

Perkins 60 Day Accountability Survey

Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1S1	Four - Year Graduation Rate	92.51%	93.34%	93.76%	94.38%	95.00%
2S1	Academic Proficiency in Reading/Language Arts	40.14%	40.76%	41.07%	41.53%	42.00%
2S2	Academic Proficiency in Mathematics	18.30%	19.53%	20.15%	21.07%	22.00%
2S3	Academic Proficiency in Science	32.06%	32.38%	32.53%	32.77%	33.00%
3S1	Post-Secondary Placement	50.47%	51.15%	51.49%	51.99%	52.50%
4S1	Non-Traditional Program Enrollment	19.38%	20.59%	21.19%	22.10%	23.00%
5S2	Program Quality - Attained Post Secondary Credits	20.41%	21.94%	22.71%	23.85%	25.00%
Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1P1	Post-Program Placement	87.5%	80.0%	88.8%	90.1%	92.0%
2P1	Earned Recognized Post-secondary Credential	51.0%	51.6%	52.6%	54.2%	56.6%
3P1	Non-traditional Program Concentration	13.6%	14.0%	14.5%	15.1%	15.8%

64 Finished
 % of total (64) Agree % of total (64) Disagree % of question Agree % of question Degree Total Agree Disagree Questions Question details

14%	9%	60%	40%	15	9	6 Agree/Disagree to all Sec	Please select if you Agree with all the proposed Secondary CTE Performance Indicators
5%	9%	33%	67%	9	3	6 1S1_Q	Please select if you Agree or Disagree with 1S1
0%	6%	0%	100%	4	0	4 2S1_Q	Please select if you Agree or Disagree with 2S1
0%	6%	0%	100%	4	0	4 2S2_Q	Please select if you Agree or Disagree with 2S2
0%	5%	0%	100%	3	0	3 2S3_Q	Please select if you Agree or Disagree with 2S3
3%	3%	50%	50%	4	2	2 3S1_Q	Please select if you Agree or Disagree with 3S1
3%	3%	50%	50%	4	2	2 4S1_Q	Please select if you Agree or Disagree with 4S1
5%	0%	100%	0%	3	3	0 5S2_Q	Please select if you Agree or Disagree with 5S2
3%	2%	67%	33%	3	2	1 1P1_Q	Please select if you Agree or Disagree with 1P1
5%	0%	100%	0%	3	3	0 2P1_Q	Please select if you Agree or Disagree with 2P1
3%	2%	67%	33%	3	2	1 3P1_Q	Please select if you Agree or Disagree with 3P1

Sec Overall

I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.

Response:
 The definition of postsecondary placement is prescribed in the Perkins Act. Placement of secondary students entering employment from high school is a part of the 3S1 measure although a truly valid percentage is difficult as we are not allowed to collect social security numbers to match with labor data. To gather this information, we will rely on self-reported student survey data that will be collected through the NEO student information system.
[3S1- Postsecondary 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 as recorded in the NEO CTE Post-Grad Placement survey. State Plan Guidance page 32](#)

I would like to see more performance indicators, something in the area of post-secondary employment in the field a student studied. And a component of performance in supporting EL students in earning a certification.

Response:
 Alignment of employment to field of study is attempted through data sharing between the Maine Community College System and Maine Department of Labor. The classification of data in the two systems makes this alignment difficult. Also, In addition to the self-reported student surveys , the local Perkins applications look at resources for students around career opportunities. English Learners are a subpopulation within the required

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	<p>Perkins special populations and the data is reported on all of the measures we are required to provide information to the US Department of Education, Office of Career and Technical and Adult Education.</p> <p><u><i>(C) State report.—</i></u></p> <p><u><i>(i) In general.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—</i></u></p> <p><u><i>(I) the progress of the State in achieving the State determined levels of performance on the core indicators of performance; and</i></u></p> <p><u><i>(II) the actual levels of performance for all CTE concentrators, and for each of the 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); Perkins Act §113(b)(3)(C)</i></u></p> <p><u><i>(48) Special populations.—The term “special populations” means—</i></u></p> <p><u><i>(A) individuals with disabilities;</i></u></p> <p><u><i>(B) individuals from economically disadvantaged families, including low-income youth and adults;</i></u></p> <p><u><i>(C) individuals preparing for non-traditional fields;</i></u></p> <p><u><i>(D) single parents, including single pregnant women;</i></u></p> <p><u><i>(E) out-of-workforce individuals;</i></u></p> <p><u><i>(F) English learners;</i></u></p> <p><u><i>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</i></u></p> <p><u><i>(H) youth who are in, or have aged out of, the foster care system; and</i></u></p> <p><u><i>(I) youth with a parent who—</i></u></p> <p><u><i>(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</i></u></p> <p><u><i>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title). Perkins Act §(3)(48)</i></u></p> <p>I do not agree with 3P1. Numbers are too low. Response: The percentages indicated used historical data to set a baseline. The postsecondary measure 3P1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (click here for website). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p> <p>This model makes sense to me</p>
1S1	<p>Four - Year Graduation Rate</p> <p>Wasn't sure if I missed it or if it is only the SAT' scores that count for a secondary performance level? I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: Perkins accountability uses the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) data indicators for the CTE academic measures as prescribed by the Perkins Act.</p>

