Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V)

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WI Federal Funding Conference

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Agenda

- Perkins V Performance Indicators
- Program Improvement Plan (PIP)
- Comprehensive Local Needs Assessment (CLNA)
- Data
- Integration into WISEgrants

Perkins Performance Indicators

Indicators	Baseline Level	2020-21	2021-22	2022-23	2023-24
1S1: Four-Year Graduation Rate	85.50%	85.50%	85.70%	85.90%	86.10%
1S2: Extended Graduation Rate	87.47%	87.47%	87.67%	87.87%	88.07%
2S1: Academic Proficiency in Reading Language Arts	33.15%	33.15%	33.35%	33.55%	33.75%
2S2: Academic Proficiency in Mathematics	28.80%	28.80%	29.00%	29.20%	29.40%
2S3: Academic Proficiency in Science	28.26%	28.26%	28.46%	28.66%	28.86%
3S1: Post-Program Placement	87.10%	87.10%	87.30%	87.50%	87.70%
4S1: Non-traditional Program Concentration	23.06%	23.06%	23.31%	23.56%	23.81%
5S3: Program Quality – Participated in Work-Based Learning	8.46%	8.46%	9.27%	9.67%	10.07%

Perkins Performance Indicators

Carl D. Perkins: Strengthening CTE for the 21st Century Act

Perkins V Accountability Reports

Perkins V Indicators Numerator/Denominator

CTE Data Resources

State Results from 20.21 Data Set

Overall Results

Indicator	Agency Rate	State Target Rate	90% of Target Rate
151	95.92%	85.50%	76.95%
152	_	87.47%	78.72%
2S1	38.12%	33.15%	29.84%
252	35.57%	28.80%	25.92%
253	34.67%	28.26%	25.43%
3S1	93.35%	87.10%	78.39%
4S1	28.94%	23.06%	20.75%
5S3	16.35%	8.46%	7.61%

Performance Improvement Plan

Program Improvement Plan (PIP) Perkins Sec 123(b)(1-3)

- Perkins grant recipient (fiscal agent) = Does not meet indicator level within 90% of target
- Recipient shall develop and implement a program improvement plan that includes an **analysis** of the **performance disparities** or gaps identified under section 113 and actions that will be taken to address such gaps in consultation with local **stakeholders** describe in section 134.

Performance Improvement Plan

How to know if you missed a level? Overall Results

Indicator	Number of Concentrators that Met Indicator (Numerator)	Total Number of Concentrators (Denominator)	Agency Rate	State Target Rate	90% of Target Rate	90% of Target Rate Met
151	415	437	94.97%	85.50%	76.95%	Yes
152	_	_	_	87.47%	78.72%	-
2S1	141	417	33.81%	33.15%	29.84%	Yes
2S2	102	417	24.46%	28.80%	25.92%	No
2S3	118	417	28.30%	28.26%	25.43%	Yes
3S1	281	289	97.23%	87.10%	78.39%	Yes
4S1	160	586	27.30%	23.06%	20.75%	Yes
5S3	68	420	16.19%	8.46%	7.61%	Yes

Performance Improvement Plans

- Prepare data
- Analyze data with stakeholders
- Brainstorm to identify potential root cause.
- Vet the root causes with stakeholders
- Determine the activities that will be done over the course of the next year to improve the performance levels.

Performance Improvement Plans

CTE Data Resources webpage

Disaggregated Data

Root cause

Stakeholders

Activities

Enter the Student Performance Accountability Indicator level missed:				

Copy and paste additional tables for as many performance levels missed by your agency.

