

2015-16

Perkins Data Collection Training Manual



2015-16 Perkins Data Collection Training Manual

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*The SD Perkins Data Collection System and
 additional information can be found at
<http://doe.sd.gov/octe/data>*

2015-16

Section 1: Background



Perkins Data Collection: An Introduction

Thank you for taking the time to learn more about the Perkins Data Collection process and for entering your applicable student data for school year 2015-16.

The Carl D. Perkins Act of 2006 requires states and their eligible local education agencies (LEAs) to continuously improve using information garnered from sources such as data and measures related to key areas of Perkins legislation. All approved secondary CTE programs in South Dakota’s public, tribal, and Bureau of Indian Education (BIE) schools are eligible local agencies and, as such, are required to submit their program data each year.

The Perkins Data Collection system (<http://doe.sd.gov/octe/data>) allows the State of South Dakota to collect the data elements required by Perkins IV legislation. Not only do the data and available reporting tools allow the Department of Education to meet its federal reporting requirements, both school districts and the department can use the information to inform program growth and development, recognize and resolve performance gaps, and compare CTE student performance with that of their peers.

The timeline for Perkins Data Collection for school year 2015-16 is as follows:

- April 20 – May 31, 2016: Data collection window open for secondary approved CTE programs
- April 22 – May 3, 2016: Data Collection Training Webinars

| | |
|--|--|
| <u>All Experience Levels</u> | <u>Experienced Data Entry</u> |
| April 22 nd : 10-11:30 a.m. Central | April 26 th : 11 a.m.-12 p.m. Central |
| April 27 th : 9:30-11 a.m. Central | April 28 th : 3:30-4:30 a.m. Central |
| May 3 rd : 3-4:30 a.m. Central | May 2 nd : 1-2 p.m. Central |
- April 20-28, 2016: In-Person Data Collection Trainings (registration for course entitled “Perkins Data Collection Training” <https://southdakota.gosignmeup.com>)

| | |
|--------------------------|-----------------------------------|
| April 20 th : | Pierre, 1-3:30 p.m. Central |
| April 21 st : | Aberdeen, 9-11:30 a.m. Central |
| April 25 th : | Rapid City, 1-3:30 p.m. Mountain |
| April 27 th : | Mitchell, 1-3:30 p.m. Central |
| April 29 th : | Sioux Falls, 9-11:30 p.m. Central |
- June 10, 2016:** **Deadline for making teacher/course changes in PRF**
- June 10, 2016:** **Perkins Data Validation form due to DCTE**
- October 2016: 2015-16 high school completion and graduation data finalized
- December 2016: 2015-16 Perkins data reported to the U.S. Department of Education

CTE program and district data reports are immediately available upon completion of data entry, with the exception of high school completion and graduation rates. The completion and graduation reports become available in October following the applicable school year. The reports are housed in the Perkins Data Collection System (<http://doe.sd.gov/octe/data>).

