Perkins Program Effectiveness Report (PER)

Career and Technical Education Leadership Academy Summer Symposium

June 2014
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Common Questions

- How do I get access to the PER?
- How will I know the PER is open?
- Where do I find the PER?
- When is the PER due?
- What kind of information do I put on the PER?
- Why should I complete the PER?
- What do I need to know about the certification/licensure exam list?
How do I get access to the PER
How do I get access to the PER

TEASE - Request Access Online

If you do not yet have a TEASE user name and password, click Request New Account to apply online for the user account as well as for access to the desired application.

If you do have a TEASE user name and password, but you need access for work you do for a different organization, you will need a new account. Click Request New Account to apply online for the new user account as well as for access to the desired application.

If you already have a valid TEASE user name and password for at least one other TEA application, and you need access to another application for work for the same organization, log on as usual at the TEASE login page. Click Add/Modify Application Access. Select the application you want. If the application is not listed in the drop-down list, it means that the application must be requested by a paper form. Return to the TEASE Application Reference page and click the link to the form in the middle column. Fill in, print, and send the form to TEA.
How do I get access to the PER

[Image of application list with highlighted Add/Modify Application Access button]
How do I get access to the PER

Click for Role Descriptions.

Roles:
- admin
- ESC Viewer
- Grantee Manager
- Grantee Official
- Grantee Staff
- Grantee Viewer
- Grantee Writer/Editor
- IT Admin
- Reader
- TEA Administrator
- TEA Grants Director
- TEA Staff NCLB
- TEA Staff
- TEA Systems Analyst
- TEA Viewer
- Unsure
# eGrants Roles

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Role Privileges Listed by System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grantee Official</strong></td>
<td><strong>Grants</strong></td>
</tr>
</tbody>
</table>
| Requestor/Grantee authorized official with authority to submit (i.e., sign) the grant applications and bind the applicant in a contractual agreement (this is usually limited to the Superintendent or Executive Director or a designee authorized by the local board of directors to bind the applicant in a contractual agreement); has all privileges: can write, certify, and submit applications, compliance reports, and expenditure reports | - View program summary, guidelines, and instructions  
- View, create, edit, save, and print grant applications (including designation forms and supporting forms)  
- Certify and submit grant applications and amendments (including designation forms and supporting forms)  
- View NOGA |
| **Grantee Manager**        | **Grants**                       |
| Requestor/Grantee manager (local project manager or business manager; this is usually the primary and the secondary program contact as well as the business manager) | - View program summary, guidelines, and instructions  
- View, create, edit, save, and print grant applications (including designation forms and supporting forms)  
- Certify and submit revisions of grant applications and amendments (including designation forms and supporting forms)  
- View NOGA |
| **Grantee Staff**          | **Grants**                       |
| Requestor/Grantee staff (includes program staff employees or contract personnel and business office staff who only need to view the application but need to write or edit the compliance, progress, or evaluation reports) | - View program summary, guidelines, and instructions  
- View and print grant applications (including designation forms and supporting forms)  
- View NOGA |
How will I know the PER is open
Where do I find the PER
Where do I find the PER
When is the PER due
What information do I need?
What information do I need?

- District information
- Program requirements and options
- Areas for improvement
- Evaluation method
- Stakeholder involvement
- Service to special populations
- PBM information, if applicable
- Certification/licensure information
- Expenditure report
Why should I complete the PER

- Top 5 reasons to submit
  1. Failure to submit ≈ refund
  2. Grant application means agreement to submit
  3. Perkins Act requires program evaluation
  4. Release of the final 10%
  5. Reflect on program effectiveness
Why should I complete the PER

- Parts 5-7: CTE Code 2 and 3 Certifications or Licenses Earned
- Data for the 2S1 core indicator
- Exams must fit the core indicator definition
  - End of program
  - Industry recognized
  - Available and appropriate for secondary students
- Were students who took an exam well-prepared to pass it?
- Myths and Facts - Student Industry Certification and Licensure
PER Reminder: How to use “Other” Lines

- Keep in mind
  - The three thresholds in the definition
  - The purpose of the data collection
  - Parameters for the list
  - What the data measure
- Add lines if needed (up to 10 “other” lines)
- Do not include data in the “other” lines
- Try to write in the official name of the exam
- Provide enough information for TEA staff to find the exam owner and other information about the exam
Certification and Licensure Exams

- Which certification / licensure exams should districts offer?
  - Does it benefit students?
  - Is it reasonable for your district, your program, and your region?
  - Is it available and appropriate for secondary students?

Is it on the PER?
Disability Status Data

- Parts 6 and 7: subpopulations data
  - Individuals with disabilities (ADA): postsecondary students
  - Disability status (ESEA / IDEA): secondary students

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities (ADA)</td>
<td></td>
</tr>
<tr>
<td>Disability Status (ESEA/IDEA)</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tr>
<tr>
<td>Single Parents</td>
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<tr>
<td>Displaced Homemakers</td>
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<tr>
<td>Limited English Proficient</td>
<td></td>
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<tr>
<td>Migrant Status</td>
<td></td>
</tr>
<tr>
<td>Nontraditional Enrollees</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total Students by Subpopulation
QUESTIONS