



Perkins Application: Monitoring, Improvement and Assurances 4-26-21

Kansas State Department of Education
CTE Team

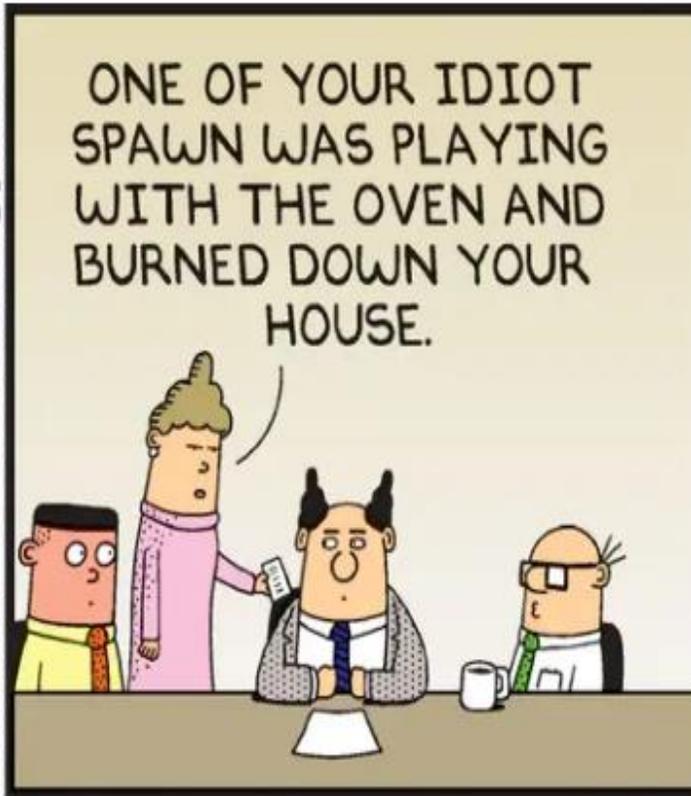
A NEW Vision for Kansas ...



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



Dilbert.com DilbertCartoonist@gmail.com



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FY22 Perkins Allocations



Allocations



Your allocation is based on the demographics of individuals in your area who are economically disadvantaged.

We have received the census data and calculated the allocations. You should have received an email regarding your allocation, and they will be posted to our web page shortly. **We have had some changes to consortiums, so we cannot post the allocations until they are all corrected.**

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Postsecondary Credits

State Plan and Definitions



Perkins State Plan

D. ACCOUNTABILITY FOR RESULTS

- 1) Identify and include at least one (1) of the following indicators of CTE program quality—
 - a) the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
 - b) the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c) the percentage of CTE concentrators graduating from high school having participated in work based learning. *(Section 113(b)(2)(A)(iv)(I) of Perkins V)*

Kansas has chosen to measure the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant CTE programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

- 2) Include any other measure(s) of student success in CTE that are statewide, valid, and reliable, and comparable across the State. *(Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.*

Kansas is not utilizing any additional program quality measure(s).

- 3) Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

5S2 – Postsecondary Credits Attained 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.



Dual Enrollment Programs

Concurrent Enrollment:

High school teacher provides college credit class on high school campus

Dual Enrollment:

A high school student travels to the college campus.

College faculty travel to the high school or secondary career center.

A high school student takes a course from a college instructor via distance education, either synchronous via interactive video or an asynchronous online platform

Articulated Credit:

Retroactively assigns credit for high school coursework upon matriculation

Credit by Exam (Advanced Placement, International Baccalaureate, and Project Lead the Way):

Advanced high school courses where Standardized tests are used to assess students' knowledge at the end of a course.

Some colleges and universities will place students out of entry-level courses and/or provide credit-by-exam based on students' performance on these examinations.



KCCMS

College/ Career Field in KCCMS	(.5) Funded	Approved in Pathway (KCAN record needed)	Earns College Credit
C	Yes	Yes	Yes
F	Yes	Yes	No
L*	No*	Yes	Yes
R*	No*	No	Yes
X	No	Yes	No
T	No	No	No

*Can receive funding based on Excel in CTE (formerly Senate Bill 155)

KCCMS Course Code	Funded?
X- Introductory course in an approved Pathway	NOT FUNDED
F- All technical and application level courses in an approved Pathway in which only high school credit is earned by the student.	FUNDED
C – All technical and application level courses in an approved Pathway that are NOT Excel in CTE eligible, but DO earn Dual Credit.	FUNDED
L*- Any course from the Excel in CTE list that is selected in an approved Pathway (Introductory, Technical or Application Level) in which high school credit and college credit is earned.	NOT FUNDED
R* - CTE course NOT part of an approved Pathway (introductory, Technical, or Application level) in which high school credit and college credit is earned.	NOT FUNDED
T- CTE course NOT part of an approved Pathway in which only high school credit is earned.	NOT FUNDED

(*state aid is provided for these courses in the form of tuition reimbursement for high school students from KBOR to the post-secondary institution offering the college credit. See Excel in CTE (Old SB155))



