



Data Quality Institute 2017 Conference

Cross-state Collaboration to Improve CTE Performance Accountability

November 16-17, 2017

Perkins 101

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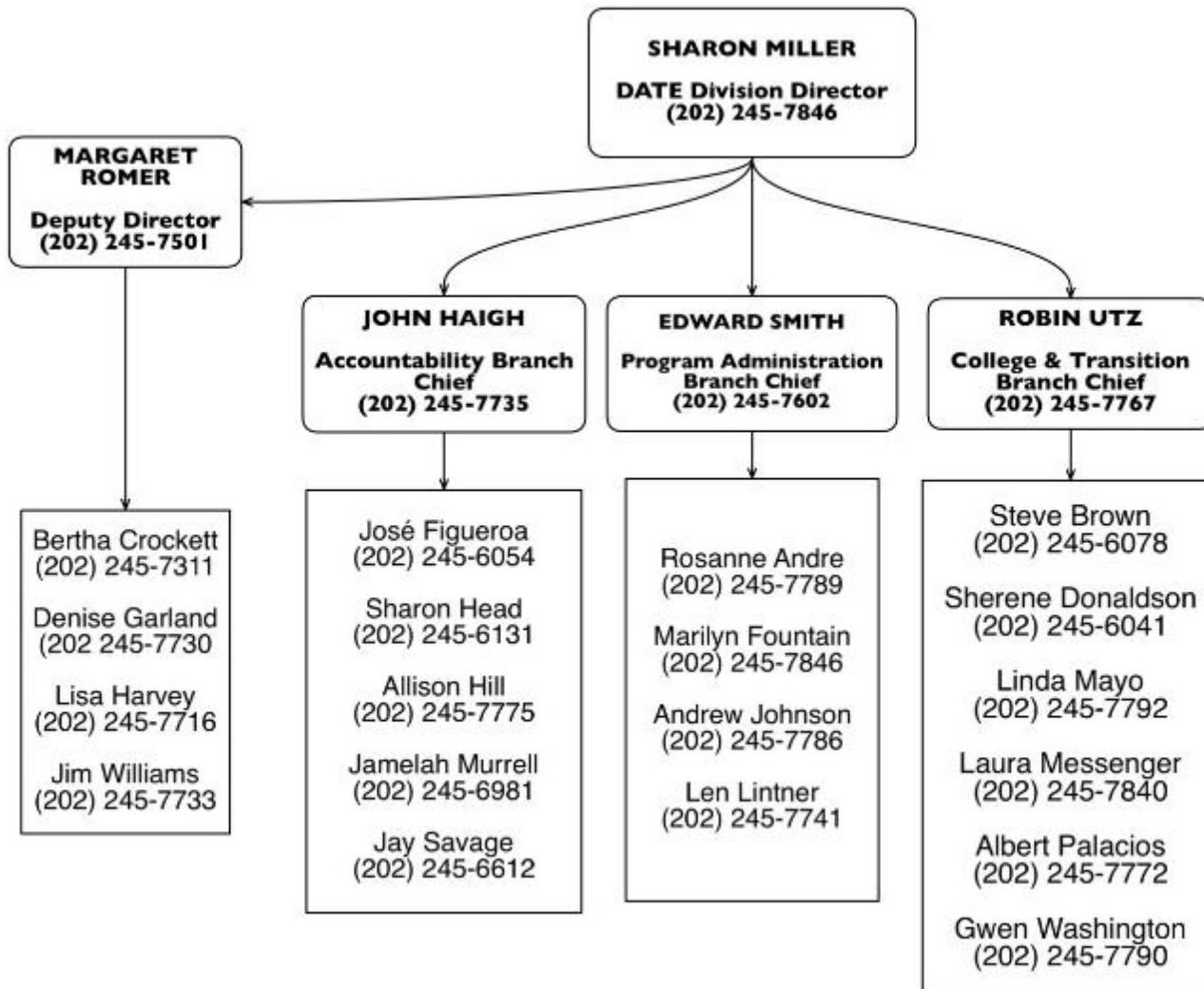
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Division of Academic and Technical
Education
(DATE)

DATE Organizational Chart



Staff by State

<u>Accountability Specialist</u> <u>(alphabetical order)</u>	<u>State Assignments</u>
José Figueroa	Alaska, Arizona, California, Colorado, Hawaii, Indiana, Nevada, New Hampshire, New Mexico, Oregon, Puerto Rico, Utah, Vermont, Washington
Sharon Head	Connecticut, Illinois, Maine, Massachusetts, Michigan, Minnesota, Ohio, Rhode Island, Virgin Islands
Allison Hill	Delaware, Iowa, Kentucky, Missouri, Nebraska, North Dakota, Tennessee, Texas, Wisconsin
Jamelah Murrell	Guam, Idaho, Maryland, Mississippi, Montana, New York, Oklahoma, Palau, South Dakota
Jay Savage	Alabama, Arkansas, District of Columbia, Florida, Georgia, Kansas, Louisiana, New Jersey, North Carolina, Pennsylvania, South Carolina, Virginia, West Virginia, Wyoming

