

Questions and Answers
Perkins Postsecondary Data
Baseline Pilot Year
October / November 2008

QUESTION:

Here is one that I am starting on 2P1 form. For the Denominator: Number of CTE Concentrators who left postsecondary education during the reporting year.

So if I selected my CTE Concentrators in 1P1 as the Denominator there. So out of those students, what determines that they left postsecondary education 'during' that reporting year. Are we talking about students that graduated at the end of that reporting year and students that did not come back in the next fiscal year (current fall now). PLEASE EXPLAIN...

I know the numerator is asking for the ones that graduated during the reporting year, so I am confused as to what the Denominator should be to start with.

ANSWER:

Thanks for the question.

The denominator represents those that met the concentrator definition and left postsecondary education (or did not enroll for the spring, summer, or fall semesters). The numerator represents those students, from the denominator, that were awarded a certificate, diploma, degree, or credential. The reason these students did not enroll is that they completed the program and graduated. It is a form of a graduation or completion rate.

In the past, we included all concentrators in the denominator and the graduates in the numerator, but that really does not reflect a true graduation rate as it includes virtually everyone, including those that are still enrolled. What the measure is attempting to capture is out of those concentrators that are no longer enrolled how many left with a degree, diploma, or certificate.

QUESTION:

My next question has to do with the Subindicators on the 2P1 form.

Since the Numerator is the one that should have graduated out of the ones that left the college, does that mean that for the Subindicators you just want to know which ones of the Numerator that had a degree, certificate, or credential (diploma for us). At our college, a student can get a degree, diploma, and certificate so do you want them to be duplicated counts or just the highest one that they received so that they total the Grand Total number of the Numerator?

Also, in the Denominator, it does not make sense to put anything since it would be the same amount as the Numerator, so do we put 0 or NA there?

ANSWER:

Thanks for the questions. On the numerator of the subindicators, your thoughts are correct. Select the highest level (i.e. Credential, Certificate, etc.) to report the recipients. In the denominator, I think it would ultimately be the same number as the numerator as this would represent the subindication of the total in the denominator.

For example if there 1000 in the numerator and 1250 in the denominator (totally fictitious numbers) the numerator may have 150 Credential, 450 Certificate, and 400 Degree out of the 1000. In the denominator the subindicators would be 150 Credential, 450 Certificate, and 400 Degree out of the 1250. This provides a 100% completion rate for the subindicators, but it is not so much connected to the performance measure as it identifies how the students completed.

In the past this used to be a separate template form that Nebraska was to complete, but we never did because we lumped all completers into one category.

I hope that makes sense. Let me know if you have additional questions.

QUESTION:

I have another question for you on the break out of the students major cluster area.

We have a major called VOC that CCC's uses as a Vocational major for the students that are undecided which area when starting but they are sure they want a vocational degree, diploma, or certificate with CCC. Does there need to be a column for Vocational Undecided or Vocational Other for those students so that they will total up with the total concentrators.

Also, we have Pre-program majors for some of our major areas like Health and Human Services that we assign to students that have applied to those areas and want to get started but have not been officially accepted in those areas yet. These are considered vocational majors to us.

Do we just add those Pre program areas to the actual areas of Health Science and Human Services so that we will total up in the end or would we add those to the Vocational Undecided or Vocational Other if you decide to create a column for that??

ANSWER:

Great questions, a couple of questions for me come to mind as well. Does the vocational undecided or vocational other ever change to a specific major or program area? Can students ultimately graduate with a vocational undecided or other degree?

If they can then following answer may not make sense, but as a part of the concentrator definition for determining who are concentrators, there were two "caveats" for option 1 of concentrator: 1) Remove the Academic Transfer students and 2) remove those that are undeclared.

Given these caveats, I would recommend not including these students in the count until they have declared a specific major. They would be counted as participants, but not concentrators.

Here is the definition information from the Measures and Approaches guide:

CTE Concentrator Postsecondary:

A postsecondary student who: (1) has earned at least 12 academic or CTE semester credits (18 quarter credits) within a single CTE program sequence that is comprised of 12 or more academic and technical semester credits (18 quarter credits) that ultimately results in an award of an industry-recognized credential, a certificate, diploma, or a degree;

Or

(2) has completed a short-term CTE program sequence of less than 12 semester credit (18 quarter credit) that ultimately results in an industry-recognized credential, a certificate, diploma, or a degree.

Note: this does not include non-credit certification programs.

Process for concentrator option (1):

- 1) Remove Academic Transfer students from count
- 2) Remove those that are undeclared

As far as the pre program, if they met the threshold level for concentrator, and are a part of a preprogram specific to a career cluster area (e.g. Health Science and Human Service) then I would recommend including them within the program area that is associated with the pre program.

QUESTION:

I am starting to work on form 3P1 now and I need some more clarification to make sure I am pulling from the right students.

Denominator: Number for 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, diploma, or a degree in the previous reporting year.

