Washington's Perkins V State Determined Levels of Performance for CAR Reporting Year 2027

Workforce Training and Education Coordinating Board
Office of Superintendent of Public Instruction
State Board for Community and Technical Colleges

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Perkins V, State Determined Levels of Performance, CAR reporting year 2027, Washington State

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly $1.4 billion annually for career and technical education (CTE) programs for our nation's youth and adults.

A key feature of Perkins is that states are given the responsibility for choosing their own performance targets for each core indicator in the secondary and postsecondary performance measures, which includes a required public comment period. States are also required to report disaggregated data on the performance of students by gender, race/ethnicity, special population categories, and career clusters.

States are now required to set and submit State Determined Levels of Performance annually to the U.S. Department of Education's Office of Career Technical and Adult Education.

If the prior two years of actual performance indicators do not meet the two-year average increase requirement, states must set revised targets for the coming program year.

Below are the secondary and postsecondary system's performance indicators and proposed targets for the 2027 CAR reporting year, and corresponding methodology and reasoning.

OSPI Proposed Secondary Indicators – 2027

Proposed Indicators Methodology: All targets are proposed averaging 2024 and 2025 Concentrator cohort data.
CTE Concentrator Definition: A CTE Concentrator will be any student who earns two credits in a single career cluster within their four-year cohort. **CTE Participant Definition:** A CTE participant will be any student that earns a high school credit in a CTE course in a single school year as reported annually.

Indicator/Definition from Perkins	**2027**
1S1: Four-Year Graduation Rate *Defined as: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).*	96.2%
Numerator: CTE concentrators who graduate in the 4-year adjusted cohort. **Denominator**: All CTE concentrators in the four-year adjusted cohort.	
Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school, the student will be identified as a concentrator for the 1S1 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.	

Indicator/Definition from Perkins	**2027**
1S2: Extended Graduation Rate *Defined as: The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.*	97.2%
Numerator: CTE concentrators who graduate in the five-year adjusted cohort. **Denominator**: All CTE concentrators in the five-year adjusted cohort.	
Methodology/Background: If a student withdraws at any point in their high school career, they will still contribute to the denominator. If a student achieves concentrator status at any time during high school they will be identified as a concentrator for the 1S2 indicator. Wherever the student is last served is where the student will show up in data, whether they achieved concentrator status at that location or not. This is consistent with OSPI's adjusted cohort methodology used for the official federal graduation rate calculation.	

OSPI Proposed Secondary Indicators – 2027

Indicator/Definition from Perkins	2027
2S1: Academic Proficiency in Reading/Language Arts *Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(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.*	66.4%
Numerator: Any CTE concentrators in the denominator who achieved proficiency on the ELA academic assessment, as defined in the Washington ESSA State Plan. **Denominator:** All CTE concentrators in the four-year adjusted cohort who were expected to take the ELA academic assessment.	
Methodology/Background: This indicator will represent proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their ELA academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure.	

Indicator/Definition from Perkins	2027
2S2: Academic Proficiency in Mathematics *Defined as: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(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.*	33.5%
Numerator: Any CTE concentrators in the denominator who achieved proficiency on the mathematics academic assessment, as defined in the Washington ESSA State Plan. **Denominator:** All CTE concentrators in the four-year adjusted cohort, who were expected to take the mathematics academic assessment.	
Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their math academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure. For 2S1 and 2S2: The academic indicators in Washington's ESSA plan are related to proficiency on the statewide assessment for English Language Arts (ELA) and Mathematics. Washington uses the Smarter Balanced Assessment System, which is aligned to the Washington K-12 Learning Standards. Students currently take the statewide assessment for ELA and Mathematics in the 10th grade. The state ESSA plan articulates targets for all students, at all grade levels. Considering the definition of CTE concentrator, high school students in grades 9-12 will contribute to the concentrator definition.	

OSPI Proposed Secondary Indicators – 2027

Indicator/Definition from Perkins	2027
2S3: Academic Proficiency in Science *Defined as: CTE concentrator proficiency in the challenging State academic standards measured by the academic assessments in science.*	39.7%
Numerator: Any CTE concentrators in the denominator who achieved proficiency on the science academic assessment. **Denominator:** All CTE concentrators in the four-year adjusted cohort, who were expected to take the science academic assessment.	
Methodology/Background: This indicator will represent the proficiency based on a cohort of students rather than a snapshot in time. Students will be reported only once, in their expected on-time graduation year regardless of when they took their science academic assessment. If a student becomes a concentrator in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this measure. There is no current academic indicator or metric in the ESSA plan for academic proficiency in science. The Washington Comprehensive Assessment of Science (WCAS) is aligned with the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). Students are assessed through the WCAS in the 11th grade.	

Indicator/Definition from Perkins	**2027** (2026 cohort data)
3S1: Postsecondary Placement *Defined as: 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.* **Washington does not collect data on "advanced training."*	78.7%
Numerator: Those students in the denominator who are placed in the second quarter after being reported in the denominator of 1S1. This includes postsecondary education, advanced training, military service, or employment. **Denominator:** The number of CTE concentrators that exited (graduated or dropped out) from secondary education within the four-year adjusted cohort of the prior reporting year.	
Methodology/Background This data is driven by performance 2 quarters after the student is expected to leave the system as part of the four-year adjusted graduation cohort. OSPI relies on the Education Research & Data Center (ERDC) to provide the data on post-high school activities (post-secondary education, military service or employment). OSPI will provide ERDC with the cohort of students that make up the denominator so that they can create the numerator. Students who continue enrollment beyond four years will not be included in this measure.	

