Perkins Data Reports User Guide

Oregon Department of Education | January 10, 2024

# About this Document

Welcome to the Perkins CTE Data Reports Guide. This provides context and guidance in using the set of Perkins Data Reports issued by ODE and by HECC. See the [Perkins Data Reports](#_Quick-View_–_Perkins) List page for all reports in this group. This handbook is a supplement to the *ODE CTE* [*Policy Guidebook*](https://www.oregon.gov/ode/learning-options/CTE/Documents/CTE%20Policy%20Guidebook_FINAL.pdf) section Data and Accountability. For context on non-data aspects of Perkins CTE in Oregon, please refer to the applicable section of the CTE Policy Guidebook.

The Perkins Data Reports are related but separate sets of reports ODE and HECC issue on an annual basis. These reports frame state-wide and disaggregated CTE data to the public and to CTE administrators, educators, and other community partners in terms relevant to federal Perkins V grant legislation.

Perkins V replaced Perkins IV effective report year 2020-2021.

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# Perkins CTE Definitions

## CTE Enrollment Status

Each student-program enrollment status evolves over the course of the student’s education. **Schools report on student CTE activity each school year regardless of the student’s CTE Enrollment Status at that time.** ODE and HECC perform the tracking and calculation of student enrollments status as relevant per Performance Indicator.

CTE Enrollment Status is one of the main components of eligibility for student inclusion in each performance indicator calculation. Each metric has additional requirements, but all metrics are limited to evaluating performance among CTE Concentrators. Students in multiple POS (Program of Study) have an **enrollment status relative to each POS** they have engaged in. CTE Participant and CTE Concentrator are defined separately in Secondary CTE and Postsecondary CTE.

**CTE Enrollee (Secondary)** – This term describes any student who has enrolled in any CTE program course. It includes students with fewer than 0.5 credits in a single Secondary CTE POS, CTE Participants, and CTE Concentrators.

**CTE Participant (Secondary)** – This term describes any student with at least 0.5 credits (earned with a passing earned-grade in enrolled-grade 9 or higher) in a single CTE POS.

**CTE Concentrator (Secondary)** – This term describes any student with at least 2.0 credits (earned with a passing earned-grade in enrolled-grade 9 or higher) in a single CTE POS and at least 1.0 of those credits in intermediate or advanced coursework.

**CTE Participant (Postsecondary)**: a student with **a)** fewer than 12.0 credits completed and/or fewer than 9.0 program credit that are CTE specific in a program offering at least 12.0 credits, **or b)** who has not completed a CTE program that offers fewer than 12.0 credits.

**CTE Concentrator (Postsecondary)**: a student who has **a)** earned at least 12.0 credits, of which 9.0 program credits are CTE specific, within a CTE Program or Program of Study **or b)** completed the CTE program if it is fewer than 12.0 credits.

## Performance Indicators

There are eight (8) secondary and three (3) postsecondary performance measures. In a single report year, each performance indicator relates to its own subset of CTE students. Multiple student cohorts are included in each Perkins V data report. Only CTE students meeting the specifications for the given performance indicator are considered in that performance calculation.

Performance Indicator 3-Part Naming Convention

**Part 1: Metric Series Number:** Metrics are grouped into series; some series have only one metric in the group; some series have multiple mandatory metrics; one series (5S) has multiple metrics with only one of the metrics required for Oregon’s Perkins reporting.

**Part 2: Metric Education Level Code:** S is used for secondary metrics; P is used for postsecondary metrics.

**Part 3: Metric In-Series Sequence Number:** Some metric series contain more than one indicator; this number specifies which in-series metric is referenced. All metrics have this third naming component; for series with only one metric in the sequence, the metric uses 1 for this number.

Performance Indicator Series

**1P Series**: Postsecondary Retention and Placement of Postsecondary Students

**2P Series**: Postsecondary Industry Recognized Credentialing of Postsecondary Students

**3P Series**: Nontraditional (by gender) Program Enrollment of Postsecondary Students

**1S Series**: Secondary Graduation Rates

**2S Series**: Secondary Academic Proficiency

**3S Series**: Postsecondary Placement of Secondary Students

**4S Series**: Nontraditional (by gender) Program Enrollment of Secondary Students

**5S Series**: Secondary Program Quality

Performance Indicator Full List for Oregon CTE

**1P1**: Postsecondary Retention and Placement of Postsecondary Students

**2P1**: Postsecondary Industry Recognized Credentialing of Postsecondary Students

**3P1**: Nontraditional (by gender) Program Enrollment of Postsecondary Students

**1S1**: Four-Year Secondary Graduation Rates

**1S2**: Five-Year Secondary Graduation Rates

**2S1**: Secondary Academic Proficiency, Reading/Language Arts

**2S2**: Secondary Academic Proficiency, Mathematics

**2S3**: Secondary Academic Proficiency, Science

**3S1**: Postsecondary Placement of Secondary Students

**4S1**: Nontraditional (by gender) Program Enrollment of Secondary Students

**5S3**: Secondary Program Quality – Participated in Work-Based Learning

### Secondary Performance Indicators

#### 1S1 Four-Year Graduation Rate

**1S1 Four-Year Graduation Rate:** Percent of CTE Concentrators in the adjusted 4-year cohort who earned a diploma, GED, or other Oregon-recognized equivalent.

**Numerator**: the number of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the four-year adjusted cohort graduation rate.

**Denominator**: the number of CTE Concentrators in the state’s adjusted four-year cohort in the reporting year. The adjusted four-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year plus those students who transferred into the cohort within these four years and minus those students who transferred out of the cohort within these four years.

#### 1S2 Extended Graduation Rate

**1S2 Extended Graduation Rate:** Percent of CTE Concentrators in the five-year-adjusted cohort who earned a diploma, GED, or other Oregon-recognized equivalent.

**Numerator**: the number of CTE Concentrators who graduate high school (regular diploma, modified diploma, or post-graduate scholars), as measured by the five-year adjusted cohort graduation rate.

**Denominator**: the number of CTE Concentrators in the state’s adjusted five-year cohort in the reporting year. The adjusted five-year cohort includes students who were first enrolled in high school five years prior to August of the reporting year plus those students who transferred into the cohort within these five years and minus those students who transferred out of the cohort within these five years.

#### 2S1 Reading / Language Arts Academic Proficiency

**2S1 Reading / Language Arts Academic Proficiency:** The percent of CTE Concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment.

**Numerator**: the number of CTE Concentrators who have met the proficient or advanced level on Oregon’s reading/language arts assessment administered under Section1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act.

**Denominator**: number of CTE Concentrators who took the ESEA assessment in reading/language arts.

#### 2S2 Mathematics Academic Proficiency

**2S2 Mathematics Academic Proficiency:** The percent of CTE Concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment.

**Numerator**: the number of CTE Concentrators who have met the proficient or advanced level on Oregon’s mathematics assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act.

