

Appendix 9

Career and Technical Education

Perkins IV Core Indicators Report for Carl D. Perkins Grant

OVERVIEW: This report provides institutions with the rules for calculating the six federally required indicators. Institutions should use the Core Indicators report to review both overall institutional values as well as program level values. While only the institutional overall value will be negotiated with the Board of Regents, reviewing the program level information will help the institution determine which programs are successful and which ones could be improved.

While the Core Indicator report is available (on the reports tab of the DRP website) as soon as the institution locks the Academic Year (AY) submission, it is important to note that starting with the AY 2007 submission, core indicator percentage values change throughout the year. This is because the Perkins IV indicator formulas allow institutions and KBOR staff to track students into other postsecondary institutions and credentials earned. For example, for the retention indicator, retention is defined as staying in postsecondary education. This means if a student leaves your institution and transfers to another postsecondary institution, your institution can still count the student as a success. The calculation of this variable will depend on the submission of all other public institutions and your submission of the student Follow Up file. In this example for the retention indicator, the preliminary calculation will be created after all institutions have locked the Fall Census Day files, but a FINAL value will not be ready until after all of the institutions have locked the Follow Up file, allowing for the Transfer Out flag to be used in the calculation.

WEBSITE PROFILE: When logged into the DRP website, users are always asked to select a period and year for the data they want to view or submit. This is referred to as the profile. The core indicators report is only viewable when the user is in the KSPSD project. It will be available for all KSPSD periods except the GRS period.

DATES: Previous versions (reports for 2006 and prior) of the core indicators can be viewed by changing the project to CaTERS (Career and Technical Education Reporting System) and setting the profile to the desired year. Keep in mind that prior to 2007 the core indicators report used formulas from Perkins III legislation. Those formulas are NOT reflected in this document. Contact the Kansas Board of Regents Career and Technical Education staff for formulas and rules about Perkins III legislation. The data reflected in the report match the year in the profile of the KSPSD website. For example, if the profile is set to year 2012, the data in the report will be from Academic Year 2015 (roughly summer 2014, Fall 2014, and spring 2015). Core Indicators reports are available for 2008 through the most recently completed Follow-up Collection Report.

QUESTIONS: Questions regarding the formulas for the core indicators report should be directed to the Kansas Board of Regents Data, Research and Planning (DRP) staff. The best practice is to send an email message to IRHelp@ksbor.org. This message will be sent to several DRP staff members, assuring that someone will be reviewing the questions and preparing responses.

**Student Definitions and Measurement Approaches
for the Core Indicators of Performance Under the Carl D. Perkins
Career and Technical Education Act of 2006 (Perkins IV)**

(Definitions as outlined in the USDE Program Memorandum Dated March 13, 2007 found at
<http://www2.ed.gov/policy/sectech/guid/cte/perkinsiv/studentdef.pdf>)

Indicator 1P1 – 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 attempted technical skill assessments during the reporting year.

Note for Indicator 1P1: The United States Department of Education (USDE) recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. Office of Vocational and Adult Education (OVAE) expects that each State will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State plan, the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

Indicator 2P1 – Credential, Certificate, or Diploma

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or degree during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

Indicator 3P1 – 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.

Indicator 4P1 – Student Placement

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 20, 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.

Indicator 5P1 – 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.

Indicator 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.