

August 14, 2009

**TO:** Technical College Deans  
Technical College Research Contacts

**FROM:** Richard Ledington, Director of Research

**SUBJECT:** FY09 Postsecondary Perkins Performance Measures

The State Division of Professional-Technical Education is required to collect data from Perkins recipients as a requirement of the Carl D. Perkins Career and Technical Education Act of 2006. This mailing includes several documents that describe the data collecting and reporting procedures. Carefully reading the instructions and definitions will assist in the submission of accurate and reliable data. The enclosed documents are described below.

**Guide for Postsecondary Schools.** The *Guide* provides detailed instructions and examples for completing the *Annual (FY09) Reporting Form*.

**Annual (FY09) Reporting Form.** These forms are designed to collect data from the technical colleges on six (6) performance measures set forth in the Perkins Act. The use of this form is required for the submission of the performance data from your school. An Excel version of the form is available at [www.pte.idaho.gov/perkins/perkinshome.htm](http://www.pte.idaho.gov/perkins/perkinshome.htm).

- **All six (6) measures are required for the 2008-09 (FY09) school year.**
- Please fill in all the data fields for each of the performance measures. If there are no students in a category, enter 0.
- Include all PTE students that meet the group definition in the denominator.
- Future funding for professional-technical programs is dependent on accurate data and our ability to demonstrate student success. Your attention to detail in collecting and reporting accurately is appreciated.

**Suggestions for Completing the Annual (FY09) Report.** The Annual (FY09) Report Form is comprised of six (6) pages or worksheets; one (1) for each performance measure. Please read carefully all information in the Guide and the instructions on each worksheet. The performance for each measure is calculated using the following two numbers:

- Denominator – The total number of students in the group being measured
- Numerator – The number of students in this group who met or exceeded the standard

Once these totals are determined, the data must be disaggregated by gender, race and special populations. The definitions of these student categories are detailed in the Guide. It is our preference that you use the Excel form to report your data. The cells where you need to enter data are highlighted in yellow. Once you enter data into the Excel form it will:

- Calculate your performance on the measure (stated as a percentage).

- Compare your performance to the Final Agreed Upon Performance Level (FAUPL), further indicating “**Yes**” you met the standard or “**No**” you did not meet the standard.
- When your performance on the measure does not meet 90% of the FAUPL you are required to submit an improvement plan. The last column on each worksheet will indicate “**Yes**” if you are required to submit an improvement plan for this measure.
- The worksheet named “**Annual Report Cover Page**” summarizes your performance on all the measures. This page also explains if you are required to submit an “Annual Report” or an “Improvement Plan”. Separate worksheets are provided depending on which one you need to complete.
- The worksheet named “**Perkins FY09 Annual Report**” summarizes your performance on all the measures. **All schools must submit an Annual Report.** This page also explains if you are required to submit an “Improvement Plan”.
  - All schools **must** complete the “Annual Report”. The Annual Report is a brief, general narrative report on how the Perkins funds helped the PTE students meet the standards. Complete the worksheet named “Perkins FY09 Annual Report” and submit with the completed performance measure forms.
  - Schools which **did not meet** 90% of the performance levels for one (1) or more of the measures **must** submit an “Improvement Plan”. **The improvement plan must address the standards that were not met and strategies the school will use to increase student achievement in these areas.** Complete the worksheet named “Perkins FY09 Improvement Plan” and submit with the completed performance measure forms.

Please submit the Annual (FY09) Report Form (all six worksheets; one for each performance measure) and either the Annual Report or Program Improvement Plan by November 10, 2009 to Dick Ledington or Donna Simpson. If you have any questions, please contact me at [dledingt@pte.idaho.gov](mailto:dledingt@pte.idaho.gov) or Donna Simpson, Administrative Assistant for Research, at [dsimpson@pte.idaho.gov](mailto:dsimpson@pte.idaho.gov). Our telephone number is (208) 334-3216.