**Denominator**: the number of CTE Concentrators who took the ESEA assessment in mathematics.

#### 2S3 Science Academic Proficiency

**2S3 Science Academic Proficiency:** The percent of CTE Concentrators who demonstrate proficiency in science as measured by the statewide assessment.

**Numerator**: number of CTE Concentrators who have met the proficient or advanced level on Oregon’s science assessment administered under Section 1111(b)(3) of ESEA as amended by the No Child Left Behind Act.

**Denominator**: the number of CTE Concentrators who took the ESEA assessment in science.

#### 3S1 Post-Program Placement

**3S1 Post-Program Placement:** Percent of CTE Concentrators who, in the second quarter after exiting from secondary education, are in qualifying postsecondary opportunities.

See Appendix G: [Post-Program & Postsecondary Placement](#_T_10._Post-Program) and Appendix E: [Report Year](#_T_2:_Report) for further details on postsecondary opportunity data parameters.

**Numerator**: the number of CTE Concentrators who, in the fall quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990[[1]](#footnote-1), are volunteers as described in section 5(a) of the Peace Corps Act[[2]](#footnote-2), or are employed.

**Denominator**: the number of CTE Concentrators who exited secondary education the year before the reporting year.

#### 4S1 Non-Traditional Program Concentration

**4S1 Non-Traditional Program Concentration:** Percent of CTE Concentrators in CTE programs of study that lead to fields federally identified as non-traditional for the gender of the Concentrator.

**Note**: A federally determined classification system is used to assess whether a CTE POS is considered associated with a traditional gender. For students who are CTE Concentrators in more than one POS, their primary program is used in this calculation. For example, if a secondary POS CIP code is associated with a male-dominated field, all female and gender-non-binary students concentrating in that program are non-traditional Concentrators. See Appendix F topic, [Individuals Preparing for Non-traditional Fields](#_Individuals_Preparing_for) for CIP included in these calculations.

**Numerator**: the number of CTE Concentrators whose primary state-approved program of study leads to non-traditional fields (for their gender).

**Denominator**: the number of CTE Concentrators whose primary state-approved program of study is federally associated with a traditional gender.

#### 5S3 Program Quality, Work-Based Learning

**5S3 Program Quality, Work-Based Learning:** Percent of CTE Concentrators graduating from high school having participated in CTE work-based learning.

**Note**: See Appendix C: [CTE Work-Based Learning (secondary)](#_CTE_Work-Based_Learning) for additional details on evaluating this indicator.

**Numerator**: the number of CTE Concentrators who participated in CTE work–based learning during high school and graduated from high school during the reporting year.

**Denominator**: the number of CTE Concentrators who completed high school during the reporting year.

### Postsecondary Performance Indicators

#### 1P1 Postsecondary Placement

**1P1 Postsecondary Placement**: The percentage of CTE Concentrators who complete a program and then continue in postsecondary education; are in advanced training, military service, or a service or volunteer program; or are placed or retained in employment.

**Numerator**: the number of CTE Concentrators who completed a program or program of study and, at 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National Community Service Act of 1990, are volunteers as described in section 5(a) of Peace Corps Act, or are placed or retained in employment.

**Denominator**: the number of CTE Concentrators whose second quarter after completing a program or program of study occurs during the reporting year.

#### 2P1 Earned Recognized Postsecondary Credential

**2P1 Earned Recognized Postsecondary Credential**: The percentage of CTE Concentrators who received a recognized postsecondary credential during participation in or within one (1) year of program completion.

**Numerator:** the number of CTE Concentrators who received a recognized postsecondary credential during participation in or within one (1) year of program completion (i.e., within the report year).

**Denominator**: the number of CTE Concentrators who left postsecondary education in the year immediately preceding the report year.

#### 3P1 Non-Traditional Program Concentration

**3P1 Non-Traditional Program Concentration**: The percentage of CTE Concentrators from underrepresented gender groups who participate in CTE Programs and Programs of Study that lead to fields considered nontraditional for their gender.

**Note**: A federally determined classification system is used to assess whether a CTE POS is considered associated with a traditional gender. For students who are CTE Concentrators in more than one POS, only the program the student has specified as their primary program is used in this calculation. See Appendix G: [Non-Traditional Program determinations](#_Non-Traditional_Program_determinati) for details on calculation and interpretation of this indicator.

**Numerator**: the number of CTE Concentrators from underrepresented gender groups who participated in nontraditional programs.

**Denominator**: the number of CTE Concentrators whose primary program is associated with a traditional gender.

## Performance Level

Performance level is a term used in multiple ways within Perkins V. They include:

1. *Performance Targets* AKA *State Determined Performance Level* AKA *SDPL* – These are year- and indicator -specific targets for CTE Concentrators expressed as a percentage.
2. *Actual Performance* – These are year- and indicator -specific results from assessing CTE Concentrator activity. General Calculation: Actual Performance = Number of students meeting criteria for numerator DIVIDED BY Number of students meeting criteria for denominator

## Performance Type

There are three Performance Types (AKA 90% Status) in Perkins CTE applied to each Performance Indicator result each report year.

1. Met or Exceeded Performance Target
2. In 90% Range
3. Below 90% Level

### Met or Exceeded Target

This is the highest performance type level and indicates that the area or group assessed has reached or surpassed the indicator-specific target (SDPL) for that report year.

### In 90% Range

This performance type level is applied when the actual performance is within 10% of the indicator-specific target for that report year.

### Did not Meet 90% of Target

This performance type level is applied when actual performance is less than 90% of the target. If Oregon or a Perkins subgrantee has a result with this performance type, they must evaluate the performance and develop and submit an improvement plan.

**What happens if the State or Local Recipient *does not meet* 90% of a given Performance Level?**

* They must include an improvement plan on how they will address the shortfall.
* They cannot change performance levels while on an improvement plan.
* If they do not make progress on meeting the performance level after three years, they could have their use of funds directed by the granting agency and/or risk losing funds.

## Performance Targets

| **Secondary Performance Metric** | **Adj Target 20-21** | **Adj Target 21-22** | **Adj Target 22-23** | **Adj Target 23-24** |
| --- | --- | --- | --- | --- |
| 1S1 Four-Year Graduation Rate | 89.5% | 90% | **90.5%** | 91% |
| 1S2 Extended Graduation Rate | 90% | 90.5% | **91%** | 91.5% |
| 2S1 Reading/Language Arts Proficiency | 68% | 64.4% | **72.9%** | 77.43% |
| 2S2 Mathematics Proficiency | 35.7% | 34.4% | **39.6%** | 42.75% |
| 2S3 Science Proficiency | 45.9% | 44% | **50.4%** | 54.15% |
| 3S1 Post-Program Placement | 49.3% | 47.2 | **55.8%** | 59.85% |
| 4S1 Non-Traditional Prog Concentration | 27.5% | 28% | **28.5%** | 29% |
| 5S3 Prog Quality, Work-Based Learning | 5% | 12% | **20%** | 25% |

| **Postsecondary Performance Metric** | **Adj Target 20-21** | **Adj Target 21-22** | **Adj Target 22-23** | **Adj Target 23-24** |
| --- | --- | --- | --- | --- |
| 1P1 Postsecondary Placement | 62.8% | 63.2% | 67.6% | 72% |
| 2P1 Earned Postsecondary Credential | 39% | 39.4% | 42.3% | 45.2% |
| 3P1 Non-Traditional Concentration | 16% | 16.4% | 17.9% | 19.4% |

#

# Perkins Data Reports

## Perkins Data Reports List

The Perkins Data Reports range from publicly available PDFs to login-accessed online interfaces for each institution with detailed linking to their CTE students’ CTE activity.

