



Perkins IV– Accountability Frequently Asked Questions

Data Collection

The process for submitting data at the secondary level is through the NDE portal and the use of the NSSRS templates. The postsecondary use a modified version of the Perkins accountability-reporting site to submit data.

Question: *If our district does not participate in Perkins at all, either because of not having approved programs of study or declining the access to funds, do we have to report Career and Technical Education Data?*

Response: No, a nonparticipating district does not have to report data on participants or concentrators.

CTE Participant Questions

Question: *Our district did not directly spend Perkins funds on Middle School career education this year. Do we have to report participants at the 7th and 8th grade levels?*

Response: The use of Perkins funds within a school district does require reporting of students participating and concentrating in areas of career and technical education grades 7-12 if career education is offered to students at these levels. The annual use of funds does not narrow the focus of the student population to be counted as participants if career education offerings are provided.

Question: *Do we report participants in multiple areas?*

Response: Yes, the opportunity to identify multiple areas of participation is provided through the Programs Fact Template.

Question: *What is a student takes an exploratory course that crosses many different cluster areas, do we report all areas?*

Response: No. In the case of an exploratory or foundational course the use of the CEFOUND code within the programs fact template is used to identify the student as a participant, but not associated with any one specific cluster area. In many schools, these are required courses, so it amounts to selecting all of the Unique ID's for the grade level, assigning them all the CEFOUND program code and the CE000I participation Info Code.

Question: What is the definition of a CTE participant in Nebraska?

Response: Secondary CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Postsecondary CTE Participant: A postsecondary student who has earned one (1) or more credits in any CTE program area (1.5 or 2.0 weighted course).

Question: If a student fails the class, do we count it? (He receives no credit for the class.) If it is a year-long class such as Accounting, and he fails one of the semesters, he gets ½ credits (5 credit hours). In this case, do I count him as CEFINANC?

Response: If a student receives no credit then they are not reported. So the first example would be no, do not include. The second example would be yes, do include.

Question: If I have a student who took Accounting I (a year-long class) as a 10th grader and Accounting II as an 11th grader, do I list him twice under CEFINANC, once at each grade level?

Response: There are two items to consider. The CTE participants reported in NSSRS on June 30 only focus on the courses or programs participated in during a specific program year. So, using your example, the student who took Accounting II this year as a junior would be considered a participant in CEFINANC and reported on the Programs Fact Template as a CEFINANC participant CE0001. However, if this student is a senior that took the courses you describe, he would now qualify as a concentrator in CEFINANC because of the multiple courses in the Finance area. Then the Programs Fact Record would be CEFINANC concentrator (participation INFO code CE0003). This would require the identification of a Technical Skill Attainment for the area of concentration. Most schools would look at the grades received in the Acct I and Acct 2 courses and if it was a B or higher then it would indicate the student met technical skill attainment as well [exit reason code 3 on the template].

The short answer is: you only list a student as a participant once in CEFINANC for the course they took during the school year you are reporting.

Question: If a student takes a semester long class in CEAGFNRS code and then takes another CEAGFNRS course and also takes the Acct I class, would he have an additional record with CEFINANC?

Response: Only once for a specific program code. If the student took the CEAGFNRS course and also takes the Acct I class, he would have an additional record with CEFINANC.

CTE Concentrator Questions

Question: *What is the definition of a concentrator in Nebraska?*

Response: Secondary CTE Concentrator: A secondary student who: has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients and have exited secondary education.

Postsecondary CTE Concentrator: A postsecondary student who:

1. completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or
2. completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Question: *Can a student concentrate in more than one area?*

Response: Yes, a student can indeed concentrate in more than one area. The methodology for recording is through the programs fact template that allows for identification of up to 16 different concentration areas.

Question: *Will you be able to produce unduplicated counts?*

Response: Yes, we will be able to produce unduplicated counts of concentrators even with multiple career cluster concentration areas reported through NSSRS. The opportunity results from the individual student record level data that will be submitted through the NSSRS system this year.

Question: *If a student is reported as concentrating in more than one area, will we need to report technical skill attainment in all areas reported as a concentrator?*

Response: Yes, all concentrators should include a technical skill attainment response using the programs fact template categories. These categories provide a “rank of rigor” designation that simply describes the level or methodology used to determine technical skill attainment. The methodology may be different between the different concentration areas. For example, a student may have met technical skill attainment through locally developed criterion or a grade point average of B (85%) or higher in the area of business administration and also met industry certification through achieving American Welding Society (AWS) certification in the area of manufacturing.

Question: *If a senior transferred into our school in his junior year, do we count any classes taken at the former high school that fit in the coded areas?*

Response: Yes, counting credits is established in Rule 18 where the process would be if the student moved from one accredited school to another, the credits are evaluated and accepted based upon an evaluation of the courses that match.

Question: *If we have a student who transfers out in February and has received credit for a Career Ed class at semester—do we include them? Is there a cutoff date? Or do we only list those who are at our school on the last day of classes?*

Response: I would recommend that you report the student as a participant only. At the state level, we will be able to unduplicate the student count if the transferring district reported them as a participant or a concentrator, but by only reporting as a participant your district won't have to report them as not graduating, missing a full academic year, etc., that would potentially impact your performance measures.