Perkins Data Collection Checklist for Mass & Individual Enrollment

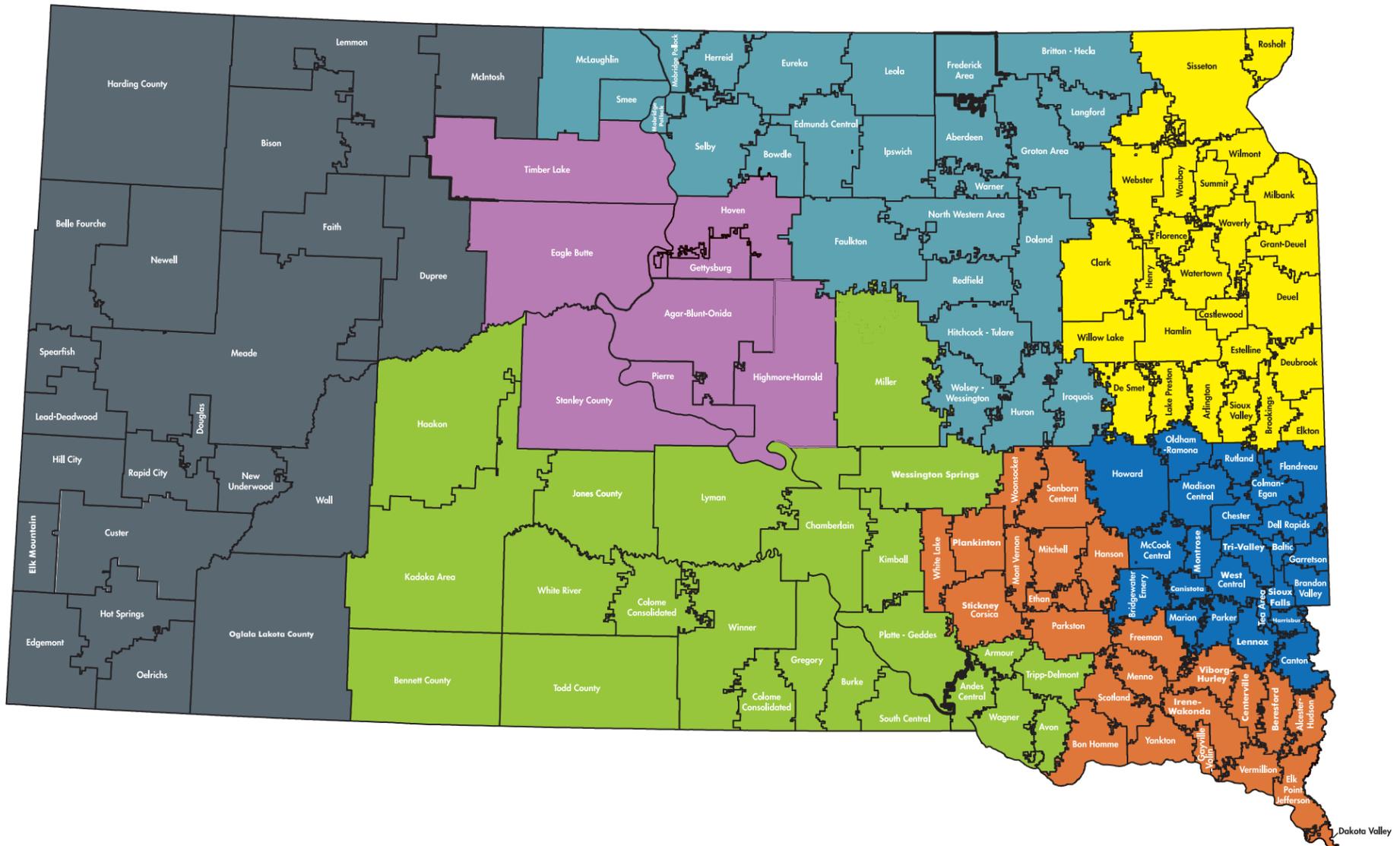
- Review the Perkins Data Collection Training Manual and 2015-16 system updates
 - Training options are available April 20 – May 3, 2016
 - Contact DCTE (605.773.3423) for more information.
 - Access the training manual at <http://doe.sd.gov/octe/data> or in the Perkins Data Collection System.
 - Consult applicable administrators and staff in the district to determine who will complete each portion of the data collection process.
- Collect Necessary Data
 - Student course grades, in the approved CTE program for SY15-16, including those delivered in-person, online, or via Dual Credit.
 - Placement information for 12th graders (options: advanced training, employment, Military, 2-year postsecondary, or 4-year postsecondary)
 - Industry certifications attained by students (ex. NCRC, ProStart, Cisco, CNA, AWS, etc.)
 - Notes about changes to students' status for IEPs or single parenting:
 - *Situation 1:* If a student has stopped or started an IEP since September 25, 2015
or
 - *Situation 2:* If a student's status as a single parent has changed (expecting or became a parent) since September 25, 2015
 - Students' "prior credits" (e.g., a student transferred to the school district last year but was not in the Perkins system during data collection):
 - Required information includes: nine-digit student ID (SIMS), student's first and last name, career cluster(s), credit(s) earned, TSA(s) earned
- Check Personnel Records Form (PRF)
 - Look at each teacher's course assignments in Teacher 411 to ensure the proper courses are listed (both fall and spring semesters).
 - Teacher 411: <https://apps.sd.gov/applications/de04public/TeacherLookup/TeacherSearch.aspx>
 - If a course is listed incorrectly or is not listed at all, work with the district PRF Contact to make the correction.
 - PRF Contacts can be found by selecting the applicable category (e.g., "Public School Districts") on the School Directory at <http://doe.sd.gov/ofm/edudir.aspx>.
 - If a teacher's PRF record requires changes, you may do so **prior to June 10, 2016**. You must contact DCTE after the correction has been made at the district level. Then, the course can be imported into the Perkins Data Collection system.

- Follow the directions outlined in the Perkins Data Collection Training Manual in “Section 2: Data” (pages 32-65).
 - Check valid career clusters for the district (this should reflect the district’s SY15-16 approved CTE programs)
 - Update Point of Contact Information
 - Update Teacher Information
 - Enter Enrollment and Placement Data – **Due May 31, 2016**
 - Data must be entered for all courses approved as part of each CTE program for SY15-16.
 - If you need a copy of your approved 15-16 program application, contact your regional specialist. A map listing the districts that each regional specialist is responsible for is found on page 8.
 - If the courses in your program changed since it was approved in 2015, work with your regional specialist to make the appropriate updates.
 - The following types of classes should be entered as found on the 2015-16 approved program application: Foundational CTE, Cluster, Pathway, Academic, and Capstone Experiences
 - Include courses delivered In-Person, online, and via Dual Credit.
 - Enter data for students in courses only once.
 - Do not duplicate student enrollments in courses within the school year. The Perkins Data Collection system is able to share information across clusters.
 - All fall semester courses can be fully entered.
 - Data for spring semester courses and year-long courses should be entered after the school year ends and final grades are available.
 - Multi-districts should enter data for students/courses at their attendance center; for those resident districts that offer both multi-district programs and their own approved CTE programs, the resident district should enter data for students/courses at their attendance center.
 - If students are missing from your district, complete the **Missing Students Reporting Sheet**, available at <http://doe.sd.gov/octe/data> and email it to nora.kohlenberg@state.sd.us so DCTE can attempt to locate them and credit their CTE experience appropriately.
 - When entering placement data for 12th graders, ensure that student’s intended post-high school plans are saved, even if the student did not take a CTE course in their 12th grade year.
 - Placement data only needs to be entered once for each 12th grader.
 - Enter Industry Certifications, as applicable.