<http://cte.ed.gov/contact/staff-by-state-responsibility>



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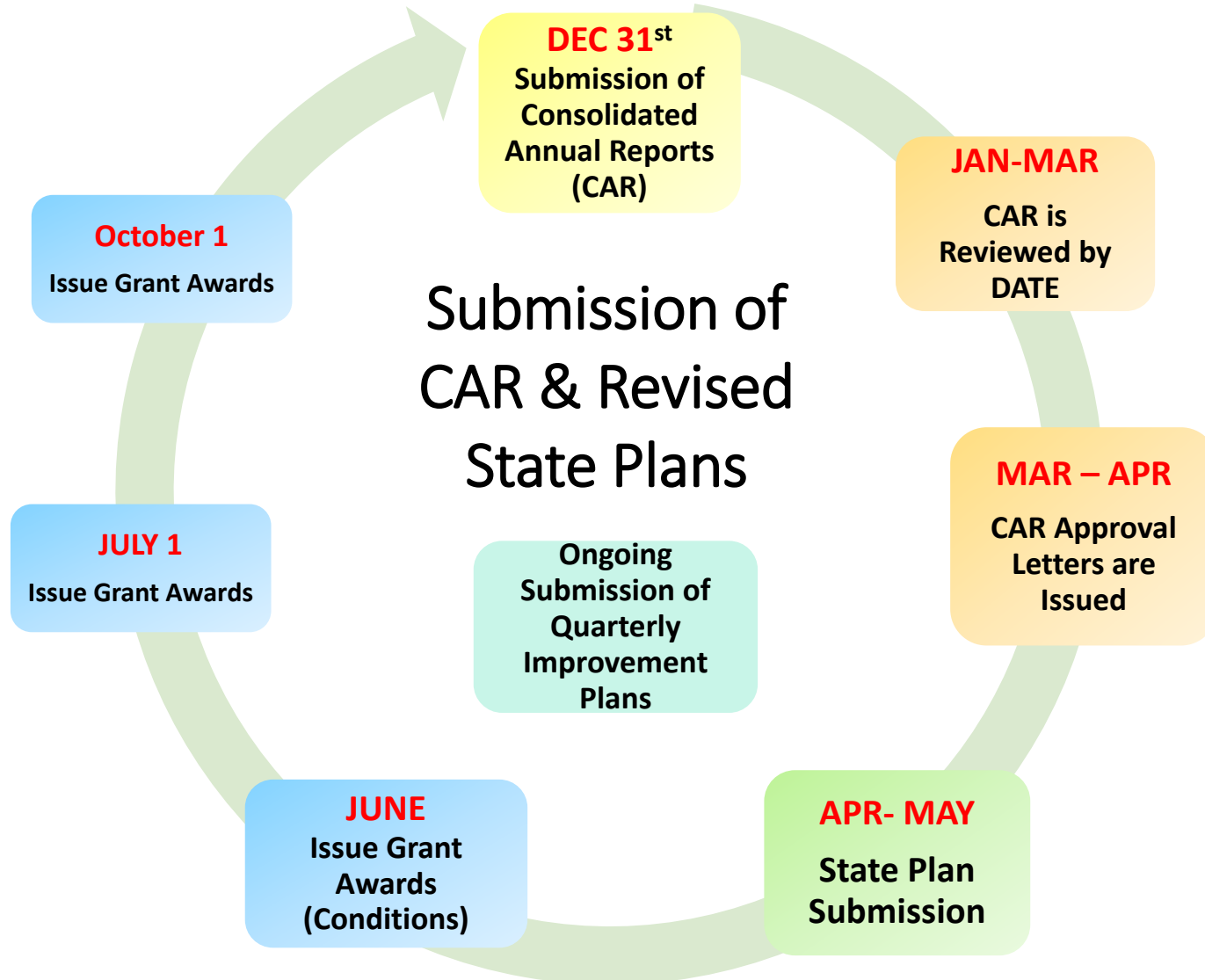
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Consolidated Annual Report (CAR) and State Plan Calendar

*Carl D. Perkins Career and Technical Education Act of 2006
(Perkins IV)*

Timeline





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Consolidated Annual Report (CAR)

