

Information and resources are available at <http://www.nde.state.ne.us/nce/postsecondary.html>

## CTE Participant

### Postsecondary:

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

## 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

A portion of the reporting related to ~~participants and~~ concentrators are also required in the framework of the **sixteen career cluster** areas. A crosswalk for the clusters and the CIP codes associated with the clusters is available from:

<http://www.edcountability.net/quality/crosswalks.cfm> and on the <http://www.nde.state.ne.us/nce/postsecondary.html>

**POSTSECONDARY LEVEL (Draft from 10/1/2008)**

Column 1	Column 2	Column 3	Column 4
Indicator & Citation	Measurement Definition	Measurement Approach	NOTES
<p align="center"><b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>Committee changed the numerator and denominator from the original FAUPL to support consistent transition and evaluation of measure for Perkins IV. Work to transition and investigate options for industry credentials will continue over the next several years.</b></p>
<p align="center"><b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, diploma, or a degree during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>Added the words diploma to the definition and will have done so throughout information. Primarily to meet the different options available at each institution.</b></p>

**NEBRASKA POSTSECONDARY PERKINS PERFORMANCE DATA COLLECTION GUIDE (as of 10/24/2008)**

Column 1	Column 2	Column 3	Column 4
Indicator & Citation	Measurement Definition	Measurement Approach	NOTES/QUESTIONS
<b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> 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.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> 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.</p>	<b>State and Local Administrative Records</b>	<p>Use of the October 15 and/or 10<sup>th</sup> day census date to establish the institutions annual day of comparison of measure for the cohort.</p> <p>The data reported is one year “in the rears.” As an example Fall 2006 students will be compared in Fall 2007 and then reported in Fall 2008 report.</p> <p><b>For this year, the data reported will be using the Fall 2007 cohort and comparing to the Fall 2008 enrollment. Next year, the same data will be re-reported as a part of the closeout process in September 2009 and future data reporting will be for the one year in the “rears.”</b></p> <p>Use of the clearinghouse to assist in retrieving data for this measure includes the potential use of a local identifier (ID) within the template sent for data match to assist connecting records to disaggregation areas.</p>

NEBRASKA POSTSECONDARY PERKINS PERFORMANCE DATA COLLECTION GUIDE (as of 10/24/2008)

<p><b>4P1 Student Placement 113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> 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).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p> <p><b>From USDE</b>          “The intent of 4P1, according to the NRG measurement definition, is very specific and clear, i.e., the Department meant for states to report on concentrators “who graduated.” However, it is the state's discretion to determine whom they consider having “graduated.”</p> <p>So, the following is proposed:</p> <p>Graduated in Nebraska will mean that a concentrator left postsecondary education with a degree, diploma, certificate, or credential.</p>	<p><b>State and Local Administrative Records</b></p>	<p>Use of the UI wage record match process currently used with WIA follow up data will be pursued and include those students essentially in CTE programs or non academic transfer programs.</p> <p>The use of the additional data fields in the upload to CCPE/DOL for the records match provides an opportunity for aggregate numbers in the special population and ethnicity categories to be provided back to the institution.</p> <p>For the baseline year data, students exiting during the 2006-2007 year will be evaluated for their employment during the 4<sup>th</sup> Quarter (annually) or 2<sup>nd</sup> Quarter after the program year (i.e. October 1, 2007-December 31, 2007).</p> <p>An agreement in principle has been reached to achieve a single agreement on behalf of all the institutions required to report the Perkins data.</p>
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NEBRASKA POSTSECONDARY PERKINS PERFORMANCE DATA COLLECTION GUIDE (as of 10/24/2008)

Column 1	Column 2	Column 3	Column 4
Indicator & Citation	Measurement Definition	Measurement Approach	NOTES/QUESTIONS
<p><b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>No major differences in process, but an assurance that the focus is on participants within this measure.</b></p> <p><b>The use of the national crosswalk of CIP to SOC codes will be the primary source of comparison used to determine the gender NT categories. This information is available at: <a href="http://www.edcountability.net/quality/crosswalks.cfm">http://www.edcountability.net/quality/crosswalks.cfm</a></b></p>
<p><b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>No differences in the process of what has been done in the past. The use of the national crosswalk of CIP codes will be the primary sources of comparison used to determine the gender NT categories.</b></p> <p><b>This information is available at: <a href="http://www.edcountability.net/quality/crosswalks.cfm">http://www.edcountability.net/quality/crosswalks.cfm</a></b></p>

