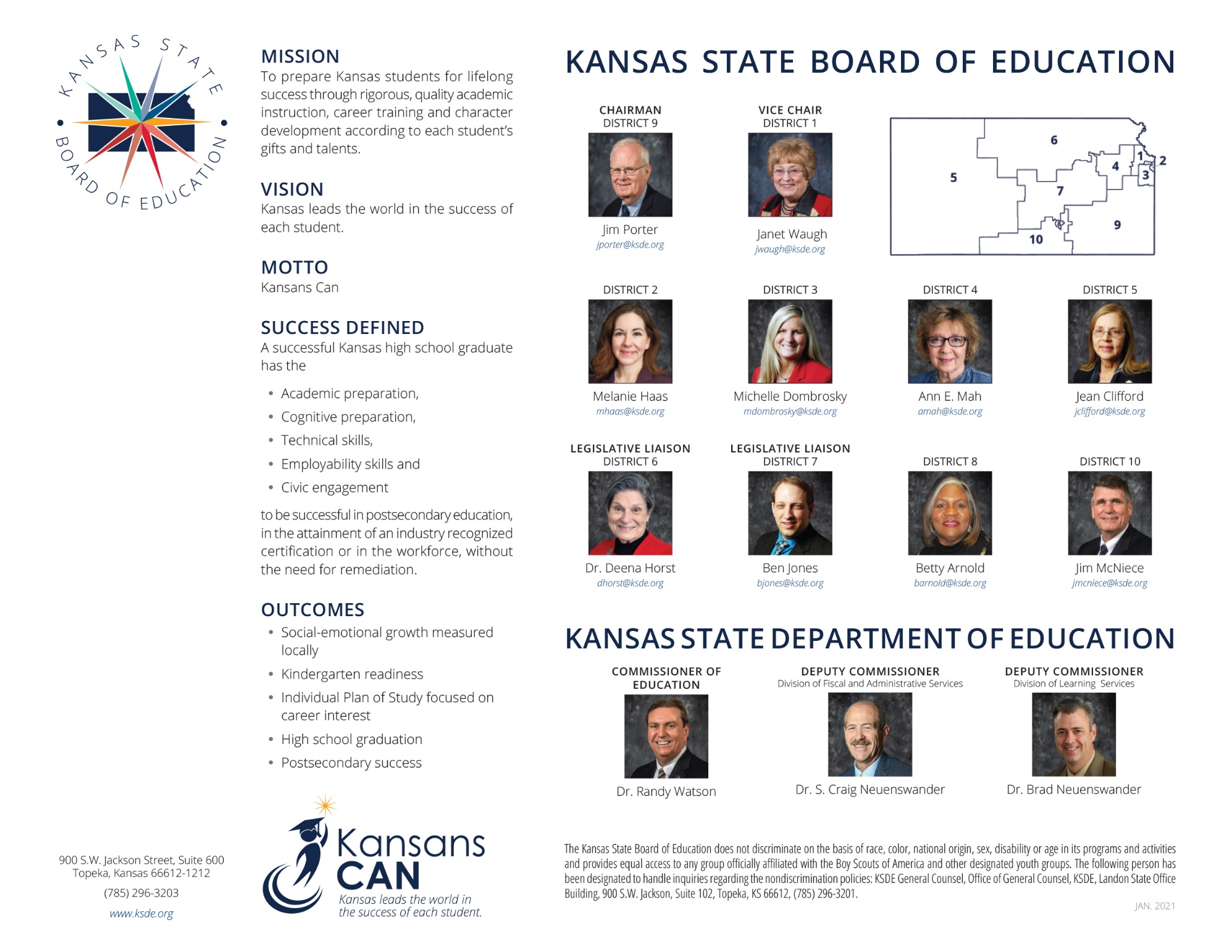
Perkins Monitoring Self Evaluation



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

Month Year



|  |  |  |
| --- | --- | --- |
| **District Name:** | **USD/Number:** | **Date:** |
| **Perkins Contact:** | **Contact Number:** | **FY 20 Allocation:** |

# Perkins Monitoring Review: District Self-Evaluation

The purpose of the Carl D. Perkins legislation is to improve the quality of CTE programs; therefore, Federal legislation specifies that the KSDE monitor the performance of local institutions receiving funding.

**District Self-Evaluation:** Each of the following targeted areas is directly connected to Perkins legislation and outlined in your final approved local application. In the space provided, describe: activities, projects, and/or services (that align with the final approved application, final performance report and final expenditure report) that were carried out during the FY 2020 grant period.

### Targeted Areas:

1. **Administrative Costs**

Total Administrative Costs (If Applicable) $\_\_\_\_\_\_\_\_\_\_\_

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds**:

Provide Career Exploration and Career Development Activities

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| **Perkins Legislation:** (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. ***Section 135 (1) (a-f)***  **Activities that supported this mandated use of the funds:** | **Funds Expended**  **$** |

### Targeted Areas (Continued):

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds:**

**Provide Professional Development**

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| **Perkins Legislation:** (2)Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. ***Section 135 (2) (a-i)***  **Activities that supported this mandated use of the funds:** | **Funds Expended**  **$** |

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds:**

|  |  |
| --- | --- |
| **Perkins Legislation:** (3) Provide within CTE, the skills necessary to pursue careers in high-skill, high-wage, or in demand industry sectors or occupations; ***Section 135 (3)***  **Activities that supported this mandated use of the funds:** | **Funds Expended**  **$** |