<http://cte.ed.gov/accountability/annual-reporting>

Consolidated Annual Report

- Always refer to your CAR instructions and program memos
(<http://cte.ed.gov/accountability/consolidated-annual-report>)
- CAR revisions and extensions – contact your regional accountability specialist (RAS) (performance data) and/or Program Administrative Liaison (fiscal)
- State Improvement Plans - submitted in the CAR (section 8)

Section 2: Interim Financial Status Reports

- Expenditures for the first 12-15 months of a Perkins IV grant
- Purpose
 - Used to determine how quickly states are obligating and liquidating grant funds
 - To reduce the risk of Perkins IV funds lapsing
 - Tool used by federal reviewers and auditors to identify possible compliance issues
 - Sec. 112 Set-asides

Section 2: Final Financial Status Report

- Expenditures for the entire 27 months of a Perkins IV grant
- Purpose
 - Used to determine if states have met specific compliance requirements of Perkins IV and applicable regulations
 - Sec. 112 Set-asides
 - Administration matching
 - Lapsed funds
 - Returned to the U.S. Treasury

Section 3 – Use of funds

- Section 3A – Reviewed by the Accountability Branch
 - two permissive use of funds questions (Questions 1 and 2)
- Section 3B – Reviewed by the Program Administration Branch
 - seven required use of funds questions (Question 1-7)
 - five permissive use of funds questions (Questions 8-12)
- Section 3C – Reviewed by the College and Career Transition Branch
 - two required uses of funds questions (Questions 1 and 2)
 - ten permissive uses of funds questions (Questions 3-12)
- Always provide a detailed narrative for each of the required uses of funds questions.
- If the state has answered “Yes” to a permissive use of fund question, please provide a detailed narrative explanation in the text box that is provided.

Section 4 – Technical Skills Assessment

- Section 4 – Item 1
 - DELETED
- Section 4 – Item 2
 - DELETED

Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C Percent of Students Assessed
Secondary Students	<input type="text"/>	<input type="text"/>	<input type="text"/> %
Postsecondary Students	<input type="text"/>	<input type="text"/>	<input type="text"/> %

Sections 5 and 6: Enrollment Data

- CTE Participant & Concentrator Enrollment
 - Submit complete CTE secondary, postsecondary, adult (if applicable) participant enrollment data
 - All subcategories must be reported: gender, race/ethnicity, and special populations
 - Submit secondary and postsecondary CTE participant & concentrator student definitions
 - Student definitions should match the definitions that were approved in the State Plan
- Use the “Additional Information” text box to explain any significant decreases in participant enrollment and/or cluster enrollment.

Section 7: Performance Data

- Enter the numerators and denominators for each of the subcategories
- Each cell on the student enrollment form must contain only one of the following four options:
 - Whole number, "0" (zero),
 - Negative one "-1" (data not provided),
 - Negative nine "-9"(program not offered).



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Quarterly Status Reports

Improvement Plans

The state quarterly improvement plans are required for core indicators that missed the 90 percent threshold for three or more consecutive years.

The first report should include the following information:

- 1) Identify core indicator(s) that did not meet 90 percent threshold
- 2) Analyze why the indicator was not met, include any disparities or gaps in performance between any category of students and performance of all students
- 3) Strategy for improvement:
 - Action Step
 - Timeline
 - State Agency staff assigned to the task
 - Completion date/timeframe

Indicator	Analysis	Action Step	Timeline	Staff	Completion Date

Improvement Plans

- The second, third and fourth report should include updates from your previous reporting.
- **Due dates** for the reports:
 - **August 18**
 - **November 17**
 - **February 16**
 - **May 18**
- If you have questions ... please contact
 - Your RAS,
 - Denise Garland (Denise [Garland@ed.gov](mailto:Denise.Garland@ed.gov)), or
 - Edward Smith (Edward.Smith@ed.gov)



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G5 System – General Accounting Network (GANs)

Resources

- To access the electronically signed GAN documentation visit <http://www.g5.gov> under the Grant Maintenance/Award Documents menu selection.
- If you have questions/problems accessing G5 contact their Help Desk at 888-336-8930.



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State Plan Submission

<http://cte.ed.gov/grants/state-plan-guidance>

State Plan Submission

- States can submit revisions or amendments to the State plan at any time during the life of the law or at any time during the calendar year
- State Plan Revisions
 - The cover letter should provide a brief *explanation* of what changes have occurred in the State Plan.
 - All program administration and accountability *revisions* must be indicated in the cover letter.
 - Upload a Word document with a *detailed explanation* as to the nature of the changes.

