

Perkins V Data Guide - Postsecondary

POSTSECONDARY PERFORMANCE MEASURES

Idaho Division of Career Technical Education (IDCTE) is required to collect data from recipients of federal Perkins funds as a requirement of the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V). This guide provides definitions, data sources, and resources for the Perkins V Performance Measures.

GENERAL DEFINITIONS

CTE Participant: A student who (i) at the postsecondary level, has declared a CTE major or has been accepted in a CTE program and is enrolled¹ in at least one course that leads to their program or (ii) at the secondary level, has completed a program as defined in CTE concentrator below. This is the foundation for concentrator status.

CTE Concentrator: A student enrolled in a CTE program who has (i) earned at least 12 credits² within a CTE program; or (ii) completed a CTE program if the program encompasses fewer than 12 credits or the equivalent in total.

- Program completion includes CTE degrees or certificates per [Policy III.E.](#) (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or Associate of Applied Science).

CTE Non-degree Seeking: A student enrolled in courses for credit and is not recognized by the institution as seeking a degree or formal award. **These students are not included in postsecondary performance measures.**

Reporting Year: Summer/Fall/Spring of a school year (summer leading).

¹enrolled – enrolled means enrolled for credit by the census date (October 15 for fall, March 15 for spring) regardless of whether credit was earned (includes withdrawals, grades A-F, X, incompletes, and excludes audits and drops without penalty)

²credits – For counting credits, this includes CTE courses or academic courses if part of the CTE program requirements. Use accumulated credits up to 3 years.

DATA USAGE

Data will be disaggregated by gender, race, special populations, and national career clusters. On an annual basis, IDCTE will submit the following reports to Office of Career, Technical, and Adult Education (OCTAE):

- CTE Participants
- CTE Concentrators
- 1P1 – Postsecondary Retention and Placement
- 2P1 – Earned Recognized Postsecondary Credential
- 3P1 – Non-Traditional Program Concentration

Please Note:

- Institution reports will be disaggregated by CTE program title rather than national career clusters to assist institutions in planning for the use of Perkins V funds.
- Grand totals will include the count of unique students. Disaggregated data will include duplicate counts if a student belongs in multiple categories.
- The national career clusters will be identified by CTE Program Classification of Instructional Programs (CIP) codes.

DATA DISAGGREGATION

Gender

A person's gender – either male, female, or unknown.

Race/Ethnicity

Students may be counted in more than one category.

- **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.
- **Unknown** – A person whose race/ethnicity is unknown.

Special Populations

Students may be counted in more than one category.

- **Individuals with disabilities** – An individual with a disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). Under section 3 of the ADA Act of 1990 defines the term “disability” to mean, 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.
- **Individuals from economically disadvantaged families; including low-income youth and adults** – An individual who: Is receiving a PELL grant or assistance under a comparable State program of need-based financial assistance; or is receiving financial assistance from the Bureau of Indian Affairs (BIA); or 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.
- **Individuals preparing for non-traditional fields** – This term only applies to programs that are defined as “nontraditional”. A list of non-traditional occupations can be found [here](#).
- **Single parents, including single pregnant women** – This term refers to students who are themselves, single parents and includes single pregnant women. (1) is unmarried or legally separated from a spouse; and (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. (This term refers to male/female students who are themselves single parents according to the above definition.)
- **Out-of-workforce individuals** - (A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA) (29 U.S.C.3102)*; or (B) an individual who—(i)(1) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or (II) 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 such title; and (ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

*Section 3(16) of WIOA defines the term “displaced homemaker” as an individual who has been providing unpaid services to family members in the home and who—(A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, U.S.C.) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, U.S.C. or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, U.S.C., a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, U.S.C.) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

- **English Learners** – An adult who has limited ability in speaking, reading, writing, or understanding the English language and – (i) whose native language is a language other than English; or (ii) who lives in a family environment in which a language other than English is the dominant language.

PERFORMANCE MEASURE TARGETS

The State Determined Performance Levels (SDPLs) are defined in the Idaho Perkins V State Plan. The current plan contains the SDPLs for each of the measures listed below (1P1, 2P1, 3P1) for school years 2025-2028.

