



CTE/ Perkins Update: 4-7-21

Kansas State Department of Education
CTE Team

A NEW Vision for Kansas ...



Kansas leads the **world** in
the success of each student



PERKINS

Perkins is Federal Legislation that currently provides nearly \$1.3 billion to the states with the following intended purpose:

- to develop more fully the **academic knowledge** and **technical** and **employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study



Perkins Activities

1. **Career** Exploration and Academic Guidance
2. Aligning **Secondary** CTE Pathways and **Post Secondary** CTE Programs to **Labor Market Data**
3. **Size, Scope and Quality** of CTE Pathways and Programs
4. Aligning **Secondary** CTE Pathways and **Post Secondary** CTE Programs to create a **seamless transition**
5. **PD**: Support the recruitment, preparation, retention, & training of School staff
6. Support **integration of academic skills** into CTE Programs



Perkins Requires a Needs Assessment

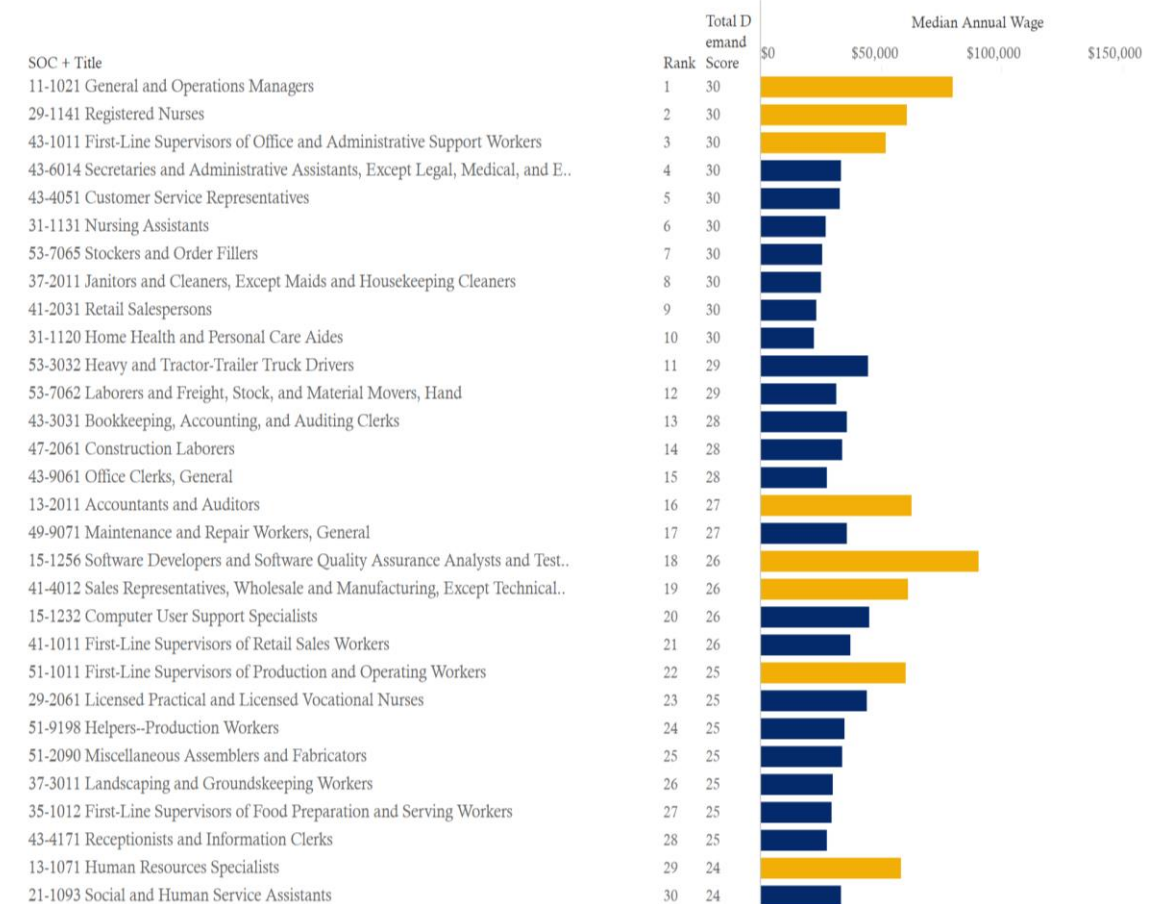
Perkins requires a Comprehensive Needs Assessment (every 2 years) that evaluates:

- the Performance of CTE Students
- Quality of Pathways
- Local Labor Market Alignment

High Demand Occupations and Median Wage by Demand Score (High Demand, High Wage jobs in Gold)

(Select a Region)