Secondary

1. Perkins Statewide 90% Report (Secondary)
	1. Publicly available PDF: data suppression applied.
	2. By-Grantee aggregate actual performance levels for each performance indicator
	3. Statewide actual performance levels disaggregated by gender, race / ethnicity, focal student group, and Career Cluster.
	4. “Traffic-light” color-coding of 90% Status
2. Perkins CTE 90% Report Validation – ADI Summary Tab
	1. Login required for Achievement Data Insight; restricted to CTE coordinators and administrators and teachers.
	2. By-Institution actual performance levels and 90% statuses gender, race / ethnicity, focal student group, and Career Cluster.
3. Perkins CTE 90% Report Validation – ADI Detail Tab
	1. Login required for Achievement Data Insight; restricted to CTE administrators and teachers.
	2. By-Student information including Y/N flags for each numerator and denominator and student group designations.

Postsecondary

1. Perkins Statewide 90% Report (Postsecondary)
	1. Publicly available PDF: data suppression applied.
	2. Statewide and by-grantee actual performance levels for each measure and disaggregated by gender, race/ethnicity, focal student group, and Career Cluster.
	3. “Traffic-light” color-coding of 90% Status
2. Institution Perkins 90% Report (Suppressed)
	1. Publicly available through CC CTE Grant Managers and RCs; data suppression applied.
	2. Institution actual performance levels disaggregated by gender, race / ethnicity, focal student group, and Career Cluster.
3. Institution Perkins 90% Report (Unsuppressed)
	1. Excel Workbook restricted to CC CTE Grant Manager, no data suppression.
	2. Actual institution performance levels disaggregated by gender, race / ethnicity, focal student group, and Career Cluster.
4. Perkins Performance Workbooks
	1. Excel Workbook restricted to CC CTE Grant Manager, no data suppression.
	2. By-Indicator pivot tables show which individual students qualified for inclusion in the numerators and denominators

## Perkins CTE 90% Report Validation

The Validation is a preview of how ODE has processed the data schools submitted in the past several years. Secondary institutions’ Perkins performance data are in the Achievement Data Insight (ADI) Application accessed via Central Login. The homepage for this Validation is [here](https://odedistrict.oregon.gov/CollectionsValidations/Validations/Pages/PerkinsCareer.aspx) and has a Documents section and Links section housing instructions, webinars, and other resources.

**This Report Validation is available for all CTE sites and parent institutions.**

**Perkins CTE Consortia and Direct Recipient School Districts need to review their All-Program-All-Students Actual Performance for all Performance Indicators and prepare a “performance plan” for any Performance Levels that Did Not Meet 90% of Target.** Contact ODE Perkins Grant Manager, Sandy.Cassio@ODE.oregon.gov for Perkins performance plan information or refer to the CTE State Plan for guidance.

The Secondary Perkins Career and Technical Education 90% Reports Validation is in the OPEN status for roughly two weeks in early January for the most recently completed report year. During the OPEN window, ODE reviews calculations and may update results as needed. ODE invites institutions to review our calculations during the OPEN Validation period and let us know if they see inconsistencies. This review & feedback is not mandatory; it is opt-in only.

After the OPEN window, the Report Validation enters CLOSED status, and the results will not change. Institutions may still fully access and explore a CLOSED Report Validation.

### Data Security

CTE administrators and teachers have a responsibility to keep student information secure as they access, share, and report on these unsuppressed secondary reports. This security includes protecting data about individual students through adequate processes around student personally identifiable information (PII) and through suppressing[[3]](#footnote-3) aggregate[[4]](#footnote-4) data that could reveal private student information. Such data should not be shared publicly or with unauthorized district staff.

### Report: ADI – Detail Tab

This displays all the **student-level detail** for the report year that is summarized in the *ADI – Summary Tab* aka *Perkins 90% Report*. Your login permissions, commensurate with your role in CTE administration, dictate whether you can see this report for one or multiple programs/schools/districts. This is a 48-column report (columns listed in order left-to-right with their associated column position) covering the following six (6) column groupings.

1. **Student Matching Columns:**
	1. A: Reporting Year
	2. B: Reporting Secure Student ID
	3. C: Legal First Name
	4. D: Legal Last Name
	5. E: Date of Birth
	6. F: Enrolled Grade Code – Perkins CTE reporting is limited to Enrolled Grade Codes, 9, 10, 11, and 12. Students who are evaluated for the 1S (graduation rates) and/or 3S (postsecondary placement) metrics are listed as 12th graders, or the final enrolled grade the student had if they graduated early or otherwise left prior to 12th grade.
2. **Program Matching Columns:**
	1. G: CTE Subgrantee Name
	2. H: Attending District Institution ID – The institution ID of the School District associated with the Attending School Institution.
	3. I: Attending District Institution Name – The institution name of the School District associated with the Attending School Institution.
	4. J: Attending School Institution ID – The institution ID of the CTE Site that directly provided the CTE programming.
	5. K: Attending School Institution Name – The institution name of the CTE Site that directly provided the CTE programming.
	6. L: CTE Program Name
	7. M: CIP Code
3. **In-Program Student Stats Columns:**
	1. N: Non-traditional Enrollee Flag – ‘Y’ if this program is federally associated with a traditional gender, and this enrollee is in one of the non-traditional genders for this field.
	2. O: School Year Credits Earned in this Program.
	3. P: Total Credits Earned in this Program.
	4. Q: Total Intermediate or Advanced Credits Earned in this Program.
	5. R: CTE Enrollment Status
	6. S: Primary Program Flag
	7. T: Enrolled – School Year
4. **Student Secondary Status Column:**
	1. U: Left HS – School Year
5. **Focal Group Membership Columns:**
	1. V: Gender
	2. W: Race/Ethnicity
	3. X: Student with Disabilities
	4. Y: English Learners Flag
	5. Z: Economically Disadvantaged Flag
	6. AA: Parenting
	7. AB: Migrant Education Flag
	8. AC: Section 504
	9. AD: Foster Care Flag
	10. AE: Ever Foster Care Flag
	11. AF: Homeless Flag
	12. AG: Military Connected Flag
6. **Performance Indicator Appearance Columns:**
	1. AH: 1S1: Four-Year Graduation Rate Denominator
	2. AI: 1S1: Four-Year Graduation Rate Numerator
	3. AJ: 1S2: Extended Graduation Rate Denominator
	4. AK: 1S2: Extended Graduation Rate Numerator
	5. AL: 2S1: Academic Proficiency in Reading/Language Arts Denominator
	6. AM: 2S1: Academic Proficiency in Reading/Language Arts Numerator
	7. AN: 2S2: Academic Proficiency in Mathematics Denominator
	8. AO: 2S2: Academic Proficiency in Mathematics Numerator
	9. AP: 2S3: Academic Proficiency in Science Denominator
	10. AQ: 2S3: Academic Proficiency in Science Numerator
	11. AR: 3S1: Postsecondary Placement Denominator
	12. AS: 3S1: Postsecondary Placement Numerator
	13. AT: 4S1: Non-traditional Program Enrollment Denominator
	14. AU: 4S1: Non-traditional Program Enrollment Numerator
	15. AV: 5S3: Program Quality – Participated in Work-Based Learning Denominator
	16. AW: 5S3: Program Quality – Participated in Work-Based Learning Numerator