## **GUIDE FOR POSTSECONDARY SCHOOLS**

in completing the performance measures forms  
as required by the Carl D. Perkins Career and Technical Education Act of 2006

In Idaho, the State Division of Professional-Technical Education (SDPTE) administers the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270), commonly known as Perkins IV. A link to the official Perkins IV is posted at <http://cte.ed.gov/index.cfm>. This Guide has been prepared to assist schools in the reporting of performance data required in Perkins IV. Some commonly asked questions about the reporting of performance data for professional-technical students are listed below.

- ***What is the purpose of the performance measures?*** To assess the effectiveness of Perkins recipients in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds.
- ***Who must report?*** Idaho is required to report on all students participating in public professional-technical education in the State.
- ***What definitions can we use?*** Idaho is required to use the definitions for “PTE Concentrator” and “PTE Participant” as described in its approved Perkins IV State Plan.
- ***What performance levels can we use?*** SDPTE negotiates with the Office of Vocational and Adult Education (OVAE) to set the state performance levels. The school can negotiate for adjusted levels of performance if they do not accept the state adjusted level.
- ***What is disaggregated data?*** Disaggregate means “to divide into parts”. Idaho must provide disaggregated data by gender, race, ethnicity, disability status, and migrant status. Each of these parts are referred to as student subgroups and are defined.

The following definitions are provided to help you identify the student groups and to provide valid, accurate and reliable data.

### **Definitions of Postsecondary Student Populations:**

1. **PTE Participant** – A postsecondary student who has earned one (1) or more credits in any state funded professional-technical program.
2. **PTE Concentrator** – A postsecondary matriculated PTE participant who has completed at least 12 PTE credits in a single program area, or completed an industry recognized credential, certificate, or degree.
  - *NOTE #1: A matriculated student is defined as a student enrolled in courses at a college who has applied for admission and has been accepted in a state funded PTE certificate or degree program.*
  - *NOTE #2: A program sequence of less than 12 technical credits would include the Postsecondary Technical Certificate (PTC).*
  - *NOTE #3: The term “concentrator” has replaced the term “completer” that was used in reporting for the Perkins III Act of 1998. This change in terminology occurred when the Perkins IV Act of 2006 was passed by Congress.*

**Performance Measures:** There are eight (6) performance measures; also referred to as “indicators of performance” in the Perkins Act. The performance measures are described below.

1. **1P1 - Technical Skill Attainment:** The percentage of PTE concentrators who passed a state approved technical skill assessment (TSA) during the reporting year.

- *NOTE: Report only program concentrators who took a state approved TSA from July 1, 2008 to June 30, 2009. By October 15, 2009 schools will need to identify the state approved TSA for each PTE program of study. Schools will be expected to show they are increasing the number and percentage of program completers that take a state approved TSA.*
- 2. **2P1 – Certificate, Credential or Diploma:** The percentage of PTE concentrators who were completers or leavers and earned an industry-based credential, certificate, or a degree during the reporting year.
  - *NOTE #1: This includes students who complete a Postsecondary Technical Certificate (PTC), Technical Certificate (TC), Advanced Technical Certificate (ATC), and the Associate of Applied Science (AAS) degree. This would also include the Associate Degree of Nursing (ADN) when it is a PTE funded program.*
- 3. **3P1 – Student Retention or Transfer:** The percentage of PTE concentrators who (1) remained enrolled in their original institution, or (2) transferred to another 2- or 4-year postsecondary institution and were enrolled in the fall of the previous year (Fall 2007).
  - *NOTE #1: The numerator is the number of PTE 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 the fall of the previous reporting year.*
  - *NOTE #2: The denominator is the number of PTE concentrators who were enrolled 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.*
- 4. **4P1 – Student Placement:** The percentage of PTE completers from the previous reporting year who achieved a positive placement in the second quarter after completing the program.
  - *NOTE: The numbers for the denominator and numerator are taken from the Postsecondary Program Completer Follow-up Report.*
- 5. **5P1 - Non-Traditional Participation:** The percentage of PTE participants who enroll in state-approved PTE program that is nontraditional to their gender.
  - *NOTE: The list of nontraditional programs is included and available at [www.pte.idaho.gov/Perkins/PerkinsHome.htm](http://www.pte.idaho.gov/Perkins/PerkinsHome.htm).*
- 6. **5P2 - Non-Traditional Completion:** The percentage of PTE concentrators in programs that are nontraditional to their gender.
  - *NOTE: See note under 5P1.*