**Provide, within CTE, the skills necessary to pursue careers in high skill, high demand or high wage industries**

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds:**

**Integration of Academic Skills into CTE Courses or Programs of Study**

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| --- | --- |
| **Perkins Legislation:** (4) support integration of academic skills into career and technical education programs and programs of study to support— ***Section 135 (4) (a-b)***  **Activities that supported this mandated use of the funds:** | **Funds Expended** |
| **$** |

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds:**

**Plan and carry out Increasing student achievement through implementation of CTE programs**

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| --- | --- |
| **Perkins Legislation:** (5) plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113 — **Section 135 (5) (a-t)**  **Activities that supported this mandated use of the funds:** | **Funds Expended $** |

### Targeted Areas (Continued):

1. **Describe activities you implemented that supported this mandated use of Perkins’ funds:**

**Develop and implement evaluations of the activities carried out with Perkins’ funds**

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| **Perkins Legislation:** (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). — **Section 135 (6)**  **Activities that supported this mandated use of the funds:** | **Funds Expended**  **$** |

### Other Targeted Areas:

1. **Core Indicators of Performance**

To complete the following section of the ***Perkins Monitoring Review: District Self-Evaluation***, **use data reported via the Pathways from 2017-18 and 2018-2019 to respond to each core indicator section.**  An **average score** for all programs/clusters in the district must be used as you respond to the Core Indicators of Performance.

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| --- | --- | --- | --- |
| **Attainment of Core Indicator 1S1 and 1S2** | | **Academic Attainment in Reading (1S1) and Mathematics (1S2)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Percentage of CTE concentrators in **FY 18** who attained academic attainment in **reading** |  |
|  |  | Percentage of CTE concentrators in **FY19** who attained academic attainment in **reading** |  |
|  | | | |
|  |  | Percentage of CTE concentrators in **FY 18** who attained academic attainment in **mathematics** |  |
|  |  | Percentage of CTE concentrators in **FY 19** who attained academic attainment in **mathematics** |  |

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| --- | --- | --- | --- |
| **Attainment of Core Indicator 2S1** | | **Technical Skill Attainment (2S1)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Percentage of CTE concentrators in **FY 18** who passed technical skill assessments aligned with industry-recognized standards |  |
|  |  | Percentage of CTE concentrators in **FY 19** who passed technical skill assessments aligned with industry-recognized standards |  |

### Other Targeted Areas (Continued)

**Core Indicators of Performance (Continued)**

To complete the following section of the ***Perkins Monitoring Review: District Self-Evaluation***, **use data reported via the Pathways from 2017-18 and 2018-2019 to respond to each core indicator section.**  An **average score** for all programs/clusters in the district must be used as you respond to the Core Indicators of Performance.

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| **Attainment of Core Indicator 3S1** | | **School Completion (3S1)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Percentage of CTE concentrators who earned a regular high school diploma in **FY 18** |  |
|  |  | Percentage of CTE concentrators who earned a regular high school diploma in **FY 19** |  |
| **Attainment of Core Indicator 4S1** | | **Student Graduation (4S1)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Percentage of CTE concentrators who graduated and were included in the state’s computation of the graduation rate in **FY 18** |  |
|  |  | Percentage of CTE concentrators who graduated and were included in the state’s computation of the graduation rate in **FY 19** |  |

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| --- | --- | --- | --- |
| **Attainment of Core Indicator 5S1** | | **Placement (5S1)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military or employed in **FY 18** |  |
|  |  | Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military or employed in **FY 19** |  |

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| **Attainment of Core Indicator 6S1** | | **Non-Traditional Participation (6S1)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Number of gender non-traditional students who participated in a program that leads to employment in a non-traditional field **FY 18** |  |
|  |  | Number of gender non-traditional students who participated in a program that leads to employment in a non-traditional field **FY 19** |  |

### Other Targeted Areas (Continued)

**Core Indicators of Performance (Continued)**

To complete the following section of the ***Perkins Monitoring Review: District Self-Evaluation***, **use data reported via the Pathways from 2017-18 and 2018-2019 to respond to each core indicator section.**  An **average score** for all programs/clusters in the district must be used as you respond to the Core Indicators of Performance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Attainment of Core Indicator 6S2** | | **Non-Traditional Completion (6S2)** | **Percent** |
| **Met** | **Unmet** |
|  |  | Number of gender non-traditional students who completed a program that leads to employment in a non-traditional field **FY 18** |  |
|  |  | Number of gender non-traditional students who completed a program that leads to employment in a non-traditional field **FY 19** |  |

### Submission and Follow Up Information

Please complete the ***District Self-Evaluation for FY 2020*** ***document***, and send electronically to Kathleen Mercer at[**ktmercer@ksde.org**](mailto:ktmercer@ksde.org) Any items needing to be mailed can be sent to **Kathleen Mercer c/o Kansas State Department Education, Career, Standards and Assessment Services, 900 SW Jackson St. Suite #653, Topeka, KS, 66612**, to satisfy the Perkins Monitoring Review.

**A tour of the district’s CTE facilities may be conducted, if necessary. During the on-site visit, the following items will be reviewed:**

* District and program/cluster inventory records
* Verify location of all equipment purchased with Perkins monies
* Verify that State ID tags are affixed to equipment purchased for $5,000.00 or more

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| For more information, contact: |  |  |
| **Name:** Kathleen Mercer  **Title:** Perkins/IPS Coordinator  **Team**: Career, Standards and Assessment Services  **Phone:** 785.296.2307  **Email:** ktmercer@ksde.org |  | Kansas State Department of Education  900 S.W. Jackson Street, Suite 102  Topeka, Kansas 66612-1212  [www.ksde.org](http://www.ksde.org/) |