



Guidebook for Local Data and Performance Measures

for the FY17 Local Application

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Oklahoma State Department of Career and Technology Education

The Carl D. Perkins
Career and Technical Education
Act of 2006

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Carl D. Perkins Career and Technical Education Improvement Act of 2006 Local Data and Performance Measures Worksheet

I. Background

Sec. 113 ACCOUNTABILITY

(4) LOCAL LEVELS OF PERFORMANCE

(A) Local adjusted levels of performance for core indicators of performance

(i) IN GENERAL.—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum—

(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable, and measurable; and

(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

II. INSTRUCTIONS

(1) Look over your results for **Local Actual**, **Local Goal Met**, and **90% of Local Goal Met** for **ALL** the Performance Measures.

- Do you have more “No” results or more “Yes” results?
 - Not meeting at least 90% of the goal is an indicator of where you need to focus your Perkins funds.
- What are your trends over time? Are they consistent or do they fluctuate?
- Can you identify any local causes (economic, population, program closures, etc.) for variances in the results? Do you expect your performance to increase, decrease, or remain the same?

(2) In your Perkins application, enter a new **Local Goal** amount for every Performance Measure.

- As long as you are **at or above 90%** of the State/Local Goal, small improvement goals are allowed (ex: from 91.25 to 91.50).
- **Every** recipient using Perkins funds should work toward improvements that assist with reaching the State Goals. When making incremental improvements, no matter how small, the statewide performance improves and continues to demonstrate the need for Perkins funds.

(3) If your **district**, **institution**, or the **combined (consortium or coop) partners'** data did not meet 90% of the Local Goal in the last year of data **IN ANY OF THE PERFORMANCE MEASURES**, your **application narrative** must address each deficiency and write strategies you will take to improve them.

III. Local and Statewide Goals

As the agency administering the funds, the ODCTE is required to assess program quality; analyze the academic, occupational, training, and retraining needs of secondary, postsecondary, and adult populations; and analyze the capability of career and technical education programs to provide career and technical education students with strong experience in, and understanding of, all aspects of the industry.

The expectation is that the use of Perkins funds at the State and Local levels will improve the performance of students and programs. The role at the State level is to provide direction, leadership, and guidance to local recipients using Perkins funds to meet the measurable “State Adjusted Levels of Performance” (also known as “Performance Indicators” and “Core Indicators of Performance”).

IV. Things to Know

Who are the students?

- Participants and concentrators enrolled in CTE courses at the high school, in CTE pathways at technology centers, and in collegiate AAS degree programs.

Which students are counted at the high schools?

- Students who were enrolled in CTE courses in the 12th grade are included as they are the only ones who are included in the follow-up process.

Does that include Alternative Education (secondary) students?

- Students who were enrolled in CTE courses which count for graduation/GED are included.

How do you get the information about the students?

- The follow-up process information is used from Technology Center secondary and adult students, and 12th grade CTE students at the high school.
- For collegiate students in AAS degree or certificate programs, most data are available in the State Regents’ Unitized Data System. Supplemental data come from the Oklahoma Employment Security Commission, institutional surveys of technical skill attainment, and student surveys of special population membership.

V. Performance Measures Definitions

The following methods are used to calculate actual performance based upon enrollment data.

Note: Participant and Concentrator definitions are in the **Student Definitions** section.

Secondary (including Technology Centers)

- *Academic Attainment – Reading/Language Arts**

Numerator: Number of Oklahoma students who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB, based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of Oklahoma students who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

- *Academic Attainment – Mathematics**

Numerator: Number of Oklahoma students who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by NCLB based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of Oklahoma students who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education

- *Technical Skill Attainment*

Numerator: Number of CTE concentrators who left secondary education the previous year and who passed a state-approved technical skill attainment assessment that is aligned with industry-recognized standards.

Denominator: Number of CTE concentrators who left secondary education the previous year and who took a state-approved technical skill attainment assessment.

- *Secondary School Completion*

Numerator: Number of CTE concentrators who left secondary education the previous year who earned a regular secondary school diploma, earned a GED or other state recognized equivalent or earned a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.

Denominator: Number of CTE concentrators who left secondary education.

