

Next Steps Work Group

Agenda

2:00	Welcome and Overview of Call	Rebecca Moyer
2:05	Open Space & Updates: <ul style="list-style-type: none">Office of Career, Technical, and Adult Education (OCTAE) – Division of Academic and Technical Education (DATE) updates	OCTAE-DATE Staff
2:10	Timelines for <i>Perkins V</i> Data Collection Systems	John Haigh, OCTAE-DATE
2:25	The Academic Year 2018-19 <i>Perkins V</i> Performance Data Report	Sharon Miller, OCTAE-DATE Joseph Murphy, National Center for Education Statistics (NCES)
2:40	<i>Perkins V</i> Consolidated Annual Report (CAR) Reporting Tool	Ross Santy, NCES Kelly Worthington, NCES
2:55	Closing	OCTAE-DATE Staff
3:00	Adjourn	

October 25,
2018

Next Steps Work Group

Timelines for *Perkins V* Data Collection Systems

Presenters:

Sharon Miller, *OCTAE-DATE: U.S. Department of Education*

John Haigh, *OCTAE-DATE: U.S. Department of Education*

Next Steps Work Group

The Academic Year 2018-19 *Perkins V* Performance Data Report

Presenters:

Sharon Miller, *OCTAE-DATE: U.S. Department of Education*

John Haigh, *OCTAE-DATE: U.S. Department of Education*

Joseph Murphy, *National Center for Education Statistics (NCES):
U.S. Department of Education*

Ross Santy, *NCES: U.S. Department of Education*

Kelly Worthington, *NCES: U.S. Department of Education*

Perkins V Core Indicators – Secondary Level

Indicator Description	Indicator Code	Indicator Name
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics

Perkins V Core Indicators – Secondary Level (con't)

Indicator Description	Indicator Code	Indicator Name
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Postsecondary Placement
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Nontraditional Program Enrollment

Perkins V Core Indicators – Secondary Level (con't)

Indicator Description	Indicator Code	Indicator Name
The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.	5S4	Program Quality - Other

Perkins V Core Indicators – Postsecondary Level

Indicator Description	Indicator Code	Indicator Name
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Nontraditional Program Enrollment

**Note: A student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.*

Next Steps Work Group

Perkins V Consolidated Annual Report (CAR) Reporting Tool

Presenters:

Sharon Miller, *OCTAE-DATE: U.S. Department of Education*

John Haigh, *OCTAE-DATE: U.S. Department of Education*

Joseph Murphy, *NCES: U.S. Department of Education*

Ross Santy, *NCES: U.S. Department of Education*

Kelly Worthington, *NCES: U.S. Department of Education*

CAR Data Forms

Indicator 1P1: Postsecondary Retention and Placement

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL			System Generated		System Generated	System Generated
	GENDER	Header Row - No Information Entered Here					
2	Male						
3	Female						
	RACE/ETHNICITY (1997 Revised Standards)	Header Row - No Information Entered Here					
4	American Indian or Alaska Native						
5	Asian						
6	Black or African American						
7	Hispanic/Latino						
8	Native Hawaii or Other Pacific Islander						
9	White						
10	Two or More Races						

CAR Data Forms

Indicator 1P1: Postsecondary Retention and Placement (con't)

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
	SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)	Header Row - No Information Entered Here					
11	Disability Status (ESEA/IDEA)						
12	Economically Disadvantaged						
13	Nontraditional Enrollees						
14	Single Parents						
15	Out of Workforce Individuals						
16	English Learners						
17	Homeless Individuals						
18	Individuals in Foster Care						
19	Student with Parents in Active Duty						
20	Migrant Students						

CAR Data Forms

Indicator 1P1: Postsecondary Retention and Placement (con't)

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
	LEVEL OF EDUCATION	Header Row - No Information Entered Here					
21	Certificate						
22	Associate Degree						
23	Baccalaureate Degree						
24	ADVANCED TRAINING						
25	MILITARY SERVICE, NATIONAL OR COMMUNITY SERVICE, OR PEACE CORPS						
26	EMPLOYMENT						

CAR Data Forms

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Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
	CAREER CLUSTERS	Header Row - No Information Entered Here					
27	Agriculture, Food & Natural Resources						
28	Architecture & Construction						
29	Arts, A/V Technology & Communications						
30	Business Management & Administration						
31	Education & Training						
32	Finance						
33	Government & Public Administration						
34	Health Science						
35	Hospitality & Tourism						
36	Human Services						

CAR Data Forms

Indicator 1P1: Postsecondary Retention and Placement (con't)

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
37	Information Technology						
38	Law, Public Safety, Corrections & Security						
39	Manufacturing						
40	Marketing						
41	Science, Technology, Engineering & Mathematics						
42	Transportation, Distribution & Logistics						

CAR Data Forms

Indicator 2P1: Earned Recognized Postsecondary Credential

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
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CAR Data Forms

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CAR Data Forms

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31	Information Technology						

CAR Data Forms

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35	Science, Technology, Engineering & Mathematics						
36	Transportation, Distribution & Logistics						

CAR Data Forms

Indicator 3P1: Nontraditional Program Enrollment

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Determined Level of Performance	Actual Level of Performance	State Determined vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
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CAR Data Forms

Indicator 3P1: Nontraditional Program Enrollment (con't)

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CAR Data Forms

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CAR Data Forms

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Next Steps Work Group

- Next call:
 - March 14, 2019 at 2pm ET (subject to change as needed)