- Edit Disabled and Single Parent Statuses, as necessary.
 - If any student had a change in their status as a single parent (are themselves expecting or parenting, male or female) since September 25, 2015, change his or her “Single Parent” status via the Individual Enrollment process detailed on pages 48-52.
 - If any student in a CTE program either went on or off of an IEP since September 25, 2015, change their “Disabled” status via Individual Enrollment.
- Add Prior Credits, as necessary
- Make additional revisions via Individual Enrollment, as necessary
- Review Data [see Section 3: Reports (pages 68-75)]
 - Review data entered for all approved CTE programs via the Perkins reporting tools; make any necessary edits to ensure all CTE students in the system have been credited appropriately.
 - Districts and CTE programs are encouraged to run reports and analyze their data over time, compare their CTE data to the district’s full performance data, and make changes to their programs to best support students in the district.
- Validate Data – **Due June 10, 2016**
 - After all data have been reviewed, necessary revisions made, and the data verified for *all* 2015-16 approved CTE programs in the district, an administrator or other authorized staff person must complete the Perkins Data Validation Form and submit it to the Division of Career & Technical Education (DCTE).
- Regional Specialists’ Contact Information:
 - DCTE adopted a regional service model in Fall 2013, whereby specialists serve multiple districts within designated regions. These specialists’ contact information can be found below. In addition, the map on page 8 illustrates regional boundaries and specifies what region districts have been assigned to. Sections later in the manual will direct you to contact your regional specialists with specific questions.

| Region | Contact | Email Address | Phone |
|---------------|-----------------|--|----------------|
| Central | Andrea Diehm | andrea.diehm@state.sd.us | (605) 773-4150 |
| East Central | Kara Schweitzer | kara.schweitzer@state.sd.us | (605) 220-3381 |
| North Central | Amber Rost | amber.rost@state.sd.us | (605) 220-6612 |
| Northeast | Jane Gubrud | jane.gubrud@state.sd.us | (605) 295-1892 |
| South Central | Michelle Nelson | michelle.nelson@state.sd.us | (605) 295-1930 |
| Southeast | Brad Scott | brad.scott@state.sd.us | (605) 773-4740 |
| Western | Kim Roth | kim.roth@state.sd.us | (605) 280-6362 |

Career & Technical Education Regional Outreach



Western Region

Contact: Kim Roth (605) 280-6362
Business Management & Administration; Law, Public Safety, & Security

- | | |
|----------------|---------------------------|
| Belle Fourche | Meade |
| Bison | New Underwood |
| Custer | Newell |
| Douglas | *Northwest Area Schools |
| Dupree | Oelrichs |
| Edgemont | Oglala Lakota County |
| Faith | **Pine Ridge |
| Harding County | Rapid City |
| Hill City | **Rapid City Catholic |
| Hot Springs | **Rapid City Christian |
| Lead-Deadwood | **Red Cloud Indian School |
| Lemmon | Spearfish |
| **Little Wound | STAR Academy |
| McIntosh | **Takini |
| | Wall |

North Central Region

Contact: Amber Rost (605) 220-6612
Education & Training; Hospitality & Tourism; Human Services

- | | |
|--------------------------|--------------------------|
| Aberdeen | Huron |
| **Aberdeen Catholic | Ipswich |
| **Aberdeen Christian | Iroquois |
| Bowdle | **James Valley Christian |
| Britton-Hecla | Langford |
| Doland | Leola |
| Edmunds Central | McLaughlin |
| Eureka | Mobridge-Pollock |
| Faulkton | Northwestern Area |
| Frederick Area | Redfield |
| Groton Area | Selby |
| Herreid | Smee |
| Hitchcock-Tulare | Warner |
| *Hub Area Multi-District | Wolsey-Wessington |

Northeast Region

Contact: Jane Gubrud (605) 295-1892
STEM; Arts, Audio/Video Technology & Communications

- | | |
|-------------------------|----------------------|
| Arlington | Lake Preston |
| Brookings | Milbank |
| Castlewood | *Northeast Technical |
| Clark | Rosholt |
| De Smet | Sioux Valley |
| Deubrook | Sisseton |
| Deuel | Summit |
| Elkton | **Tiospa Zina Tribal |
| Estelline | Watertown |
| Florence | Waubay |
| Grant-Deuel | Waverly |
| **Great Plains Lutheran | Webster |
| Hamlin | Willow Lake |
| Henry | Wilmot |

South Central Region

Contact: Michelle Nelson (605) 295-1930
Agriculture, Food & Natural Resources; Government & Public Administration