- *Student Graduation Rates**

Numerator: Number of Oklahoma students who, in the reporting year, were included as graduated in the State's computation of its graduation rate as defined by the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of Oklahoma students who, in the reporting year, were included in the State's computation of its graduation rate as defined by the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

- *Placement*

Numerator: Number of secondary CTE concentrators who left secondary education the previous year and were placed in postsecondary education, advanced education, employment, and/or military in the second quarter following the program year in which they left secondary education.

Denominator: Number of secondary CTE concentrators who are included (known status) in the ODCTE follow-up process who left secondary education during the reporting year.

- *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.

- *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.

****This information is provided to by the Oklahoma State Department of Education to the US Department of Education and is not part of the Local Performance Data at this time.***

Postsecondary Collegiate and Technology Center Adult

- Technical Skill Attainment

Numerator: Number of CTE/technical concentrators who left postsecondary education in the previous year and who passed a state-approved technical skill assessment that is aligned with industry-recognized standards, where available and appropriate during the reporting year.

Denominator: Number of CTE/technical concentrators who left postsecondary education and who took a state-approved technical skill assessment during the reporting year.

- Credential, Certificate, or Degree

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

Denominator: Number of CTE/technical concentrators who in the previous year left postsecondary education.

- Student Retention and Transfer

Numerator: Number of CTE/technical concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. (no change)

Denominator: Number of CTE/technical 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. (no change)

- Student Placement

Numerator: Number of CTE/technical concentrators who were placed or retained in employment, military service, or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.

Denominator: Number of CTE/technical concentrators who left postsecondary education in the previous year.

- Nontraditional Participation and Completion

Numerator: Number of CTE/technical 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/technical participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

- Nontraditional Completion

Numerator: Number of CTE/technical concentrators from underrepresented gender groups who completed a postsecondary program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE/technical concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

V. Student Definitions

Secondary Level

CTE Participant: A secondary student who has enrolled in less than 360 course hours (3 Carnegie units of credit) in a single career and technical education (CTE) pathway.

CTE Concentrator: A secondary student who has completed 360 hours or more in a single career and technical education (CTE) pathway that leads to postsecondary education and/or terminates in the award of an industry-recognized credential, a certificate, or a degree.

- NOTE: Due to the nature of course offerings at Secondary Comprehensive School Districts, it is not always possible for CareerTech students to attain concentrator status within a pathway. This will result in no data, 0% results, and not meeting the 90% threshold of State Goals. However, by following the Individual Career Plan Program of Study worksheet, and enlisting in the use of the Individual Career Plan Template, some students may be able to attain concentrator status.

Local Education Agency: In general, a public board of education or other public authority legally constituted within a state for either administrative control or direction of or to perform a service function for public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state or for a combination of school districts or counties. It is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

Secondary Credit: A secondary credit is the secondary instructional time required to earn a standard Carnegie unit for high school credit in Oklahoma.

Adult Level – Technology Center

CTE Participant: An adult technology center student who has enrolled in less than 360 course hours in a program.

CTE Concentrator: An adult technology center student who has completed 51% of a program based on either competency or course hours within a program that terminates in the award of an industry-recognized credential, a certificate, or a alignment with post-secondary education.

- *A technology center is considered both a secondary and postsecondary institution.*
- *An Adult Level student is enrolled in a technology center program.*

Postsecondary Level – Collegiate

CTE Participant: A postsecondary student who has earned one (1) or more semester credit hours in any CTE program area.

CTE Concentrator: A postsecondary student who (1) completes at least 30 academic or CTE credit hours toward a certificate or associate in applied science degree program that is comprised of 30 or more academic and technical credit hours; or (2) completes a short-term CTE program sequence of less than 30 credit hours that terminates in an industry-recognized credential, a certificate, or a degree. Note: 30 credit hours are based on 50 percent of a typical associate in applied science (AAS) degree program length.

Postsecondary Credit: A postsecondary credit is the instructional time equal to requirements to earn a college credit in Oklahoma.

Postsecondary/Adult Student: A student who is no longer enrolled in a comprehensive school system or its equivalent, or is beyond the compulsory age for high school, and is enrolled in a CTE Program of Study at a Technology Center.