### Report: ADI – Summary Tab

The Summary Tab is a 90% Report that does not have data suppression applied. Your login permissions, commensurate with your role in CTE administration, dictate whether you can see this report for one or multiple programs/schools/districts.

1. **CTE Program Distinction Columns:**
	1. Reporting Year
	2. School Year
	3. Institution-to-Program Match Columns:
	4. CTE Subgrantee Name
	5. Attending District Institution ID
	6. Attending District Institution Name
	7. Attending School Institution ID
	8. Attending School Institution Name
	9. CTE Program Name
2. **Performance Selection Columns:**
	1. Perkins Measure
	2. Student Group
3. **Performance Stat Columns:**
	1. Total Students
	2. Students Meeting Standard
	3. % Meeting Standard
	4. Target
	5. Met Status

### Steps to View Perkins Reports in the ADI App

#### Step 1: Login to the app.

ODE utilizes a secure application for accessing detailed CTE data through the [District website](https://district.ode.state.or.us/home/). Contact your [District Security Administrator](https://district.ode.state.or.us/apps/login/searchSA.aspx) if you are a CTE administrator with District website access but do not have this in your list of apps.



#### Step 2: Choose correct tab and tile.

Select **OPEN** tab to see tiles for any currently OPEN ODE validations; select **All** tab to see tiles for all ODE validations, including closed validations.

Select the tile **Perkins Career and Technical Education 90% Report** in ADI.



#### Step 3: View the 90% Reports.

Click the Perkins Career and Technical Education 90% Report tile and see there are two (2) tabs, the Detail and Summary tabs.

The **ADI Detail Tab** shows student-level information on many aspects of CTE engagement well beyond the Perkins Performance Indicators.

The **ADI Summary Tab** is an unsuppressed 90% Report showing actual performance stats on each metric, each institutional level of aggregation, and disaggregation for each focal student group.



#### Step 4: Use interface functions as needed.

There are three buttons on the navy-blue band between the tabs and the column names.

**Ask a Question Button**: This button sends your question directly to the data owner (the primary CTE Data Analyst) and to an inbox dedicated to management of the ADI reports. The button has a red icon when the validation is closed and a green icon when the validation is open (November / December time-frame). The button works regardless of the validation’s open / closed status. **NOTE:** If your question includes sending any student PII for reference, use the [secure file transfer](https://district.ode.state.or.us/apps/xfers/) on the District website.

**Download Data Button**: This button allows download of data (as filtered / displayed) to either a csv file or an Excel Workbook.

**Show / Hide Filter Button**: This button reveals or hides a text box under each column header. Type into the relevant box to filter displayed results.

As described below, the column headers provide additional functionality for navigating report data.

**More information**: Hover over a header to reveal a popup with more information on the information contained in that column.

**Sorting**: Click column header to sort. First / default sort is ascending order. Toggle between ascending and descending by continuing to click the column header.



**BE ADVISED**: The reports contained in the ADI app use color-coding of some results and calculations. This is not the same color coding used in the Statewide 90% Reports. Color-coding in the ADI app is applied as follows.

**Red highlighting** indicates that performance is under 90% of required performance level target.

**Yellow highlighting** indicates that no data were submitted by the school for the numerator or denominator.

## Perkins Statewide 90% Report, Secondary CTE

The Statewide Summary Traffic Light Report (Secondary) displays 90% Status, along with traffic-light color-coding, of actual performance aggregated at the state and at the grantee / recipient level as well as showing the statewide disaggregated calculations by gender, by race / ethnicity, by Focal Student Group, and by Career Cluster. Some of the student group disaggregated calculations used to be issued in a separate report (Statewide Detail…), but all tables are published as one report, effective report year 2020-2021. Data suppression is applied to this report.

## Perkins Statewide 90% Report, Postsecondary CTE

The Statewide Summary Traffic Light Report (Postsecondary) displays 90% Status, along with traffic-light color-coding, of actual performance aggregated at the state and at the grantee / recipient level. The Statewide Detail Traffic Light Report (only available for Postsecondary) displays 90% Status, along with traffic-light color-coding, of actual statewide performance disaggregated by gender, by race / ethnicity, by Focal Student Group, and by Career Cluster. Data suppression is applied to this report.

## Institution Detail 90% Report

The Institution Detail Traffic Light Report (only available for Postsecondary) displays 90% Status, along with traffic-light color-coding, of actual institution performance disaggregated by gender, by race / ethnicity, by Focal Student Group, and by Career Cluster. Two versions of this report are produced, a version with data suppression is provided to the CTE RC and the CC CTE Grant Manager, and the CC CTE Grant Manager receives another version without data suppression applied.

## Perkins Performance Workbooks

The Perkins Performance Workbooks are issued to each CC CTE Grant Manager with information exclusive to their postsecondary institution. These workbooks do not have data suppression applied, and they contain pivot tables that show by-indicator linking to student-level data. This report includes information on which individual students qualified for the respective denominator and/or numerator.

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[Appendix G: Post-Program & Postsecondary Placement Data 35](#_Toc155258811)

## Appendix A: Acronyms & Glossary

For additional use of these terms or for CTE-related terms not found here, please see the [Oregon CTE State Plan Glossary](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/Appendix%20N%20-%20CTE%20State%20Plan%20Glossary.pdf) or a relevant process-specific resource.

90% Reports

This term references that data are being evaluated along metrics mirroring the Perkins annual statewide reporting ODE submits to the U.S. Department of Education. The Statewide (Summary or Detail) Traffic Light Reports are a subset of the 90% Reports that use red-yellow-green color-coding of the Performance Level.

90% Status

*AKA Performance Level* A region or group’s performance level is compared to the performance target through the set of three (3) 90% Status categories or levels. met or exceeded performance target; met 90% level but did not meet performance target; and below 90% level.

