Perkins, PEIMS and the PER – What is my Role as a CTE Teacher?

Ruthie Pe’Vey Kneupper
Educational Specialist
Critical Area, Career and Technical Education
210-370-5424 / ruthie.kneupper@esc20.net
CTE Teachers and teacher leaders and CTE Administrators play a critical collaborative role in the DEVELOPMENT of the DISTRICT LOCAL PLAN as they write the new Perkins federal grant for new funding each year.

Federal Perkins grant funding has run, in the past from July 1 to June 30. Beginning with the 2015-2016 school year, the funding cycle has changed to match other federal funding cycles, and now runs form July 1 through August 30 (14 months).
Development

- Perkins Program Description:
  - “The purpose of program is to develop more fully the academic and career and technical skills of secondary students who elect to enroll in CTE programs”

- NINE REQUIRED USES of Perkins:
  - “Each eligible recipient that receives an allotment under the grant shall use such funds to improve CTE programs. Funds made available under this grant shall be used to provide CTE programs that accomplish the following:”
Development

• “Nine Required Uses”:
  • Integrate academics with CTE programs using coherent sequences of courses
  • Link CTE at the secondary and postsecondary levels
  • Provide students with strong experiences in and understanding of all aspects of industry, which may include work-based learning
  • Develop, improve and expand the use of technology in CTE programs
• “Nine Required Uses” con’t:

  • Provide professional development programs for teachers, faculty, administrators and career guidance and academic counselors who are involved in integrating CTE programs

  • Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met
Development

“Nine Required Uses” con’t:

- Initiate, improve, expand and modernize quality CTE programs, including relevant technology
- Provide services and activities that are of sufficient size, scope and quality to be effective
- Provide activities to prepare special populations for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency
Do I Get Perkins Funds?

- An applicant must address the following requirements –
  
  - LEAs may apply for funding as single applicants if they are eligible for at least $15,000 under this grant.
Do I Get Perkins Funds?

• An applicant must address the following requirements –
  
  • If an LEA is eligible to an allocation of less that $15,000 they have three choices to make:
    • They may choose not to take the funds
    • They may chose to join an SSA (Shared Services Arrangement) the total allocation of that SSA must be more than $15,000
    • Or in rural, sparsely populated areas, they have a third option....
Do I Get Perkins Funds?

• An applicant must address the following requirements –

• If an LEA is eligible to an allocation of less that $15,000 they have three choices to make:
  • An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a $15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school and for that reason it is unable to enter into an SSA to provide services under the grant
 Implementation

• CTE Teachers and teacher leaders and CTE Administrators play a critical collaborative role in the IMPLEMENTATION of the DISTRICT LOCAL PLAN as they report their actions throughout the year to state and federal agencies through our Pupil Accounting systems called PEIMS

• Accuracy and accountability are key to this process to the reporting process and everyone at the district and campus level are involved in the reporting process
Why is Accurate CTE PEIMS Data so Important?

• Impacts District’s financial and compliance status

• Impacts PBMAS, MOA, and PER
  – *(Performance Based Monitoring Analysis System, Program Access Review and Perkins Program Effectiveness Report)*

• And, It’s the law- TEC and TAC require accurate data reporting from school districts
Student Data

- CTE students are reported on the following different record types:
  - CTE Indicator (101 Record) – Fall and Summer
  - CTE Program (169 Record) – Fall
  - CTE Course Enrolled (170 Record) – Fall
  - CTE Attendance (410 Record) – Summer
  - Course Completions (415 Record) – Summer
  - CTE Flex Attendance (510 Record) – Summer
  - CTE Flex Attendance Course Completions (515 Record) – Summer
The 101 Record

- INDICATOR; identifier code for students \((SAAH\ 5.5)\)
  - Fall and Summer Submission

- This data shows that we, the state and the districts, are adhering with federal law (Perkins), to offer “a coherent sequence of career and technical education courses”.

- Feedback and questions from districts indicates that this seems to be the trickiest and most confusing of all CTE PEIMS data records collected and entered
### ABC High School Individualized Four Year Plan

**Name:**

**ID/#/Grade:**

**Date Initiated:**

**Date(s) Amended:**

This is a tentative plan to help you, your parents, and your school some direction as you progress through high school. As you fill in your plan, remember that it is only a plan and should be revised as needed to ensure your educational success throughout your four years in high school. Plan carefully and select academic courses and electives that will support your interests, career goals, and post-high school plans.

