

# **Perkins IV Accountability**

## **Nebraska's Update and Discussion**

**January 16, 2008**

# Goals for the Day

- Update on Perkins Accountability
- Review, Refine, and Ratify Resources
  - Templates
  - Tools
  - Guidance
- Discuss specific issues related to Nebraska Perkins Accountability (Secondary / Postsecondary)

# FAQ's and Resources

- Question and Answer forms
- Online Perkins Resource Center

# Updates

- NDE Data Initiatives
  - Statewide Longitudinal Data System
  - E-transcript
  - SCED (School Codes for the Exchange of Data) transition
  - NSSRS
  - Data Quality Curriculum
  - Data Conference (April 28, 2008)
  - Standards Revision (LB 653)

# Updates



- Perkins State Plan
  - Public Hearings (February 13 and 15)
- NCE Model
  - Career Clusters and Pathways
- Reporting Enrollments
  - 16 Clusters + 1
  - Migrant Worker subcategory added
  - Elimination of Other Educational Barriers

# Updates



- Programs of Study
  - Essential Components (size, scope, quality)
  - Online Tool (Through Portal)
  - Three options for Approval (Secondary)
- Three Options
  - State Models
  - Locally Developed Programs of Study
  - Nationally developed Programs

# Updates

- High Skill, High Wage, and/or High Demand Definitions
  - Working with Department of Labor
  - Other state examples
  - 10-20% above the average
  - Used to define priority programmatic areas
- Working to use tools and resources
  - Labor Market Information
  - EMSI / CC Benefits
  - Economic Development Priorities

# Update



- **Timing**
  - Federal and State
  - NSSRS Reporting (Secondary)
  - Perkins Data Collection (Postsecondary)
- **Major Definitions and Measures changes**
  - NCLB / AYP alignment on measures (Secondary)
  - Concentrator Definition (Postsecondary)
  - Nontraditional Participation (all)
  - Retention in School (Postsecondary)

# Timing and Measures - Secondary

<u>Indicators</u>		<u>Transition Year</u> 2007-2008	2008- 2013
<b>Secondary Level – 8 Indicators</b>			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X

# Timing and Measures - Postsecondary

<u>Indicators</u>		<u>Transition Year</u> 2007-2008	2008-2013
<b>Postsecondary – 6 Indicators</b>			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

# Update



- Negotiations and Goals
  - Setting State Goals
  - Sanctions & Improvement Plans
  - 90% of each measure considered met
  - No bundling
- Negotiation this Spring with USDE on goals -- FAUPL (Federal Agreed Upon Performance Levels)

# Update



- Follow up Data (Placement)
  - Administrative Matches, Surveys
  - During 2<sup>nd</sup> Quarter after Completion
- Technical Skill Attainment
  - Industry Certification
  - Third Party Assessment
  - Locally Developed Criterion
- Changing Race and Ethnicity Categories

# What data is due, when?

- June 30, 2008
  - Programs Fact Template NSSRS
- September 15, 2008
  - Postsecondary enrollment (by clusters)
  - Baseline data
- Fall 2008
  - Post School Survey Template (NSSRS)



# Changing Race and Ethnicity

Final US Department of Education Guidance  
on Maintaining, Collecting, and Reporting  
Racial and Ethnic Data

December 2007

# Background

- Guidance Released 10/19/2007
- 1997 Office of Management and Budget Revisions (10/30/1997)
- 2000 U.S. Census
- Education is last federal agency to implement

# Background

- **Current Racial/Ethnic Categories**
  - American Indian/Alaska Native
  - Asian or Pacific Islander
  - Black, not of Hispanic origin
  - Hispanic
  - White, not of Hispanic origin
- **An individual may only be reported in ONE category**
- **These categories will be in effect through the 2009-10 school year**

# Background

- NDE collects race/ethnicity through
  - The Student Record Collection
  - The Special Education SIS
  - STARS including Writing
  - The Fall Personnel Collection
  - Perkins
- Many federal reporting requirements require disaggregation by race/ethnicity including Perkins