- | | |
|---------------------|--------------------------|
| Andes Central | **Lower Brule |
| Armour | Lyman |
| Avon | **Marty Indian |
| Bennett County | Miller |
| Burke | Platte-Geddes |
| Chamberlain | South Central |
| Colome Consolidated | **St. Francis Indian |
| **Crazy Horse | **Sunshine Bible Academy |
| **Crow Creek | Todd County |
| Gregory | Tripp-Delmont |
| Haakon | Wagner |
| Jones County | Wessington Springs |
| Kadoka | White River |
| Kimball | Winner |

Central Region

Contact: Andrea Diehm (605) 773-4150
School Counseling

- | | |
|------------------|-----------------|
| Agar-Blunt-Onida | Hoven |
| **Cheyenne River | Pierre |
| Eagle Butte | Stanley County |
| Gettysburg | Timber Lake |
| Highmore-Harold | **Tiospaye Topa |

Southeast Region

Contact: Brad Scott (605) 773-4740
Architecture & Construction; Manufacturing; Transportation, Distribution & Logistics

- | | |
|---------------------|-----------------------|
| Alcester-Hudson | Mitchell |
| Beresford | **Mitchell Christian |
| Bon Homme | *Mitchell CTE Academy |
| Centerville | Mount Vernon |
| Corsica Stickney | Parkston |
| **Dakota Christian | Plankinton |
| Dakota Valley | Sanborn Central |
| Elk Point-Jefferson | Scotland |
| Ethan | Vermillion |
| Freeman | Viborg-Hurley |
| Gayville-Volin | White Lake |
| Hanson | Woonsocket |
| Irene-Wakonda | Yankton |
| Menno | |

East Central Region

Contact: Kara Schweitzer (605) 220-3381
Health Science; Information Technology

- | | |
|--------------------|--------------------------|
| Baltic | Marion |
| Brandon Valley | McCook Central |
| Bridgewater-Emery | Montrose |
| Canistota | Oldham-Ramona |
| Canton | Parker |
| Chester | Rutland |
| Colman-Egan | Sioux Falls |
| Dell Rapids | **Sioux Falls Catholic |
| Flandreau | **Sioux Falls Christian |
| **Flandreau Indian | *Sioux Falls CTE Academy |
| Garretson | Tea Area |
| Harrisburg | Tri-Valley |
| Howard | West Central |
| Lennox | |
| Madison Central | |

*Multi-Districts/ Regional CTE Centers
** Tribal & Private School Districts

Changes to the Perkins Data Collection System

School Year 2015-16

Several updates were made to the Perkins Data Collection system since the 2014-15 data collection.

Data Entry Changes

Entering Virtual School or Dual Credit Enrollments

- **System Update:** Career clusters now have all applicable virtual and dual credit courses as options for data entry. If the dual credit course offered by the district is not listed, a statewide Dual Credit option is also available in the system as a generic dual credit code (99999 – Local Agreement Dual Credit CTE Course). Most instances where the generic code would be used for locally made, technical dual credit agreements with the state’s technical institutes.
- **Former Method:** In the past, the system was not fully able to accept all technical courses taken online or for Dual Credit. This resulted in approved CTE programs not fully representing students’ concentrator status in Career Cluster(s).

Calculations for Concentrator Status for Districts that are Part of Multi-Districts

- When districts are members of Multi-Districts, concentrators are “credited” to a district according to the following:
 - If the student’s resident district offers the same CTE Career Cluster program as the Multi-District, then the resident district receives the concentrator credit.
 - If the Multi-District offers an approved CTE program the resident district does not offer, then the Multi-District receives the concentrator credit.

Placement Data

- **System Update:** Placement data can now be entered using a similar format to the Mass Enrollment method. Lists of 12th grade students, by attendance center, enrolled in the district by will be generated and placement data can be entered using dropdown menus for each student.
- **Former Method:** Previously placement data was entered only in the Mass Enrollment entry or through the Individual Enrollment.
 - Many times placement was entered in using the Mass Enrollment method but grades were not assigned which defaulted to zero grades. If student grades were not entered through Mass Enrollment, they then needed to be entered by opening each student’s record individually.
 - Often students that did not take a CTE class during their senior were missing placement if they were concentrators prior to their senior year. This new method of entry will reduce the number of students missed.

Industry Certifications and Licensure Data

- **System Update:** Industry certificates and licensures can now be entered in a similar format to the Mass Enrollment method. A certificate or licensure can be selected by career cluster and then students can assigned the certificate or licensure by selecting a radio button for each student receiving the certification from an enrollment list by attendance center.
 - Students can be awarded more than one certificate, for example a student could be awarded a Gold NCRC certificate and an OSHA 10 Hour Safety Certification, but they cannot be awarded the same certificate more than once.
 - If a class of 20 students each earned the same certification, like a Certified Welder certification, the certification can be recorded for all 20 students by simply checking the radio button next to all 20 students.
- **Former Method:** Previously the industry certificates and licensures were only entered under individual enrollment, which meant if a class of 20 students each earned an OSHA 10 Hour Safety Certification – General Industry, that certificate had to be entered under each individual student’s records.

