Carl D. Perkins Progress Report: FY22 Program Improvement

 

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

Month Year



**Carl D. Perkins Progress Report: Program Improvement**

### Demographic Information

**Name of School/Agency**: Click or tap here to enter text. **USD #**Click or tap here to enter text.

**Institution Contact**: Click or tap here to enter text. **Telephone**: Click or tap here to enter text.

**E-mail address**: Click or tap here to enter text.

**Reporting Period**:  1st report (Due November, 2021) 2nd report (Due April, 2022)

**Please list and briefly describe all grant activities completed to date for each of the items that were addressed in your grant application. Also list major activities expected to occur during the next progress report period.**

### Program Update

1. Describe how Career & Technical Education (CTE) programs supported by Perkins funds have been carried out with the funds received.Click or tap here to enter text.
2. Describe how CTE activities have been carried out with respect to meeting State and local adjusted levels of performance.Click or tap here to enter text.
3. Describe how the eligible recipient has:
   1. Developed, adopted, implemented, enhanced and offered the appropriate course of study for not less than one of the CTE programs;Click or tap here to enter text.
   2. Improved academic and technical skills of CTE students by integrating and/or strengthening coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core academic subjects (as defined by Elementary & Secondary Education Act) and CTE courses; Click or tap here to enter text.
   3. Provided CTE students with strong experience in, and understanding of, all aspects of an industry; Click or tap here to enter text.
   4. Ensured that CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to other students; and Click or tap here to enter text.
   5. Encouraged CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects *(as defined by Elementary & Secondary Education Act).* Click or tap here to enter text.
4. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel has been provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). Click or tap here to enter text.
5. Describe how parents, students, academic and career and technical education teachers, administrators, career guidance and academic counselors, representatives of business and industry (including small businesses), labor organizations, representatives of special populations, and other interested individuals have been involved in the development, implementation, and evaluation of CTE programs and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the Perkins Act, including CTE programs of study. Records for this group must be maintained. Click or tap here to enter text.
6. Describe how the eligible recipient has ensured that the CTE program is of such size, scope and quality to bring about improvement in the quality of CTE. Click or tap here to enter text.
7. Describe the process that has been used to annually evaluate and continuously improve the performance of CTE programs. Click or tap here to enter text.
8. Describe how the eligible recipient has:
   1. Reviewed CTE programs, and identified and adopted strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; Click or tap here to enter text.
   2. Provided programs that are designed to enable the special populations to meet the local adjusted levels of performance; Click or tap here to enter text.
   3. Provided activities to prepare special populations, including single parents, for high skill, high wage, or high demand occupations that will lead to self- sufficiency. Click or tap here to enter text.
9. Describe how grant recipient has ensured that individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations. Click or tap here to enter text.
10. Describe how funds were used to promote preparation for nontraditional fields. Click or tap here to enter text.
11. Describe how career guidance and academic counseling have been provided specifically to CTE students, including linkages to future education and training opportunities. Click or tap here to enter text.
12. Describe efforts to improve:
    1. Recruitment and retention of CTE faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession, and; Click or tap here to enter text.
    2. The transition to teaching from business and industry. Click or tap here to enter text.
13. Please identify equipment, resources, materials, tools and supplies purchased with Perkins funds. List the cost and how it will be incorporated into the curriculum. Indicate which of the Required Uses of Funds/Core Indicator the purchase applies to. Required Uses of Funds and Core Indicators are listed in Appendix A. Click or tap here to enter text.

Number of CTE students being served by these funds:

Other comments: Click or tap here to enter text.

Technical assistance needed: Yes No

If yes, describe need: Click or tap here to enter text.

Completed by: Click or tap here to enter text. Date: Click or tap here to enter text.

**Submit Electronically to:**

Kathleen Mercer [ktmercer@ksde.org](mailto:ktmercer@ksde.org)

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| For more information, contact: |  |  |
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