## **DEFINITIONS OF STUDENT SUBGROUPS:**

**Gender:** A school is required to disaggregate the grand total for each performance measure by gender; male or female.

**Race and Ethnicity Categories:** A school is required to disaggregate the grand total for each performance measure by race and ethnicity using the following categories and definitions:

- **American Indian or Alaskan Native** – 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.
- **Asian** – 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.

- **Black or African American** – A person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino**– A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or More Races** – A person belonging to two or more racial groups.

**Special Populations and Other Student Categories:** The term “special populations”: means – (A) individuals with disabilities; (B) individuals with other barriers to educational achievement, including individuals with limited English proficiency; (C) individuals from economically disadvantaged families, including foster children; and, (D) single parents, including single pregnant women.

- **Individual with a Disability:** 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.
- **Economically Disadvantaged:** The term “economically disadvantaged” means an individual who (1) is receiving a PELL grant or assistance under a comparable State program of need-based financial assistance; or (2) is receiving financial assistance from the Bureau of Indian Affairs (BIA); or (3) has income below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act [42 U.S.C. 9902(2)]) applicable to a family of the size involved for the fiscal year for which the determination is made.
- **Single Parents (including pregnant women):** The term “single parents, including pregnant women” means an individual who (1) is unmarried or legally separated from a spouse; and (2) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. (NOTE: This term refers to students who are themselves, single parents according to the above definition.)
- **Limited English Proficient (LEP).** Students from language backgrounds other than English who need language assistance services in their own language or in English in the schools and who meet one or more of the following conditions: (1) the student was born outside of the United States or his or her native language is not English; (2) the student comes from an environment where a language other than English is dominant; or (3) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency. The student also has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.
- **Individuals Preparing for Non-Traditional Fields:** This term only applies to programs that are defined as a “nontraditional” (*Please see list of Postsecondary Programs Leading to Occupations with Under-Represented Males or Females for more information*). “Nontraditional Training and Employment” refers to occupations or fields of work, including careers in computer science, technology, and other

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.



## Suggestions for Completing the Postsecondary Performance Measures for FY2009

1. **Create a PTE Student Data Collection Form:** This is typically an Excel spreadsheet to collect the needed information on each student. An example is available at <http://www.pte.idaho.gov/Perkins/PerkinsHome.htm> under “FY09 Postsecondary Forms”.

Student First Name	Student Last Name	Gender (M or F)	Grade (9, 10, 11 or 12)	PTE Concentrator (Y/N)	Race/Ethnicity (1, 2, 3, 4, 5, 6 or 7)	Special Education (Y or N)	Economically Disadvantaged (Y or N)	Single Parent (Y or N)	Limited English Proficient (Y or N)	Migrant (Y or N)	ISAT Reading (1, 2, 3, 4 or 5)	ISAT Math (1, 2, 3, 4 or 5)	Technical Assessment (0, 1 or 2)	Included in the AYIP Acknowledgment for graduation rate (Y or N)	Left School During Reporting Year (1 or 2)	Enrolled in Program Non-traditional to Gender (Y or N)	Completer in Program Non-traditional to Gender (Y or N)
Sample	Student	M	12	Y	5	N	N	N	N	N	1	1	0	1	1	N	N

