



PERFORMANCE IMPROVEMENT AND PERKINS V

November 13, 2019

ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Accountability and continuous improvement remain key tenets in Perkins V.

- States no longer negotiate performance levels with U.S. Department of Education, although Secretary still has authority to approve or disapprove performance levels as part of the state plan review/approval process
 - **Levels of performance** were determined from:
 - An analysis of prior performance under Perkins IV
 - baseline data runs for Perkins V
 - State goals and long-term planning
- Eligible agencies consult with stakeholders to develop "State Determined Levels of Performance"
- All four years of targets included in state plan (reinforces strategic, long-term planning)

IMPROVING OUTCOMES AND REDUCING PERFORMANCE GAPS

Perkins V requires local recipients to:

- Utilize disaggregated data to identify disparities
 - disaggregate data by student populations, including special populations, and each core indicator according to CTE programs (program-level data)
 - maintain and utilize that information to identify and quantify performance gaps and develop plans that focus on serving special populations
- Enact evidence-based strategies or activities to address the identified disparities (performance reporting).
- Be transparent by sharing data and performance in a public-facing manner.
- Provide more support to students to help them overcome barriers to success.

NEW PERFORMANCE INDICATORS

Postsecondary Performance Targets					
Indicators	Baseline Level	Performance Level			
		FY2021	FY 2022	FY 2023	FY 2024
1P1: Postsecondary Retention and Placement The percentage of CTE concentrators who, 6 months after program completion, remain enrolled in postsecondary education, are in advanced training, military service, volunteer service, or are placed or retained in employment.	68.8%	69%	69.4%	69.8%	70.4%
2P1: Earned Recognized Postsecondary Credential The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	69.5%	70.1%	70.5%	70.9%	71.3%
3P1: Nontraditional Program Enrollment The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	9.5%	9.6%	9.8%	9.9%	10.1%

DEFINITIONS

- **CTE CONCENTRATOR.**—The term “CTE concentrator” means—
 - 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.
- **CTE PARTICIPANT.**—The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient

REQUIREMENTS FOR PERFORMANCE REPORTING

- Review their most recent performance data obtained through the Perkins Online Data System (PODS).
- **CTE Dashboard** will also be available so that college staff can easily analyze available data.
- Data Analysis
 - review and report program-level data on an annual basis
 - disaggregate the data for each special population and other subpopulations to identify equity gaps.
- Performance Improvement Plan
 - Utilize the aforementioned data to create a Performance Improvement Plan (PIP)
 - Create targeted activities that address any performance measures not meeting the State-Determined Levels of Performance, specifically focusing on disparities.

SPECIAL POPULATIONS UNDER PERKINS V

1. Individuals with disabilities
2. Individuals from economically disadvantaged families, including low-income youth and adults
3. Individuals preparing for nontraditional fields
4. Single parents, including single pregnant women
5. Out-of-workforce individuals (includes displaced homemakers)
6. English Learners
7. Youth who are in, or have aged out of, the foster care system
8. Individuals experiencing homelessness (McKinney-Vento Homeless Assistance Act)
9. Youth with a parent who is a member of the armed forces and on active duty

-Indicates new population identified in Perkins V

-Indicates updated language

ACTIVITIES AND OUTCOMES

Points of consideration when creating PIP activities:

- Data-driven- *utilize the disaggregated data*
- Specific- *quality vs. quantity*
- Relatable and impactful to the applicable performance indicator
- Effective- *must be measurable*
- Identify the special population or subpopulation you are
- Think specifically about your institution as a whole and then the populations you're targeting...are there similarities or patterns?
- Activities should address long-term goals but also short term outcomes

WRAP-UP

- Utilize institutional knowledge, stakeholders, and information you glean from completing the Comprehensive Local Needs Assessment
- Utilize existing resources (ex: [Special Populations Super Strategies documents](#))
- Take it one step at a time...
 1. Complete CLNA and do a deep-dive data analysis into your disaggregated data
 2. Determine what special populations and other subpopulations are performing below state levels
 3. Create meaningful activities that address those underperforming groups but that also address your institution's overarching, long-term goals and equity gaps as informed by the CLNA.

QUESTIONS AND RESOURCES

- [ICCB CTE website](#)
 - [State Plan draft, CLNA, FY2021 – 2024 Draft Guidelines](#)
 - Perkins V Listening Tour [presentation](#) and [webinar](#)
- [ICSPPS website](#)
- [Advance CTE](#)
- [Perkins Collaborative Resource Network \(PCRN\)](#)

Natasha Allan

Director for CTE, ICCB

natasha.allan@illinois.gov

(217) 785-0139