# The Guidance

- How educational institutions will collect and maintain racial and ethnic data from students and staff
- How educational institutions will aggregate racial and ethnic data when reporting to USED
- How data on multiple races will be reported and aggregated under NCLB
- The implementation schedule

# The Guidance

For the first time, individuals may identify themselves as being of or belonging to more than one race

- 6.8 million people in 2000
- Self or Parent-identification encouraged
  - Observer identification still an issue
- Re-identification strongly encouraged
- Required 2-part question
- Required for reporting of data on the 2010-11 school year
  - September, 2010 Fall Membership

# The 2-part Question

Please answer both questions 1 and 2.

1. Are you Hispanic or Latino? (choose only one)  
No, not Hispanic or Latino  
Yes, Hispanic or Latino
2. What is your race? (choose one or more)
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White

# The Reporting Categories

- For reporting to USDE, states and others will use these aggregate categories
  - Hispanic/Latino of any race
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or Other Pacific Islander
  - White
  - Two or more races
- This is aligned with EEOC reporting of staff

# The Issues (some of them)

- “Race Unknown” not allowed for K-12
  - Observer identification mandatory
  - Who is the observer?
  - Distance education issues
- Re-identification (strongly encouraged)
  - Timing
  - Burden on school districts
- Perkins
  - Trend data impacted
  - AYP categories will not necessarily change
- Information systems
  - Major changes in data collections at NDE
  - STARS, Perkins must be changed
  - School district student information systems may require vendor changes for data entry and storage
  - Must adopt standard set of codes to use statewide

# Implementation Schedule

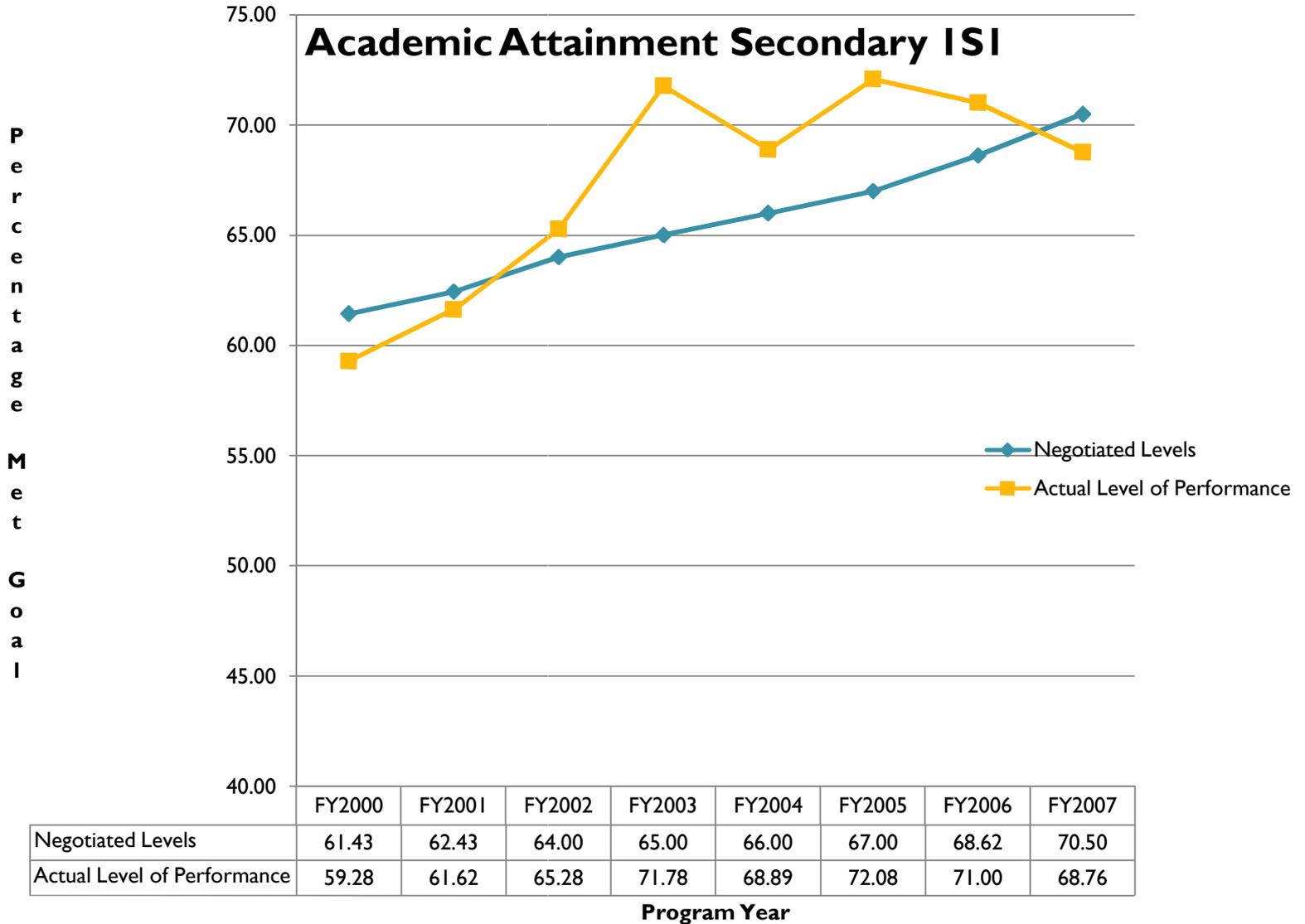
- Data for the 2010-11 School Year
- Fall Student NSSRS Record Collection
- Statewide Assessments
- December 1, 2010 Child Count
- 2010-11 Instructional Personnel
- 2010-11 Discipline, Crime, and Violence Report
- Impacts 2010-11 Perkins Data