CLNA

Comprehensive Learning Needs Assessment



Root Cause Analysis



Goals



Activities



Materials



Outcomes

Equity & Access for Special Populations

Gender

Race

Individuals with Disabilities

Individuals from Economically Disadvantaged

Families

Individuals Preparing for Non-traditional Fields

Single Parents

Out of Workforce Individuals

English Learners

Homeless Individuals

Youth in Foster Care

Youth with Parent in Active Military

Migrant Students



Data

Data-driven decision-making (CLNA)

Increased stakeholder involvement

Enhanced efforts to serve special populations

Data

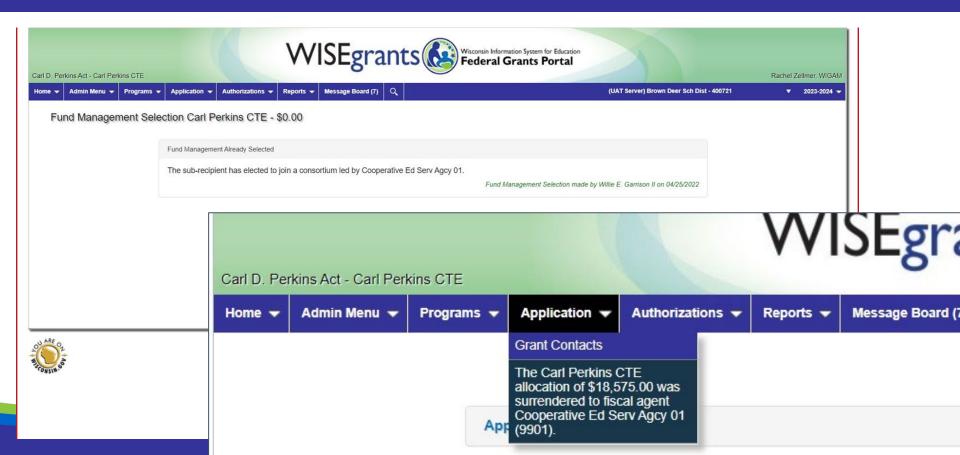
CTE data includes:

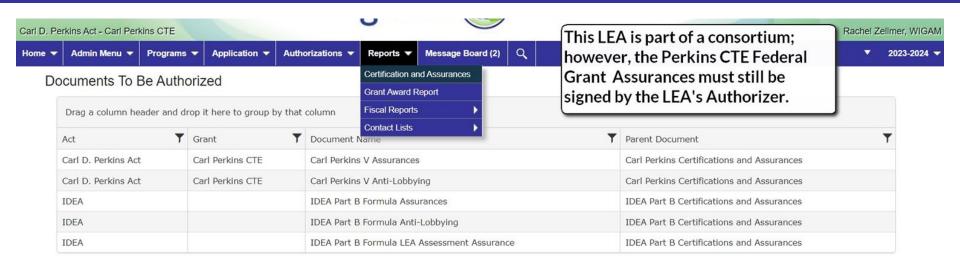
- CTE Participants
- CTE Concentrators
- CTE course Roster codes
- <u>Career pathway</u> identification (IAC)
- <u>Certified/Non Certified data</u> (WBL)
- Special Populations (student demographic, characteristics)

Data

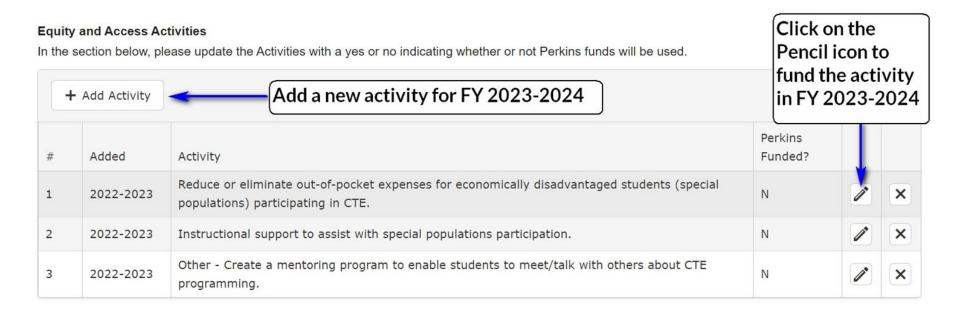
- Career Education Data Team
- WISEdash for District
- Data Entry personnel that work with Student Information System
- Review of information before Snapshot, December 5, 2023

