



# CTE/ Perkins Update: 4-21-21

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



# Performance Indicators



# 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.



# 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 <b>CTE concentrators</b> who, in the reporting year, were <b>included as graduated</b> in the state's computation of its <b>cohort</b> graduation rate. <u>Denominator:</u> Number of <b>CTE concentrators</b> who, in the reporting year, were <b>included in the state's computation</b> 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, <b>achieved proficiency</b> on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, <b>took the assessment</b> .	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, <b>achieved proficiency</b> on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, <b>took the assessment</b> .	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, <b>achieved proficiency</b> on the academic assessment. <u>Denominator:</u> Number of CTE concentrators who, in the reporting year, <b>took the assessment</b> .	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 <b>were placed</b> 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 <b>who left secondary education</b> 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%




# FY22 Perkins Application

Appendix B: Student Performance






# Reports in Pathways



Career & Technical Education  
**PATHWAYS**  
Program of Study Application Tracking and Management



**KANSAS**  
STATE DEPARTMENT OF  
**EDUCATION**

User: ktmercerc District: KSDE Building: NA Access Level: KSDEApprove

Logout

Applications List

**CTE Pathways**

Welcome

My CPPSAs

Student Follow-Up

Maintenance

State Pathways

Consultant Assignments

Content Management

Workflow Timers

System Settings

Action Items

Move Pathways

Reference Data

CIP Codes

State Career Clusters

Decline Reasons

Assessment Rules

Certification Rules

CTSOs

Occupations

Course Levels

Post-Secondary Institutions

**Reports**

Welcome

Welcome

Action Items

- Please make sure to click on "Edit program of study" to review Section 4 before clicking on the No Changes box and trying to save.
- If your pathway has been Declined by KSDE, the Pathways system will require you to save every section before being able to resubmit. The error "All courses selected in Section III must be included in program of study" is one of those if there aren't any courses listed that need to be added.

Welcome to Pathways! Based on a nationwide initiative, Kansas utilizes a Cluster/Pathway model for instructing Career and Tech Education (CTE) students across the state. A Career Pathway Program of Study is a collection of courses designed to reach a specific CTE goal. Each CPPSA must be applied for and approved by the Kansas State Department of Education (KSDE).

Pathways will allow CTE to manage the lifecycle of a "Career Pathway Program of Study Application" from start to finish. In addition, districts are required to report their current year CTE Student Data for submission to the Feds.

Through Pathways users can:

- Complete and submit a CPPSA
- Request modifications to a submitted CPPSA
- Create and maintain the Advisory Committee for a CPPSA
- Report CTE Student Data
- ...and much more!

To begin a new CPPSA, click on:

- "My CPPSA's" in the navigation bar to the left. Select All status and then "View/Filter CPPSAs" button. "Create New CPPSA" to begin entering a new CPPSA.
- OR Access a saved CPPSA by selecting EDIT in the Action column.

To access the help files, click on the help icon in the upper right hand corner of any page to access the user manual for guidance on navigating through the system.

The timeline for a new CPPSA and existing Pathway Maintenance submission is November 15th (approx.) until March 1st annually.

The timeline for Student Data Entry is May 15th to August 15th annually (only after the district submits their KCAN report in KiDS).

The timeline for Follow-up data on previous year concentrators is February 1st to April 15th annually.

Questions? Each page has a Notes/Questions link to submit questions to a KSDE CTE Consultant or email [pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org) for technical assistance.



 Logout


 Applications List

## CTE Pathways

Welcome

My CPPSAs

Student Follow-Up

 Maintenance

State Pathways

Consultant  
Assignments

Content  
Management

Workflow Timers

System Settings

Action Items

Move Pathways

 Reference Data

CIP Codes

State Career Clusters

Decline Reasons

Assessment Rules

## Reports

[District State Pathways List](#)

[Downloadable Basic Enrollment](#)

[Downloadable Basic Exiters \(Concentrators Who Exited\)](#)

[Downloadable Basic Follow-Up](#)

[Exiters \(Concentrators Who Exited\)](#)

[Minority Gender Concentrator Detail Report](#)

[New Pathways](#)

[Pathway Courses](#)

[Pathways Completers Report](#)

[Pathways Without Students](#)

[Potential Students - Not Assigned](#)

[Statewide Agreement by District/ Pathway](#)

[Student Career Course Completion](#)

[Student Certification and Credentials Totals](#)

[Student Certifications \(KCAN\)](#)

[Student Course Utilization](#)

[Student Status, Minority, & Gender Report](#)

[Students Needing Followup](#)

[Total Concentrators](#)

## CAR Reports

[Career Cluster by Gender](#)

[CAR Goal Performance by District](#)

[CAR Student Summary](#)

[Graduation Rate](#)

[Academic Attainment - Reading](#)

[Academic Attainment - Math](#)

[Academic Attainment - Science](#)

[Total Placement](#)

[Postsecondary Credits Attained](#)

[Nontraditional Concentration](#)

[Summary Report](#)

[Completion - Retired 2019](#)

[Skill Attainment - Retired 2019](#)

[Nontraditional Program Participation - Retired 2019](#)

# Reports in Pathways



# Reports in Pathways

Report Parameters - Google Chrome

https://apps.ksde.org/Pathways/Reports/ReportParameters.aspx?report\_id=25

### Summary Report

School Year: 2012

Org No.