Frequently Asked Questions

Perkins Data Collection

School Year 2015-16

Why do we need to submit Perkins data every year?

- The Carl D. Perkins Act of 2006 requires states and their eligible local education agencies to work in a state of continuous improvement, accounted for with data and measures pertaining to key areas of the law. All approved secondary CTE programs in South Dakota’s public, tribal and BIE schools are eligible local agencies and, as such, are required to submit their program data each year.
- The Perkins Data Collection system (<http://doe.sd.gov/octe/data>) allows the State of South Dakota to collect the data elements required by Perkins IV legislation. The data and available reporting tools allow the Department of Education to meet its federal reporting requirements, and both school districts and the department can use the information to inform program growth and development, recognize gaps, and analyze CTE student performance as compared to that of their peers.

What technology requirements are there for using the Perkins Data System?

- Operating System: Use a PC operating system rather than a Mac.
- Internet Browser: Access the Perkins Data Collection System via Internet Explorer (IE), Version 8 or higher. Mozilla Firefox, Safari, and Google Chrome are not supported by the Bureau of Information & Telecommunications (BIT). Therefore, using IE facilitates any troubleshooting that is necessary during data entry. This does not mean that you cannot use other internet platforms, it simply means that if there is an issue with the system using one of those platforms, BIT would not be able to assist with technicalities between the platform and the Perkins system.

How do I get logged into the data collection system?

- Open an internet browser window in Internet Explorer, Version 8 or higher, on a PC operating system. The Perkins Data System is not currently supported on a Mac operating system or through any of the following browsers: Google Chrome, Mozilla Firefox or Safari.
- Go to <http://doe.sd.gov/octe/data>.
- Click on “LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.”
- Log in to Perkins Data Collection system using your school’s Logon Name and Password. Each district has one logon name/password. Please consult the main Perkins contact in your district for this information if you don’t already have it.

No one in the district can remember our logon name and/or password. How do we get in to enter our data system?

- Check with other district personnel who work with Perkins data to ensure they do not know the password either.
- If no one has the logon name/password, contact the Division of Career and Technical Education (DCTE) at 605.773.3423.

How do students show up in the Perkins Data Collection System?

- The students listed for each attendance center in the Perkins Data Collection System come from the annual Fall Enrollment. At the present time, it is the most accurate statewide list. We are working towards connecting the SD-STARS [Longitudinal Data System (LDS)] with the Perkins system and it is our goal to have a full list of students who were enrolled in each attendance center throughout the school year.
- For school year 2015-16, Fall Enrollment was taken on September 25, 2015.

Why aren't some of my students showing up in the system?

- Students may be missing from the attendance center if they transferred into the district after September 25, 2015. Please note that the Perkins database only includes data for students in grades 7-12, so if you attempt to locate 6th grade students, they will not be found. **Please only report missing students in grades 7-12.**

How should I handle students who are not in the data system?

- If students in **grades 7-12** are missing from your district, complete the **Missing Students Reporting Sheet** (available at <http://doe.sd.gov/octe/data>) and email it to nora.kohlenberg@state.sd.us so she can attempt to locate them in the state database and appropriately credit their CTE experience.

Which courses need to be entered through Perkins Data Collection?

- Data must be entered for all courses that were approved as part of your CTE program for school year 2015-16. This includes Foundational CTE, Cluster, Pathway, Academic and Capstone courses.
- In addition to traditionally offered in-person courses, data should also be entered for courses offered virtually and via Dual Credit.
- If you need a copy of your approved 15-16 program application, contact your regional specialist. If the courses in your program changed since it was approved in spring 2015, work with your regional specialist to make the appropriate updates.

What is a participant?

- Any student in grades 7-12 who has enrolled in a Cluster or Pathway course within an approved Career & Technical Education (CTE) program.

What is a concentrator?

- Students in grades 9-12 who have earned two (2) credits in a single approved CTE program.
- NOTE: The term “completer” is not used in the Perkins IV legislation.

How does a participant become a concentrator?

- To earn concentrator status, a student can accumulate credits in the following manner:

| Foundational CTE Courses | Cluster Courses | Pathway Courses | Academic Courses | Capstone Courses |
|--------------------------|---|---|------------------|------------------|
| ↓ | ↓ | ↓ | ↓ | ↓ |
| Up to .5 credits | All cluster course credits (including those from virtual courses) | All pathway credits (including those from virtual or dual credit courses) | Up to .5 credits | Up to 1 credit |

At least one of the 2 credits for concentrator status must come from cluster or pathway courses.

- Foundational CTE and Capstone courses apply across all Career Clusters, meaning their general career focus is relevant to the experiences offered in all Career Clusters.
- Cluster, Pathway, and Academic courses may apply to only one Career Cluster or multiple Career Clusters depending on their content and specificity.
- When districts are members of Multi-Districts, concentrators are “credited” to a district according to the following:
 - If the student’s resident district offers the same CTE Career Cluster program as the Multi-District, then the resident district receives the concentrator credit.
 - If the Multi-District offers an approved CTE program the resident district does not offer, then the Multi-District receives the concentrator credit.

