

Dear Community Partner,

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires states to set their own State Determined Performance Levels (SDPLs) following specific criteria and processes outlined in the law. Kansas is required to establish 2024-2025 SDPLs to continue receiving the federal funding under Perkins V.

The purpose of this letter is to provide the information about SDPLs to key community partners for broad consultation and receive feedback before releasing the SDPLs for a formal 60-day public comment period. We greatly appreciate your input.

The SDPLs must be based on two years of actual performance, advance the goals set forth by the Kansas State Plan for Career Technical Education, and continually make meaningful progress in the performance of all students. If a state fails to meet at least 90 percent of the SDPL on an indicator for the program year, the state must create an improvement plan for that indicator. Once a state enters an improvement plan, no adjustments may be made to the performance levels.

Timeline:

November 2023 – January 2024	Seek broad community partner input*
February 1 – April 26, 2024	Conduct a formal 60-day public comment process
May 9, 2024	Submit SDPLs to U.S. Department of Education
June 13 – 23, 2024	Hold a second formal 10-day public comment period
June 24, 2024	Submit the new SDPLs to U.S. Department of Education

Actual Levels of Performance:

The chart below is the State’s actual levels of performance for the two most recently completed program years of data for 2020-2021 and 2021-2022. 1S1-5S1 are secondary education performance indicators. 1P1-3P1 are postsecondary education performance indicators. Postsecondary performance indicator 3P1 is for the 2021-2022 and 2022-2023 to comply with Perkins V Sec. 113(b)(3).

Indicator of Performance	Actual Level of Performance Year 2020-2021	Actual Level of Performance Year 2021–2022
1S1: Four-Year Graduation Rate	98.59%	98.59%
2S1: Academic Proficiency in Reading/Language Arts	31.10%	29.96%
2S2: Academic Proficiency in Mathematics	29.13%	25.25%
2S3: Academic Proficiency in Science	36.87%	35.91%
3S1: Post-Program Placement	87.79%	90.40%
4S1: Non-traditional Program Concentration	38.69%	39.86%
5S2: Program Quality – Attained Postsecondary Credits	62.56%	52.46%
1P1: Postsecondary Placement	92.34%	93.03%
2P1: Earned Recognized Postsecondary Credential	80.02%	82.38%
3P1: Non-traditional Program Concentration**	10.95%	10.80%

Detailed information regarding Core Indicators may be located at: <https://cte.ed.gov/accountability/core-indicators>

**3P1 Non-traditional Program Concentration is shown for the most recent academic years of 2021-2022 and 2022-2023

Annual Revision of Levels of Performance:

The chart below is the State’s proposed annual revision of performance for 2024-2025.

Indicator of Performance	Proposed Level of Performance Year 2024-2025
1S1: Four-Year Graduation Rate	89.40%
2S1: Academic Proficiency in Reading/Language Arts	30.00%
2S2: Academic Proficiency in Mathematics	25.10%
2S3: Academic Proficiency in Science	28.00%
3S1: Post-Program Placement	81.80%
4S1: Non-traditional Program Concentration	30.60%
5S2: Program Quality – Attained Postsecondary Credits	55.00%
1P1: Postsecondary Placement	92.70%
2P1: Earned Recognized Postsecondary Credential	81.22%
3P1: Non-traditional Program Concentration	10.89%

* Perkins V Sec. 122(c)(1)(A) requires the following community partners to be included in the consultation:

- representatives of secondary and postsecondary CTE programs, including eligible recipients and representatives of 2-year minority-serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- interested community representatives, including parents, students, and community organizations;
- representatives of the State Workforce Development Board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- members and representatives of special populations;
- representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- representatives of Indian tribes and tribal organizations located in, or providing services in, the State; and
- individuals with disabilities.