Building Number:

Cluster:

Pathway/VE2 Program:

Special Population: All Students

☐ Two or more races

PDF Excel

Select 2020

Select Your District

Select the version  
of the Report that  
you want to  
produce



# The Summary Report will provide the information you need for your application



Career & Technical Education  
Kansas State Department of Education  
900 SW Jackson  
Topeka, KS 66612-1212  
www.ksde.org

School Year	USD #	USD Name	BLDG #	Building Name
			All Buildings	All Buildings
CIP Code:		All CIP Codes	Pathway:	All Pathways
			Career Cluster:	All Clusters
Spcl Population:		All Students		

## CAR Summary Report

Indicator	Performance Data	Required	Actual	Result	Last Year Net
1S1	Graduation Rate	85.00%	99.60%	Exceeded	+ .21%
2S1	Academic Attainment – Reading	31.00%	47.54%	Exceeded	-2.76%
2S2	Academic Attainment – Math	24.00%	36.54%	Exceeded	-4.88%
2S3	Academic Attainment – Science	27.00%	45.83%	Exceeded	+ 4.41%
3S1	Total Placement	85.00%	88.26%	Exceeded	+ 26.21%
4S1	Non-Traditional Concentration	30.00%	58.66%	Exceeded	-2.96%
5S2	Postsecondary Credits Attained	52.00%	75.91%	Exceeded	+ 75.91%



# 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							



# Other useful reports

<a href="#">Logout</a>	<b>Reports</b>
<a href="#">Applications List</a>	<a href="#">District State Pathways List</a>
<b>CTE Pathways</b>	<a href="#">Downloadable Basic Enrollment</a>
<b>Welcome</b>	<a href="#">Downloadable Basic Exiters (Concentrators Who Exited)</a>
<b>My CPPSAs</b>	<a href="#">Downloadable Basic Follow-Up</a>
<b>Student Follow-Up</b>	<a href="#">Exiters (Concentrators Who Exited)</a>
<b>Maintenance</b>	<a href="#">Minority Gender Concentrator Detail Report</a>
<b>State Pathways</b>	<a href="#">New Pathways</a>
<b>Consultant Assignments</b>	<a href="#">Pathway Courses</a>
<b>Content Management</b>	<a href="#">Pathways Completers Report</a>
<b>Workflow Timers</b>	<a href="#">Pathways Without Students</a>
<b>System Settings</b>	<a href="#">Potential Students - Not Assigned</a>
<b>Action Items</b>	<a href="#">Statewide Agreement by District/ Pathway</a>
<b>Move Pathways</b>	<a href="#">Student Career Course Completion</a>
<b>Reference Data</b>	<a href="#">Student Certification and Credentials Totals</a>
<b>CIP Codes</b>	<a href="#">Student Certifications (KCAN)</a>
<b>State Career Clusters</b>	<a href="#">Student Course Utilization</a>
<b>Decline Reasons</b>	<a href="#">Student Status, Minority, &amp; Gender Report</a>
<b>Assessment Rules</b>	<a href="#">Students Needing Followup</a>
	<a href="#">Total Concentrators</a>
	<b>CAR Reports</b>
	<a href="#">Career Cluster by Gender</a>
	<a href="#">CAR Goal Performance by District</a>
	<a href="#">CAR Student Summary</a>
	<a href="#">Graduation Rate</a>
	<a href="#">Academic Attainment - Reading</a>
	<a href="#">Academic Attainment - Math</a>
	<a href="#">Academic Attainment - Science</a>
	<a href="#">Total Placement</a>
	<a href="#">Postsecondary Credits Attained</a>
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	<a href="#">Summary Report</a>
	<a href="#">Completion - Retired 2019</a>
	<a href="#">Skill Attainment - Retired 2019</a>
	<a href="#">Nontraditional Program Participation - Retired 2019</a>