Kansas Local Area I Local Area II Local Area III Local Area IV Local Area V



Perkins Needs Assessment Regional Teams

Region	Co-Coordinator	Region	Co-Coordinator
Goodland/ Colby	Renae Gardner & VACANT	Kansas City	VACANT & VACANT
Hays	VACANT & VACANT	Chanute	Sherri Bagshaw & Leah Hoesli
Salina	David Cooper & Curtis Nightingale	Wichita	Kelly Bielefeld & Jeremy Willig
Manhattan	Chris Holborn & VACANT	Winfield	Michael Brooks & Justin Hogan
Garden City	Jenny Hands & Jennifer Wieberg	Hutchinson	Blake Smith & Clelia McCrory
Liberal	Chad Baalman & Bill Losey	El Dorado	Max Heinrichs & VACANT
Dodge City	Tom Flax & Michael Martinez	Independence	Alan Speicher & VACANT
Great Bend	Randy Wetzels & VACANT	Emporia	Stella Tharp & VACANT
Topeka	Kate Welch & Tim Murrell	Pittsburg	Daniel Grundy & VACANT
Overland Park	Dr. Cindy Swartz & Dr. Ryan Flurry		




Perkins Needs Assessment Regional Teams

- Meeting every two weeks until early May with state Perkins V team
- Regional Team meetings will be scheduled by co-chairs
- Meetings with State Perkins V Team will resume in the fall
- Final Document is due February 1, 2022



FY22 Perkins Application



Appendix A: Pathways, Course Projects and Professional Development

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Is this a New Pathway? (Y/N)	Pathway Title (Click on drop-down to select)	List the projects, activities or PD you are planning that require supplies, software and subscriptions, computing devices, equipment or PD.	Which Needs Assessment element does this Project or PD relate to?	Why are you doing these projects/activities or offering this PD? How did the Needs Assessment align with this decision?	Why are you offering this Pathway? How did the Needs Assessment align with this decision?
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<input type="checkbox"/> No	Choose an item.		Choose an item.		
<input type="checkbox"/> Yes	All Pathways		Choose an item.		
<input type="checkbox"/> No	AG- Agribusiness Systems		Choose an item.		
<input type="checkbox"/> Yes	AG- Comp Ag Science		Choose an item.		
<input type="checkbox"/> No	AG- Animal Science		Choose an item.		
<input type="checkbox"/> Yes	AG- Biotech in Ag		Choose an item.		
<input type="checkbox"/> No	AG- Food Products		Choose an item.		
<input type="checkbox"/> Yes	AG- Natural Resources		Choose an item.		
<input type="checkbox"/> No	AG- Plant Systems		Choose an item.		
<input type="checkbox"/> Yes	AG- Power, Structural, etc.		Choose an item.		
<input type="checkbox"/> No	Construction and Design		Choose an item.		
<input type="checkbox"/> Yes	AV- Digital Media		Choose an item.		
<input type="checkbox"/> No	AV- Graphic Design		Choose an item.		
<input type="checkbox"/> Yes	Business- Entrepreneurship and Management		Choose an item.		
<input type="checkbox"/> No	Business- Finance		Choose an item.		
<input type="checkbox"/> Yes	Education- Teaching/Training		Choose an item.		
<input type="checkbox"/> No	Engineering- Aviation		Choose an item.		
<input type="checkbox"/> Yes	Engineering- Cartography		Choose an item.		
<input type="checkbox"/> No	Engineering- Engineering & Applied Math		Choose an item.		
<input type="checkbox"/> Yes	Engineering- Energy		Choose an item.		
<input type="checkbox"/> No	Government & Public Admin		Choose an item.		
<input type="checkbox"/> Yes	Health- Biochemistry		Choose an item.		
<input type="checkbox"/> No	Health- Biomedical		Choose an item.		
<input type="checkbox"/> Yes	Health- Health Science		Choose an item.		
<input type="checkbox"/> No	Hospitality and Tourism- Restaurant		Choose an item.		
<input type="checkbox"/> Yes	Hospitality & Tourism- Travel		Choose an item.		
<input type="checkbox"/> No	Human Services- Early Childhood				
	Human Services- Family, Community & Consumer				
	Human Services- (FAID)				



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<input type="checkbox"/> Yes <input type="checkbox"/> No	Choose an item.		Choose an item. Choose an item. Evaluation of Student Performance Size Scope and Quality of Pathways Pathway needed due to state or local demand Recruitment, Retention and Training of Staff Special Population: Access, Performance, Preparation Consultation and on-going Consultation Choose an item.		
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FY22 Perkins Application

