Perkins Monitoring Process

 

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

Month Year

## OVERVIEW

The Perkins Monitoring Review process combines the efforts of the Career and Technical Education (CTE) staff at the Kansas State Department of Education (KSDE) and the districts/consortiums as secondary partners. KSDE CTE staff review grant activities, outcomes, and expenditures yearly for all federal and state initiatives for which the state receives funding. Districts/Consortiums to be monitored will be selected on a risk-analysis basis. KSDE staff may conduct additional targeted visits for a district and/or consortium when it is deemed necessary. Using established selection criteria and desk audit reports, staff will conduct on-site reviews each year.

## TARGETED VISITS

#### The Perkins Monitoring Review process will be based on the following specific areas of concerns or targets: Analyses of submitted reports

* Data quality and/or data collection issues
* Financial issues
* Grant management performance, including timely submission(s)
* Perkins core performance indicator levels
* All programs/clusters are current and have been properly maintained
* OCR (Access and Equity) Risk Evaluation

The Perkins Monitoring Review process will be conducted in one of two methods: Desk Audit Only or Desk Audit and On-site Visit. Districts/Consortiums selected for audit must submit all documentation by **February 1, 2022**. If required, on-site visits must be completed by **May 31, 2022.**

## INTENDED OUTCOMES

#### Review required documentation submitted for state-approved CTE program(s) as evidence that verifies program quality and student performance.

#### Assure that funds have been expended appropriately and are used in compliance with federal and state policies and legislative mandates

1. Protect against waste, fraud, and abuse
2. Identify technical assistance needs
3. Identify promising practices

## PERKINS MONITORING REVIEW FORMS

Federal legislation specifies that KSDE must monitor the performance of local districts receiving funding. There are two Perkins Monitoring Review documents that will need to be completed by the selected districts that must be submitted to KSDE by **February 1, 2022.**  The documentation to be submitted includes the following:

* ***Perkins Monitoring Review: District Self-Evaluation***
* ***Perkins Monitoring Review: Fiscal Monitoring***

PRIMARY GOALS

The Perkins Monitoring Review process is designed to:

* Ensure that equal education opportunities are provided to all students, including full opportunity to participate in programs, activities, job opportunities and to benefit from services.
* Monitor the use of federal and state funds, thereby assuring compliance with legislation.
* Review and verify accurate data collection and reporting which will result in consistent state-wide data to be used for Core Performance Indicators.

PRIMARY GOALS CONTINUED

* Provide technical assistance in the development, implementation and improvement of CTE programs and related activities.
* Identify exemplary practices and share this information state-wide.
* Analyze, identify, and change policies and activities that impede the achievement of the above goals.

## WHAT WILL BE MONITORED

The ***District Self-Evaluation*** will monitor for the six uses of the Carl D. Perkins funds, including:

1. Providing Career Exploration and Career Dev. Activities
2. Providing Professional Development
3. Provide (within CTE Courses) the skills to pursue careers in high, wage, high skill, **or** in-demand industries
4. Integrating Academic and Technical Skills
5. Implementing Programs that improve student performance on identified Core Indicators
6. Developing and Implementing Local CTE Program Evaluation

In addition to the review of the uses of funds in the ***Perkins Monitoring Review: District Self-Evaluation***, an additional targeted area for review will be the **core indicator level of performances**.

* Pathway data submitted for the last **two complete years** provides documentation identifying performance levels of the six core indicators for the district.
* This documentation provides the basis for program evaluation targets to be considered

## PERKINS MONITORING REVIEW:

**District Self-Evaluation:** Each of the targeted areas is directly connected to Perkins legislation and outlined in the final approved local application. In the ***District Self-Evaluation for FY 2020*** ***document***, please 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.

## PERKINS PERFORMANCE INDICATOR REVIEW:

In addition to the review of the uses of funds in the ***Perkins Monitoring Review:*** ***District Self-Evaluation***, an additional targeted area for review will be the core indicator level of performances.

