

# For Public Comment: Iowa Perkins V Accountability for Continuation of State Plan

## Proposed State Determined Levels of Performance (SDLPs) for CTE Concentrators

(RVSD 7/30/24) Performance Indicator Description	2024-2025 (%) Baseline	2025-2026 (%)	2026-2027 (%)	2027-2028 (%)
<b>Secondary</b>				
1S1: Four-Year Graduation Rate	94.00	95.00	96.00	97.00
2S1: Academic Proficiency in Reading/Language Arts	69.38	70.38	71.38	72.38
2S2: Academic Proficiency in Mathematics	66.19	67.19	68.19	69.19
2S3: Academic Proficiency in Science	65.86	66.86	67.86	68.86
3S1: Post-Program Placement	90.03	91.03	92.03	93.03
4S1: Non-traditional Program Concentration	27.19	28.19	29.19	30.19
5S1: Program Quality - Attained Recognized Postsecondary Credential (new data collection measure for 2024-2025)	4.00	8.00	16.00	32.00
5S3: Program Quality - Participated in Work-Based Learning	26.73	40.01	53.38	66.75
<b>Postsecondary</b>				
1P1: Post-Program Retention and Placement	78.49	79.49	80.49	81.49
2P1: Earned Recognized Postsecondary Credential	61.41	62.41	63.41	64.41
3P1: Non-traditional Program Concentration	17.30	18.30	19.30	20.30

### Information for the Perkins V Public Comment Process

Under Perkins V, states are required to report annually on core indicators of performance for both secondary and postsecondary. States are also required to report disaggregated data on the performance of students by race, ethnicity, gender, and special population categories. Grant recipients analyze their performance results, which can be utilized in budget and program evaluation. Section 113(b)(C)(ii)(II); Section 122(d)(11).

States are also required to report disaggregated data on the performance of students by gender, race/ethnicity, [special population categories](#), and career clusters.

*(48) SPECIAL POPULATIONS. –The term 'special populations' means—*

- (A) individuals with disabilities;*
- (B) individuals from economically disadvantaged families, including low-income youth and adults;*
- (C) individuals preparing for non-traditional fields;*
- (D) single parents, including single pregnant women;*
- (E) out-of-workforce individuals;*
- (F) English learners;*
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*

*(H) youth who are in, or have aged out of, the foster care system; and*

*(I) youth with a parent who –*

*(i) is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and*

*(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).*

*(J) migrant students (secondary only)*

**All recipients are required to accept the State-determined levels of performance or negotiate with the state to reach an agreement on the adjusted levels of performance for each of the core indicators.**

If a recipient elects to negotiate with the state, the recipient must propose a performance target that demonstrates that the recipient will make progress toward meeting the State determined level of performance. The proposed target must be expressed in a percentage form to be objective, quantifiable, measurable, and provide a supporting rationale.

## Secondary Level

- **1S1: Four-Year Graduation Rate**
  - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.
- **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 reading/language arts 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 mathematics as described in section 1111(b)(2) of such Act.
- **2S3: Academic Proficiency in Science**
  - 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.
- **3S1: Post-Program Placement**
  - 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.
- **4S1: Non-traditional Program Concentration**

- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields\*
  - \*This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.
- **(1<sup>st</sup> IA Plan) 5S3: Program Quality – Participated in Work-Based Learning**
  - The percentage of CTE concentrators graduating from high school having participated in work-based learning.
- **(New for Iowa plan) 5S1: Program Quality – Attained Recognized Postsecondary Credential**
  - The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

## Postsecondary Level

- **1P1: Postsecondary Placement**
  - 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.
- **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\*
    - \*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.
- **3P1: Non-traditional Program Concentration**
  - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields\*
    - \*This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Setting State Determined Levels of Performance (I.e., Performance Targets) for:

- Academic Year 2024-2025 (2025 CAR)
- Academic Year 2025-2026 (2026 CAR)
- Academic Year 2026-2027 (2027 CAR)
- Academic Year 2028-2029 (2028 CAR)

# Iowa CTE Concentrators: Performance Results from Reporting Years 2023 & 2022

Year	Education Level	Perkins V Indicator of Performance	Numerator	Denominator	CTE Concentrators-ALP*	AVERAGE – ALP (2022 & 2023)
2023	postsecondary	1P1: Postsecondary Placement	1,963	2,534	77.47%	77.48%
2022	postsecondary	1P1: Postsecondary Placement	2,058	2,656	77.48%	
2023	secondary	1S1: Four-Year Graduation Rate	16,567	17,512	94.60%	94.70%
2022	secondary	1S1: Four-Year Graduation Rate	16,199	17,087	94.80%	
2023	postsecondary	2P1: Earned Recognized Postsecondary Credential	2,539	4,264	59.55%	60.41%
2022	postsecondary	2P1: Earned Recognized Postsecondary Credential	2,653	4,331	61.26%	
2023	secondary	2S1: Academic Proficiency in Reading Language Arts	8,045	11,844	67.92%	68.37%
2022	secondary	2S1: Academic Proficiency in Reading Language Arts	7,751	11,265	68.81%	
2023	secondary	2S2: Academic Proficiency in Mathematics	8,212	11,857	69.26%	65.18%
2022	secondary	2S2: Academic Proficiency in Mathematics	6,919	11,324	61.10%	
2023	secondary	2S3: Academic Proficiency in Science	7,841	12,009	65.29%	64.85%
2022	secondary	2S3: Academic Proficiency in Science	7,150	11,102	64.40%	
2023	postsecondary	3P1: Nontraditional Program Concentration	565	3,378	16.73%	16.29%
2022	postsecondary	3P1: Nontraditional Program Concentration	558	3,523	15.84%	
2023	secondary	3S1: Post-Program Placement	15,226	17,013	89.50%	89.02%
2022	secondary	3S1: Post-Program Placement	15,665	17,695	88.53%	
2023	secondary	4S1: Non-Traditional Program Concentration	5,707	22,274	25.62%	26.18%
2022	secondary	4S1: Non-Traditional Program Concentration	6,039	22,595	26.73%	
2023	secondary	5S3: Program Quality – Participated in Work-Based Learning	3,469	16,430	21.11%	17.81%
2022	secondary	5S3: Program Quality – Participated in Work-Based Learning	2,456	16,939	14.50%	

\*ALP = Actual Level of Performance for Federal Consolidated Annual Reports (CAR)