Actual Performance

Actual performance refers to any level-specific or level-and-disaggregation-specific result of a performance indicator calculation in a given school year. Examples: statewide actual performance; institution (school or district) actual performance in report year 2020-2021; statewide female student actual performance for report year 2020-2021, etc.

Aggregation

Data about clusters or groups, such as counts, averages, medians, or percentages; certain types of aggregation are calculations for specific subset of students (or former students) such as focal student group statistics.

Career Learning Area

The Career Learning Area is the highest-level of groupings used in classifying CTE programs. Oregon's six (6) CTE Career Learning Areas provide an organizational framework for Program of Study curriculum design.

Career Cluster

Career Clusters are the second / middle level of groupings we use classifying CTE POS. There are sixteen (16) Career Clusters across ODE’s six (6) Career Learning Areas.

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. STEM (i.e., Engineering Technology)
16. Transportation, Distribution & Logistics

CIP code

“The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.”[[5]](#footnote-5) CIP codes are used (in conjunction with other information such as the institution id of the school operating the program and more) to identify and distinguish CTE programs. See Perkins CTE Data Resources ([Appendix L](#_Appendix_O:_Perkins)) for links to CIP code resources for both secondary and postsecondary education.

CTE Concentrator, postsecondary

A student who has **a)** earned at least 12.0 credits, of which 9.0 program credits are CTE specific, within a CTE Program or Program of Study **or b)** completed the CTE program if it is fewer than 12.0 credits.

CTE Concentrator, secondary

A student with at least 2.0 credits (earned in grade level 9 or higher with passing grades) in a single CTE POS and at least 1.0 of those credits in intermediate or advanced coursework.

CTE Participant, Postsecondary

A student with **a)** fewer than 12.0 credits completed and/or fewer than 9.0 program credits that are CTE specific in a program offering at least 12.0 credits, **or b)** who has not completed a CTE program that offers fewer than 12.0 credits.

CTE Participant, Secondary

A student with at least 0.5 credits (earned in grade level 9 or higher with passing grades) in a single CTE POS (Program of Study).

CTE Work-based Learning (CTE WBL)

CTE Work-Based Learning is **NOT synonymous** with all types of “Work-Based Learning” that constitute credit in other educational programs. See [Appendix C: CTE Work-Based Learning](#_Appendix_C:_CTE) (secondary) or contact the ODE CTE Work-Based Learning Specialist, Brandie.Clark@ode.oregon.gov.

“CTE Work-Based learning is a subset of career connected learning that [occurs] primarily in the career preparation and training stages.”[[6]](#footnote-6) “Structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.”[[7]](#footnote-7)

All CTE Work-Based learning experiences tied to a CTE Program of Study must include all of the following criteria, which are more fully described [in the Perkins V WBL Handbook]: 1) Align with CTE Program of Study curriculum and instruction; 2) Include sustained interaction with industry, business, or community professionals; 3) Be offered in-person, virtually, or in a simulated workplace setting; 4) Lead to earning of credit and/or outcome verification.[[8]](#footnote-8)

Data Suppression

ODE's process of redacting and/or re-coding aggregate data to reduce the risk of revealing private information about a student. Find more information in the Appendix D: [Data Suppression](#_Data_Suppression).

Focal Students (or focal group / focal student group)

The term “focal students” will be used to replace the Federal Perkins V (CTE) term “special populations.”[[9]](#footnote-9) There are nine (9) federally specified focal student groups and one (1) ODE has self-elected to include in Perkins data reports. More information on each group, including the parameters of included data, can be found in Appendix F: [Focal Student Groups.](#_Focal_Student_Groups)

1. Individuals with Disabilities
2. Individuals from Economically Disadvantaged Families
3. Individuals Preparing for Non-traditional Fields
4. Single Parents
5. Out of Workforce Individuals
6. English Learners
7. Homeless Individuals
8. Youth in Foster Care
9. Youth with Parent in Active Military
10. \*Youth from Migrant Families

Grant Recipient / Grantee / Recipient / Subgrantee:

The institution serving as a direct recipient or as the fiscal agent for a CTE consortium.

Perkins V Performance Indicator (or Performance Indicator / measure / metric):

These are federally defined core indicators of performance states are required to report on annually under Perkins V legislation. They are structured as unweighted proportions (percentages) with individual specifications on determination of each denominator and numerator. See sections [Perkins V Performance Measures (Secondary)](#_Perkins_V_Performance_1) and [Perkins V Performance Measures (Postsecondary)](#_Perkins_V_Performance) for details on the Performance Indicators for the respective levels of education.

Primary Program:

A CTE student’s primary program is the program for which their records are considered when students are limited to one (1) appearance in a type of calculation. At the secondary level, the primary program is determined by a formula that considers length of time in the program, number and skill level of courses completed, and more. At the postsecondary level, each student self-identifies their primary program as a component of their postsecondary enrollment.

Program of Study (POS):

“A CTE Program of Study in Oregon describes a prescribed sequence of non-duplicative courses developed by a partnering secondary school district and a postsecondary institution that prepares students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated technical and employability skills, progressing in specificity and aligned with industry needs. Many Programs of Study provide opportunities for high school students to earn college credit, though Oregon continues to work on transferability of credits. Oregon CTE Programs of Study provide instruction in technical, academic, and employability skills that can lead to high-wage, high-skill, and in-demand occupations.”[[10]](#footnote-10)

Report year

The report year is the school year in which the tracked activity became fully available to state agencies.

##

## Appendix B: Resource Links

CIP code information: The National Center for Educational Statistics [CIP landing page](https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56). Direct link to info on [nontraditional gender classification for postsecondary](https://cte.ed.gov/accountability/linking-data). Comprehensive information on secondary CIP code to Career Learning Area organization – if needed – is available in the [three-tab Oregon Skill Sets Organization Chart](https://docs.google.com/spreadsheets/d/1GDnnDwgqJjA9meCckh8MXiK1x5qTAPs6/edit?usp=sharing&ouid=106027881022803566954&rtpof=true&sd=true) Google spreadsheet.

CTE Work-Based Learning: *aka CTE WBL*. ODE Career Connected Learning [Career Preparation and Training (WBL) page](https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Work-Based-Learning.aspx) has information on WBL including the Perkins V Work-Based Learning [Handbook](https://www.oregon.gov/ode/learning-options/CTE/careerareas/Documents/FINAL_WBLHandbook_MASTER%207-30-21_Accessible.pdf) (Aug 2022). The CTE WBL YouTube playlist is [here](https://www.youtube.com/watch?v=uHTDIuTGzVg&list=PLxA56oDdW5fxh73meh8ioi5evnq8kg1n7).

District Security Administrator: *aka DSA, Security Administrator, or SA*. Find your DSA [here](https://district.ode.state.or.us/apps/login/searchSA.aspx). This is the person who activates and manages your access to the District Site and its various applications.

District Site: [District Home - ODE District Site](https://odedistrict.oregon.gov/Pages/default.aspx). This is a primary resource for secondary CTE administrators and data submitters and reviewers.

