

CARL PERKINS

SWPRSC

BACKGROUND

- The Carl D. Perkins Career and Technical Education Improvement Act of 2006 was designed to improve and expand services for students enrolled in career and technical education programs.
- These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high-skill, high-wage or high-demand occupations.

NINE REQUIRED ACTIVITIES

- ◉ *Describe how the academic, career and technical skills of students will be strengthened through the integration of academic, career and technical programs. Documentation must be provided.*
- ◉ *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
- ◉ *Provide programs that address all aspects of an industry, meaning that the student must have strong experience (work-based learning) and a comprehensive understanding of the industry he or she is preparing to enter.*

NINE REQUIRED ACTIVITIES

- ◉ *Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering externships and mentoring programs.*
- ◉ *Provide sustainable professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.*
- ◉ *Evaluate programs serving all students and assess how special populations are being served.*

NINE REQUIRED ACTIVITIES

- ◉ *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
- ◉ *Provide activities to prepare special population students for high-skill, high-wage or high-demand occupations.*
- ◉ *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.

PERMISSIBLE USE OF FUNDS

- ◉ Involve parents, businesses and labor organizations in planning, implementing, and evaluating career and technical education programs.
- ◉ Provide career guidance and academic counseling.
- ◉ Support local business and education partnerships.
- ◉ Provide programs for special populations.

PERMISSIBLE USE OF FUNDS

- Assist career and technical student organizations that are an integral part of the program.
- Provide mentoring and support services.
- Lease, purchase and upgrade equipment.
- Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.

PERMISSIBLE USE OF FUNDS

- ◉ Develop and expand postsecondary offerings, including distance education.
- ◉ Develop initiatives to facilitate transition from two-year to four-year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
- ◉ Support entrepreneurship education and training.
- ◉ Develop or improve curriculum, particularly for high-skill, high-wage or high-demand occupations.

PERMISSIBLE USE OF FUNDS

- ◉ Develop and support career-themed learning communities.
- ◉ Support family and consumer science education.
- ◉ Provide programs for adults and school dropouts to complete secondary education.
- ◉ Provide services for placement in employment and further education.

PERMISSIBLE USE OF FUNDS

- Support non-traditional training and employment.
- Support automotive technologies training.
- Pool a portion of funds with other recipients for innovative initiatives.
- Other activities consistent with purposes of this Act

UNALLOWABLE USES OF FUNDS

- ◉ Bad debts
- ◉ Canned Curriculum
- ◉ Consumables (paper, ink)
- ◉ Contingencies
- ◉ Contributions/Donations
- ◉ Entertainment
- ◉ Food (meals)
- ◉ Gas
- ◉ Interest and other financial costs
- ◉ Legislative expenses
- ◉ Promotional Items
- ◉ Student Internships
- ◉ Student Scholarships
- ◉ Textbooks
- ◉ Student transportation
- ◉ Tuition
- ◉ No money can be spent directly on students
- ◉ OSHA Requirements
- ◉ Replacement Equipment
- ◉ Advertising

8 CARL PERKINS CORE INDICATORS

ACADEMIC ATTAINMENT IN READING/ LANGUAGE ARTS

- ◉ **Numerator**: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school **reading/language arts** assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
- ◉ **Denominator**: Number of CTE concentrators who took the ESEA assessment in **reading/language arts** whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

ACADEMIC ATTAINMENT IN MATHEMATICS

- ◉ **Numerator**: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school **mathematics** assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
- ◉ **Denominator**: Number of CTE concentrators who took the ESEA assessment in **mathematics** whose **scores were included in the state’s computation of AYP** and who, in the reporting year, have left secondary education.

TECHNICAL SKILL ATTAINMENT

- **Numerator**: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- **Denominator**: Number of CTE concentrators who took the assessments during the reporting year.

SCHOOL COMPLETION

- ◉ **Numerator**: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.
- ◉ **Denominator**: Number of CTE concentrators who left secondary education during the reporting year.

STUDENT GRADUATION RATES

- **Numerator**: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.
- **Denominator**: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

PLACEMENT

- ◉ **Numerator**: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
- ◉ **Denominator**: Number of CTE concentrators who left secondary education during the reporting year.

NONTRADITIONAL PARTICIPATION

- **Numerator**: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- **Denominator**: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

NONTRADITIONAL COMPLETION

- ◉ **Numerator**: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- ◉ **Denominator**: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

YEAR THREE REQUIREMENTS

- 1. Provide awareness/information trainings concerning career clusters/programs of study, Kansas Career Pipeline through scheduled trainings and at counselor and administrative meetings; study groups; development of programs of study in accordance with the development of Kansas Model Programs of study; technical support (assistance from KSDE/KCTERC); support for locally determined attendance at academic and program specific trainings.

YEAR THREE REQUIREMENTS

- 2. 6 CTE/Academic teacher PLC days (Sonya Pena, Mindy Applegate of SWPRSC); SIOP and Ruby Payne strategies newsletters and website (SWPRSC consultants), data analysis (SWPRSC consultants), technology trainings (Tom Barnes, Jesse Vargas of SWPRSC); Perkins informational trainings (Bill E. Losey); equipment purchase (Bill E. Losey); teacher externships (Bill E. Losey); technical assistance (Bill E. Losey). Several of these opportunities will be presented on DVD for playback at local school's pre-determined professional development days. This change in delivery is in response to advise from the business, public school, and secondary school advisory council.

YEAR THREE REQUIREMENTS

- ◉ Awareness/information dissemination;
- ◉ Program of study work days for FY11 Kansas Model Programs of Study
- ◉ Articulation agreement work days;
- ◉ Advisory committee trainings
- ◉ Kansas Career Pipeline training
- ◉ secondary/post-secondary/KSDE meetings and technical assistance with postsecondary representatives, assistance from KCTERC/KSDE).
- ◉ Meet with SWPRSC Counselors Council, facilitated by consultant Audrey Nueshafer, about the Career Clusters and continue offering Career Pipeline training.

YEAR THREE REQUIREMENTS

- Teacher Externships
- Content study groups with KSDE
- Advisory committee trainings and list serve entries
- Data analysis and program improvement trainings
 - 12/14
- Perkins Advisory Committee meetings
- Technical assistance as districts request
- SWPRSC will develop, maintain, and update a website dedicated to consortium members announcing training opportunities as well as posting SWPRSC created podcasts and other on demand trainings.

YEAR THREE REQUIREMENTS

- ◉ Survey Monkey training
- ◉ Development of yearly checklist
- ◉ Trainings for OCR,
- ◉ SIOP Trainings,
- ◉ Ruby Payne Trainings,
- ◉ Special Education adaptations embedded in PLC days;

YEAR THREE REQUIREMENTS

- Assistance with recruitment at postsecondary career days
- Work with Counselors' Council to create a SWP Career days.
 - April 6
 - GCCC
- PLC's What do you want?
 - 10/20, 2/16, 4/20
 - Come in to develop student learning opportunities
 - Scenario planner - project based with math and reading
 - Receive media activities to promote learning

TECHNOLOGY

◉ Apple iPad