OSPI Proposed Secondary Indicators – 2027

Indicator/Definition from Perkins	2027
4S1: Non-traditional Program Enrollment *Defined as: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*	43.8%
Numerator: Those students in the denominator who at any time during their secondary enrollment, but prior to their on-time four-year expected graduation year, was enrolled in a CTE course that was designated as preparing students for non-traditional fields based upon the indicator on the CIP code chart, and the student's gender. **Denominator:** All CTE concentrators in the four-year adjusted cohort**.** Students that identify as "Gender X" are not permitted to be reported at the federal level. Due to this issue, students that identify as "gender X" will not be represented in the gender categories reported for this indicator but gender X will be represented in all other reporting groups for this indicator.	
Methodology/Background: Students will be reported only reported once, in their expected on-time graduation year. If a student becomes a concentrator, or enrolls in a non-trad program only in their 5th, 6th, or 7th year, they will not be reflected in this measure. If a student drops out prior to their expected graduation year, they will still be reflected in this indicator. Washington understands the constraints associated with the federal definition of non-traditional being restricted to gender. This is problematic, as available data shows disproportional employment among many special populations, not solely restricted to gender. Additionally, Washington's secondary data system provides for students to be represented as "gender X". This will potentially impact the validity of data reported at the local and state level for this indicator. OSPI reviewed the previous state targets and state performance metrics for non-traditional participation and non-traditional completion to inform proposed targets.	

Indicator/Definition from Perkins	2027
5S1: Program Quality – Attained Recognized Postsecondary Credential *Defined as: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.*	42.7%
Numerator: Of students in the denominator, those that have attained an industry recognized credential through CTE coursework, as reported in the state data system. **Denominator:** All CTE concentrators in the four-year adjusted cohort**.**	

OSPI Proposed Secondary Indicators – 2027

Indicator/Definition from Perkins	2027
5S2: Program Quality – Attained Postsecondary Credits *Defined as: 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 or another credit transfer agreement.*	97.4%
Numerator: Of students in the denominator**,** students that completed courses that provided dual credit. **Denominator:** All CTE concentrators in the four-year adjusted cohort who graduated.	

Indicator/Definition from Perkins	2027
5S3: Program Quality – Participated in Work-Based Learning *Defined as: The percentage of CTE concentrators graduating from high school having participated in work-based learning.*	84.8%
Numerator: Of students in the denominator**,** CTE concentrators that participated in work-based learning. **Denominator:** All CTE concentrators in the four-year adjusted cohort who graduated.	

Proposed Perkins V Postsecondary Performance Indicators – CAR Reporting Year 2027

College Consultation and Input:

The 29 college districts, who submitted CLNAs and are eligible for Perkins Plan funding, were notified of these proposed targets on November 17, 2025. Colleges were asked to review the information and let SBCTC Perkins staff know if their college agreed or disagreed with the proposed state targets for reporting year 24-25. Responders were asked to provide questions and/or comments with their response.

As the formula for calculating the SDPLs was established in federal legislation, we acknowledged their concerns and questions, clarified the process and legislation, and committed to providing technical assistance. The performance indicators were set to conform to federal policy and to show our system's commitment to continuous improvement.

Proposed Indicators Methodology:

The proposed targets reflect our review of data provided by research and data services. This data informed the proposed changes to 1P1 and 2P1, which have been modified based on the two-year averages of our system. The target previously established for 3P1 does not require modification.

We have established our SDPLs beyond the two-year averages in support of improving student success, progression, and career mobility.

Definitions

CTE Concentrator: At the postsecondary level, a student is an eligible recipient who has:

(i) earned at least 12 credits within a career and technical education program or program of study; or

(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. Exiter: Not enrolled in the CTC system the following year excluding enrollments in baccalaureate programs.

Indicator/Definition from Perkins	2027
1P1 Post College: 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. 20 2504(a)), or are placed or retained in employment.	41.5%
Numerator: Cohort that has received a postsecondary credential and is an exiter as well as one of the following: in the L&I apprenticeship completers or active files, enrolled in Bachelor Program in our CTC system, found in post-secondary (National Student Clearinghouse) outside of our CTC system, or employed. **Denominator:** CTE Concentrator Cohort	
Methodology/Background: For purposes of reporting 1P1 performance, SBCTC will include CTE completers who participated in registered apprenticeships, enrolled in postsecondary baccalaureate degree programs within the community and technical colleges system, those that enroll in postsecondary programs outside Washington's two-year college system, and those who were employed the second quarter following the completion year. Like most states, Washington is unable to report the number of program completers who transitioned to military service, a service program that receives assistance under Title 1 of the National and Community Service Act, or who transitioned to the Peace Corps. Additionally, the state is not able to gather placement data of CTE concentrators who in the second quarter after exiting from postsecondary education, are in military service or are volunteers as described in section 5a of the Peace Corps Act. This is a FEDES issue and one that comes under the direction of the Department of Defense (DOD).	

Indicator/Definition from Perkins	2027
2P1 Post College: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion	52.5%
Numerator: Earned a postsecondary credential in the current or following academic year. **Denominator:** CTE Concentrator Cohort	
Methodology/Background: SBCTC will include all CTE concentrators who completed a CTE credential and who were no longer enrolled at a community or technical college two quarters after their last credential award.	

Indicator/Definition from Perkins	2027
3P1 Post College: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	21%
Numerator: Students who are in a non-traditional program and are not of the dominate gender are included in the numerator. **Denominator:** CTE Concentrator Cohort enrolled in programs that lead to employment in non-traditional fields.	
Methodology/Background: For purposes of reporting 3P1 performance, SBCTC will include CTE concentrators from underrepresented gender groups (25% or less of the gender represented in the field) who were enrolled in CTE programs that lead to employment in non-traditional fields.	