

# Proposed State Determined Performance Levels (SDPL) for 2024-2025

## Postsecondary Perkins

With the conclusion of the 2020-2024 Perkins State Plan approaching on June 30, 2024, the Office of Adult Education (OCTAE) has instructed recipient states to select one of two options:

- Option 1:** Submit a subsequent (new) four-year State plan covering FY 2024-27, or
- Option 2:** Submit annual revisions to establish State Determined Performance Levels (SDPL) for FY 2024 and a budget for FY 2024.

The Office of Career, Technical, and Adult Education (CTE) and Office of Postsecondary Access, Support, and Success (OPASS) have selected Option 2. SDPL and budgets are due to OCTAE on May 1, 2024. Prior to that time, the state must provide a 60-day period for stakeholder feedback, and the state must respond in writing to any feedback it receives.

The table below provides actual performance for a two-year period; the averages of those two years, upon which USDOE Floors (baselines) are determined; performance during a third year, 2022-2023, as well as the averages of those three years together; and the proposed SDPL for the upcoming year, 2024-2025; followed by an explanation of those proposed SDPLs.

Core Indicator	2020-2021	2021-2022	2-year average	2022-2023	3-year average	USDOE Floor	Proposed SDPL 2024-2025
1P1: Postsecondary Retention and Placement	35.93%	36.02%	35.98%	40.5%	37.48%	35.99%	37.00%

## Explanation of Proposed State Determined Performance Levels:

Public community colleges across New York State are currently in different stages of recovery and reorganization since the onset of the pandemic in March 2020. In the spring of 2020, colleges generally converted from mostly in-person instruction to exclusively remote instruction. During the Fall 2023 semester, some colleges converted back to in-person instruction, while others maintained a hybrid approach, with some coursework in-person and some online.

Additionally, many state community colleges have lost high numbers of administrators and instructors since the beginning of the pandemic, from people leaving to cover childcare needs; to individuals retiring during the pandemic or upon their return to work; to people dissatisfied with having to return to the office. These departures have reportedly exacerbated the challenges of recruit, support, and graduate students. Many community colleges have reported to OPASS that staff shortages and trying to usher in the necessary adaptations to the changing conditions at their colleges have had an impact on student outcomes such as those related to SDPL.

College administrators have reported that the extensive campus closures and COVID-related restrictions have had substantial and continuing impacts on college students. Since returning from the pandemic, many students have struggled with executive function, organizational skills, and focus. Instructors report that the social conditions around teaching and learning have changed rapidly due to differing expectations in both in-person and virtual learning environments. Administrators and stakeholders report that students now need more supplemental supports to adjust and succeed, and these include counseling and efforts to foster interpersonal skills. Mental and emotional health, time-management, and functional communication skills continue to be significant needs among students to ensure their retention and completion. As a result of all of these changes

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others transitioned to taking fewer courses as they faced additional childcare or elder care responsibilities. While many of these students will eventually earn their degrees, certificates, or licenses, they may do so at a far slower pace than they had originally intended to.

Anecdotally, college administrators have reported that many students who were enrolled full-time prior to the pandemic are now enrolled part-time, are taking courses far more gradually, and some sparsely or occasionally as their schedules and finances allow. While these students may eventually graduate, they will likely take far longer to do so, and some may not graduate at all.

Some student support modalities, such as tutoring, may face even further delays in returning to normal because the tutors themselves are often college students. This may also be the case with student advisors.

Colleges are now offering more online courses and may need a lot more time to adapt to this, so additional online student support wihits.