

**Perkins Performance Indicator Improvement Policy**

Federal Perkins law requires that entities which do not meet at least 90% of the Perkins Performance Expectation review the program and identify efforts to make improvements.

The Perkins Performance Expectations have been identified below:

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| **English Language Arts** | % Of concentrators who took the 11th grade state ELA assessment in the data year scored at a Level 3 or a Level 4, which is considered proficient or advanced. |
| **Math** | % Of concentrators who took the 11th grade state Math assessment in the data year scored at a Level 3 or a Level 4, which is considered proficient or advanced. |
| **Science** | % Of concentrators who took the 11th grade state Science assessment in the data year scored at a Level 3 or a Level 4, which is considered proficient or advanced. |
| **On-Time Graduation** | % Of concentrators graduated on-time or within the traditional 4 years expected to complete high school. |
| **Non-Traditional Concentrators** | % Of concentrators in career clusters in which their gender is significantly less common in the workforce. |
| **Placement** | The rate at which the entity provided placement date. Placement data reports concentrators’ plans following high school. |
| **Work Based Learning** | Concentrators who earned credit in a formal work-based learning course during their high school experience |

A deeper explanation of each indicator including performance expectations per year may be found [here](https://doe.sd.gov/cte/documents/Guide-PerkinsIndicators.pdf).

When these levels are not attained by entities, this triggers support from the SD Department of Education’s CTE office. The goal of this support is to come alongside the entity to best serve students within these programs. The support is not from a lens of monitoring or judgement but from a posture of reviewing challenges, identifying realistic next steps, and implementing workable solutions for the benefit of students while ensuring Perkins grant requirements are met.

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| **Concentrator Performance on ELA, Math, Science and On-Time Graduation** | | |
| **1st**  **Year** | | * Compare indicator CTE Concentrator Performance vs. All District Performance * Review curriculum and programs for opportunities to incorporate the indicator into the CTE curriculum. |
| **2nd Year** | | * Compare indicator CTE Concentrator Performance vs. All District Performance * Review curriculum for opportunities to incorporate the indicator into the CTE curriculum. * Review sub-groups and special populations for performance disparities compared to the all-concentrator performance. |
| **3rd Year** | | * Compare indicator CTE Concentrator Performance vs. All District Performance * Review curriculum for opportunities to incorporate the indicator into the CTE curriculum. * Invest 10% of the Perkins Budget into professional development, resources, or other supports to assist in improved performance related to the deficient indicator |
| **4th**  **Year** | | * Invest a portion of the Perkins Budget into professional development, resources, or other supports to assist in improved performance related to the deficient indicator * The state will determine conditions and expectations the entity must comply by to continue receiving Perkins funding. |
| **Non-Traditional Concentrators** | | |
| **1st Year** | | * Evaluate course offerings, Career Clusters offered and program structure to identify if the course options meet the needs of the students * Self-Audit of the classroom climate of programs and courses which are non-traditional Career Clusters. * Review Course Code Descriptions, course registration communications and messaging by teachers/school counselors/administration, etc. * Examine course scheduling, program structure (ability to become a concentrator) or other peripheral factors which may be impacting non-traditional concentration. * Develop action steps for improving the experience of non-traditional students in the CTE program(s). |
| **2nd Year** | | * Repeat year one actions. * Identify progress and positive steps taken since last year. * Review and revise action steps for further interventions. |
| **3rd Year** | | * Repeat year two actions. * Identify progress and positive steps taken since last year. * Invest 10% of the Perkins budget into professional development, resources, activities, or other supports which will provide exposure and access to non-traditional students. |
| **4th Year** | | * Invest a portion of the Perkins budget into professional development, resources, activities, or other supports which will provide exposure and access to non-traditional students * The state will determine conditions and expectations the entity must comply by to continue receiving Perkins funding. |
| **Placement** | | |
| **1st Year** | * Audit of Placement Data Collection processes with the Perkins Data and Grants Manager * Engage with SD DOE to identify best practices related to placement reporting. * Submit a Placement Improvement Framework- Placement Plan | |
| **2nd Year** | * Audit of Placement Data Collection processes with the Perkins Data and Grants Manager * Review and revise the Program Improvement Framework- Placement Plan * Placement data reporting must be approved prior to Program Approvals being issued for the upcoming fiscal year to ensure progress is being made. | |
| **3rd Year** | * Audit of Placement Data Collection processes with the Perkins Data and Grants Manager * Placement data reporting must be approved by the Perkins Data and Grants Manager prior to program approvals being issued for the upcoming fiscal year. | |
| **4th Year** | * The state will determine conditions and expectations the entity must comply by to continue receiving Perkins funding. | |
| **Work Based Learning** | | |
| **1st Year** | | * Review WBL/Capstone Course offerings including structure, scheduling, course codes being used and barriers for special populations * Review changes which would expand WBL course availability |
| **2nd Year** | | * Review WBL/Capstone Course offerings including structure, scheduling, course codes being used and barriers for special populations * Review changes which would expand WBL course availability * Invest a portion of the Perkins Budget into planning for, implementing and supporting teachers in increasing WBL course availability |
| **3rd Year** | | * Review WBL/Capstone Course offerings including structure, scheduling, course codes being used and barriers for special populations * Review changes which would expand WBL course availability * Invest a minimum of 10% of the Perkins Budget into planning for, implementing and supporting teachers in increasing WBL course availability |
| **4th Year** | | * **The state will determine conditions and expectations the entity must comply by to continue receiving Perkins funding.  The state may withdraw access to Perkins budget funding.** |