[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. Perkins Act §113\(b\)\(2\)\(C\)](#)

I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program. "

Response:

This comment was addressed above in the overall comment section.

As an educational leader there has been little work done to present this information to sending principals. There should be some networking done with the Maine Principals' Association.

Response:

As part of the required consultation process of Perkins V, Maine has invited members of this group the Perkins V Stakeholder meetings. Additional communications and connections will be made and continued throughout Perkins V. (see pages 16, 23-25, 36, and Appendix E – Consolidated Local Needs Assessment)

Why are you making your Secondary reading, math and science indicators so low? CTE students will be expected to perform better in their jobs and need these skills. Revise them. The same with "non traditional program enrollment". Make it a goal for CTE students to go for an industry recognized credential. This ties in with post-secondary performance levels. Make the stakes higher.

Response:

Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year. All programs are mandated by state law to be aligned to national industry standards and the majority of the programs already offer industry recognized credentials as part of the curriculum. Raising the indicator levels to "higher stakes" and making them unattainable will result in improvement plans which could force targeting funds towards measure which are unattainable and have an unforeseen negative impact for local schools. This work is being done through the Maine CTE local Perkins application plans and not through data indicators

I fail to understand why the secondary CTE standards are all academic related and the post secondary indicators are industry standards. A significant measure of secondary CTE is industry standards (3rd party) and dual enrolled college credits earned. I strongly believe Maine CTE should be largely judged on our ability to deliver both of these or (A Credential of Value)

Response:

The secondary standards, as prescribed in the Act and noted above, are aligned to the ESEA/ESSA performance measures. The work of industry standards and dual enrollment are being addressed in Maine CTE through the local application process and not through these data indicators.

The link provided for the Secondary CTE Performance Indicators gives only performance level charts-- where are the indicators?

Response:

The PDFs included within the Performance Indicator charts includes the definition and calculation of each performance indicator. The connection to the Perkins law can be found in §113 of the Perkins Act and pages 32-36 of the Guide for Submission of State Plans issued by the Office of Career and Technical and Adult Education. This document can be found on the MDOE CTE website page.

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2S1	<p>Academic Proficiency in Reading/Language Arts</p> <p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in reading other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of reading proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S2	<p>Academic Proficiency in Mathematics</p> <p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in math other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of math proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S3	<p>Academic Proficiency in Science</p> <p>By just concentrating on one test score may eliminate other students who would benefit from community college education. Could some other tests or performance indicators be accepted (in addition) as academic proficiency in science other than the MEA's?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p>

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	<p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of science proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
3S1	<p>Post-Secondary Placement</p> <p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>Not everyone will go to college.</p> <p>Response: Educating students to be both career and college ready is the goal not only of Perkins but CTE in general.</p> <p>These numbers are good.</p>
4S1	<p>Non-Traditional Program Enrollment</p> <p>These numbers are ridiculously low. The percentage of students going for a certificate of value should exceed these percentages.</p> <p>Response: As noted above for 3P1 – the postsecondary nontraditional indicator, the percentages indicated used historical data to set a baseline. The secondary measure 4S1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (click here for website). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p>
5S2	<p>Program Quality - Attained Post Secondary Credits</p> <p>Please see my initial comment. I support this but believe 3rd party attainment is equally or even more important.</p> <p>Response: Using dual enrollment credit obtainment for program quality does reduce the emphasis of 3rd party credential attainment within Perkins. The Maine State Board of Education selected dual enrollment credit for this measure as it most closely aligns with their strategic priority to increase the alignment between secondary and postsecondary CTE.</p>

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<p>Post-Sec Overall</p>	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the filed a student studied. And a component of performance in supporting EL students in earning a certification.</p> <p>Response: This was address in the Overall Section above.</p> <p>I do not agree with 3P1. Numbers are too low.</p> <p>Response: This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.</p> <p>This model makes sense to me</p>
<p>3P1</p>	<p>Non-traditional Program Concentration</p>
	<p>Percentages are too low.</p> <p>Response: This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.</p>