Nontraditional Questions

Question: *How will the number of nontraditional concentrators be calculated if students can have more than one concentration?*

Response: Nontraditional concentration and participation numbers will be determined if the student is a participant or a concentrator in any of the cluster areas determined to be nontraditional for that gender. The use of the national crosswalk that utilizes the Bureau of Labor Statistics data, CIP code categories, and a connection to the career cluster areas will serve as the tool for a determination of nontraditional participation and completion of a concentrated area.

Question: *Will you be able to produce unduplicated counts for the nontraditional areas?*

Response: Yes, the use of individual student records enable the state to derive unduplicated counts for students participating in programs and concentrating in program areas that have underrepresented populations for a gender.

Question: *Will students be included in the numerator and/or denominator for calculations if students are reported with multiple concentrations?*

Response: Yes, but only once as a result of the individual student record that is provided through the NSSRS. For example, a female student may be a concentrator in Agriculture, Food and Natural Resources, Business Administration, and Information Technology. This student would be counted once in the denominator and once in the numerator.

Placement or Follow up Data Questions

Question: *For Placement data, if we're supposed to be surveying graduates in the fall of the year they graduated by December 31, why is this data not reported until October 31 of the following year?*

Response: This is a great question. Historically, Nebraska has used the entire program year for determining graduate follow-up of concentrators that completed in the previous year. These numbers were reported in September of the next year as a part of the placement data. In essence, the same process exists for the placement data moving forward, except the window for determining the placement status has been narrowed to focus only on the final two quarters of the calendar year or what becomes the immediate two quarters after the program year of completion. This data is reported in October of the following year to coincide with the timing of the federal reporting requirements, strong consideration of the timing of other fall data collections, and using the Post school survey template within the NSSRS.

Question: *In the past, we have put certificate programs, license programs, etc. in the post-secondary category. What fits into the Advanced Training Category?*

Response: The advanced training is focused on apprenticeships and probably would not have a lot of placements. The programs you describe that are connected to a postsecondary education institution are still appropriate.

Technical Assistance Questions

Question: *Is there a crosswalk of courses to the clusters, as well as from the old approved program areas to the clusters?*

Response: Yes, a crosswalk has been created that uses existing NDE course codes and connects to the clusters. There are also courses locally that may be determined to align with the clusters as well. The state models of programs of study also provide information a framework for connecting to the clusters. A transition document has been created to also assist with suggestions for transitioning the old approved programs of study to the clusters. These resources are available online at: <http://www.education.ne.gov/nce>.

Question: *Can we request a technical assistance visit or conference call from NDE as needed?*

Response: Yes, technical assistance for completing the NSSRS templates is provided in a variety of ways. Four regional trainers have been hired by NDE to assist with data quality training and provide technical assistance for the NSSRS implementation. In addition, the availability of several NCE staff exists to assist with the process. There are also online resources have been developed to provide samples and tools to complete the process and are available at: <http://www.education.ne.gov/nce>.

Completion and Graduation Rates

Question: *What is the difference between secondary completion and the graduation rate?*

Response: Another great question. Secondary completion measures the number of concentrators that completed high school with a diploma, certificate, or passing the GED tests. This measure is more like what has been reported all through Perkins III, except for the addition of the GED as an option. The graduation rate measure, on the other hand, is the calculation used to determine the graduation rate for AYP/NCLB reporting. There are currently several methodologies used to determine the graduation rate, but most focus on the use of cohort comparisons over time. In essence, the graduation rate for Perkins will be a subset of the overall state's graduation rate (or districts) using only the concentrators.

Technical Skill Attainment Questions

Question: *Can data be GPA based if needed by June 30?*

Response: The short answer is yes. The methodology for determining technical skill attainment does include locally developed criterion and that can include the use of a grade point average for determining technical skill attainment. However, it is encouraged to move toward identifying strategies that increase the rigor of the assessment process that ties to this measure. Efforts are underway to provide tools and resources that through the Partnerships for Innovation consortium that will assist in this process.

Question: *Can Tech Prep articulation be a measure? (e.g., A student completes a welding high school course with a grade of B or better that successfully articulates to the community college.)*

Response: Yes, this truly represents a secondary/postsecondary connection in a Program of Study. These students have demonstrated the technical skills attainment, measurable (by grade) that support a secondary/postsecondary connection leading to an industry recognized credential or diploma. A category has been added to the programs fact template that identifies this methodology as one of the options for determining technical skill attainment and has been identified as a 2 on rank of rigor scale.

Programs of Study Questions

Question: *What is the process of approving programs of study?*

Response: The program of study approval process is moving to an online data collection process that is combined with the Intent to Participate process. The intent to participate information will be through the NDE Portal and provide an opportunity for districts to identify the choice related to the participation of funds, and submission of programs of study that are available in three different categories. The categories are the state models, the local model, or a national program of study process. More information on the models and the framework that exist are available at <http://www.education.ne.gov/nce>.

Question: *Can Tech Prep articulation agreements qualify as a program of study for qualification purposes?*

Response: Yes, articulation agreements that describe a sequence of courses from secondary to postsecondary are in essence, a program of study. If the articulation agreement course do not match the state models that have been created, the sequence of courses would serve as a local model program of study and are to be submitted for consideration through the online intent to participate tool.