Definitions of Terms	Notes/Approaches
<p><b>A. Race and Ethnicity Categories in the 1977 Standards</b></p> <ul style="list-style-type: none"> <li>• <b>American Indian or Alaskan Native</b> – A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.</li> <li>• <b>Asian or Pacific Islander</b> – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.</li> <li>• <b>Black (not Hispanic)</b> – A person having origins in any of the Black racial groups of Africa.</li> <li>• <b>Hispanic</b> – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.</li> <li>• <b>White (not Hispanic)</b> – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</li> <li>• <b>Race and/or Ethnicity Unknown</b> – A postsecondary student <b>only</b> who does not self-identify a race and/or ethnicity on a local information collection.</li> </ul>	<p>The initial decision related to Race and Ethnicity reporting was to default to the method used by the institutions to report IPEDS data sets.</p> <p><b>Since the meeting it has been determined that for purposes of federal reporting only one methodology can be used for reporting per state for both secondary and postsecondary. The issue creates a problem for institutions that have already transitioned to the 1997 standards. Additional guidance is supposed to be forthcoming, but for purposes of reporting during this baseline year. The institution should continue to plan to use the categories available for the institution.</b></p>

Definitions of Terms	Notes/Approaches
<p><b>B. Race and Ethnicity Categories in the 1997 Standards</b></p> <ul style="list-style-type: none"> <li>● <b>American Indian or Alaskan Native</b> – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.</li> <li>● <b>Asian</b> – A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</li> <li>● <b>Black or African American</b> – A person having origins in any of the Black racial groups of Africa.</li> <li>● <b>Hispanic or Latino</b>– A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.</li> <li>● <b>Native Hawaiian or Other Pacific Islander</b> – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</li> <li>● <b>White</b> – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</li> <li>● <b>Two or More Races</b> – A person belonging to two or more racial groups.</li> <li>● <b>Race and/or Ethnicity Unknown</b> – A postsecondary student <u>only</u> who does not self-identify a race and/or ethnicity on a local information collection.</li> </ul>	<p>The initial decision related to Race and Ethnicity reporting was to default to the method used by the institutions to report IPEDS data sets.</p> <p><b>Since the meeting it has been determined that for purposes of federal reporting only one methodology can be used for reporting per state for both secondary and postsecondary. The issue creates a problem for institutions that have already transitioned to the 1997 standards. Additional guidance is supposed to be forthcoming, but for purposes of reporting during this baseline year. The institution should continue to plan to use the categories available for the institution.</b></p>

<p><b>C. Special Populations and Other Student Categories</b></p> <p>Unless otherwise noted, the following categories and definitions are described in section 3 of Perkins IV.</p> <ul style="list-style-type: none"> <li>• <b><i>Displaced Homemaker:</i></b> An individual who—             <ul style="list-style-type: none"> <li>(A) (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and</li> <li>(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</li> </ul> </li> <li>• <b><i>Economically Disadvantaged:</i></b> Individuals from economically disadvantaged families, including foster children.</li> <li>• <b><i>Individual with Limited English Proficiency:</i></b> A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—             <ul style="list-style-type: none"> <li>(A) whose native language is a language other than English; or</li> </ul> </li> </ul>	<p>The mechanism for capturing this data is self report (either through the enrollment application or through the request for services).</p> <p>The use of Pell Eligible is the means for determining Economically disadvantaged.</p> <p>Limited English Proficiency is identified through is identified through enrollment in ESL courses or through enrollment application of identification about English as 1<sup>st</sup> (or primary) language.</p>
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<p>(B) who lives in a family or community environment in which a language other than English is the dominant language.</p> <ul style="list-style-type: none"><li>• <b>Individual with a Disability:</b> The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA)). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.</li><li>• <b>Migrant Status:</b> The term "migrant status" as used in section 1111(h)(1)(C)(i) of the ESEA is not defined; however, the Department strongly encourages a State to use the same definition of "migrant status" as a State uses in its annual State report card and as approved in its Consolidated State Accountability Workbook.</li><li>• <b>Nontraditional Fields:</b> Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</li></ul>	<p>The application of ADA is related to postsecondary students. A determination of a documented disability (through request for services or other approved process) is the methodology used to determine this status in Nebraska.</p> <p>The migrant status only applies to Secondary schools.</p> <p>The use of the national crosswalk to determine the Fields considered nontraditional are used. <a href="http://www.edcountability.net/quality/crosswalks.cfm">http://www.edcountability.net/quality/crosswalks.cfm</a></p>
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## Revised Timeline of Baseline Postsecondary Data Collection Pilot

### October 1

Review and Confirm Information of Instructions, approaches, and definitions

Webinar 2:00 PM (CDT)

The agenda for the meeting

Review, clarify, and refine the definitions

Review, clarify, and refine the approaches

Discuss wage matching process options

Data Matching Template

Request for Data Match

Discuss any issues that have arisen

Handling Tech Prep

Excel Data Entry Sheet

DQI

### November 3, 2008

Follow up Webinar with discussions

2:00 PM (CDT)

### November 17, 2008

Due date for data submission process

### December 8, 2008

Potential After Action Review Webinar (if necessary) to discuss issues and plans for the future related to Accountability data reporting processes.

2:00 PM (CST)