What does TSA mean?

- Technical Skill Attainment (TSA) represents, in percentage form, students’ mastery of the skills and knowledge outlined in the course’s standards.

How do I determine what to enter for a Technical Skill Attainment (TSA)?

- The TSA is an average of all content mastery in the course, whether in a semester-course or a year-long course.
- The TSA is represented in percentage form.
- A student’s grade for a course can be used as the Technical Skill Attainment as long as that grade represents the student’s mastery of the knowledge and skills outlined in the course standards, at the appropriate Bloom’s or Webb’s level.

How do I get my classes to show up in the Perkins Data Collection system?

- Teachers and courses showing up in the Perkins Data Collection system are completely dependent on them being properly entered into the Personnel Records Form (PRF) system.
- To check a teacher's record in the PRF, check Teacher 411: <https://apps.sd.gov/applications/de04public/TeacherLookup/TeacherSearch.aspx>
 - If the correct course titles are not listed, contact your school's point of contact for the PRF system. They can update the Personnel Record Form to record the correct courses.
 - Then contact the Division of Career & Technical Education (DCTE) at 605.773.3423 to import the course(s) into the Perkins Data Collection system.

Which method should I use to enter data?

- You may choose one of three data entry options to enter course data: 1). Mass Enrollment, 2). Individual Enrollment, or 3) Data Upload.
- Placement data can be easily entered using the Placement Data Entry method. This method provides a list of all 12th graders within an attendance center and placement can be entered by working through the list of students. This method also helps to avoid missing placement data for students who were concentrators that did not take any CTE courses during their senior year.
- Industry certifications and licensures can be entered using the Industry Certificates option. This method provides for easy entry by certificate for a class in a similar fashion to the Mass Enrollment method.
- To learn more about each option, refer to Section 2: Data, which begins on page 32.

Who should be entering our Perkins data?

- If your district offers more than one approved CTE program, discuss how your Perkins data can be entered most efficiently and who is responsible for each portion of the data collection process as a group.
- To discuss options and considerations, call the Division of Career & Technical Education (DCTE) at 605.773.3423.

Who should be entering data for academic courses that are part of our approved programs?

- Each district is able to determine how to most efficiently enter their data, including the academic courses.
- A plan for consistency across approved CTE programs should be determined as the district considers whether a staff person, administrator, CTE teacher(s), academic teacher(s) or other school employee enters the data for those courses.

Who enters Perkins data for students connected to Multi-Districts?

- Multi-districts should enter data for students/courses at their attendance center; for those resident districts that offer both multi-district programs and their own approved CTE programs, the resident district should enter data for students/courses at their attendance center.

What is a Dual Credit course?

- Dual Credit courses are technical courses in which students earn both secondary and postsecondary credit. There are some Dual Credit courses offered statewide through the SD Virtual School. Other dual credit courses are offered via agreements directly between school districts and state’s postsecondary institution or online directly from the state’s postsecondary institutions. **Students’ resident districts transcript the secondary credits/grades earned for Dual Credit Courses and enter applicable data into the Perkins Data Collection system.**

What should I do with data for virtual and dual credit courses?

- Students’ credit amounts and Technical Skill Attainments (TSAs) earned through virtual CTE courses or Dual Credit courses should be entered like any other CTE course. This includes Foundational CTE, Cluster, Pathway, Capstone and applicable Academic courses.
- For virtual CTE courses to count as approved CTE courses, they must be taken through the SD Virtual School (<http://www.sdvs.k12.sd.us/>).
 - All virtual CTE courses are listed in the data collection system with their 5-digit course code followed by “SDVS.” An example is 18202SDVS – Agribusiness Entrepreneurship, the virtual course offering for Agribusiness Entrepreneurship.
- Dual credit courses that are offered for all schools in the state are listed in the appropriate Career Clusters within the Perkins Data Collection system.
 - Courses are listed by their postsecondary course number and the title of the course is preceded by a “z”, which collectively places the dual credit courses at the bottom of a cluster course dropdown menu. An example course listing is “CIS-256 – z 3D Animation (Dual-Credit)”
 - If your district has a local agreement with a technical institute for a dual credit technical course, please enter it under course “99999 – Local Agreement Dual Credit CTE Course.”

Our district offers a CTE course that has been approved for core content. How should it be entered in the Perkins data system?

- All students enrolled in a CTE course that has been approved as “CTE4Core Content” should be entered in the Perkins data system, no matter if the students are receiving transcribed credit for the course as approved CTE or core content. Either way, if they receive CTE credit or core content credit, they are learning the technical knowledge and skills for the CTE course. Therefore, they can be entered in the Perkins system for federal reporting purposes.
 - For graduation requirement purposes, the students cannot be entered in both the CTE area and the core content area unless the course has been approved for both simultaneously, which is extremely rare.

Personal Finance is part of our approved CTE program (for Business Management & Administration, Finance or Marketing). We've been reminded not to "double dip" Personal Finance credits with students' graduation requirements

[\http://doe.sd.gov/octe/documents/GradRequirements_summary.pdf (under numbers 5 and 7)].

