</b>
Submission of State Plan	Spring 2019 - Agency submits State plan covering FY 2019-23	Spring 2020 – Agency submits revisions, if any	Spring 2021 – Agency submits revisions, if any	Spring 2022 – Agency submits revisions, if any	Spring 2023 – Agency submits revisions, if any	Spring 2024 – Agency submits new 4-Year Plan covering FY 2024-27 or revisions to 4-Year Plan submitted in FY 2020
Submission/Revision of Performance Levels (as part of State Plan Submission)	N/A	Agency submits SDPLs for FY 20-23, including baseline levels	N/A	Agency revises, as appropriate, SDPLs for FY 2022-23	N/A	Agency submits SDPLs for FY 2024-27 (if new plan) or FY 2024 (if only revisions)
Receipt of Grant Award	July 1, 2019 – Agency receives first installment of FY 2019 grant award	July 1, 2020 – Agency receives first installment of FY 2020 grant award	July 1, 2021 – Agency receives first installment of FY 2020 grant award	July 1, 2022 – Agency receives first installment of FY 2020 grant award	July 1, 2023 – Agency receives first installment of FY 2020 grant award	July 1, 2024 – Agency receives first installment of FY 2020 grant award
	October 1, 2019 – Agency receives final installment of FY 2019 grant award	October 1, 2020 – Agency receives final installment of FY 2020 grant award	October 1, 2021 – Agency receives final installment of FY 2021 grant award	October 1, 2022 – Agency receives final installment of FY 2022 grant award	October 1, 2023 – Agency receives final installment of FY 2023 grant award	October 1, 2024 – Agency receives final installment of FY 2024 grant award

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

**I. COVER PAGE**

A. State Name: \_\_\_\_\_

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

\_\_\_\_\_

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.

1. Name: \_\_\_\_\_

2. Official Position Title: \_\_\_\_\_

3. Agency: \_\_\_\_\_

4. Telephone: (\_\_\_\_) \_\_\_\_\_ 6. Email: \_\_\_\_\_

D. Individual serving as the State Director for Career and Technical Education:

Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: \_\_\_\_\_

2. Official Position Title: \_\_\_\_\_

3. Agency: \_\_\_\_\_

4. Telephone: (\_\_\_\_) \_\_\_\_\_ 5. Email: \_\_\_\_\_

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

1-Year Transition Plan (FY2019 only)

State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*):

- State Plan (FY 2020-23)
- State Plan Revisions, FY 2020
- State Plan Revisions, FY 2021
- State Plan Revisions, FY 2022
- State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (*Check one*):

- WIOA Combined State Plan - *Secondary and Postsecondary*
- WIOA Combined State Plan - *Postsecondary Only*

H. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*):

<b>Date Governor was sent State Plan for signature:</b>  
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- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

I. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

## II. NARRATIVE DESCRIPTIONS

### A. **Plan Development and Consultation**

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 and as provided in Text Box 1 on the following page.
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)

### B. **Program Administration and Implementation**

#### 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)

### **Text Box 1: State Plan Development**

**(c) PLAN DEVELOPMENT.—**

**(1) IN GENERAL.—**The eligible agency shall—

**(A)** develop the State plan in consultation with—

- (i)** representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii)** interested community representatives, including parents, students, and community organizations;
- (iii)** representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- (iv)** members and representatives of special populations;
- (v)** representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi)** representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii)** representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii)** individuals with disabilities; and

**(B)** consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

**(2) ACTIVITIES AND PROCEDURES.—**The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

**(3) CONSULTATION WITH THE GOVERNOR.—**The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

- (A)** during the development of such plan; and
- (B)** prior to submission of the plan to the Secretary.

(Section 122(c)(1) 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 the Act for purposes under section 124 of the Act. (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, 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 132 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—
  - i. 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;
  - ii. 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;



- iii. 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;
  - iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
  - v. 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;
  - vi. 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
  - vii. 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 chooses 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.
- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.
- h. Provide the definition for “size, scope, and quality” that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

### **3. Meeting the Needs of Special Populations**

- a. Describe its 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, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
  - 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)

## **C. Fiscal Responsibility**

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. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) 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)
4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.
5. 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)
6. 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).

7. 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).

8. 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)

**D. Accountability for Results**

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 2 on the following page) 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 of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins IV)

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 levels of performance 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. Provide a written response to the comments provided during the public comment period described in section 113(b)(3)(B) of the Act. (Section 113(b)(3)(B)(iii) of Perkins V)

### **Text Box 2: Definition of 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; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

\* This means that once a student completes 2 courses in a single CTE program or program of study, he or she is counted as a CTE concentrator.

(Section 3(12) of Perkins V)

4. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of the Act, 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 under that section as provided in the text box on the following page;
  - b. an explanation for the State determined levels of performance; 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); and
  - d. 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.
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)

**Text Box 3:**

**(B) PUBLIC COMMENT.—**

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
  - (I) meet the requirements of the law;
  - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
  - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>3</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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<sup>3</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.

**C. Other Forms**

- The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>



## IV. BUDGET

### A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: 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: The amount of funds made available to carry out the administration of the State plan 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: 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: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities 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: 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: 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 should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

Line 7: 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: 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: 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: 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: 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: 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: 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: 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.*

**B: Budget Form**

State Name: \_\_\_\_\_

Fiscal Year (FY): \_\_\_\_\_

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	Not applicable	\$
2	<b>State Administration</b>	%	\$
3	<b>State Leadership</b>	%	\$
4	• Individuals in State Institutions	%	\$
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Nontraditional Training and Employment	Not applicable	\$
6	• Special Populations Recruitment	%	\$
7	<b>Local Formula Distribution</b>	%	\$
8	• Reserve	%	\$
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	%	\$
12	– Secondary Recipients	%	\$
13	– Postsecondary Recipients	%	\$
14	<b>State Match (<i>from non-federal funds</i>)</b>	Not applicable	\$

## V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

### A. Instructions

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V. See Table 7 below. In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—  
  
Column 2: Baseline level  
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V as provided in the text box on the following page.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
  - i. Prior to the third program year covered by the state plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii).
  - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).
  - iii. An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section pursuant to section 123(a)(5).

#### **Text Box 4: State Determined Performance Levels (SDPLs)**

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
  - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
  - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
  - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
  - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
  - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(III) of Perkins V)

**Table 7: Section 113(b) Core Indicators of Performance**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
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 in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
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 in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
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 in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
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.	3S1	Postsecondary Placement

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level (continued)</b>		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Enrollment
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
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 or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4	Program Quality – Other

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Postsecondary Level</b>		
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.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Enrollment

\* This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.



**B: State Determined Performance Levels (SDPL) Form**

State Name: \_\_\_\_\_

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Postsecondary Placement					
4S1: Non-traditional Program Enrollment					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other					

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Postsecondary Indicators</b>					
1P1: Postsecondary Retention and Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Nontraditional Program Enrollment					

*Provide any additional information regarding SDPLs, as necessary:*