

Excerpts: DRAFT Perkins IV Consolidated Annual Report User Guide

The following instructions pertain to reporting disaggregated data for Racial/Ethnicity and Special Population categories in the 2008 Consolidated Annual Report (subject to final revision).

Deciding between 1977 and 1997 Standards for Race/Ethnicity Data

States need to use either 1977 or 1997 standards to report race/ethnicity data within the same reporting year, and should not combine different standards across the measures. When you are logging into the system for the first time, you will be required to choose the standards for the current reporting period. Once a standard is chosen, you are not allowed to switch to different standards during the same reporting period.

Performance Reports: General Guidance

Note: You may notice that some of the Basic Reporting Instructions as it relates to enrollment and accountability forms are similar. For example, states must provide disaggregated data on: (1) the Student Enrollment Form on CTE Participants; and (2) the Accountability Data Forms for the Perkins IV Section 113 Core Indicators of Performance (Title I – State Basic Grant).

Basic Reporting Instructions

A state must report performance data for the preceding program year. For example, in its December 31, 2008, CAR submission, a state must report performance data for program year covering July 1, 2007, through June 30, 2008.

A state must report on all students participating in public career and technical education in the state, meaning that a state must report on both its Perkins-funded and non-Perkins funded public career and technical education programs, including those at public charter schools. Further, a state also must report on all students participating in career and technical education at private agencies or institutions that receive Perkins funds in the state.

When completing the enrollment and accountability forms, a state must use its definitions for a "CTE participant" and "CTE concentrator" at the secondary, postsecondary, and, if applicable, adult levels as described in its Final Agreed Upon Performance Levels (FAUPL) form incorporated into its approved final *Perkins IV* State Plan.

Under the final *Perkins IV* State Plan Guide, a state may choose to propose other student definitions and measurement approaches for the core indicators of performance. A state that chooses to do so would have had to describe (in their final state plan) how its proposed definitions and measures would be valid and reliable.

Reporting Disaggregated Data on Student Enrollment Form for CTE Participants and Accountability Data Forms for Section 113 of *Perkins IV*

Consistent with the "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data," issued by the Department on October 19, 2007, a state may choose to report the required data disaggregated by race and ethnicity using the categories and definitions based on:

- "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" issued by the Office of Management and Budget (OMB) in 1977;
- The "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" issued by OMB in 1997: or

- o Any additional or combined categories that a state uses for NCLB as approved in its Consolidated State Accountability Worksheet.

" Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data," is available at 72 FR59266 (October 19, 2007): <http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.pdf> .

A state should note in particular the discussion of the differences in how a local recipient collects data and how a state reports the aggregate data to the Department. A state will be required to implement this final guidance no later than the fall of 2010 for the 2010-2011 school year and is encouraged to do so before then.

A state must provide disaggregated data for each of the special populations, as defined in section 3(29) of *Perkins IV*. Definitions for the special population categories are provided below.

A state also must provide disaggregated data for each of the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), except that the Department must ensure that a state does not report duplicative disaggregated data. Based on this, a state must provide disaggregated data by gender, race, ethnicity, disability status as required by NCLB, and migrant status. Definitions for these categories of students are provided below.

Disaggregated data by special populations and other student categories may be duplicative counts ; for example, a student may be both "limited English proficient" and "economically disadvantaged."

A state that retains all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must report its tech prep students as a disaggregated population.

Definitions: Gender, Racial/Ethnic and Special Populations 1977 and 1997 Standards for Race/Ethnicity Data

This section is based on the information collection submission made by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006.

In completing the forms, each state must use the definitions for the race, ethnicity, special populations, and other student categories as described below. States need to use either 1977 or 1997 standards to report race/ethnicity data within the same reporting year, and should not combine different standards across the measures.

Race and Ethnicity Categories in the 1977 Standards

A state may report disaggregated data by race and ethnicity using the following categories and definitions based on the "The Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)" that was issued by the Office of Management and Budget (OMB) in 1977:

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands , or the Indian subcontinent including, for example, China , India , Japan , Korea , the Philippine Islands, and Samoa.

Black (not Hispanic) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

White (not Hispanic) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Race and/or Ethnicity Unknown – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

Race and Ethnicity Categories in the 1997 Revised Standards

A state may report disaggregated data by race and ethnicity using the following categories and definitions based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity that was issued by OMB in 1997:

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.

Race and/or Ethnicity Unknown – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.

Special Populations and Other Student Categories Described in NCLB

Unless otherwise noted, the following categories and definitions are described in Section 3 of *Perkins IV*.

Disability Status: The term "disability status" as used in section 1111(h)(1)(C)(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services."

Displaced Homemaker: An individual who—

- A. (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) 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 this title; and

B. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically Disadvantaged: Individuals from economically disadvantaged families, including foster children.

Individual with Limited English Proficiency: A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

- A. whose native language is a language other than English; or
- B. who lives in a family or community environment in which a language other than English is the dominant language.

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.

Migrant Status: The term "migrant status" as used in section 1111(h)(1)(C)(i) of the ESEA is not defined; however, the Department strongly encourages a State to use the same definition of "migrant status" as a state uses in its annual state report card and as approved in its Consolidated State Accountability Workbook.

Nontraditional Fields: Occupations or fields of work, including careers in computer science, technology, and other current and 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.