How should we enter Personal Finance in the data system?

- Though Personal Finance cannot be used to fulfill the "Approved Career & Technical Education" credits in #5 of the graduation requirements, it should be entered in the Perkins system since the course is a Cluster course for Business Management & Administration, Finance and Marketing Career Clusters. The content learned in the course is essential to students' mastery of necessary knowledge and skills for success in those Career Clusters; it contributes to students' participant and concentrator statuses for those clusters.

How many credits do I enter for middle school CTE courses?

- Please consult with your district superintendent or principal for confirmation on how many credits should be assigned to the middle school course. Typically they are entered as 0.25 credits.

How do I note the certifications my students earned?

- If you are entering industry certifications or licensures for a class, it can be done using the Industry Certifications entry method (see pages 46-47).
- If you are entering an industry certification or licensure for one student, it can be added to a student's record through the Individual Enrollment process (see page 51).
- A list of approved industry certifications or licensures, by Career Cluster, is available in Section 1: Background (pages 27-29).

How do I enter data for a student that fails a course?

- The student's grade should be entered using the individual enrollment method so that the corresponding course credits can be entered as zero for that particular class.
- If the student dropped the class, do not enter his/her data.

How do I enter grades for classes that are Pass/Fail?

- If a student passes the course, assign the student 100% for the course mastery.
- If a student failed the course, assign the student the highest failing grade and list the credits earned as zero. It is recommended to use the Individual Enrollment method to do this (see pages xx-xx).

When should I enter grades for classes that are only a semester long?

- Wait until close to the end of the semester to enter data for Spring classes
- Data for Fall semester classes can be entered immediately

If a class is shared by multiple clusters, do I need to enter grades for each cluster that a student is enrolled in?

- Only enter students one time per individual course for all types of courses (Foundational CTE, Cluster, Pathway, Capstone, Academic or Dual-Credit).
- Do not duplicate enrollments in any course. For example, if a student took an Entrepreneurship course, it will automatically be credited to all Career Clusters in which it is an approved course option AND where the district has the approved CTE program(s).

How do I enter prior credits my students earned?

- Prior credits may come from CTE courses taken but not recorded in a prior year, for students who transferred in from out-of-state with CTE credits on their transcript, etc.
- These credits can be added to a student's record through the Individual Enrollment process. See the directions on page 52.

How do I know all of my 12th grade placement information is entered?

- Reference "Checking for Data Accuracy" in Section 3: Reports on page 70.
- In the Reporting area of the Perkins Data Collection system, run the "Student Summary by Cluster Report" to see a students' lifetime CTE credit history. Note the 12th grade students' statuses under "Placement Status."
 - If you find a 12th grade concentrator that does not have placement information entered, that addition can be made via Individual Enrollment.

What do I enter for Placement for 12th grade Foreign Exchange Students?

- If the student is graduating, you would enter placement data the same way placement is entered for all graduating students.
- If the student is continuing secondary education when they return home then our guidance is to enter their placement as Advanced Training.

How do I verify that my data is correct?

- There are a variety of methods to verify data have been entered correctly. Reference "Checking for Data Accuracy" in Section 3: Reports on page 70.
- In the Reporting area of the Perkins Data Collection system, run the "Student Summary Report by Class Assignment" to see which data were entered for each student in each course in school year 2015-16, and review the report for accuracy.
- Run the "Student Summary Report by Cluster" to see a students' lifetime CTE credit history, and review the report for accuracy.
- If any changes need to be made to a student's data, those revisions can be made via the Individual Enrollment process.

Who should be signing and submitting our district's Perkins Data Validation Form?

- The validation form must be signed by a district administrator or another district staff person identified as responsible for the required Perkins Student Enrollment and Core Indicators of Performance (Standards and Measures) related to the Carl D. Perkins Act of 2006. Receipt of correct, validated data will ensure continued approval and Perkins funding for approved CTE programs.

When I run my reports, data in some of them aren't showing up. What's going on?

- If your approved CTE program was established this year or last year, you may not have students that meet the Accountability Definitions, especially for those measures that are dependent on students earning two or more credits in a Career Cluster.
- If you have a longer-term, established, approved CTE program and do not have students (or have a small percentage of students) with two or more credits in the program, it is vital to assess the course offerings in the approved program. The program may be insufficient in scope and/or not offer students a strong sequence of courses beginning with introductory-level content and advancing to more intense courses.
- If you attempt to run 3S1 (Secondary School Completion) or 4S1 (Student Graduation Rate) prior to October 2015, a report will not be generated because the data are not yet available.
- Review the Perkins Accountability Definitions in Section 1: Background (pages 21-27) to better understand the formulas used for each of the reports. The descriptions of each of the available reports [Section 3: Reports (pages 63-64)] may also provide some clarity.
- If none of these situations apply to you and you are not able to access your reports, please contact the Division of Career & Technical Education (DCTE) at 605.773.3423.

What can I learn from the reports? How can they be analyzed?

