

Advance CTE compared the secondary and postsecondary indicators of performance in the Carl D. Perkins Career and Technical Education Act (Perkins IV) and the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), as well as examined alignment with performance measures in the Every Student Succeeds Act (ESSA) and Workforce Innovation and Opportunity Act (WIOA).

### Secondary Indicators of Performance

**Secondary CTE Concentrator Definition:** at the secondary 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.

Student Graduation Rate		
Perkins IV (4S1 and 5S1)	Perkins V	ESSA or WIOA Alignment
<p>(iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965).</p> <p>(iii) Student rates of attainment of each of the following:</p> <ul style="list-style-type: none"> <li>(I) A secondary school diploma.</li> <li>(II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).</li> <li>(III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).</li> </ul>	<p>(i) The percentage of CTE concentrators who graduate high school, as measured by—</p> <ul style="list-style-type: none"> <li>(I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965); and</li> <li>(II) at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.</li> </ul>	<p>This indicator aligns with the manner in which graduation rates are determined under ESSA.</p>

<b>Academic Attainment in Reading/Language Arts and Mathematics</b>		
<b>Perkins IV (1S1 and 1S2)</b>	<b>Perkins V</b>	<b>ESSA or WIOA Alignment</b>
(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.	(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.	This indicator requires states to use the same assessments used for ESSA accountability measures. The state academic standards defined by ESSA are used to determine proficiency.
<b>Secondary Placement</b>		
<b>Perkins IV (5S1)</b>	<b>Perkins V</b>	<b>ESSA or WIOA Alignment</b>
(v) Student placement in postsecondary education or advanced training, in military service, or in employment.	(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.	Though not an exact match, the timing of measurement in the new Perkins V indicator matches the WIOA placement indicator for eligible youth: (I) The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program

Program Quality		
Perkins IV	Perkins V	ESSA or WIOA Alignment
<p>ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.</p>	<p>(iv) Indicators of career and technical education program quality as follows:</p> <p>(I) That shall include at least 1 of the following:</p> <p>(aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p>(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.</p> <p>(cc) The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p> <p>(II) That <b>may</b> include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.</p>	<p>No similar provision.</p>

Nontraditional Participation and Completion		
Perkins IV (6S1 and 6S2)	Perkins V	ESSA or WIOA Alignment
(vi) Student participation in  and  completion of career and technical education programs that lead to nontraditional fields.	(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	No similar provision.

### Postsecondary Indicators of Performance

**Postsecondary CTE Concentrator Definition:** 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.

Student Retention or Transfer and Placement		
Perkins IV (3P1 and 4P1)	Perkins V	ESSA or WIOA Alignment
(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.  (iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.	(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	Though not an exact match, this somewhat aligns with the WIOA placement indicator for eligible youth which extends to the postsecondary level:  (l) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program

<b>Credential, Certificate or Diploma</b>		
<b>Perkins IV (2P1)</b>	<b>Perkins V</b>	<b>ESSA or WIOA Alignment</b>
(ii) Student attainment of an industry recognized credential, a certificate, or a degree.	(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	Though not an exact match, this somewhat aligns with one of the WIOA indicators relating to credentials: (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a postsecondary school diploma or its recognized equivalent (subject to clause 4 (iii)), during participation in or within 1 year after exit from the program
<b>Nontraditional Participation</b>		
<b>Perkins IV (5P1 and 5P2)</b>	<b>Perkins V</b>	<b>ESSA or WIOA Alignment</b>
(v) Student participation in  and  completion of, career and technical education programs that lead to employment in non-traditional fields.	(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.	No similar provision.
<b>Technical Skill Attainment</b>		
<b>Perkins IV (1P1)</b>	<b>Perkins V</b>	<b>ESSA or WIOA Alignment</b>
(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.	No similar provision in Perkins V. Perkins V eliminated the technical skill attainment measure because credential attainment can be a measure of technical skill attainment in some cases.	No similar provision.