State Plan Amendments

- Education Department General Administrative Regulations Sec. 76.140 (34 CFR 76.140)
[Amendments to a State Plan.](#)
 - (a) If the Secretary determines that an amendment to a State plan is essential during the effective period of the plan, the State shall make the amendment.
 - (b) A State shall also amend a State plan if there is a significant and relevant change in:
 - (1) The information or the assurances in the plan;
 - (2) The administration or operation of the plan; or
 - (3) The organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Plan.
- (Authority: 20 U.S.C. 1221e-3, 1231g(a), and 3474)

FAUPL* Negotiations

- Always include a FAUPL Revision Form for each indicator that has been modified (targets, baselines, numerator and denominator definition, concentrator definitions).
- Trend data will be used by OCTAE to determine appropriate negotiation levels.
- A State ***can change its measurement approach*** (numerator and denominator) as long as it switches to the Department's recommended approach or the state demonstrates how its approach is valid, reliable, and appropriate to the circumstances.

*FAUPL means final agreed upon performance levels

FAUPL Negotiations

- A State must show continuous improvement, but ***not necessarily increase its levels each year***. With the proper justification, a *state may elect to sustain the same level for a maximum of two years. For example: if unanticipated circumstances arise.*

FAUPL Negotiations - continued

- May a state request a revision to one or more of the adjusted levels of performance?
 - Yes, if an unanticipated circumstance arises in the state that results in a significant change in the factors that are considered at the time they are negotiated.

Source: [Non-Regulatory Program Guidance Memo \(May 28, 2009\)](https://s3.amazonaws.com/PCRN/uploads/Perkins_IV_Non-Regulatory_Guidance_QA_Version3.0.pdf)
https://s3.amazonaws.com/PCRN/uploads/Perkins_IV_Non-Regulatory_Guidance_QA_Version3.0.pdf

FAUPL Negotiations - continued

- What would be an unanticipated circumstance?
 - Methodological changes in the way the state collects data, such as state-mandated in data-gathering methodologies, or changes in measures
 - Significant shifts in populations
 - Economic changes such as spiraling unemployment rates
 - Natural disasters that close programs for significant periods of time.
 - Other unintended or unanticipated circumstances

Source: [Non-Regulatory Program Guidance Memo \(May 28, 2009\)](https://s3.amazonaws.com/PCRN/uploads/Perkins_IV_Non-Regulatory_Guidance_QA_Version3.0.pdf)
https://s3.amazonaws.com/PCRN/uploads/Perkins_IV_Non-Regulatory_Guidance_QA_Version3.0.pdf



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Questions?



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Resources

Resources

- Perkins Collaborative Resource Network (PCRN):
<http://cte.ed.gov/>
- Non-Regulatory Guidance and Q&A:
<http://cte.ed.gov/legislation/perkins-policy-guidance>
- Core Indicators and Data Requirements:
<http://cte.ed.gov/accountability/core-indicators>
- State Profiles (Archived CAR reports, FAUPLS):
<http://cte.ed.gov/grants/state-profiles>
- Training on CAR submission:
<http://cte.ed.gov/accountability/consolidated-annual-report>

Resources

- PCRN Learning Center:
<http://cte.ed.gov/resources/learning-center>
- Events Archived:
<http://cte.ed.gov/calendar/events-archive>
- 2016 DQI Materials:
<http://cte.ed.gov/accountability/2016-dqi>
- 2015 DQI Materials:
<http://cte.ed.gov/accountability/2015-dqi>
- 2014 DQI Materials:
<http://cte.ed.gov/dqi/index.php/pages/materials>
- 2013 DQI Materials:
http://cte.ed.gov/dqi/index.php/pages/2013_materials
- 2012 DQI Materials:
http://cte.ed.gov/dqi/index.php/pages/2012_materials



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Thank you

Up Next...

- Virtual Office Break from 2:00-2:15
- Breakout Sessions start at 2:15!

Data regulation and policy: Telling a consistent story: strategies for assessing career readiness across state accountability systems – an overview of the *Every Student Succeeds Act (ESSA) (A307)*

- **Kate Kreamer**, Deputy Executive Director, Advance CTE
- **Austin Estes**, Policy Associate, Advance CTE

Data collection and analytics: Collecting data on industry-recognized skill awards (*A304*)

- **Catherine Imperatore**, Research Manager, Association for Career and Technical Education
- **Pradeep Kotamraju**, Bureau Chief, CTE, Division of Community Colleges, Iowa Department of Education
- **Alexis Nordin**, Research Associate, Mississippi State University

Data-driven change: Data Dig: Across State Lines (*A300*)

- **Tonya Gerharter**, CTE Consultant, Wyoming Department of Education
- **Larianne Polk**, Educational Services Unit (ESU) 7 Administrator, Nebraska Department of Education