ODE landing page for [CTE](https://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx) information

Oregon CTE Participation Explorer: This is an [interactive Tableau Dashboard](https://public.tableau.com/app/profile/ednw/viz/OregonCTEParticipationExplorer/Overview) developed in partnership with Education Northwest.

Oregon CTE State Plan: [Page of links](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/Oregon-CTE-State-Plan.aspx) to the State Plan and related appendices and resources (State Plan Glossary is appendix N.) The [CTE State Plan – Executive Summary](https://www.oregon.gov/ode/learning-options/CTE/FedFund/Documents/CTE%20State%20Plan%20-%20Executive%20Summary.pdf) is also available.

Oregon CTE on YouTube: The Oregon CTE channel is [here](https://www.youtube.com/channel/UCcs_ExCPqDKRio4PYFzBgtg), and the CTE Data playlist is [here](https://www.youtube.com/watch?v=duRB36Q-4_o&list=PLxA56oDdW5fxTMx3K3Oqn7z-eer51clJf).

Postsecondary CTE Education [page](https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/career-technical-education.aspx)

Schedule of Due Dates: *aka* [SoDD](https://district.ode.state.or.us/apps/info/). Search for ODE Collection or Validation ID, due date, and contact person info.

##

## Appendix C: CTE Work-Based Learning (secondary)

CTE Work-Based Learning (WBL) engagements are reported in the CTE Student collection during spring of the school year the student completed them. A student’s CTE WBL engagements are not reviewed for inclusion to the 5S3 indicator until **after** their **completion of secondary education**.

Find resources and information on work-based learning on the ODE [Career Preparation and Training (WBL) page](https://www.oregon.gov/ode/learning-options/CTE/careerareas/Pages/Work-Based-Learning.aspx) which has information on WBL including the Perkins V Work-Based Learning [Handbook](https://www.oregon.gov/ode/learning-options/CTE/careerareas/Documents/FINAL_WBLHandbook_MASTER%207-30-21_Accessible.pdf) (Aug 2022).

The CTE WBL YouTube playlist [here](https://www.youtube.com/watch?v=uHTDIuTGzVg&list=PLxA56oDdW5fxh73meh8ioi5evnq8kg1n7).

*Evaluating the 5S3 indicator*

In the first four years of reporting on this metric, we expect the calculation to show an undercount in the numerator. CTE Collections started including work-based learning data on secondary students in the 2020-2021 school year. When we report our statewide stats, we include a note on the calculation that this measure will show an undercount in the first four years of reporting. We also note that the pandemic interrupted many of the WBL opportunities for students in 2020-2021.

## Appendix D: Data Handling

Perkins V Reports are not comparable to reports under earlier iterations of Perkins legislation due to different sets of performance indicators and CTE Enrollment Statuses.

### Aggregation by Institution

Each Oregon school receiving Perkins funding (aka CTE site) with at least one Program of Study is included in aggregation for their respective school district, region, and/or consortium.

Each fully approved program of study in Oregon is included in its respective institution’s 90% Reports. The [ADI – Detail Tab](#_Report:_ADI_–) and the [Perkins Performance Workbooks](#_Perkins_Performance_Workbooks) contain CTE Enrollment stats on associated students for both fully approved and start-up programs active in the reporting period.

### Deduplication for Students in Multiple CTE POS

Calculations vary in their treatment of student in multiple CTE POS.

**Actual District Performance Levels:**

Each qualifying student is counted a maximum of once in a given school’s calculation for each performance measure; this is true even if a student has a CTE Concentrator status in multiple POS.

**Actual Grantee Performance Levels:**

Each qualifying student is counted a maximum of once in a given grouping of schools / grantee in a single performance measure calculation; this is true even if a student has a concentrator status in more than one POS and even in they were CTE Concentrators at POS in more than one school in the consortium.

**Actual Program Performance Levels:**

By their nature, program performance levels allow a qualifying student counted a maximum of once in each eligible performance measure.

**Actual School Performance Levels:**

Each qualifying student is counted a maximum of once in their school’s performance measure calculation; this is true even if a student has a concentrator status in more than one POS at that school. Ifa student attended separate CTE POS at multiple schools and reached CTE Concentrator status at both schools in the respective POS, they could appear in each school’s actual performance level pending qualification for relevant indicators.

**Actual Performance by Career Cluster:**

For the 1S series, 2S series, 3S1, 5S3, 1p1, and 2P1, the by-Career Cluster calculations allow for a single student to be counted a maximum of one (1) time toward the actual performance for each Career Cluster in which they meet the denominator and/or numerator parameters.

For 4S1 and 3P1, students each appear in a maximum of one (1) CTE program’s denominator (and thereby a max of 1 Career Cluster). In these indicators, each student is considered only for their Primary Program. See the Primary Program entry in the [Glossary](#_Glossary_of_Terms) for more information.

**Example**: A secondary student with CTE Concentrator status in both 010000 and 521401: This student’s Primary Program is 521401, and they graduated as a member of their 4-year adjusted cohort in the report year.

* Such a student would be included in calculation of the Agriculture, Food, and Natural Resources Career Cluster and the Marketing Career Cluster actual performance levels for 1S1, 3S1, and 5S3.
* This student would not be considered for the 4S1 denominator because their Primary Program is not associated with a traditional gender.
* In the following report year, this student would be checked for a qualifying postsecondary placement for the 3S1 calculations in both the Agriculture, Food, & Natural Resources and the Marketing Career Clusters.

### Data Suppression Guidelines

The performance level is suppressed for any calculation:

* With a denominator lower than seven (7).
* Where the denominator is 7 or greater, performance levels greater than ninety-five percent (95%) and less than five percent (5%) are listed as “> 95%” and “< 5%” respectively.

Denominator-based suppression:

This type of data suppression protects from potential identification of individual student’s performance in cases of small groups.

Performance level-based suppression:

This type of data suppression serves to protect from potential identification of individual student’s performance in cases of uniform performance (i.e., performance levels of 0% and of 100%)

## Appendix E: Report Year

Perkins V Data Reports are not tied to a specific cohort. Each Perkins V Performance Indicator deals with a specific student subset that is not limited to age- or high-school-entry-cohorts.

They relateto academic and post-academic data reported on CTE students over many years.

fully available to ODE and HECC in the report year. Each report year aligns with a school year; new report years’ Traffic Light and 90% Reports are released in winter the following school year.

Each student-program enrollment status evolves over the course of the student’s education. **Schools report on student CTE activity each school year regardless of the student’s CTE Enrollment Status at that time.** ODE and HECC perform the tracking and calculation of student enrollments status as relevant per Performance Indicator.

### Secondary CTE

Secondary school years begin with the fall term.

#### Performance Indicator relationship to report year:

**1S** series, graduation rates by adjusted cohort, tracks whether secondary CTE Concentrators graduated in the preceding report year as scheduled for their cohort.

**2S** series, academic proficiencies by subject area, tracks whether secondary CTE Concentrators who took the “11th grade” Oregon statewide assessment in the report year demonstrated proficiency.