# Breakout Agenda

- **Secondary**

- Programs of Study
- Aligning to Clusters
- Appendix D, SCED, and the future
- NSSRS
  - Academic Attainment Measures (ISI, IS2 and Timing)
  - Programs FACT
  - Post School Survey
  - Issues with Measures for 2007-08
- Technical Skill Attainment
- Determining State Levels

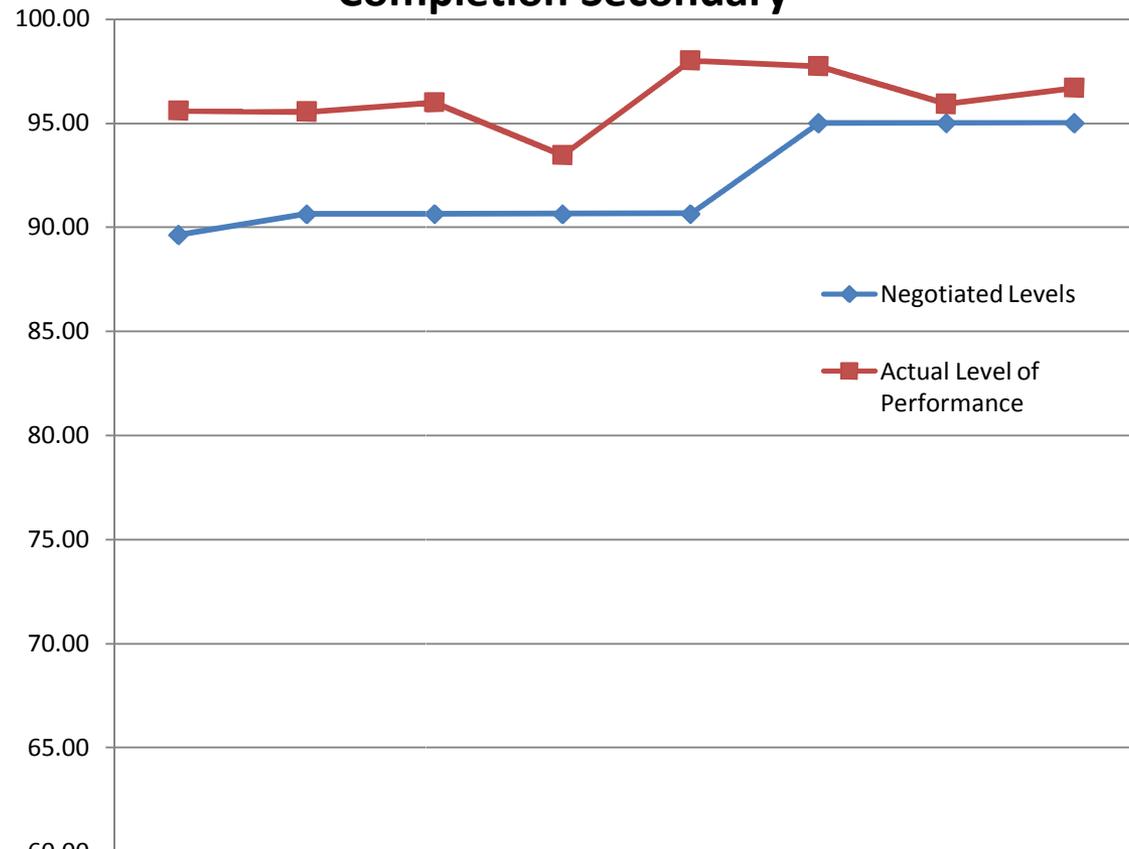
# Historical Data ISI Nebraska



# Historical Data 2SI Nebraska

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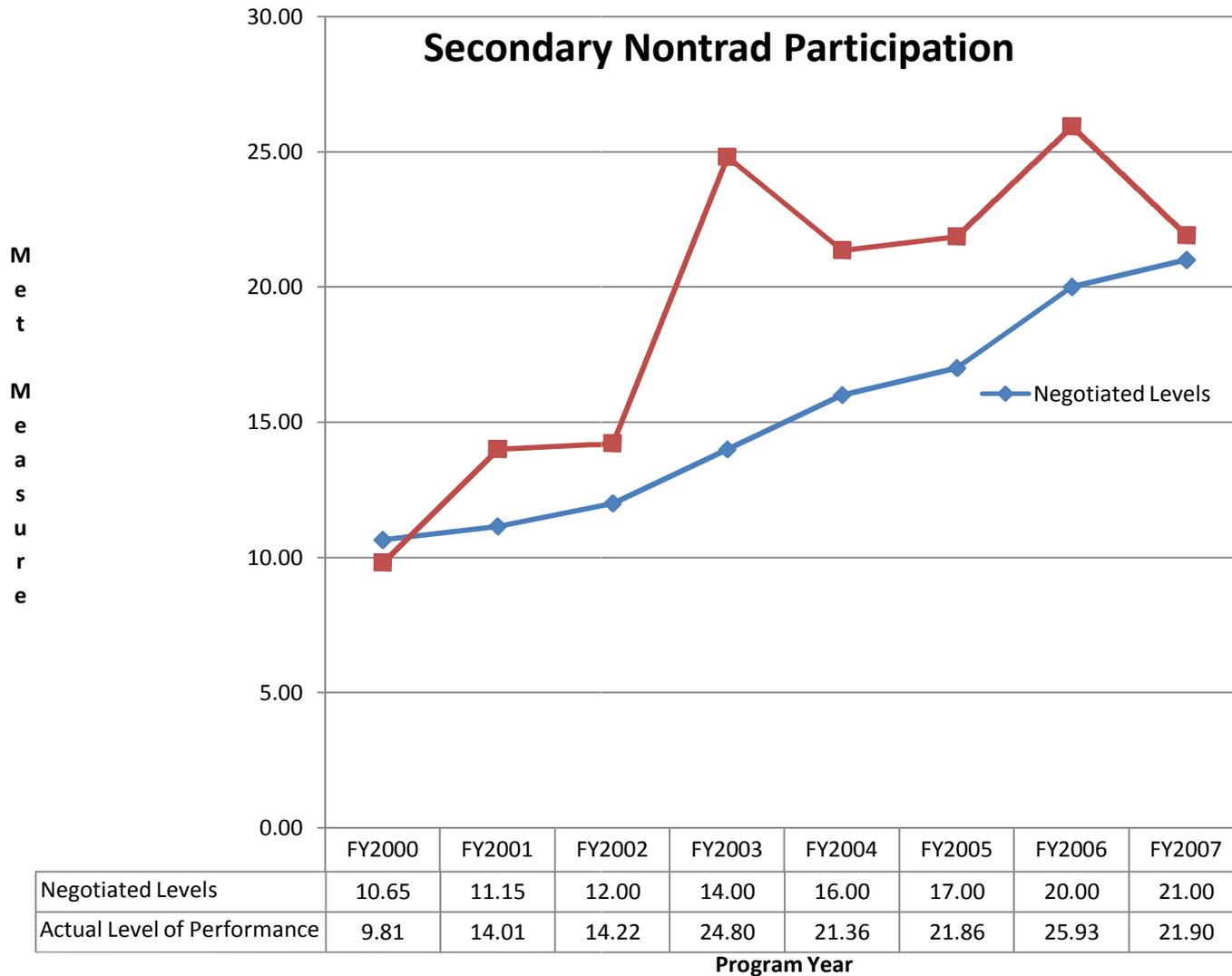
## Completion Secondary



