



# Consolidated Annual Report (CAR)

Carl D. Perkins Career & Technical Education Act of 2006

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# CAR Overview

- Online reporting to OVAE
- Due date December 31 of each year
- Secondary and postsecondary included
- Annual enrollment and performance data
- Progress in achieving state performance goals
- Financial status reporting
- Required and permissive activities
- Improvement plan

# Student Definitions

## (in State Plan 2009-2013)

- **Secondary CTE Participant:** *Secondary participants are enrolled in the beginning sequence of courses leading to two credits in career and technical education program that requires at least four credits to complete the program.*
- **Secondary CTE Concentrator:** *Secondary concentrators are students who have successfully completed 50 percent of the four credits and are enrolled in the third or fourth credit courses of a career and technical education program that requires at least four credits to complete the program.*
- **Postsecondary CTE Participant:** *Postsecondary participants are enrolled in a sequence of courses in a career and technical education major (program of study) and have completed 12 hours or less for credit toward a certificate, diploma, or associate degree in career and technical education.*
- **Postsecondary CTE Concentrator:** *Postsecondary concentrators have completed twelve hours (12) in a sequence of courses in a program of studies (major) and are enrolled in the 13<sup>th</sup> hour or beyond credit course in the program leading to a certificate, diploma, or associate degree.*

# Secondary Enrollment

Student Category	Number of Participants
<b>TOTAL PARTICIPATION</b>	<b>140,828</b>
Male	74,183
Female	66,644
Students with Disabilities	13,263
Economically Disadvantaged	71,175
African-American	12,751
Hispanic	3,906

# 1S1: Academic Attainment -Reading

- **Numerator:** Number of CTE concentrators who have met the proficient or distinguished level on the CATS reading assessment administered by the State under Section 11 11(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 CATS assessment in reading whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
1S1 – Academic Attainment Reading:	37.69%	63.70% (-.26%)	7

# 1S2: Academic Attainment -Mathematics

- **Numerator:** Number of CTE concentrators who have met the proficient or distinguished level on the ACT Algebra II end of course mathematics assessment administered by the State under Section 11 1 l(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 AYP and who, in the reporting year, left secondary education.
- **Denominator:** Number of CTE concentrators who the ACT Algebra II end-of-course assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
1S2 – Academic Attainment Math:	35.42%	46.40% (+7.21%)	58

# 2S1: 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.  
(KOSSA or Industry Certification)
- **Denominator:** Number of CTE concentrators who took the assessments during the reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
2S1 – Technical Skill Attainment:	63.00%	59.85% (-1.80%)	136

# 3S1: Secondary 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 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.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
3S1 – School Completion:	95.78%	99.13% (+0.43%)	2



# 4S1: 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 1 11 l(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 1 1 1 1 (b)(2)(C)(vi) of the ESEA.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
4S1 – Graduation Rates:	88.84%	97.50% (-.43%)	6

# 5S1: Secondary 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, 2013 would be assessed between October 1, 2013 and December 31, 2013).
- **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
5S1 – Placement:	92.62%	90.18% (-0.29%)	51

	Apprentice	Emp. Relat.	Employed Non-Relat.	Emp + Educ.	Military	Education	Self-Employ	Unemploy
Number of Students	12	3954	2218	484	291	8265	64	1149

# 6S1: Nontraditional Participation

- **Numerator:** Number of CTE participants from under-represented 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.
  - Females in Nontraditional Programs: 17,747
  - Males in Nontraditional Programs: 20,834

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
6S1 – Nontraditional Participation:	34.00%	37.63% (-0.10%)	92

# 6S2: Nontraditional Completion

- **Numerator:** Number of CTE concentrators from under-represented 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.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
6S2 – Nontraditional Completion:	24.00%	19.99% (-1.87%)	156

# 1P1: 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. (credential or industry certification)
- **Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
1P1 – Technical Skill Attainment:	73.00%	77.77% (-13.05%)	9

\* WKU not reported data as of 10/2/13; approx. 750 students

# 2P1: Credential, Certificate, or Diploma

- **Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.
- **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
2P1 – Credential/ Certificate/Degree:	89.10%	77.91% (-12.91%)	13

\* WKU not reported data as of 10/2/13; approx. 750 students

# 3P1: Student Retention or Transfer

- **Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.
- **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
3P1 – Student Retention or Transfer:	61.00%	92.06% (-4.94%)	2

# 4P1: Student Placement

- **Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2013 would be assessed between October 1, 2013 and December 31, 2013).
- **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
4P1 – Student Placement:	61.00%	77.75% (+8.85%)	3

\* WKU not reported data as of 10/2/13; approx. 750 students



# 5P1: Nontraditional Participation

- **Numerator:** Number of CTE participants from under-represented 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.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
5P1 – Nontraditional Participation:	16.00%	25.23% (+3.03%)	8

# 5P2: Nontraditional Completion

- **Numerator:** Number of CTE concentrators from under-represented 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.

Measure	State Goal	State Measure	Number of Schools NOT Meeting 90% of Goal
5P2 – Nontraditional Completion:	11.00%	12.11% (-4.21%)	11

# PERKINS ACCOUNTABILITY GOALS

## 2013-2014

STANDARD	12-13 GOAL	13-14 GOAL
1S1 – Reading	39.69	29.69
1S2 – Math	27.60	29.6
2S1 – Technical Skill	63.0	65.0
3S1 – Completion	95.78	97.0
4S1 – Graduation	88.84	95.0
5S1 – Placement	92.62	90.0
6S1 – Nontrad. Place.	34.0	37.0
6S2 – Nontrad. Comple.	24.0	21.5

STANDARD	12-13 GOAL	13-14 GOAL
1P1 - Technical Skill	72.00	73.00
2P1 - Credential	87.10	89.10
3P1 – Retention	60.00	61.00
4P1 – Placement	61.00	62.00
5P1 – Nontrad. Part.	15.50	16.00
5P2 – Nontrad. Comple.	10.50	11.00

# Improvement Planning

Dates	Responsible	Event
January 2014	Galliher Whitaker Tipton	Run reports for performance measures by school and assessment administered looking for patterns by assessment, school or student population. Reminders will be sent out to all schools reminding them of the data collection and entry requirement along with the steps needed to enter the data correctly into TEDS.
January to May 2014	Seider Tipton Program Consultants	Provide assistance with curriculum and instructional modifications. Communicate with schools to ensure they are inputting all industry-recognized assessments administered to students into the TEDS data system.
March 2014	Seider Tipton	Require schools not meeting any measure to submit school improvement plans showing how the Perkins funds will be utilized to make program improvements in curriculum and teaching strategies. Emphasis on targeting sub-populations identified.
July 2014	Galliher Whitaker	Training at annual summer conference for teachers and school district personnel that includes necessary information for state data system, ensuring that students take the correct test for the career pathway in which they are enrolled and how to verify the data in the state system prior to it being pulled for Perkins accountability.
September 2014	Galliher Whitaker	Initial data entry verification reports will be run to ensure every school has entered student termination status and placement status. Schools will be contacted on an individual basis to ensure compliance.
January 2014	Seider	Contact postsecondary schools not meeting technical skill attainment to analyze individual program areas for improvement and use Perkins funds for professional development as needed.
Continuous	Seider Tipton	Conduct site visits to offer technical assistance in the areas of nontraditional students and technical skill attainment.



# Questions