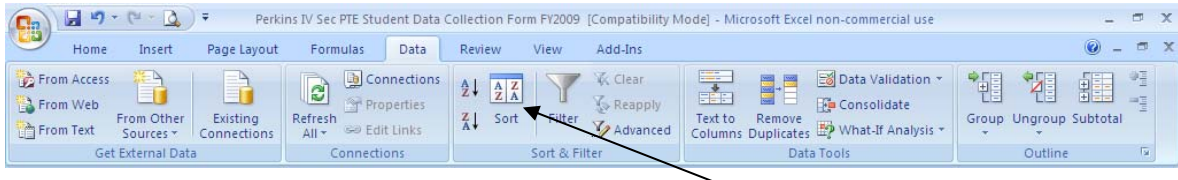
2. **List All PTE Participants:** You may be able to export this information from the school’s student information system, so you will need to coordinate with the person who manages the system at your institution. With most student information systems you can export specific data to a spreadsheet using a Query statement. **List a student only once, even if they are enrolled in more than one (1) PTE program.** Label this worksheet “PTE Participants”. Collect the needed information for the performance measures as described in the column headings. NOTE: The list of PTE concentrators will be a subset of this group.
3. **Coding Student Data on the Worksheet:** Each row represents one (1) student. For each data element (column) on the worksheet, it is recommended you use the coding system listed below to record student information. With the exception of the first and last name, each cell would only require a 1-2 digit number or letter to indicate the status. For example, a student who is a “PTE Concentrator” would have a code of “Y” in this cell. The data coding is listed below.
  - A. Student First Name
  - B. Student Last Name
  - C. Student ID Number (optional for institutional reference)
  - D. PTE Student Status
    1. Participant
    2. Concentrator
  - E. Gender (M, F)
  - F. Race/Ethnicity
    1. American Indian or Alaskan Native
    2. Asian
    3. Black or African American
    4. Hispanic or Latino Ethnicity
    5. Native Hawaiian or Other Pacific Islander
    6. White

- 7. Two or More Races
- G. Individual with disability (Y/N)
- H. Economically Disadvantaged (Y/N)
- I. Single parent (Y/N)
- J. Limited English Proficient (Y/N)
- K. Technical Assessment
  - 0. Did not take a technical assessment during the reporting year
  - 1. Took and passed a state approved technical assessment during the reporting year
  - 2. Took but did not pass a state approved technical assessment during the reporting year
- L. Credential, Certificate or Degree
  - 1. Left school during reporting year and earned an industry-based credential, certificate, or degree
  - 2. Left school during reporting year and did not earn an industry-based credential, certificate, or degree
- M. Student Retention or Transfer
  - 1. A PTE concentrator who was enrolled the previous fall semester and who is enrolled in the current fall semester. This student did not earn an industry-based credential, certificate or degree or did not transfer to another institution.
  - 2. A PTE concentrator who was enrolled the previous fall semester and who is not enrolled in the current fall semester. This student also did not earn an industry-based credential, certificate or degree or did not transfer to another institution.
- N. Student Placement
  - 1. A PTE completer from the previous reporting year who achieved a positive placement or transition. (military, employed related to training, employed not related to training, or pursuing additional education)
  - 2. A PTE completer from the previous reporting year who did not achieve a positive placement or transition. (unemployed, not in labor force, status unknown, or deceased)
- O. The student is enrolled in a PTE program that is non-traditional to their gender (Y/N)
- P. The student is a PTE Concentrator in a program that is non-traditional to their gender (Y/N)