Single Parents: The term "single parents" includes single pregnant women.

Special Populations: The term "special populations" means—

- A. individuals with disabilities;
- B. individuals from economically disadvantaged families, including foster children;
- C. individuals preparing for non-traditional fields;
- D. single parents, including single pregnant women;
- E. displaced homemakers; and
- F. individuals with limited English proficiency.

Performance Reports: Student Enrollment Data Forms

States must complete two enrollment forms:

- o Enrollment of CTE Participants
- o Enrollment of CTE Concentrators

Instructions for Completing the "Enrollment of CTE Participants" Form

Note: A state that **retains all, or a portion, of its tech prep grant** (Title II) for purposes authorized under Title II of *Perkins IV* must report its disaggregated tech prep enrollment for all its consortia in columns E and F. A state that does **not** retain all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must put "PNO" (program not offered) in each cell in columns E and F.

A state that **offers adult programs** must report its disaggregated adult enrollment in column D.

A State that **does not** offer adult programs must put "PNO" (program not offered) in each cell in

column D.

Please follow this sequence of steps for reporting secondary, postsecondary, adult (if applicable) and tech prep (if applicable) student enrollment in the form, "**Enrollment of CTE Participants**".

Step 1 — In columns "A-E," entitled "Number of Secondary Students" "Number of Postsecondary students," "Number of Adult Students," "Number of Secondary Tech Prep Students" and "Number of Postsecondary Tech Prep Students", report in rows 3 and 4 the gender count of participants enrolled in one or more state CTE approved courses.

NOTE: *This will be an **unduplicated** student enrollment count. The program will automatically calculate row 1 for columns "A-E".*

Step 2 – In columns "A-E" report in rows 6-11 **or** in columns "A-E" rows 13-19, the ethnicity count of the students enrolled in one or more state CTE approved course.

NOTE: *These rows may contain a **duplicated** student enrollment count. States may use either the 1977 or the 1997 standard, but should not combine different standards across the measures.*

Step 3 – In columns "A-E" report in rows 21-27 the special population count of the students enrolled in a state CTE approved course.

NOTE: *These rows may contain a **duplicated** student enrollment count; for example, a student may be both "limited English proficient" and "economically disadvantaged."*

Note: Each cell on the student enrollment form "Enrollment of CTE Participant" must contain a digit, a "0" (zero), "N/P" (not provided), or "PNO" (program not offered).

A "**0**" indicates that there are no students in the cell.

An "**N/P**" means that the state attempted, but was unable, to obtain data from its eligible recipients. "N/P" will be counted as a "0" in aggregated totals. All cells with "N/P" must be explained in the Additional Information block at the bottom of the form.

A "**PNO**" might only be applicable for cells in columns D, E and F; it is not to be used for any cells in columns B and C.

Performance Report: Accountability Data Forms

General Information Pertaining to All Forms

Please refer to the Performance Reports: General Guidance Section for information on disaggregating information on students by race, ethnicity and special populations.

Note: Migrant students are to be reported only on secondary forms.

Postsecondary forms include a row called "Unknown" if your state chooses to report disaggregated data by race and ethnicity using the categories and definitions based on the Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity that was issued by OMB in 1997.

Separate forms are provided for any state that has submitted and received approval for student definitions and measurement approaches for **adult** postsecondary career and technical education programs as part of its *Perkins IV* State Plan.

Separate forms are provided for any state that has identified additional indicators of performance as described in section 113(b)(2)(C) of *Perkins IV*

Instructions for Completing the Secondary and Postsecondary Core Indicators Basic Grant Accountability Forms

Instructions for:

1S1: Attainment of Academic Skills - Reading/Language Arts

1S2: Attainment of Academic Skills - Mathematics

4S1: Student Graduation Rates

Step 1—Report in column "A" rows "3-28" the total number of career and technical education students meeting the state's numerator definition for each population (gender, race/ethnicity, special population and tech prep) identified in column A. **NOTE: The program calculates row 1.**

Step 2—Report in column "B" rows "3-28" the total number of students meeting the State's denominator definition for each population (gender, ethnicity, special population and tech prep) identified in column B. **NOTE: The program calculates row 1.**

Column "C" – **You do not enter data in this column.** Row 1 "Grand Total" is pre-populated with the Final Agreed Upon Performance Level for the reporting period. Rows "2-28" are shaded and do not require data.

Column "D" – **You do not enter data in this column.** The program calculates rows "3-28" the total percent that identifies the actual levels of performance for this program year.

Column "E"— **You do not enter data in this column.** Row 1 "Grand Total" will have an "E" if the actual Level of Performance has exceeded the adjusted Level of Performance. An "M" will be placed in the row if the level is met. A "D" will be placed in the row if the level is not met.

Column "F" - **You do not enter data in this column.** Row 1 "Grand Total" will have a "Y" if the actual Level of Performance has met or exceeded 90 percent of the adjusted Level of Performance. An "N" will be placed in the row if the level is not met.

Note: "PNO" is only applicable for cells in row 28, Tech Prep. A state that retains all, or a portion, of its tech prep grant (Title II) for purposes authorized under Title II of *Perkins IV* must report its tech prep students as a disaggregated population on all required accountability data forms. A state that consolidates its funds does not.