**3S1**, Post-Program Placement, tracks whether ODE has record of a qualifying post-program opportunity in the fall of the reporting year for CTE Concentrators who left high school in the preceding report year.

3S1 report year examples:

* Report year 2022-2023:
	+ A CTE Concentrator in 12th grade in the 2021-2022 school year
	+ Does not have school-exit status fully available to ODE until March 2023
	+ checked for post-program placement activity in fall 2020.
* Report year 2023-2024: CTE Concentrators who graduate in the 2020-2021 school year will be checked for post program placement activity in fall 2021.

**4S1**, Non-Traditional Program Concentration, tracks whether a secondary CTE Concentrator’s primary program of study in the report year is federally specified as associated with a traditional gender other than the gender of the CTE Concentrator.

**5S3**, Program Quality via CTE WBL, tracks percentage of CTE Concentrators who graduated in the report year and **had** a CTE WBL experience reported in the respective program on CTE Student collection from any point in their high school tenure. All CTE WBL experiences are reported ONLY ONCE, in the spring of the school year in which the student engaged with them.

#### Student appearance opportunities, an example:

Consider a student who entered 9th grade in school year 2020-2021, began taking CTE courses immediately, and will graduate with their 4-year adjusted cohort in school year 2023-2024.

Such a student would **appear** in secondary Traffic Light Reports for report years:

* 2020-2021 for 4S1 if they achieved CTE Concentrator status in 2020-2021 school year
* 2021-2022 for 4S1 if they have CTE Concentrator status in 2021-2022 school year
* 2022-2023 for
	+ 2S1, 2S2, 2S3 (11th grade assessments)
	+ 4S1 if they have CTE Concentrator status in 2022-2023 school year
* 2023-2024 for
	+ 1S1
	+ 4S1 if they have CTE Concentrator status in 2022-2023 school year
	+ 5S3 if they have CTE Concentrator status at time of high school completion
* 2024-2025 for 3S1

### Postsecondary CTE

Postsecondary school years begin with the summer term.

#### Performance Indicator relationship to report year:

**1P1**, Post-Program Placement, tracks CTE Concentrators whose second quarter after completing a program or program of study occurs during the reporting year for qualifying postsecondary engagements.

**2P1**, Earned Recognized Postsecondary Credential, tracks CTE Concentrators who left or completed their CTE program or program of study in the year preceding the report year for completion of a recognized postsecondary credential (related to their CTE curriculum) by the end of the report year. This includes recognized postsecondary credentials earned in-program.

**3P1**, Non-Traditional Program Concentration, tracks whether a postsecondary CTE Concentrator’s primary program of study in the report year is federally specified as associated with a traditional gender other than the gender of the CTE Concentrator.

#### Student appearance opportunities, an example:

Consider a student who, in the school year 2020-2021 enters a CTE program of more than 12.0 credits. This student completes their program in the school year 2022-2023.

Such a student would appear in secondary Traffic Light Reports for report years:

* 2020-2021 for 3P1 if they achieved CTE Concentrator status in 2020-2021 school year as a student in a program where they are in the non-traditional gender
* 2021-2022 for 3P1 if they achieved CTE Concentrator status in 2021-2022 school year as a student in a program where they are in the non-traditional gender
* 2022-2023 for :
	+ 1P1 if the second quarter after their CTE program graduation occurs in this report year
	+ 3P1 if they achieved CTE Concentrator status in 2022-2023 school year as a student in a program where they are in the non-traditional gender
* 2023-2024 for:
	+ 1P1 if the second quarter after their CTE program graduation occurs in this report year.
	+ 2P1

##

## Appendix F: Focal Student Groups

The disaggregated calculations operate as a component of ODEs accountability audits that monitor for, among other elements of CTE programs, equity in access and student engagement.

### Nonexclusive Count Categories

Each student may be a member of many of the following groups and appears in calculations for all nonexclusive count category focal student groups that apply to them. Perkins V specifies the following nonexclusive count category focal student groups be included in disaggregated calculations.

1. English Learners
2. Homeless Individuals
3. Individuals from Economically Disadvantaged Families.
4. Individuals Preparing for Non-traditional Fields
5. Individuals with Disabilities
6. Out of Workforce Individuals
7. Parents
8. Youth in Foster Care
9. Youth with Parent in Active Military
10. Youth from Migrant Families

The focal student groups are not mutually exclusive. Students may be counted in all focal student groups where they are identified as members.

#### Individuals with Disabilities

This includes both students with IEPs and with physical disabilities. For secondary CTE, this information is sourced from the Spring Membership collection (not a CTE data collection).

#### Individuals from Economically Disadvantaged Families

At the secondary level, this is an imprecise measure in the state of Oregon. Some schools have a high enough concentration of students from economically disadvantaged families that all students are flagged as impacted by economic disadvantage. Therefore, related disaggregated performance calculations are best interpreted at the school level and above. As an additional note on secondary CTE, this information is sourced from the Spring Membership collection (not a CTE data collection).

#### Individuals Preparing for Non-Traditional Fields

The performance indicators 4S1 and 3P1 dealing with Non-Traditional Program Concentration are **limit each student to being counted in one (1)** program even if they achieve CTE Concentrator status in multiple CTE programs. The program used in the calculation is called the student’s **primary program**.

Due to differences in collection of secondary and postsecondary student gender data (described in Appendix F: Focal Student Groups section [Gender](#_Gender)), there are differences in calculation of the secondary and postsecondary versions of these metrics.

##### Secondary

**Secondary** **counts** of students in non-traditional fields for their gender **include** **gender-non-binary students** for all programs federally associated with a traditional gender. Trad code shows a program’s traditional gender where M indicates male, and F indicates female.

Table 1 Trad Codes in Secondary CTE

| **CIP Code** | **Career Cluster** | **Program Name** | **Trad Code** |
| --- | --- | --- | --- |
| 10000 | Agriculture, Food & Natural Resource Systems | Agriculture, General | M |
| 10101 | Agriculture, Food & Natural Resource Systems | Agribusiness Systems | M |
| 10201 | Agriculture, Food & Natural Resource Systems | Power, Structure and Technology (Ag Mechanics) | M |
| 10601 | Agriculture, Food & Natural Resource Systems | Plant Systems | M |
| 10901 | Agriculture, Food & Natural Resource Systems | Animal Systems | M |
| 30101 | Agriculture, Food & Natural Resource Systems | Natural Resources Systems | M |
| 30104 | Agriculture, Food & Natural Resource Systems | Environmental Services | M |
| 30501 | Agriculture, Food & Natural Resource Systems | Forestry & Forest Products | M |
| 110103 | Information & Communications Technology | Information & Technology, General | M |
| 110201 | Information & Communications Technology | Programming & Software Development | M |
| 120401 | Human Services | Personal Care Services | F |
| 131206 | Education & Training | Teacher Education (All Levels) | F |
| 131210 | Education & Training | Early Childhood Education | F |
| 140101 | Engineering Technology | Engineering Technology, General | M |
| 144201 | Engineering Technology | Mechatronics | M |
| 150399 | Engineering Technology | Electrical Systems | M |
| 150805 | Engineering Technology | Mechanical Systems | M |
| 151301 | Architecture & Construction | Design/Pre-Construction | M |
| 151302 | Manufacturing | Mechanical CAD/Drafting | M |
| 430104 | Law, Public Safety & Security | Law, Public Safety & Security, General | M |
| 460000 | Architecture & Construction | Architecture & Construction, General | M |
| 460201 | Architecture & Construction | Carpentry | M |
| 470600 | Transportation | Automotive Service Technology | M |
| 470603 | Transportation | Collision Repair and Refinishing | M |
| 490101 | Transportation | Aeronautics | M |
| 500602 | Arts, A/V Technology & Communications | Film & Video | M |
| 520803 | Finance | Banking Services | F |