**My Post-High School plans will take me to:**

- [ ] 2 Year Community College
- [ ] Four Year College
- [ ] Military
- [ ] Technical/Specialized Trng
- [ ] Employment/Apprenticeship
- [ ] Other

**My Graduation Type is:**

- [ ] Recommended
- [ ] Distinguished Achievement
- [ ] Other

**Student Signature:**

**Parent Signature:**

### Grade 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>1</td>
</tr>
<tr>
<td>Algebra I or Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>Conceptual Physics/Biology</td>
<td>1</td>
</tr>
<tr>
<td>World Geography</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total credits for 9th year:**

### Grade 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English II</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Biology or Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total credits for 10th year:**

### Grade 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>1</td>
</tr>
<tr>
<td>Math Models/Algebra II/Pre-Cal</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total credits for 11th year:**

### Grade 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II/Pre-Cal/Calculus</td>
<td>1</td>
</tr>
<tr>
<td>Env., Systems, Physics &amp; Astronomy or Bio AP</td>
<td>1</td>
</tr>
<tr>
<td>Government/Economics</td>
<td>½ - ⅓</td>
</tr>
</tbody>
</table>

**Total credits for 12th year:**

**High School Credits I earned in Middle School are:**

Additional high school courses required for graduation include: Fine Arts (1 credit), Foreign Lang. (2 credits), Communication Applications (1/2 credit), Health (1/2 credit), Technology Credit (1 credit), Physical Ed. (1.5 credits unless waived by other courses; i.e., Athletics, Band, select CTE courses, etc.) Check with your counselor.

*Created by Education Service Center, Region 20 Career and Technical Education*  
*Revised 1/2008*
ABC ISD Individualized Student Endorsement Plan

BUSINESS AND INDUSTRY ENDORSEMENT - Agri-Business Focus - Choice 1: Animal Science

Please indicate your post-high school goal(s). Do you plan to go to (Circle all that apply): 2 Year College, Military Service, Technical School, 4 Year University, On-The-Job Training

This represents a sample four year plan for your endorsement choice. Students are encouraged to take courses that complete the endorsement courses and also prepares you for enrollment in post secondary education. Both require 26.0 credits for graduation. Students may thoughtfully change your plan or you may have taken courses in junior high that satisfy high school graduation credits. Please see your counselor with questions.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>Course/Credit</th>
<th>10th Grade</th>
<th>Course/Credit</th>
<th>11th Grade</th>
<th>Course/Credit</th>
<th>12th Grade</th>
<th>Course/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>English II</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I/Geometry</td>
<td>Geometry/Alg. II</td>
<td>Algebra II*/Pre-Cal</td>
<td>Add. Math*/Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>IPC/Chemistry/Physics</td>
<td>Add Science</td>
<td>Advanced Animal Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td>Speech/Health</td>
<td>US History</td>
<td>Govt/Eco</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE or Subt</td>
<td>Fine Art or Subt</td>
<td>Foreign Language I</td>
<td>Foreign Language II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Endorsement Courses**

- Principles of Agriculture, Food and Natural Resources, 1 credit
- Livestock Production, 1/2 credit and Equine Science, 1/2 credit
- Veterinary Medical Applications, 1 credit
- Practicum in Agriculture, 2 credits

<table>
<thead>
<tr>
<th>7 credits</th>
<th>7 credits</th>
<th>7 credits</th>
<th>7 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective, 1</td>
<td>Elective, 1</td>
<td>Elective, 1</td>
<td>Elective, 1</td>
</tr>
</tbody>
</table>

* Required for Distinguished Level of Achievement

Student Signature ______________________________

Parent Signature ______________________________

Counselor Signature ___________________________

Date(s) Modified _______________________________________

Updated August 2014
Since every student's 4-6 year plan may be very different, use this chart to help you make accurate decisions regarding student coding for the 101 record.
Evaluation

- CTE Teachers and teacher leaders and CTE Administrators play a critical collaborative role in the **EVALUATION** of the **DISTRICT LOCAL PLAN** as they report the culmination of programs and services at the end of the funding cycle and evaluate their plan through the **PER** or the **Program Effectiveness Report**

- **How effectively did you fulfill the nine required uses of Perkins?**

- **How effectively did you successfully implement your LOCAL DISTRICT PLAN?**
### Part 2: Program Effectiveness Review (continued)

<table>
<thead>
<tr>
<th>#</th>
<th>Indicator</th>
<th>Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The LEA completes its local application to ensure a full understanding of the required use of funds—including an effective definition of the size, scope, and quality of the CTE services and activities.</td>
<td>(✔) Yes</td>
<td>SCUCISD completes the local application and uses data to help define size, scope and quality of CTE</td>
</tr>
<tr>
<td>9</td>
<td>The LEA reviews its Perkins accountability results and uses CTE student performance data to drive goals, strategies, and continuous improvement.</td>
<td>(✔) Yes</td>
<td>SCUCISD uses TAKS, PBMAS, and Perkins accountability data to drive CTE goals and strategies</td>
</tr>
<tr>
<td>10</td>
<td>The LEA assesses Performance-Based Monitoring (PBM) data reports and follow-up data as available to guide local application planning and improvement strategies.</td>
<td>(✔) Yes</td>
<td>SCUCISD uses PBMAS, Perkins accountability and other students data to guide planning for local appl.</td>
</tr>
<tr>
<td>11</td>
<td>The LEA's Perkins budget is appropriate from both accounting and intended use perspectives.</td>
<td>(✔) Yes</td>
<td>SCUCISD follows all rules and guidelines in accounting and use of Perkins funds.</td>
</tr>
<tr>
<td>12</td>
<td>The LEA uses the local application and plan as a tool for evaluating and reporting data to assess program effectiveness.</td>
<td>(✔) Yes</td>
<td>SCUCISD uses local plan and program eval data to assess CTE program effectiveness</td>
</tr>
<tr>
<td>13</td>
<td>The LEA effectively uses automated processes for the submission of the Public Education Information Management System (PEIMS) data and the local application and plan.</td>
<td>(✔) Yes</td>
<td>SCUCISD uses all automated reporting processes and meets all submission deadlines</td>
</tr>
<tr>
<td>14</td>
<td>The LEA uses the local application as a vehicle for determining funding priorities and implementing proposed activities.</td>
<td>(✔) Yes</td>
<td>SCUCISD uses the local plan, program eval, and other data to determine funding priorities</td>
</tr>
<tr>
<td>15</td>
<td>The LEA annually submits its local application, amendments, and reallocations in a timely manner.</td>
<td>(✔) Yes</td>
<td>SCUCISD meets all deadlines in submitting CTE applications, amendments and reallocations</td>
</tr>
</tbody>
</table>