Performance Data/ Goals



Data calculations and Goals

Core Ind.	Description	Calculation Definition	2019 Goal	2020 Goal	2021 5% Adj Goal	2021 Goal	2022 Goal	2023 Goal
1S1	4 yr. Grad. Rate	<u>Numerator:</u> Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.	90.00	85.00%	81.10%	85.00%	85.50%	85.50%
2S1	Academic Proficiency in R/LA	<u>Numerator:</u> Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, took the assessment .	33.21	31.00%	29.60%	31.00%	31.10%	31.10%
2S2	Academic Proficiency in Math	<u>Numerator:</u> Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, took the assessment .	26.85	24.00%	22.90%	24.00%	24.10%	24.10%
2S3	Academic Proficiency in Science	<u>Numerator:</u> Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, took the assessment .	27.00	27.00%	25.79%	27.00%	27.10%	27.10%
3S1	Placement	<u>Numerator:</u> Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, nat'l service program, or employment in the second quarter following the program year in which they left secondary education. <u>Denominator:</u> Number of CTE concentrators who left secondary education in the same year.	90.00	85.00%	81.10%	85.00%	85.50%	85.50%
4S1	Non-Traditional Concentration	<u>Numerator:</u> Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year. <u>Denominator:</u> Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.	30.00	30.00%	28.70%	30.00%	30.50%	30.50%
5S2	Postsecondary Credits Attained	<u>Numerator:</u> Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.	55.00	52.00%	49.70%	52.00%	52.50%	52.50%



Secondary Performance Indicators

(1S1) Four Year Graduation Rate

Perkins V Language - *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).*

- **Numerator** Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate.
- **Denominator** Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

CTE Concentrators – Students who have passed 2 or more courses within a single approved Pathway of study.



Secondary Performance Indicators

(2S1) Academic Proficiency in Reading/Language Arts

Perkins V Language 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 in reading/language arts as described in section 1111(b)(2) of such Act.

- Numerator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.
- Denominator Number of CTE concentrators who, in the reporting year, took the assessment.



Secondary Performance Indicators

(2S2) Academic Proficiency in Math

Perkins V Language 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 in mathematics as described in section 1111(b)(2) of such Act.

- Numerator Number of CTE concentrators who, in the reporting year, achieved proficiency on the assessment.
- Denominator Number of CTE concentrators who, in the reporting year, took the academic assessment



Secondary Performance Indicators

(2S3) Academic Proficiency in Science

Perkins V Language 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 in Science as described in section 1111(b)(2) of such Act.

- Numerator Number of CTE concentrators who, in the reporting year, achieved proficiency on the assessment.
- Denominator Number of CTE concentrators who, in the reporting year, took the academic assessment



Secondary Performance Indicators

(3S1) Placement

Perkins V Language 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.

- Numerator Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, national service program, or employment in the second quarter following the program year in which they left secondary education.
- Denominator Number of CTE concentrators who left secondary education in the same year.



Secondary Performance Indicators

(4S1) Non-Traditional Concentration

Perkins V Language *The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*

- Numerator Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year
- Denominator Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.



Secondary Performance Indicators

(5S2) Postsecondary Credits Attained

Perkins V Language 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.

- Numerator Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.
- Denominator Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.



Appendix B(1): Student Performance Data

Step 1: In Pathways, on the left-side menu, go to **REPORTS**, then go to the section titled **CAR REPORTS**. Select the last report on the list (**SUMMARY REPORT**). Select the Year (**2020**) to generate the **Summary Report**. Record overall school Performance in Chart below:

¶

Provide a summary of the results of the comprehensive needs assessment component for Student Performance. (Needs Assessment completed Spring, 2020) (Sec. 134(b)(1))							
Needs Assessment Required Component: Evaluation of Student Performance on Core Performance Indicators	CTE Concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate	CTE Concentrator proficiency in challenging State Academic Attainment			Percentage of CTE Concentrators who, in the second quarter after exiting from secondary education, are in: postsecondary education, advanced training, military service or a service program (Peace Corps) or are employed	Non-Traditional Concentration Percentage	Selected Indicator of CTE program quality: The percentage of CTE concentrators graduating from high school having attained postsecondary credits earned through a dual or concurrent enrollment program or another college transfer agreement
Performance Indicator	1S1 Grad. Rate	2S1 RLA	2S2 Math	2S3 Science	3S1 Placement	4S2 Non-Trad. Completion	5S2 Program Quality (Attained Postsecondary Credential)
State Goal	85	31	24	27	85	30	52
LEA Score							



Perkins Application Notes:

The Post-Secondary Data presented in the Pathways system is still being verified. **You may use the local data you have on file, if you choose; however, you will need to be prepared to present your verification of your data if requested.**

For example, if you award dual credit, you can use reports from your SIS to validate credits earned or you can use reports from post-secondary institutions you work with.

Please be sure to count any concentrator with college credits earned. Those college credits can include any post secondary credit earned in the Program of Study (English, Math, Science, CTE, etc.)

Remember that you are welcome to attach documents that help to clarify what you are submitting in your application.





Kathleen T. Mercer
Coordinator - Perkins
Career, Standards and Assessment
Services

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www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