FY22 Perkins Application

Appendix B: Student Performance Data



Appendix B: Student Performance- Data

Step 1: In CPPSA, go to **REPORTS**, then go to the section titled **CAR REPORTS**. Select the last report on the list (**SUMMARY REPORT**). Select the Year (**2019**) to generate the **Summary Report**. This report will include some retired indicators (2S1, 3S1, 6S1). Disregard those indicators. Identify the Indicator by the **title**, rather than **number** because those indicator numbers have been changed by Perkins V, but they are not yet changed in our system. Record 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 <u>Student Performance</u> 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 Standards			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 4Year Grad. Rate	2S1 RLA	2S2 Math	2S3 Science	3S1 Placement	4S2 Non-Trad. Completion	5S2 Program Quality (Attained Postsecondary Credential)
State Goal	90	35	26	27	90	23	45
LEA Score				NA			NA





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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%	88.24%	Exceeded	-11.76%
2S1	Academic Attainment – Reading	31.00%	50.00%	Exceeded	+ 26.92%
2S2	Academic Attainment – Math	24.00%	16.67%	Did Not Meet	+ 16.67%
2S3	Academic Attainment – Science	27.00%	66.67%	Exceeded	+ 66.67%
3S1	Total Placement	85.00%	100.00%	Exceeded	0.00%
4S1	Non-Traditional Concentration	30.00%	22.22%	Did Not Meet	-17.78%
5S2	Postsecondary Credits Attained	52.00%	20.00%	Did Not Meet	-80.00%



Appendix C: Student Performance- Action Plan

Step 2: If your student's performance does not meet the state goal, you will need to create an Action Plan-

- Using the chart on the previous page, identify **indicators** where student performance is **not** adequate.
- Identify how many percentage points the performance is below the goal (**gap**).
- Give a narrative of the reason your students are not reaching the goal (**root cause**).
- Give a narrative for your **action plan** to improve the performance of your students on this indicator.

This form is **not necessary if all indicators are met.**

Indicator	Identified gaps	Why didn't students meet the indicator? (Root Cause)	Action Plan for Improvement



Action Plan: *First Occurrence*

- If your performance does not meet the state performance goal for any core indicator the first time in the four-year cycle, **you will be placed on probation and required to complete an Action Plan for Improvement.**
- The Action Plan for Improvement must be completed, and performance must meet at least 90% of an agreed-upon local level in order for the eligible recipient to be considered for removal from probation.



Action Plan: *Second Occurrence*

- If your performance does not meet the state performance goal for any core indicator *the second time in the four-year cycle, you will be placed on probation and required to update the Action Plan for Improvement.*
- KSDE will reserve the right to withhold funds of 10% or more from the Perkins allocation for that eligible recipient and those funds will be utilized to provide targeted technical assistance for performance improvement for that eligible recipient.
- The Action Plan for Improvement must be completed, and performance must meet at least 90% of an agreed-upon local level in order for the eligible recipient to be considered for removal from probation.



Action Plan: *Third Occurrence*

- If your performance does not meet the state performance goal for any core indicator the third time in the four-year cycle, **you will be placed on probation and required to update the Action Plan for improvement.**
- If there has not been meaningful progress, KSDE reserves the right to withhold funds again.
- The decision will be made based on the amount of progress the eligible recipient has made and the engagement level of the eligible recipient in the improvement process.
- Without meaningful progress towards improvement, KSDE reserves the right to withhold or redirect all Perkins funding for targeted assistance.



Special Populations Improvement

- We will not be requiring an improvement plan for special populations for this grant application.
- You will still be required to report as stated in the Perkins V law.



Reporting Data

- (ii) DATA.—Except as provided in clauses (iii) and (iv), each eligible recipient that receives an allocation described in section 112 shall—
 - disaggregate data for each of the indicators of performance under paragraph (2) for the subgroups of students described in section 111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and section 3(48) that are served under this Act;
- (II) identify and quantify any disparities or gaps in performance, as described in paragraph 3(C)(ii)(II) 2, between any such category of students as described in subclause (I) (including special populations) and the performance of all CTE concentrators served by the eligible recipient under this Act.
- Disaggregate data by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate; and (IV) for CTE concentrators described in paragraph (2)(A)(iii) and paragraph (2)(B)(i), disaggregate data, to the extent such data is available, by each of the following:
 - (aa) Individuals enrolled in postsecondary education (disaggregated by postsecondary award level, including certificate, associate, or baccalaureate degree).
 - (bb) Individuals in advanced training.
 - (cc) Individuals in 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.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).
 - (dd) Individuals in employment (including those individuals who are employed in a high skill, high-wage, or in-demand sector or occupation).



Reporting Data

- (iii) NONDUPLICATION.—The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under paragraph (3)(C)(iii), that each eligible recipient does not report duplicative information under this section.
- (iv) RULES FOR REPORTING OF DATA.—The disaggregation of data under this paragraph shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.
- (v) AVAILABILITY.—The report described in clause
 - (i) shall be made available by the eligible recipient through a variety of formats, including electronically through the Internet, to students, parents, educators, and the public, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand.



Questions?



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