So, since we are working on the 07/08 reporting year for the participants and the current year concentrators, I would want to get the Fall 06 cohort of students from our OCT 15, 2006 IPEDS run, and pull out the CTE concentrators (that we determined this year) from that group of students. Once I got the CTE concentrators from the Fall 06 ipeds run, I would take those students and see which ones received a degree, diploma, or certificate within that 06/07 reporting year (so between 10/15/06 and 06/30/07). THIS WOULD BE MY DENOMINATOR FOR 3P1, correct??

ANSWER:

Yes... and the denominator would have those that received a degree, diploma, or certificate removed from the group.

QUESTION:

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.

So, this means that I would take my DENOMINATOR from above and send these student ID's to clearinghouse for them to send back to me a file of those students that were still enrolled with us in Fall of 07 or that have transferred to another 2- or 4-year postsecondary institution in the Fall of 07. Then when they sent me back the file of ID'S of what I requested, THOSE WOULD BECOME MY NUMERATOR FOR 3P1, correct??

ANSWER:

Yes, that would be correct.

QUESTION:

I have never asked the clearing house for this information. Is there a certain way that we have to request this information so that we are all asking for the same thing??

ANSWER:

I think it is just a single file set (CSV) that is sent to the clearinghouse that includes only those in the group or cohort that you are "matching". I understand there is also an option for a local ID to be included with the records that might use the student local ID. This option allows for connecting the file back to the SIS for the other demographics of the students (race/ethnicity, special populations, etc.).

QUESTION:

I just need to know what Inquiry Type (SE, DA, PA, SB) and what Search Begin Date that are using in the Detail Record and if they are using any Identifier Information to help with the analysis (ie. Student Id #, etc...)

I am assuming SE for Inquiry Type and I am not sure on the Search Begin Date.

ANSWER:

I don't know the technical answer to this question. I recommend connecting with the clearinghouse to assist with the answer.

QUESTION:

Is the 4P1 data being report by the Department of Labor? If not, how are we to get this information for reporting?

ANSWER:

The process for completing this data is attached in the flow chart of the UI wage match process. Basically, after we get the agreement in place, you will submit the concentrators that completed during the 06-07 program year through the secure portal CCPE has set up for the WIA matching process. The excel template, including the special population categories is available on the Perkins Postsecondary website and the on the CCPE submission site. Once the match is done and aggregated by DOL a report is provide back to the college of those submitted that are employed. The

denominator represents all that were submitted for matching and the numerator will represent all those that are found to be employed. I will let you know when the agreement has been struck so that we can submit data into CCPE for matching.

QUESTION:

IS 4P1 DENOMINATOR THE SAME AS 2P1 DENOMINATOR??

ANSWER:

No, in next year's reporting the process the 2P1 NUMERATOR (from this year) will become the 4P1 DENOMINATOR as these would be the concentrators that graduated during the 07-08 year that we will evaluate their employment during the 4th quarter of the annual year (2nd quarter after the program year). In order to give time for the UI Wage records to be received and processed we actually will be using a year in the rears evaluation of the graduates.

QUESTION:

5P1 Denominator:

Should this be the number from the first form of CTE Participants that are put on the Nontraditional Enrollees line #29??

ANSWER:

No, the TOTAL number would actually match the 5P1 NUMERATOR.

QUESTION:

5P1 Numerator:

What do you mean by underrepresented gender groups. Do you mean that if I have 10,146 CTE Participants and I have 2,596 that I am counting in the Denominator from the Nontraditional Enrollees line #29, that I would need to remove those 2596 students from the 10146 count and those would be my underrepresented gender groups?? OR do I need something else??

ANSWER:

No. What the denominator represents are all participants that were enrolled in a program that could lead to a nontraditional occupation regardless of the participant's gender. The CIP code crosswalk is located on the Postsecondary Perkins Data site at: <http://www.nde.state.ne.us/nce/postsecondary.html>. The denominator does not take into consideration the gender, but rather the program area or course that the student participated. This becomes the group that is evaluated in the numerator.

The 5P1 numerator would then represent those in the denominator (or the students participating in these identified programs) that did have a gender that was underrepresented in that program area. An example is a female student in construction (CIP 46.0201) or a male student in Nursing (CIP 51.1601).

So the denominator represents all of the CTE participants in the programs that could lead to a nontraditional career (e.g. CIP 46.0201, CIP 51.1601, etc.) regardless of the gender and the numerator represents those students that are from the underrepresented gender in that program area.

QUESTION:

5P2 Denominator:

Should this be my CTE Concentrators from 07/08 reporting year that actually graduated from a nontraditional program area during that 0708 reporting year.??

ANSWER:

Yes. Regardless of the gender, if they completed a certificate, degree, diploma, or credential in a program area considered leading to a nontraditional career area that would be included in the denominator.

QUESTION:

5P2 Numerator:

Same question as to what you mean by underrepresented gender groups??

ANSWER:

The numerator represents those, from the denominator, that are of the gender that is underrepresented in the program area the concentrator completed.