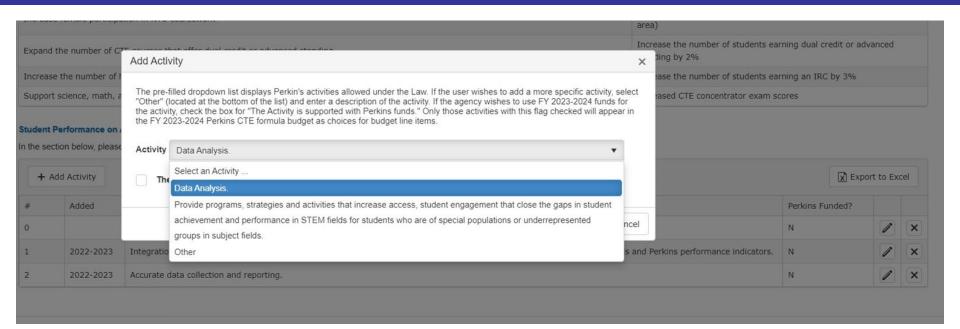
Tip: School year data is fresh in minds before June 30, 2023.











Overview - Year 2 of the Perkins Pathways

Perkins V requires that Perkins Pathways be determined every two years with the results identified in the grant application [Sec 134]. FY 2023-2024 is Year 2 of the current cycle.

The Pathways panel displays information approved on the latest FY 2022-2023 Perkins Application.

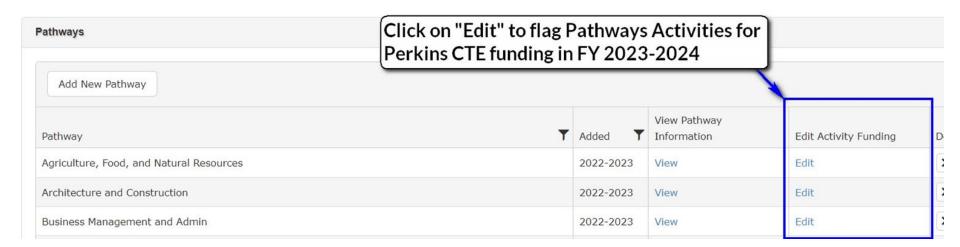
Under each Pathway, the Consortium Members, "Labor Market Information," "LMI Alignment," "Evaluation of Progress" and "Program Goals" display the information approved under those sections on the latest FY 2022-2023 Perkins Application.

The "Activities" panel under each Perkins Pathway displays the approved FY 2022-2023 activities. The user must identify if the activity will be funded by Perkins in FY 2023-2024 by clicking on the Pencil icon and checking "The Activity is supported with Perkins funds." Only items flagged as Yes will show up as activity options within the Perkins budget. Users are able to add new activities under any existing Pathway.

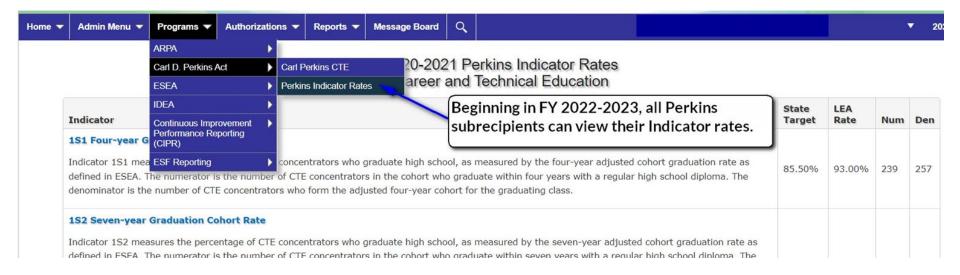
A new Career Pathway that meets SSQ may be added in FY 2023-2024 as long as a CLNA/Pathway Evaluation has been completed. No other updates may be made to previously approved career pathways in FY 2023-2024.

Note: Any activity tied to a Perkins-funded budget line item cannot be removed when the application if it is in submitted status. Activities tied to an approved Perkins-funded budget line item cannot be removed until the corresponding budgeted line item(s) have been deleted and the application changes approved by DPI.