### Tech Prep/Advanced Technical/Credit/Articulation

<table>
<thead>
<tr>
<th>#</th>
<th>Indicator</th>
<th>Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>The LEA's Tech Prep program functions as an initiative for promoting systemic educational reform.</td>
<td>(✔) Yes</td>
<td>SCUCISD explores all opportunities for student advancement, including TP and Dual credit</td>
</tr>
<tr>
<td>17</td>
<td>The LEA's Tech Prep program encourages and supports collaboration among secondary/postsecondary institutions and business/Industry partners.</td>
<td>(✔) Yes</td>
<td>SCUCISD has a relationship with Alamo Colleges, CTCC and with Coastal Bend College</td>
</tr>
</tbody>
</table>
Evaluation Report

2010-2011 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

ER3100 - Perkins Program Effectiveness Report

PART 3: Evaluation Description

Although no areas in Part 2: Program Effectiveness Review were answered as a “NO,” SCUCISD continually evaluates and monitors CTE programs for improvement and enhancement. Staff is provided opportunities to participate in professional development training to support all populations of students, especially those students who are members of special populations or who are considered English Language Learners. SCUCISD continues to expand and enhance CTE programs and to bridge with postsecondary education and industry through CTE programs that are AP, ATC, dual credit, tech prep, and through offering students the opportunity to earn industry certifications in areas that are indicated by our district’s Business and Industry Advisory Council (BEST TEAM) as being certifications that are important to our regional workforce, industry and employment. These certifications may include but are not limited to ServeSafe, Hunter Safety, Boater Safety, OSHA 10 Hour Card for General Industry, FEMA Safety Certification, ETC (Emergency Telecommunications Certificate), FEMA Incident Command Certification, First Aide Certification, CPR Certification, NCAS (Microsoft Certified Application Specialist), MOS (Microsoft Operating Specialist), A+ Certification, CNA (Certified Nurses Assistant), etc.

SCUCISD uses a year long process to independently evaluate and continuously improve the performance of the CTE program. Students in the 7th and 8th grade (junior high) are given the opportunity to take career assessment classes, using online software. Counselors at the junior high then use this data to help students to build 4 year plans of study. The district follows the Achieve Texas Career Cluster model to organize CTE course offerings at the high school level into career clusters and helps students to choose a rigorous 4 year plan of study to include CTE courses with a career cluster of their choice. SCUCISD received input from the District’s Business and Industry Advisory Council (BEST TEAM) and uses Alamo WorkSource labor market information to assist in developing, implementing and evaluating CTE course offerings and career cluster arrangement. Students and parents are surveyed at the end of each school year for input and to gauge program effectiveness. CTE teachers also do a program self-evaluation online survey each year. All this data is combined with career assessment summaries, district benchmark data, TAKS, PARRS, AEIS, AYP, PEIMS, Perkins local plan, PER report data and graduation and program completion data to compile a continuous CTE program evaluation for SCUCISD to continually improve, modify, re-direct, and enhance our CTE programs.
Evaluation

• Were the Federal funds used and expended appropriately and in a timely manner?

• Were the federal funds used for “this year’s” students and programs? How do you know?

• Do you have student industry certification programs as a capstone experience for your coherent sequences of CTE courses. How do you know? How were they reported? How do you know they are the certifications that business and industry wants?
Evaluation

• What needs to be modified, adjusted or improved for the following year?

• Where any subpopulations of students not served or underserved? What does the data show? What evidence? Why or Why not?

• What new initiative does the district have planned? Based on what data? Where is the data coming from? What does the LMI tell the district about workforce trends? Staffing trends?
Evaluation

- What Professional Development needs exist? For Whom?
- Who will deliver the Professional Development?
- How does all this data look on a strategic plan?
- Is this plan in line with the district’s strategic plan?
- Is this in line with the State Plan for CTE?
Evaluation

- And ultimately, all of this well researched and cross referenced data is ultimately used for
  - district level program planning,
  - district and campus level program expansion (or re-direction or elimination) and related staffing decisions,
  - district and state level professional development and
  - for writing the next year’s Perkins grant.

....and the cycle of Development, Implementation and Evaluation continues so the district, and CTE programs, continue to grow and improve