	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007
Negotiated Levels	89.63	90.63	90.63	90.63	90.63	95.00	95.00	95.00
Actual Level of Performance	95.61	95.55	95.99	93.46	98.01	97.73	95.92	96.71

Program Year

# Historical Data 4SI Nebraska



# Secondary Definitions

- **CTE Participant:**

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

# Secondary Definitions

- **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.

# Secondary Indicators

- 1S1: Academic Attainment – Reading / Language Arts
- 1S2: Academic Attainment - Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

# ISI: Academic Attainment – Reading/Language Arts

- **Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(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 ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

# IS2: Academic Attainment – Mathematics

- **Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(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 took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

## 2SI: 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.
- **Denominator:** Number of CTE concentrators who took the assessments during the reporting year.

# 3SI: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 (if offered by the State) 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.

# 4SI: 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 1111(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 1111(b)(2)(C)(vi) of the ESEA.

# 5SI: 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, 2007 would be assessed between October 1, 2007 and December 31, 2007).
- **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.

# 6SI: Nontraditional Participation

- **Numerator:** Number of CTE participants from underrepresented 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.

## 6S2: Nontraditional Completion

- **Numerator:** Number of CTE concentrators from underrepresented 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.

# Resources

- NCE Website:
  - <http://www.nde.state.ne.us/nce/perkinsiv.htm>
- Peer Collaborative Resource Network
  - <http://www.edcountability.net>
- NSSRS Website:
  - <http://www.nde.state.ne.us/nssrs>