##### Postsecondary

A postsecondary student’s **primary program** is determined by the student personally as a component of their postsecondary CTE enrollment.

Due to data collection constraints, postsecondary **counts** of students preparing for fields non-traditional to their gender **do not include gender-non-binary students**. For example, if a postsecondary POS CIP code is associated with a male-dominated field, only female CTE Concentrators are counted as non-traditional.

Information on postsecondary CIP Codes and their (potential) federal association with a traditional gender [here](https://cte.ed.gov/accountability/linking-data).

#### Single Parents

In accordance with Oregon civil rights legislation, neither secondary nor postsecondary students are asked about their marital status. In ODE and HECC calculations for this focal student group, the students included are all who are either pregnant or parenting in the report year. For secondary CTE, this information is sourced from the Spring Membership collection (not a CTE data collection).

#### Out of Workforce Individuals

This is not data ODE collects on secondary students.

HECC collection of this information was interrupted in report year 2020-2021 by the coronavirus pandemic.

#### English Learners

This For secondary CTE, this information is sourced from a data collection specific to English Learner status (not a CTE data collection).

#### Homeless Individuals

For secondary CTE, this information is sourced from a data collection specific to housing insecurity (not a CTE data collection).

#### Youth in Foster Care

ODE includes secondary students who were in foster care during the reporting year including students who aged out of foster care during that time. These may be slight undercounts of the full number of students qualifying under the federal definition for this special population in that ODE counts may not include students who aged out of foster care prior to the reporting year and remained in school during the reporting year. Students most likely to be undercounted here are those in the 5-year cohort in their final year in the reporting year but who aged out of foster care in the school year preceding the reporting year.

#### Youth with Parent in Active Military

For secondary CTE, this information is sourced from a data collection specific to military connection (not a CTE data collection).

#### Youth from Migrant Families

For secondary CTE, this information is sourced from a data collection specific to migrant status or connection (not a CTE data collection).

### Unduplicated Count Categories

#### Ethnic / Racial Groups

This is an unduplicated count category meaning that each student appears in exactly one (1) race/ethnicity group. Students (or guardian in case of secondary/minor students) self-identify their most appropriate racial/ethnic group. There are eight (8) federally specified racial/ethnic groupings.

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Hispanic or Latino
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races
8. Unknown (Postsecondary only)

#### Gender Groups

The state of Oregon recognizes gender extends beyond a binary and offers the gender category “X” on documents such as state IDs and ODE school enrollment for Oregonians who are not on the gender binary.

Neither ODE nor HECC assign gender category codes; they are communicated through the local school after self-identification by the student (or guardian in case of secondary/minor students). This is an unduplicated count category meaning that each student appears in a maximum of one (1) gender group.

Secondary (ODE) and postsecondary (HECC) CTE data collections have separate methods of recording information about student gender. See the secondary- and postsecondary-specific sections below.

##### Secondary

Secondary students are associated with one (1) of three (3) gender category codes, F for female, M for male, and X for gender-non-binary.

##### Postsecondary

Postsecondary students are associated with one (1) of four (4) gender category codes, F for female, M for male, X for non-binary, and “unknown” for students who opt-out of self-identifying their gender and for students at individual institutions not tracking gender non-binary attendees who are neither male nor female.

##

## Appendix G: Post-Program & Postsecondary Placement Data

This topic represents the area of greatest challenges in data availability. An understanding of which data are used is essential to evaluating actual performance in post-program placement metrics (3S1, 1P1). The qualifying postsecondary opportunities ODE and HECC have current capacity to track (and which are included in the Perkins data reports) include:

* Employment in the state of Oregon reported to Oregon Employment Department (OED)
	+ Note: This indicator does not discriminate among OED-tracked employment opportunities on any basis including pay-rate, skill level, or level of demand for similar positions. Employment of any fashion reported to OED in the student-relevant quarter qualifies the student to the numerator for their respective metric.
* Business ownership / self-employment on which taxes are filed and work reported to OED for / by the former student.
	+ Note: For individuals meeting the above requirement but who filed beyond the normal tax filing deadline may not have their records processed in time for inclusion in this calculation.
* Enrollment in any Oregon community college
* Enrollment in any public university or 4-year college in Oregon
* Enrollment in some public universities and 4-year colleges in other states as reported via the national higher education clearinghouse.

ODE and HECC continue to develop more data sharing agreements for information relevant to qualifying post-program and postsecondary opportunities. Examples of additional qualifying opportunities include:

* Enrollment in (more) accredited private colleges and universities.
* Enrollment in (more) public universities and 4-year colleges in other states
* Enrollment in (more) trade schools
* Military enlistment (It is extremely unlikely DOD will ever provide this information.)
* Participation in service-learning programs such as Peace Corps and AmeriCorps

Neither ODE nor HECC can accept any POS-supplied data on post-program or postsecondary placements.

1. National and Community Service Act of 1990: 42 U.S.C. 12511 et seq. [↑](#footnote-ref-1)
2. Peace Corps Act: 22 U.S.C. 2504(a) [↑](#footnote-ref-2)
3. **Data Suppression**: ODE’s process of redacting and/or re-coding aggregate data to reduce the risk of revealing private information about a student. [↑](#footnote-ref-3)
4. **Aggregation**: Data about clusters or groups, such as counts, averages, medians, or percentages; certain types of aggregation are calculations for specific subsets of students (or former students) such as focal student group statistics. [↑](#footnote-ref-4)
5. <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56> [↑](#footnote-ref-5)
6. Perkins V WBL Handbook (ODE 2021) p 7 [↑](#footnote-ref-6)
7. Perkins V WBL Handbook (ODE 2021) p 6 [↑](#footnote-ref-7)
8. Perkins V WBL Handbook (ODE 2021) p 9 [↑](#footnote-ref-8)
9. Aligning for Student Success (ODE 2022) p 23 [↑](#footnote-ref-9)
10. Oregon CTE State Plan (ODE 2021) p 10 [↑](#footnote-ref-10)