

# PERKINS V

## ACCOUNTABILITY - Post-Secondary

Similar to the accountability system and core indicators of performance for secondary CTE, post-secondary CTE also has an accountability system established in Sections 113 and 123 of the law. The law establishes a set of required core indicators of performance and permits Vermont to establish additional measures, if they align with other “substantially similar” information gathered for other State or Federal programs.

**The accountability system established in the law does not require Vermont to report on accountability of every student in a post-secondary CTE program, only those students that have spent a significant portion of time in a CTE connected degree program or program of study. These students are called “concentrators” and the law defines post-secondary CTE concentrators as:**

*“a student enrolled in an eligible recipient who has earned at least 12 credits within a career and technical education program or program of study, or who has completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.”*

### CORE INDICATORS REQUIRED BY THE LAW (Section 113(b)(3))

#### PERKINS SPECIFIC

##### 6 Month Outcome/Placement –

(Label: 1P1) 6 months after graduation/program completion, what percentage of CTE concentrators were employed, in post-secondary education or advanced training, military service or a service program under Title I of the National and Community Service Act of 1990, or were volunteers (Peace Corps Act)?

**After consultation with our post-secondary partners, Vermont proposes to report this on a 2-year lag**

##### Credential Attainment –

(Label: 2P1) During a program or within 1 year of completing a program, what percentage of CTE concentrators received a recognized postsecondary credential?

**After consultation with our post-secondary partners, Vermont proposes to report this on a 2 year lag.**

##### Non-Traditional Students –

(Label: 3P1) what percentage of CTE concentrators are in CTE programs/of study that lead to non-traditional fields?  
*Vermont will include students who identify as non-binary in the calculation of this indicator.*

#### STATE LEVEL INDICATORS

Vermont proposes to collect and report, at the state and institution levels:

- The percentage of students entering either CCV or Vermont Tech with at least 6 post-secondary credits awarded prior to enrollment

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## ACCOUNTABILITY – General Provisions

Prior to the 2020-2021 school year (the first year of the grant), the Agency of Education will calculate a baseline for each indicator. The state plan must include projections for improved performance on all indicators over the next four years. The law requires the State to “continually make meaningful progress toward improving the performance of all CTE students, including subgroups described in ESSA and special populations defined in Perkins.”

During the application stage of Perkins (prior to the beginning of each school year) the Agency of Education will negotiate performance levels with each recipient. At the end of each school year, actual performance by recipient will be calculated and communicated and published on the Agency’s website. The cycle will be repeated each year for the length of the state plan.

**Vermont proposes to base its meaningful progress determinations on actual performance and within differentiation identified below, and to administer improvement strategies:**

Baseline/Actual Performance Band	Negotiated Target Annual Growth
0% – 30%	+ 2%
30% - 50%	+ 4%
50% - 75%	+ 3%
75% - 95%	+ 2%
95% - 98%	+ 0.5%
98% - 99.9%	+ 0.3%

If a recipient fails to make meaningful progress for a minimum of two years in a row, or if performance has exceeded a target by 10% for two years in a row, the local performance indicator targets (state and Federal) will be renegotiated/reset. The new target will be at least the average of the last three years of actual performance. When two successive years of actual local performance data are not available under the current state plan, the average of most recently available actual local performance data will be used.

In the event of an unmet performance indicator, the first target reset will require at least 30% of the recipient’s allocation to be dedicated to improvement strategies/programs aimed at improving performance of unmet indicators, and as indicated by performance data, the specific subpopulations of students, so long as the improvement strategies/programs (required in Section 123(b) are of sufficient size, scope, and quality as defined in the state plan. The state will require that the funds be used and focused

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on underperforming or at-risk student populations. Subsequent performance indicator target resets will require increasing amounts of the recipient's funds to be dedicated to performance improvement strategies.