

**KENTUCKY DEPARTMENT OF EDUCATION**  
**PUBLIC NOTICE AND COMMENT PERIOD**  
**Revised Perkins V State Levels of Performance**  
**January 28, 2021**

Pursuant to Section 113, the Kentucky Department of Education (KDE) is proposing state levels of performance for Career and Technical Education (CTE) required indicators under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act. This act requires KDE to request public comments and feedback on the proposed goals for each indicator.

SEC. 113. [20 U.S.C. 2323] ACCOUNTABILITY.

(a) PURPOSE.—

The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.

(b) STATE DETERMINED PERFORMANCE MEASURES.— (1) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish State determined performance measures for a State that consist of—

- (A) the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2); and
- (B) a State determined level of performance described in paragraph (3)(A) for each core indicator of performance.

Specifically, KDE is requesting public comments and feedback for the following purpose:

(ii) WRITTEN COMMENTS.—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—

- (I) meet the requirements of the law;
- (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
- (III) support the needs of the local education and business community.

(iii) ELIGIBLE AGENCY RESPONSE.—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

**NOTICE OF PUBLIC COMMENT PERIOD: Any individual or organization may submit written comments and feedback on the proposed state performance goals. Written comments shall be accepted through April 2, 2021.**

**You may send written comments on the proposed goals via email to: [octestinfo@education.ky.gov](mailto:octestinfo@education.ky.gov).**

**The performance indicator requirements and the proposed goals for each are the following:**

(2) INDICATORS OF PERFORMANCE.—

(A) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

**The Kentucky definition of a CTE concentrator at the secondary level is a student that has completed two courses in a single program of study. Kentucky defines a completed course as one high school credit on the student’s official transcript.**

(i) The percentage of CTE concentrators who graduate high school, as measured by— (I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965); and (II) at the State’s discretion, the extended year adjusted cohort graduation rate defined in such section 8101.

**Kentucky proposes to measure this by determining the percentage of CTE Concentrators that graduated in four years or less out of the total CTE Concentrators in the four year cohort.**

**Proposed Goals**

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
96	96.2	96.4	96.6

(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.

**Kentucky proposes to measure this by determining the percentage of CTE Concentrators that met benchmarks on ACT mathematics, reading and science out of the total CTE Concentrators in the four year cohort.**

**Proposed Goals**

Subtest	Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
MA	23	23.5	24	24.5
RD	20	20.5	21	21.5
SC	15	15.5	16	16.5

(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.

**Kentucky proposes to measure this by determining the percentage of exiting CTE Concentrators that successfully transitioned into postsecondary after high school out of the total CTE Concentrators in the four year cohort.**

**Proposed Goals**

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
43	44	45	46

(iv) Indicators of career and technical education program quality as follows:

That shall include at least 1 of the following:

(aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

(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.

(cc) The percentage of CTE concentrators graduating from high school having participated in work-based learning. (ll) That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.

**Kentucky proposes to choose: (aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. Kentucky proposes to measure this by determining the percentage of exiting CTE Concentrators that successfully earn a valid industry certification, approved by the Kentucky Workforce Innovation Board, meet benchmarks on an end-of-program assessment with articulated college credit, or earn a Kentucky Tech Ready Apprentices for Careers in Kentucky Pre-Apprenticeship certificate out of the total CTE Concentrators in the four year cohort.**

**Proposed Goals**

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
10	11	12	13

(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Kentucky proposes to measure this by determining the percentage of exiting CTE Concentrators that were enrolled in a non-traditional (25% of one gender or less in the career field) program of study for their gender out of the total CTE Concentrators enrolled in programs of study.**

**Proposed Goals**

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
10	11	12	13

(B) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

**The Kentucky definition of a CTE concentrator at the postsecondary level is a student that has completed 12 college credit hours in a program of study unless the program has less than 12 credits. In the case of a program with fewer than 12 college credit hours, a concentrator would be defined as a student who has completed a credential of less than 12 college credit hours.**

(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.

**Kentucky proposes to measure this by determining the percentage of CTE program completers that meet one of the requirements in (i) for successful transition after completion out of the total CTE program completers in the academic year of the data.**

**Proposed Goals**

Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal
23	24	25	26

(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

**Kentucky proposes to measure this by determining the percentage of CTE Concentrators who receive a degree or recognized postsecondary credential out of the total CTE Concentrators who either complete or who have been in the program for four years and are no longer actively enrolled in the postsecondary institution in the academic year of the data.**

**Proposed Goals**

<b>Year 1 Goal</b>	<b>Year 2 Goal</b>	<b>Year 3 Goal</b>	<b>Year 4 Goal</b>
<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>

(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (C) ALIGNMENT OF PERFORMANCE INDICATORS.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section.

**Kentucky proposes to measure this by determining the percentage of CTE Concentrators that were enrolled in a non-traditional (25% of one gender or less in the career field) program of study for their gender out of the total CTE Concentrators that were enrolled in programs of study.**

**Proposed Goals**

<b>Year 1 Goal</b>	<b>Year 2 Goal</b>	<b>Year 3 Goal</b>	<b>Year 4 Goal</b>
<b>8</b>	<b>8.5</b>	<b>9</b>	<b>9.5</b>