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WISEgrants: Accountability Reports



WISEgrants: Accountability Reports

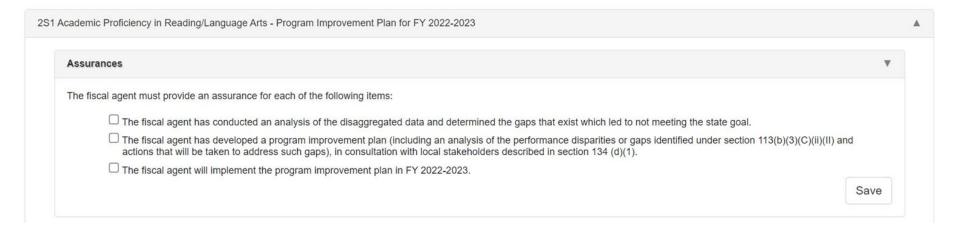
2020-2021 Perkins Indicator Rates Career and Technical Education

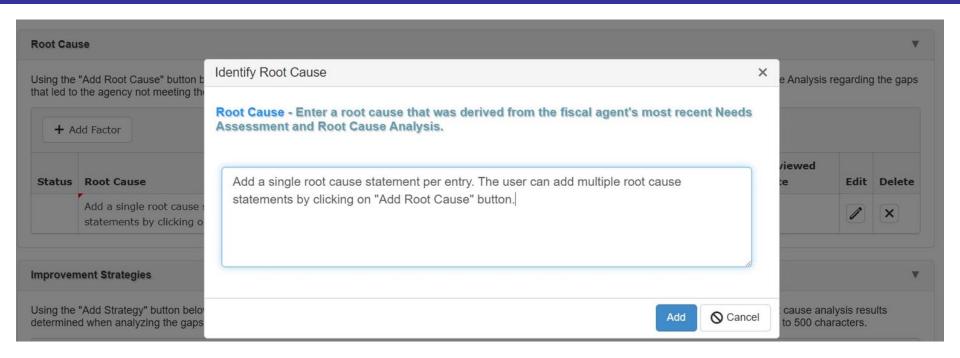
Indicator	State Target	LEA Rate	Num	Der
1S1 Four-year Graduation Cohort Rate				
Indicator 1S1 measures the percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate as defined in ESEA. The numerator is the number of CTE concentrators in the cohort who graduate within four years with a regular high school diploma. The denominator is the number of CTE concentrators who form the adjusted four-year cohort for the graduating class.	85.50%	93.00%	239	257
1S2 Seven-year Graduation Cohort Rate				
Indicator 1S2 measures the percentage of CTE concentrators who graduate high school, as measured by the seven-year adjusted cohort graduation rate as defined in ESEA. The numerator is the number of CTE concentrators in the cohort who graduate within seven years with a regular high school diploma. The denominator is the number of CTE concentrators who form the seven-year adjusted cohort for the graduating class. Note: Indicator 1S2 was not calculated because CTE concentrator data are not available for the 2020-2021 seven-year graduation cohort. Indicator 1S2	87.47%		-	-
results are shown as '—'.				
2S1 Academic Proficiency in Reading/Language Arts Indicator 2S1 measures CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA. The numerator is the number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11 and tested proficient and above. The denominator is the number of CTE senior concentrators who took the ACT Plus Writing: English Language Arts Assessment in grade 11.	33.15%	15.02%	38	253
2S2 Academic Proficiency in Mathematics				
Indicator 2S2 measures CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA. The numerator is the number of CTE senior concentrators who took the ACT Plus Writing: Mathematics Assessment in grade 11 and tested proficient and above. The denominator is the number of CTE senior concentrators who took the ACT Plus Writing: Mathematics Assessment in grade 11.	28.80%	11.46%	29	253
2S3 Academic Proficiency in Science				
Indicator 2S3 measures CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA, as measured by the academic assessments described in ESEA. The numerator is the number of CTE senior concentrators who took the ACT Plus Writing: Science Assessment in	28.26%	13.04%	33	253