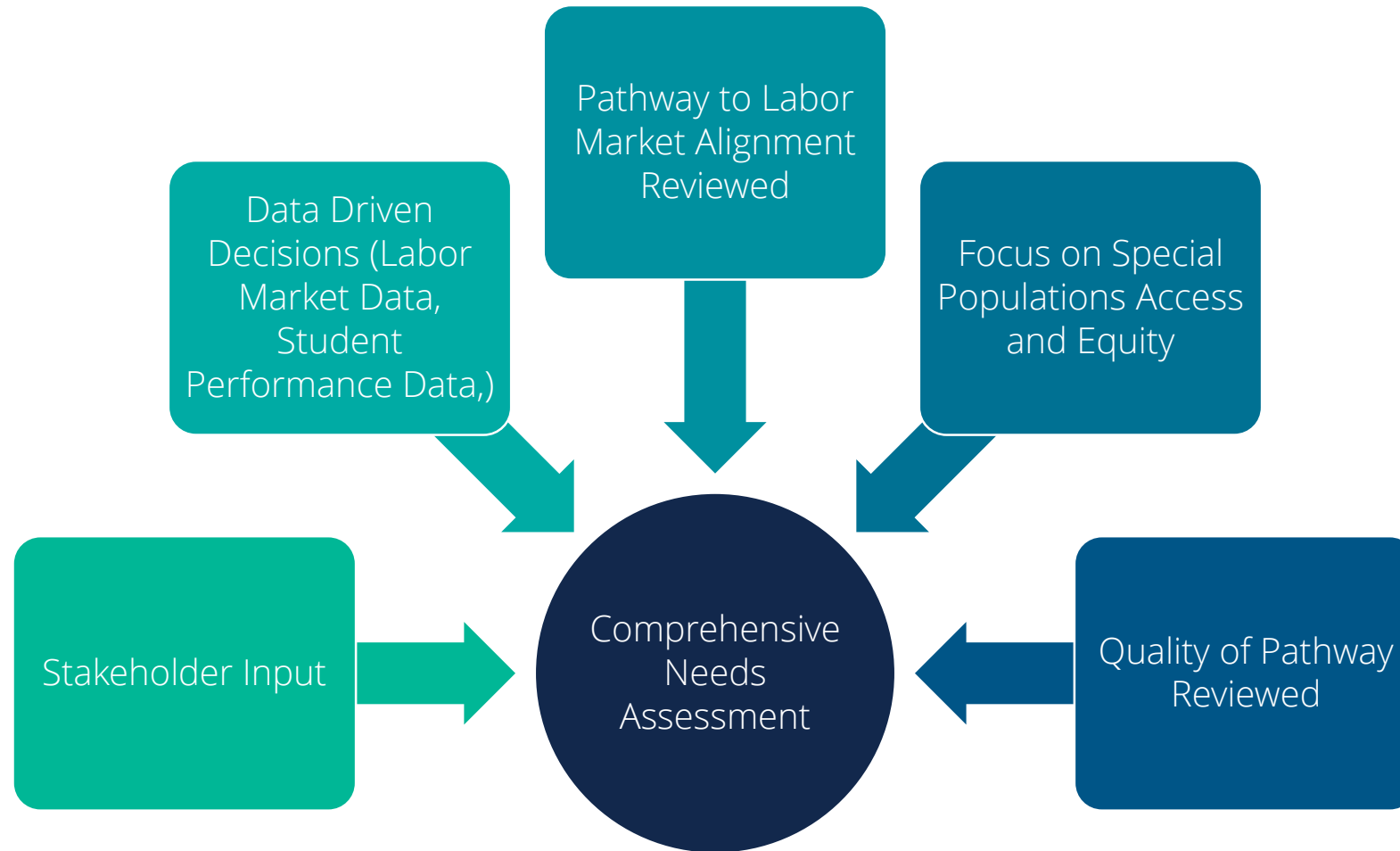




# CTE Connections



# Comprehensive Needs Assessment



# 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



# Perkins Requires a Needs Assessment

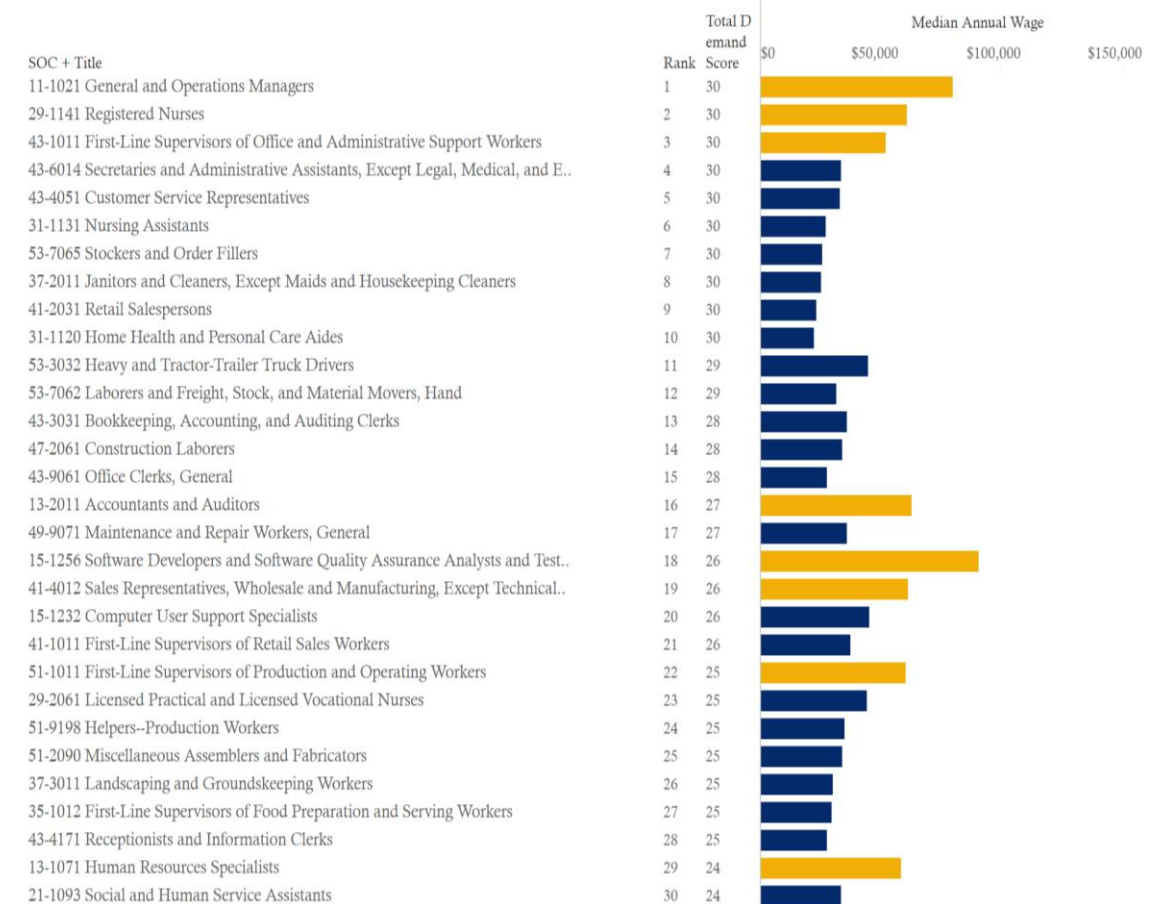
Perkins requires a Comprehensive Needs Assessment (every 2 years) that evaluates:

- 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

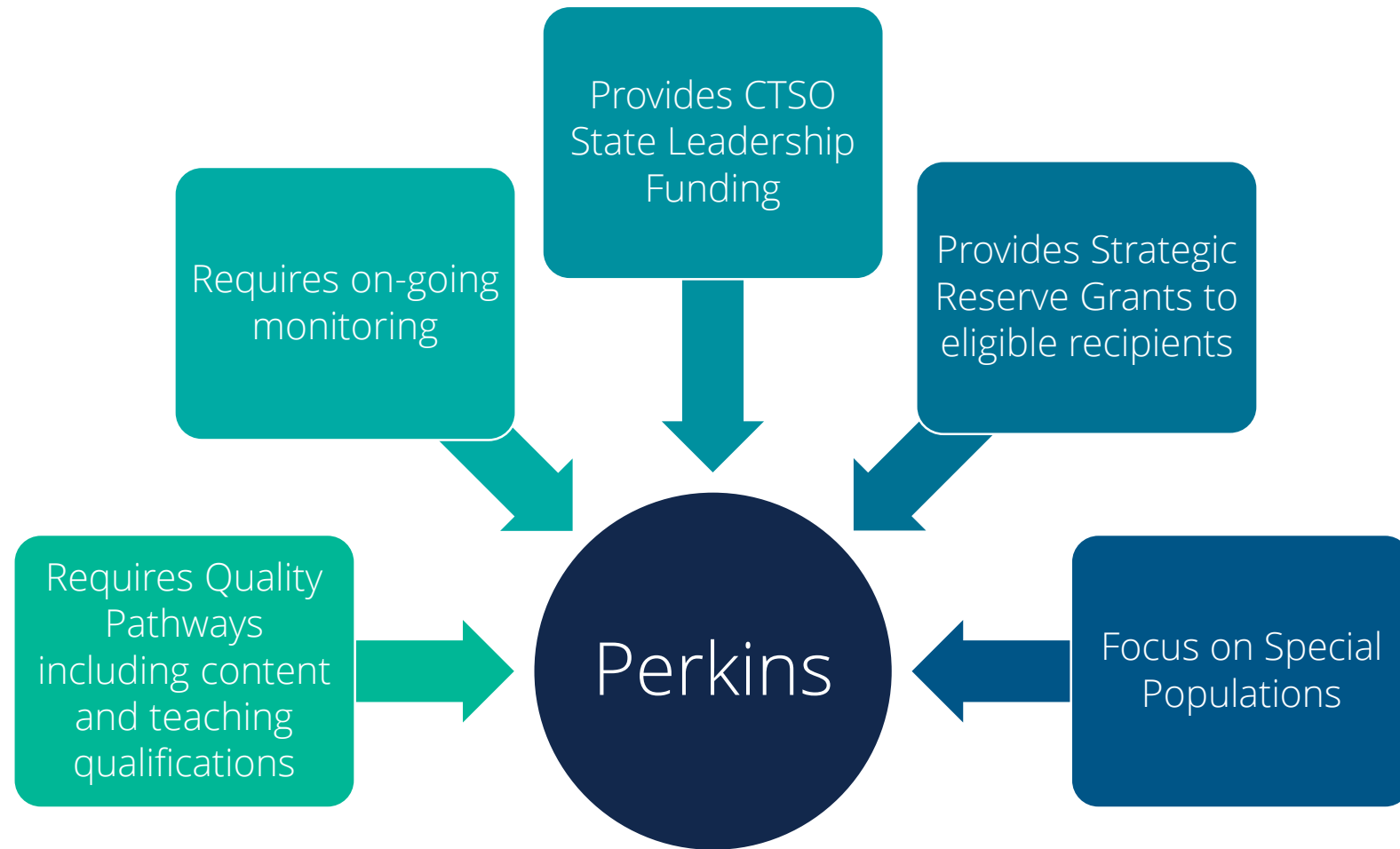


# Perkins Needs Assessment Regional Teams

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 Wetzell & VACANT	Emporia	Stella Tharp & VACANT
Topeka	Kate Welch & Tim Murrell	Pittsburg	Daniel Grundy & VACANT
Overland Park	Dr. Cindy Swartz & Dr. Ryan Flurry		