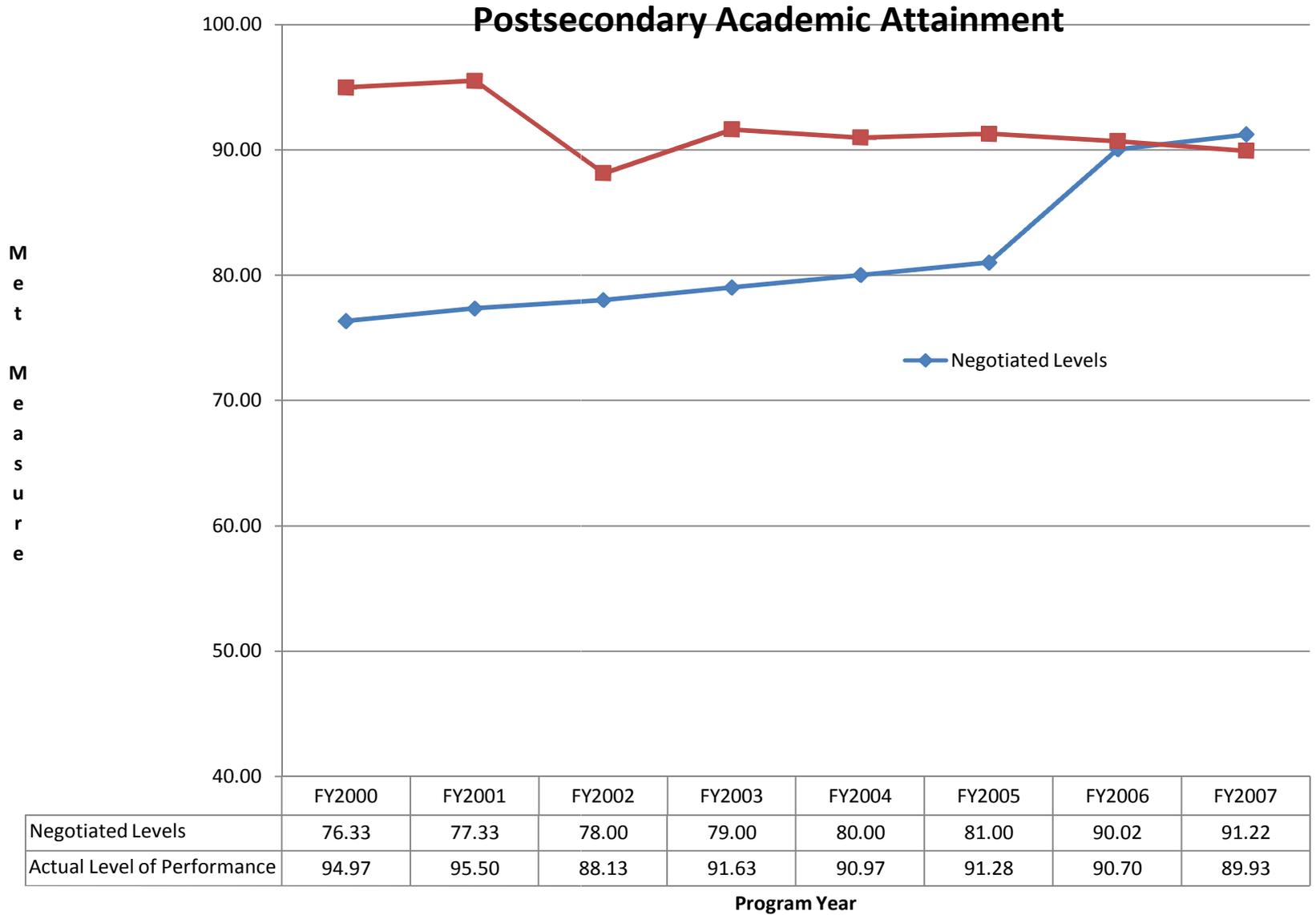
# **Postsecondary Section**

# Breakout Agenda

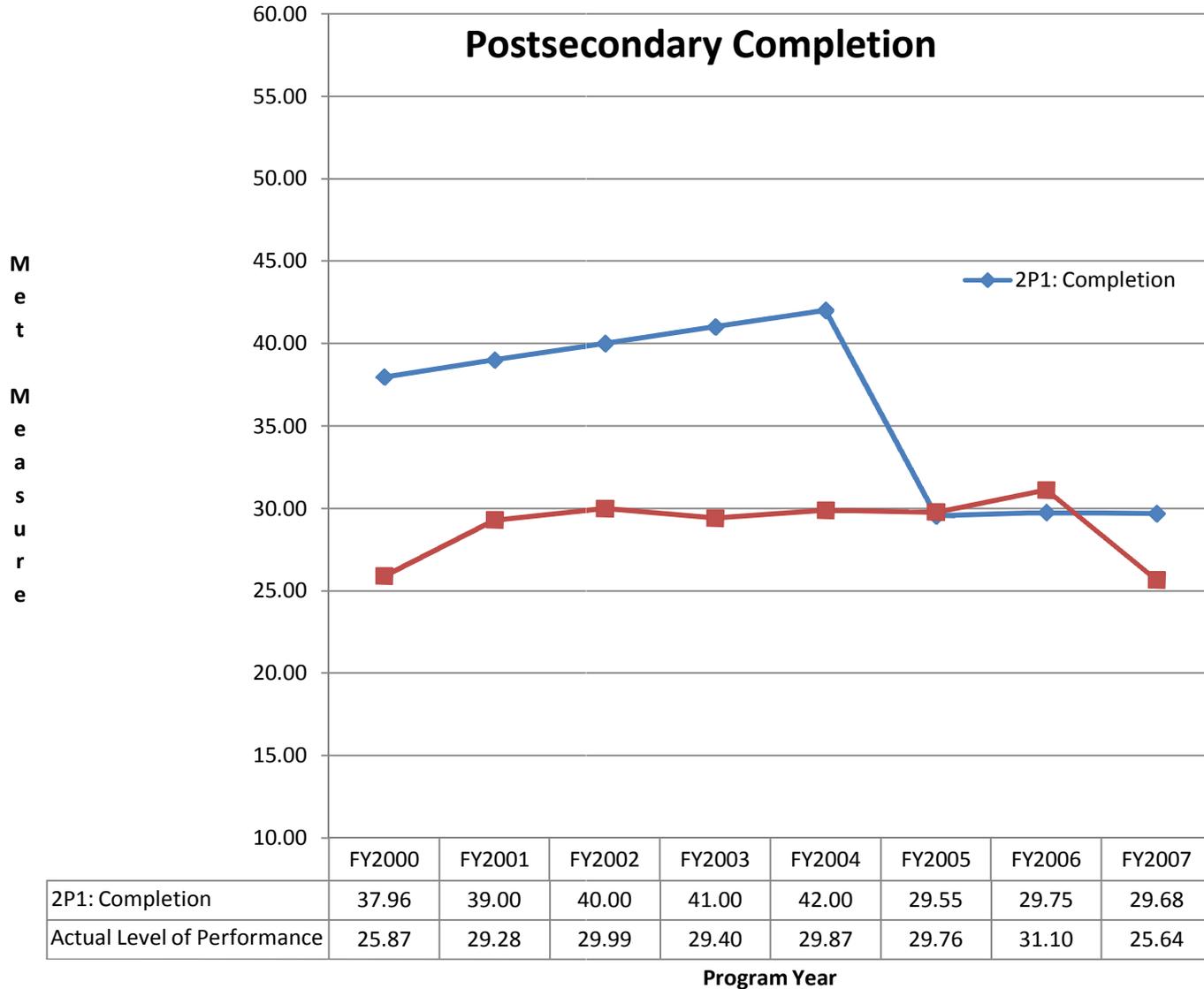
- **Postsecondary**

- Definitions
- Performance Measures
  - Data Reporting
- Programs of Study
  - CIP Code Crosswalks (Weighted Courses)
- Student Retention
- Post Graduate Matching (Completers vs. Exiters)
- Technical Skill Attainment
- Determining State Levels