PERFORMANCE MEASURE DEFINITIONS

1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, are in one or more of the categories below (positively placed):

- Remain enrolled in postsecondary education
- Advanced training
- Military service
- Service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), or are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a))
- Placed or retained in employment

Calculate

Numerator – The number of CTE concentrators who completed the program during the prior year and, during the second quarter after program completion, are reported as positively placed.

Denominator – The number of CTE concentrators who completed the program during the prior year.

Please Note:

- The second quarter ranges from 91-180 days.
- Only students who completed the program are included (excludes job-outs).
- Students can be counted in more than one category.
- Data is sourced from surveys, National Student Clearinghouse®, and institution enrollments.
- Remain enrolled in postsecondary education includes academic and CTE programs, and can be a differing postsecondary institution than the institution where the student completed the program.

2P1: Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Calculate

Numerator – The number of CTE concentrators who received a recognized postsecondary credential during participation in or within one year of program completion.

Denominator – The number of CTE concentrators in the reporting year plus the number of CTE concentrators who received a credential within one year of program completion.

Please Note:

- Includes credentials that fall under Policy III.E:
 - Basic Technical Certificate (BTC)
 - Intermediate Technical Certificate (ITC)
 - Advanced Technical Certificate (ATC)
 - Associate of Applied Science (AAS) degree
- Students who receive a credential within one year of program completion is defined as students that completed a program in the previous reporting year, but received their credential in the current reporting year.
- Includes secondary students that meet the requirements of a credential.

3P1: Non-Traditional Program Concentration

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. Non-traditional careers are those occupations in which one gender comprises less than 25% of the current workforce, including such careers as computer science, technology, or other current and emerging high skill occupations.

Calculate

Numerator – In the reporting year, the number of CTE concentrators from underrepresented gender groups, in CTE programs that lead to non-traditional fields (ex. all females in welding).

Denominator – In the reporting year, the number of CTE concentrators with known gender, in CTE programs that lead to a non-traditional field.

Please Note:

- Students with unknown gender are not counted in the numerator or the denominator.
- The list of [CTE programs that lead to non-traditional fields](#) is derived from the 2020 Nontraditional Occupations Crosswalk created by the U.S. Department of Education Office of Career, Technical, and Adult Education.

PERKINS V RESOURCES

- [IDCTE Perkins V Website](#)
- [National Career Clusters](#)
- [Perkins V Legislation and Definitions](#)
- [Special Populations](#)

CTE Data Reporting and Family Educational Rights and Privacy Act (FERPA)

Background Information

Idaho Division of Career Technical Education is required to collect data from recipients of federal Perkins funds as a requirement of the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V). This includes disaggregated data by CTE programs, gender, race, and special populations.

Federal Reporting and CTE Data Needs

Through Idaho Statute 33-2202 and 33-2203 and State Board of Education (SBOE) Policy I.A., the SBOE is the designated State entity charged with administering all aspects of CTE programs, including compliance.

Per Perkins V (Public Law 115-224), Section 113(b)(4)(B), “Each eligible recipient [i.e. postsecondary institution] that receives an allocation” “shall annually prepare and submit to the eligible agency [Idaho Division of Career Technical Education] a report, which shall include” disaggregate data for “each of the indicators of performance under paragraph (2)”. In Section 113(b)(2), the core indicators of performance for postsecondary grant recipients include (B)(i-iii):

- Postsecondary Retention and Placement
- Earned Recognized Postsecondary Credential
- Non-Traditional Program Concentration

In Section 113(b)(4)(B), special populations data includes those defined in Section 3(48) as:

- Individuals with disabilities (ADA)
- Individuals from economically disadvantaged families; including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners

Each institution is required to complete a Comprehensive Local Needs Assessment (CLNA) every two years that requires an analysis of their CTE data. This information drives project requests for CTE funding. Each institution must determine how they are going to collect this information for CTE students.

FERPA's implementing regulations at 34 CFR §99.31(a)(3)(iv) and 34 CFR §99.35(a)(1) allow the release of student record information to authorized representatives of State educational authorities.

34 CFR §99.31(a)(3)(iv) – “An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by §99.30 if the disclosure meets one or more of the following conditions...(3) The disclosure is, subject to the requirements of §99.35, to authorize representatives of...(iv) State and local educational authorities.”

34 CFR §99.35(a)(1) – “Authorized representatives of the officials or agencies headed by officials listed in §99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.”