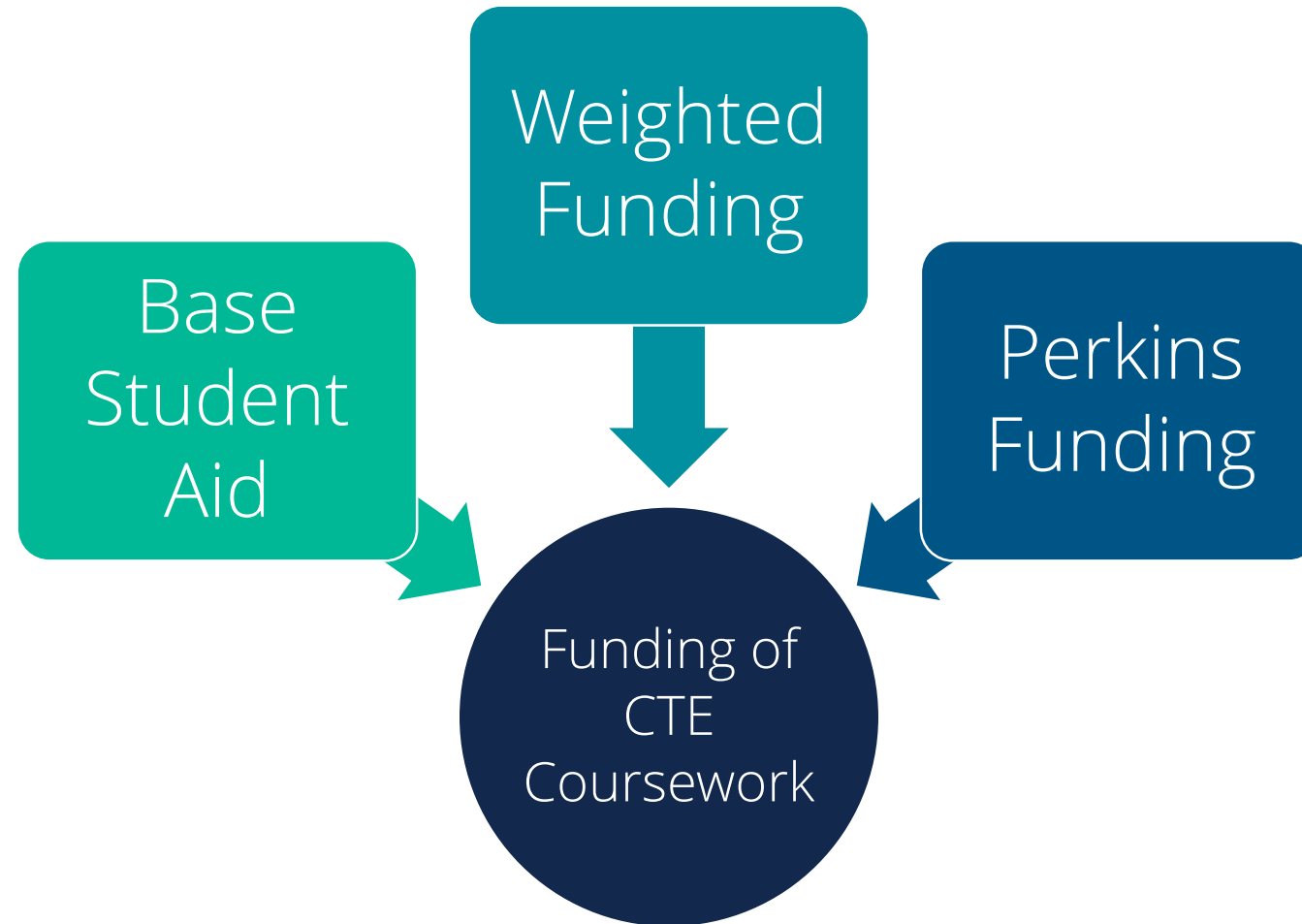


# Perkins Components

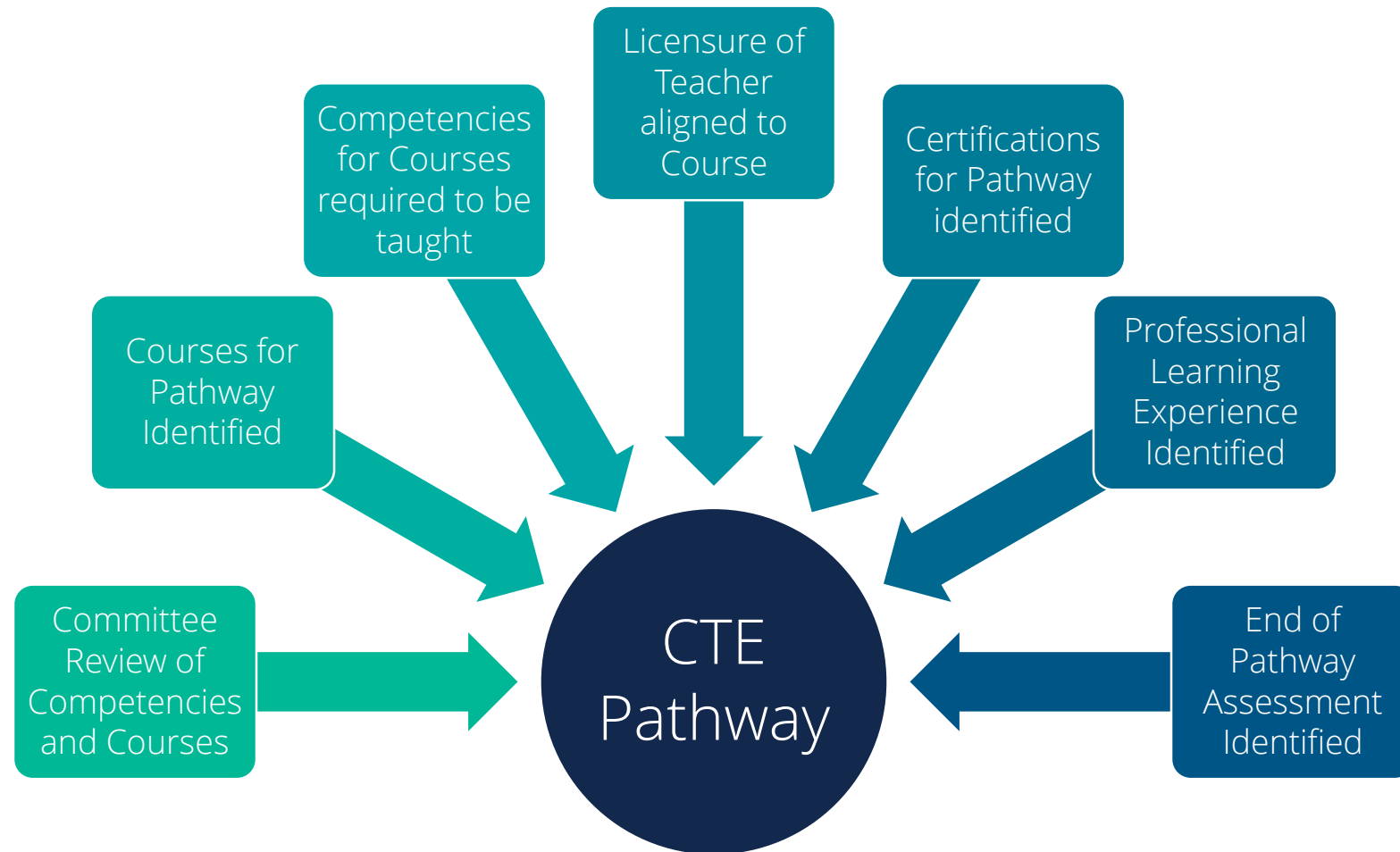




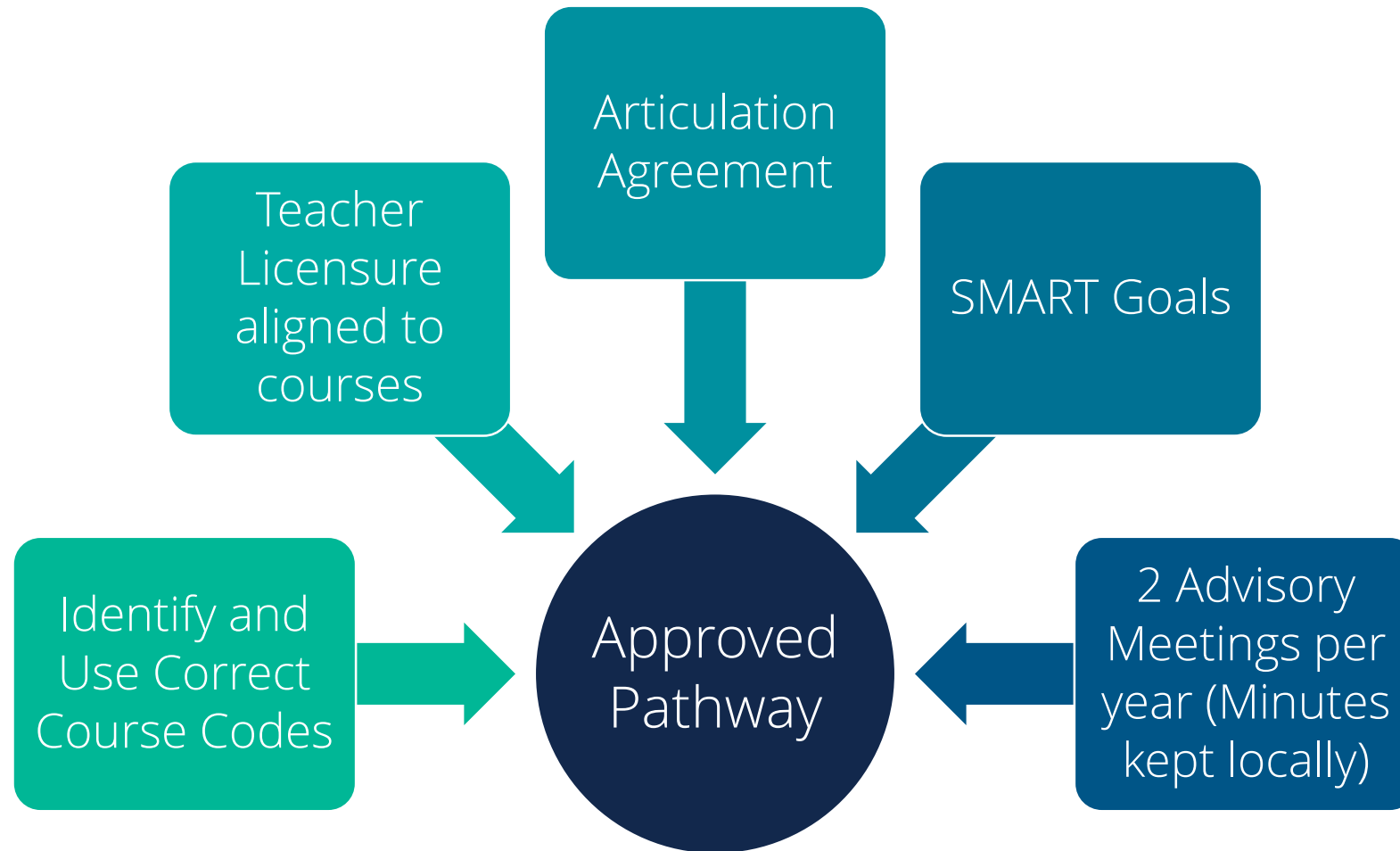