* Pathway data submitted for the last two complete years will provide documentation identifying performance levels of the six core indicators for the district.
* This documentation will provide the basis for program evaluation targets to be considered Perkins Fiscal Monitoring Review:

***The Fiscal Monitoring for FY 2020 documentation*** will need to be detailed to demonstrate that funds were expended as approved in the FY20 Perkins Grant application. Please submit

* Electronic copies of all Perkins expenditures invoices
* Electronic copies of all Perkins purchase requests
* Breakdown of expenses from Perkins budget page of the FY 2020 application
* Electronic copies of FY 2020 of Perkins accounts
* Time and effort sheets for any employee whose salary is paid through Perkins funds for FY20 (if that person is paid less than 100% from the Perkins grant and/or spends less than 100% of their time on identified Perkins grant activities)
* If any additional supporting documentation is required, KSDE will notify the district. Following the review of submitted documentation, a final analysis of your documentation is made to determine whether it meets the Federal and State requirements of the Perkins legislation. If it meets the requirements, a final report is sent to the district superintendent.
* If the monitoring process reveals that substantial progress has not been made or appropriate documentation is not available for review, an on-site audit may be conducted and corrective plan of action required.
  + You will be notified that you have been selected for an on-site monitoring visit.
  + KSDE will complete a final report and send it to the Superintendent within 30 days of the on-site visit.
  + The monitored district will then complete and submit a corrective plan of action within 30 days of receipt of its final report.

Please complete the ***District Self-Evaluation 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

# Perkins Monitoring Review: District Self-Evaluation

|  |  |  |
| --- | --- | --- |
| **District Name:** Click here to enter text. | **USD/Number:** Click here to enter text. | **Date:** Click here to enter text. |
| **Perkins Contact:** Click here to enter text. | **Contact Number:** Click here to enter text. | **FY 20 Allocation:** Click here to enter text. |

# 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 grant period.

### Targeted Areas:

1. **Administrative Costs (if applicable)** $Click here to enter text.
2. **Describe activities you implemented that supported this allowable 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:** Click here to enter text. | **Funds Expended**  $Click here to enter text. |

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

**Provide Professional Development**

|  |  |
| --- | --- |
| **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:** Click here to enter text. | **Funds Expended**  **$**Click here to enter text. |

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:** Click here to enter text. | **Funds Expended**  **$** Click here to enter text. |

**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**

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

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

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

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

### Targeted Areas (Continued):

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

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

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

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:** Click here to enter text. | **Funds Expended $**  Click here to enter text. |

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:** Click here to enter text. | **Funds Expended**  **$** Click here to enter text. |

### Other Targeted Areas:

### To complete the following section of the ***Perkins Monitoring Review: District Self-Evaluation***, **use data reported via the Pathways System (*Summary Report)* 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. ***Please remember that the CURRENT Performance Core Indicators are numbered differently!***

1. **Core Indicators of Performance**

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

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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:**

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| --- | --- | --- | --- | --- | --- |
| **Attainment of Core Indicator 3S1** | | | **School Completion (3S1)** | **Percent** | |
| **Met** | **Unmet** | |
|  |  | | Percentage of CTE concentrators who earned a high school diploma in **FY 18** |  | |
|  |  | | Percentage of CTE concentrators who earned a 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** |  |
| **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** | |  |

# Perkins Monitoring Review:

# Fiscal Monitoring

**Forward the following materials 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 desk audit component of the Perkins Monitoring Review:**

1. Electronic copies of **all Perkins Expenditures Invoices**
2. Electronic copies of **all Perkins Purchase Requests**
3. Breakdown of **expenses from Perkins Budget page of the FY 2020 application**
4. Electronic copies of **FY 2020 of Perkins Accounts**
5. Time and effort sheets for any employee whose salary is paid through Perkins funds for FY 20:
   * If that person is paid less than 100% from the Perkins grant and/or
   * Spends less than 100% of their time on identified Perkins grant activities

**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

For more information, contact:

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| **Name:** Kathleen Mercer  **Title:** Perkins/IPS Coordinator  **Team**: Career, Standards and Assessment  **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/) |