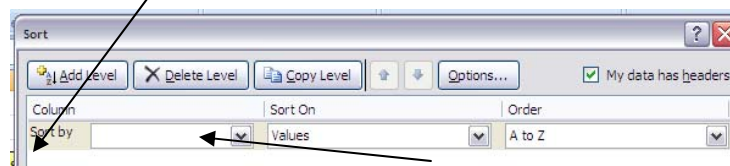
Student First Name	Student Last Name	Gender (M or F)	Grade (8, 10, 11 or 12)	PTE Concentrator (Y/N)	Race/Ethnicity (1, 2, 3, 4, 5, 6 or 7)	Special Education (Y or N)	Economically Disadvantaged (Y or N)	Single Parent (Y or N)	Limited English Proficient (Y or N)	Migrant (Y or N)	ISAT Reading (1, 2, 3, 4 or 5)	ISAT Math (1, 2, 3, 4 or 5)	Technical Assessment (0, 1 or 2)	Included in the AYP determination for graduation rate (Y or N)	Left School During Reporting Year (1 or 2)	Enrolled in Program Non-traditional to Gender (Y or N)	Completer in Program Non-traditional to Gender (Y or N)
Sample	Student	M	12	Y	5	N	N	N	N	N	1	1	0	1	1	N	N

Each row represents one (1) student. Coding of the data for each student should be completed before going to step #4. There should be no empty cells

- Create Worksheet for PTE Concentrators:** Once you have a complete list of “PTE Participants” and have coded all the data (no empty cells), right click on the worksheet tab “PTE Participants” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Participants (2)”. Right click on the worksheet tab “PTE Participants (2)” and select “Rename”. Name the second worksheet “PTE Concentrators”.
- Sort PTE Concentrator Worksheet:** With the rows highlighted that contain student information, select the “Data” tab at the top of the worksheet. In the data menu, select “Sort”.

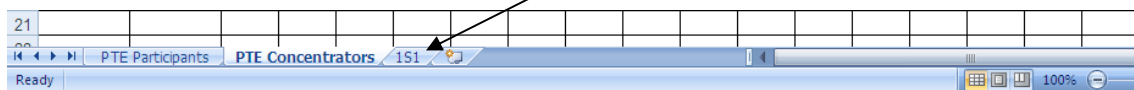


In the Sort dialog box, select the column that indicates if the student is a PTE concentrator. Click “OK” and this will sort the list based on the student’s concentrator status.



Highlight the rows for students that have an “N” for concentrator status; right click and select “Delete”. Click save at the top left corner of the workbook. The workbook will now contain two worksheets: PTE Participants and PTE Concentrators.

- Create Worksheet for 1P1:** The denominator for 1P1 is PTE Concentrators. Right click on the worksheet tab “PTE Concentrators” and select “Move or Copy”. Check the box “Create a Copy” and click “OK”. This will create a duplicate worksheet named “PTE Concentrators(2)”. Right click on the worksheet tab “PTE Concentrator(2)” and select “Rename”. Name the second worksheet “1P1”.



- Sort Worksheet for 1P1:** The denominator for 1P1 is “concentrators”. On the 1P1 worksheet highlight the rows that contain student information. Select the “Data” tab at the top of the worksheet and select “Sort”. In the Sort dialog box, select the column that has the Technical Skill Assessment (TSA) information. Click “OK” and this will sort the list based on the TSA coding: 0 = Did not take a technical assessment during the reporting year; 1 = Took and passed a state approved technical assessment during the reporting year; and 3 = Took but did not pass a state approved technical assessment during the reporting year. Click “save” at the top left corner of the workbook. The workbook will now contain a sorted list based on the TSA status of the student.
- Disaggregate the Data for 1P1:** Using the sort function, sort the data for the student categories. This is the source of the data to be recorded on Annual (FY09) Report Form for 1P1. Continue sorting the 1P1 worksheet until you have disaggregated the information for all the student categories.
- Repeat #6 - #8 For Each Performance Measure:** Create a separate worksheet for each

performance measure. Please note the following:

- PTE concentrators are the group being measured for all performance measures, except for 5P1 - Nontraditional Participation.
- Although PTE concentrators are the group primarily being measured, it is often only a portion of this group that meet a certain criteria that is of interest. For example: PTE concentrators who took a technical skill assessment; and PTE concentrators who earned a certificate, degree or credential.
- The numerator is the total number of students included in the denominator that met the standard.