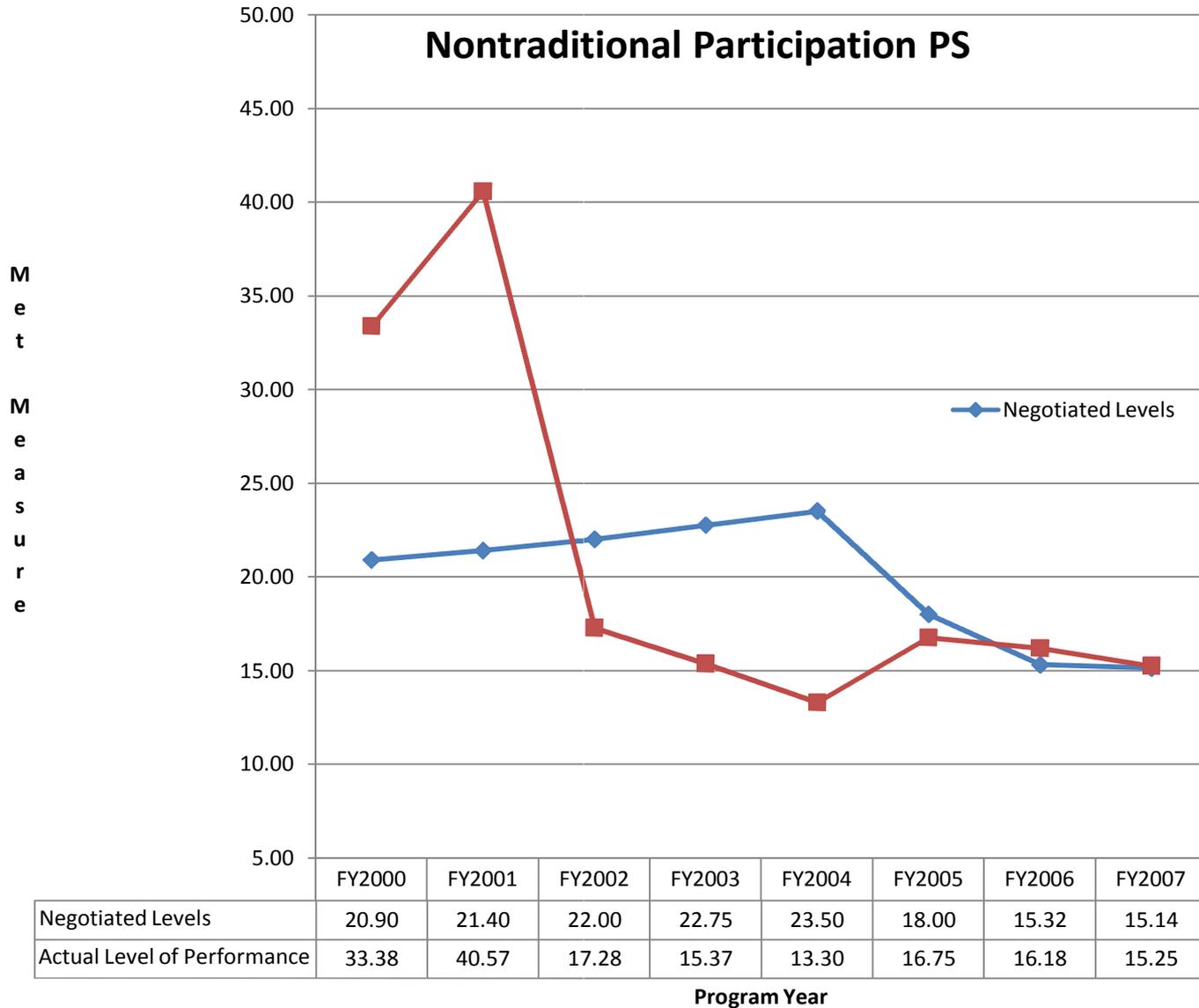
# Historical Data IPI Nebraska



# Historical Data 2PI Nebraska



# Historical Data 4PI Nebraska



# Postsecondary Definitions

- **CTE Participant:**

**A postsecondary student who has earned one (1) or more credits in any CTE program area.**

# Postsecondary Definitions

- **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.

# Postsecondary Indicators

- **1PI: Technical Skill Attainment**
- **2PI: Credential, Certificate, or Diploma**
- **3PI: Student Retention or Transfer**
- **4PI: Student Placement**
- **5PI: Nontraditional Participation**
- **5P2: Nontraditional Completion**

# IPI: 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.
- **Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

## 2PI: 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.

# 3PI: 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.

# 4P I: Student Placement

- **Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
- **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.

# 5P I: Nontraditional Participation

- **Numerator:** Number of CTE participants from underrepresented 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.

## 5P2: Nontraditional Completion

- **Numerator:** Number of CTE concentrators from underrepresented 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.

# Resources

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- Definitions
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- Programs of Study
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