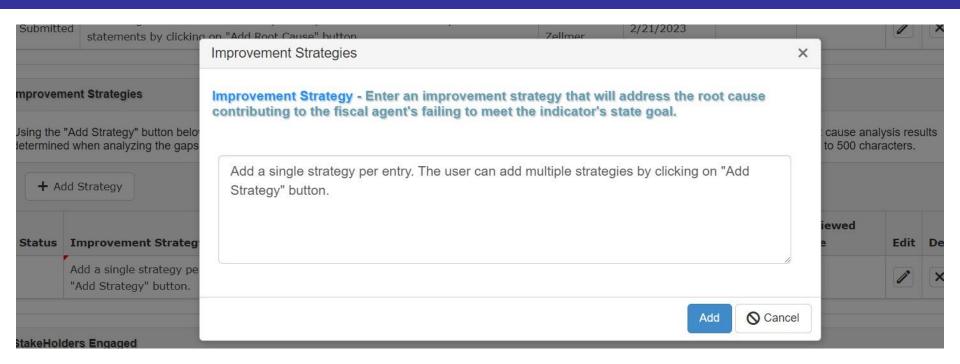


	FY 2020-2021 State Target Rate	85.50%	8	37.47%	33.15%	28.80%	28.26%	87.10%	23.06%	8.46%
	90% State Target Rate	76.95%	7	78.72%	29.84%	25.92%	25.43%	78.39%	20.75%	7.61%
	Agency Name :	1S1 Rate	: 1	IS2 Rate	2S1 Rate	2S2 Rate	2S3 Rate	3S1 Rate	4S1 Rate :	5S3 Rate
•		94.97% Met			33.81% Met	24.46% PIP Required	28.30% Met	97.23% Met	27.30% Met	16.19% Met

Any indictor with a hyperlink "PIP Required" opens a Program Improvement Plan below the results table. Each indicator requiring a PIP must be submitted by the fiscal agent.







Root Cause

Using the "Add Root Cause" button below, enter and save the root causes that were derived from the fiscal agent's most recent Needs Assessment / Root Cause Analysis regarding the gaps that led to the agency not meeting the state goal for this indicator. The user should be succinct as the text fields are limited to 500 characters.

+ Add Factor

Status	Root Cause	Submitted By	Submitted Date	Reviewed By	Reviewed Date	Edit	Delete
Submitted	Add a single root cause statement per entry. The user can add multiple root cause statements by clicking on "Add Root Cause" button.	Rachel Zellmer	2/21/2023				×
Submitted	Adding another root cause	Rachel Zellmer	2/21/2023			1	×

Improvement Strategies

Using the "Add Strategy" button below, enter and save the improvement strategies the fiscal agent will implement in the upcoming fiscal year to address the root cause analysis results determined when analyzing the gaps that led to the agency not meeting the state goal for this indicator. The user should be succinct as the text fields are limited to 500 characters.

+ Add Strategy

Status	Improvement Strategy	Submitted By	Submitted Date	Reviewed By	Reviewed Date	Edit	Delete
Submitted	Add a single strategy per entry. The user can add multiple strategies by clicking on "Add Strategy" button.	Rachel Zellmer	2/21/2023			1	×

idance will be provided on how t	o list Stakeholders	
		/
ed by Rachel Zellmer on 2/21/2		
, , , , , , , , , , , , , , , , , , , ,		
,	Once assurances, root cause, strategies and stakeholders	0
,	have been added and saved, the Fiscal Agent must click on	Save
,		Save

Submit 2022-23 PIP in WISEgrants by March 28, 2023

Timeline

2023-24 grant (yr 2 of CLNA)	2024-25 grant (yr 1)	2025-26 grant (yr 2)
Application available 2nd week in March 2023 - Budget	Application available second week in March 2024 - CLNA results and Budget Complete Narrative Section	Application available second week in March 2025 - Budget
Accountability data released end of March 2023. PIP due June 30, 2023	Accountability data released end of March 2024. PIP due June 30, 2024	Accountability data released end of March 2025. PIP due June 30, 2025
Application due April 30, 2023	Application due April 30, 2024	Application due April 30, 2025
May 2023 CLNA process for 2024-25 application begins (complete by Feb 2024)		May 2025 CLNA process for 2026-27 application begins (complete by Feb 2026)
December 2023 Career Ed Snapshot for SY 2022-23	December 2024 Career Ed Snapshot for SY 2023-24	December 2025 Career Ed Snapshot for SY 2024-25