# Funding Components



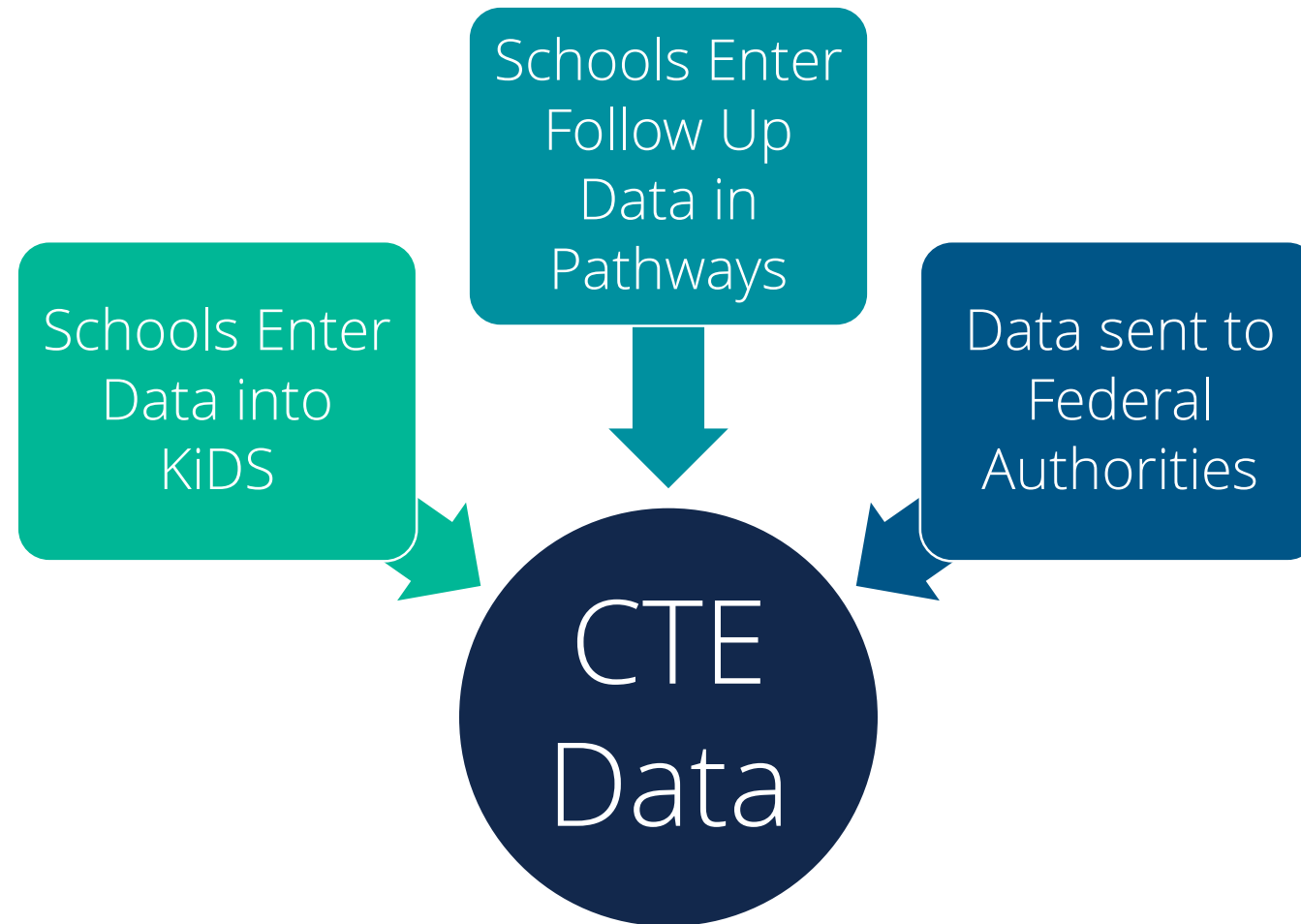
# CTE Pathway Components

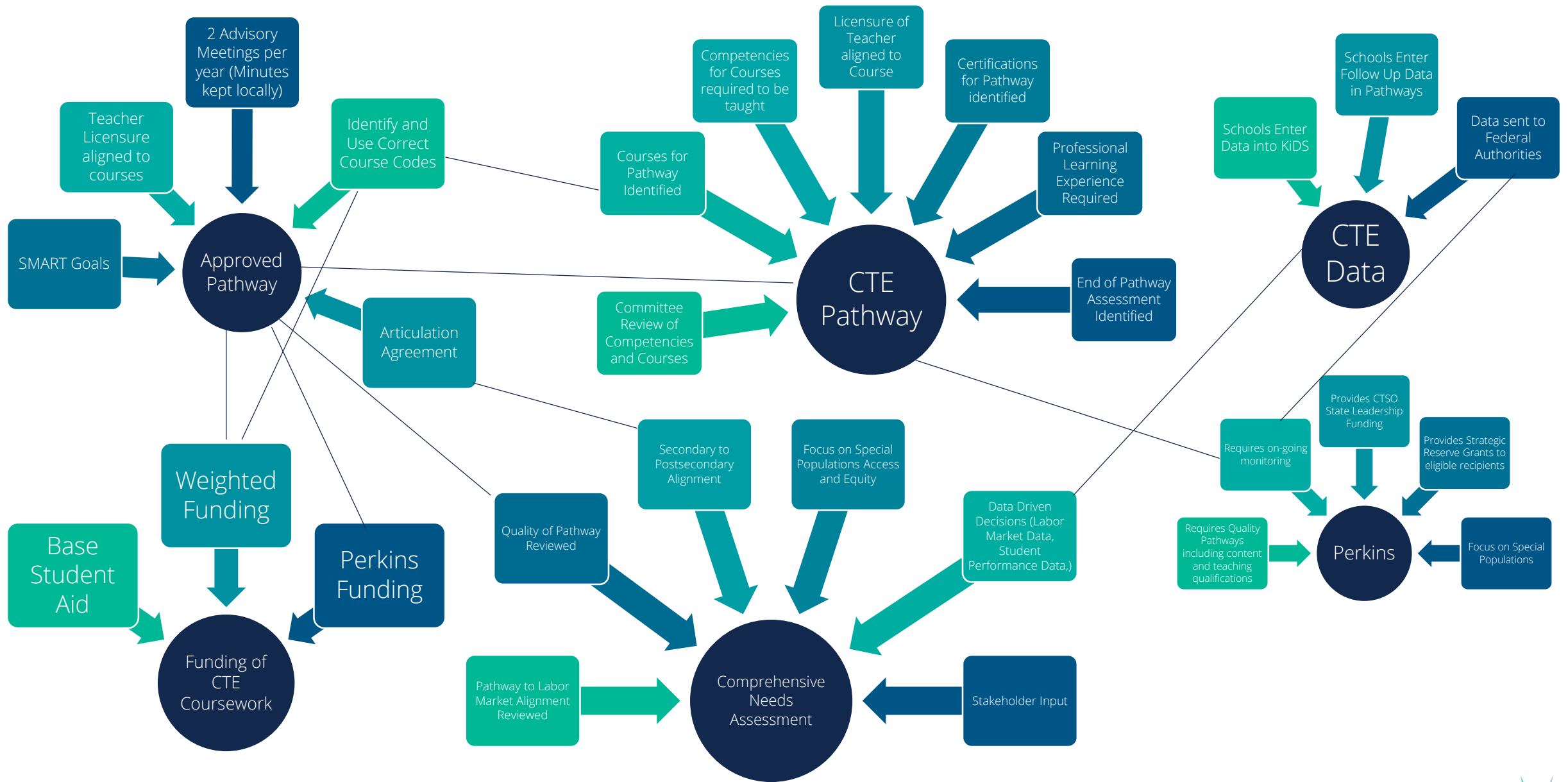


# Approved Pathway Components



# CTE Data







Kathleen T. Mercer  
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Career, Standards and Assessment  
Services

(785) 296-2307

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[www.ksde.org](http://www.ksde.org)

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