- Districts and CTE programs are encouraged to run reports and analyze their data over time, compare their CTE data to the district's full performance data, and make changes to their programs to best support students.
- When you look at data over the last three years, comparisons such as your CTE concentrator graduation rate versus total district graduation rate or CTE participant demographic data versus the district's demographic data can highlight successes and gaps in your CTE programming and lead to evidence-based program improvement strategies.
- If you would like assistance examining your data, contact the Division of Career & Technical Education at 605.773.3423.

What will SD-STARS [Longitudinal Data System (LDS)] mean for future Perkins Data Collections?

- When SD-STARS is fully functioning and includes Perkins/CTE, the Perkins Data Collection system will be more simple and efficient. Data entry will still be necessary for student placement and industry certifications and licensures.
- SD-STARS will allow students' course enrollment, grades, demographic information, state assessment results, postsecondary enrollments, and progression into the workforce to be located in a single location.

Perkins Accountability Definitions

Student Definitions

Participant: Any student in grades 7-12 who has enrolled in a Cluster or Pathway course within an approved Career & Technical Education (CTE) program.

Concentrator: Students in grades 9-12 who have earned two (2) credits in a single approved CTE program.

To earn concentrator status (2 or more credits within a single approved CTE program), a student can accumulate credits within the following rules:

| Foundational CTE Courses | Cluster Courses | Pathway Courses | Academic Courses | Capstone Courses |
|---|--|--|---|---|
|  Up to .5 credits |  All cluster course credits (including those from virtual courses) |  All pathway credits (including those from virtual or dual credit courses) |  Up to .5 credits |  Up to 1 credit |
| <i>At least one of the 2 credits for concentrator status must come from cluster or pathway courses.</i> | | | | |

When districts are members of Multi-Districts, concentrators are “credited” to a district according to the following:

1. If the student’s resident district offers the same CTE Career Cluster program as the Multi-District, then the resident district receives the concentrator credit.

Example: Baltic School District and the Sioux Falls CTE Academy both offer the Architecture and Construction Career Cluster program. If a Baltic student is a concentrator in the Architecture and Construction program, then Baltic will receive the concentrator credit for that student even when the student has taken Architecture & Construction courses at the CTE Academy.
2. If the Multi-District offers an approved CTE program the resident district does not offer, then the Multi-District receives the concentrator credit.

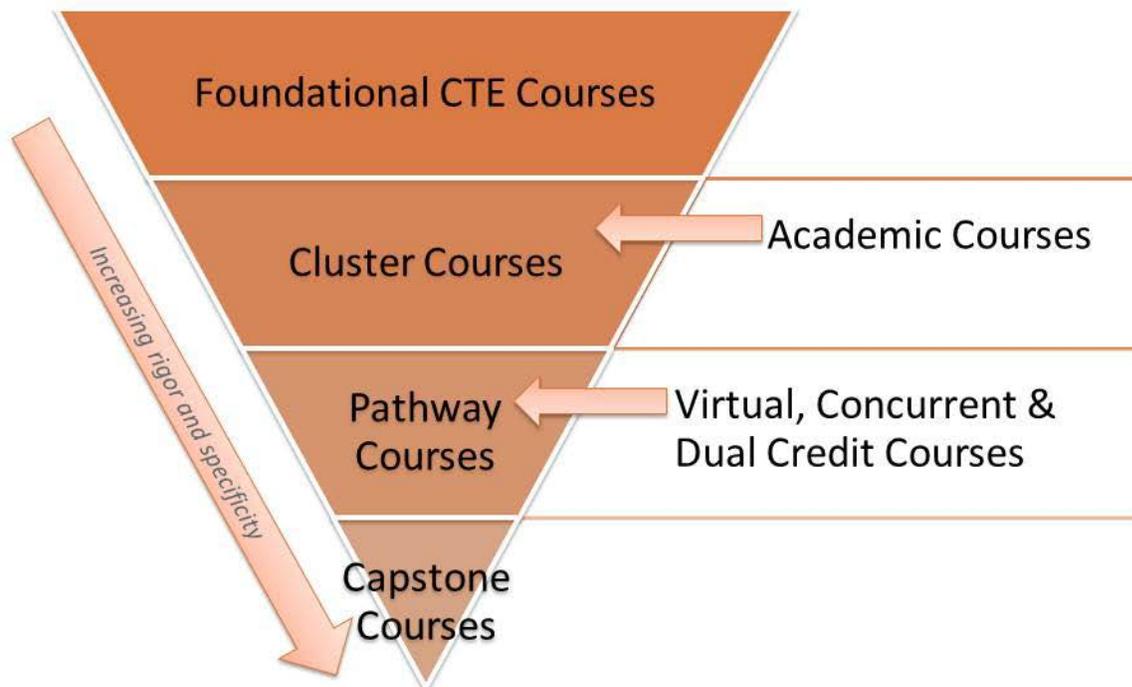
Example: A student from Baltic School District takes courses at the Sioux Falls CTE Academy and becomes a concentrator in the Hospitality & Tourism Career Cluster program. Since Baltic does not offer the Hospitality & Tourism program, the CTE Academy receives the concentrator credit for that student.

NOTE: The term “completer” is not used in the Perkins IV legislation.

Special Population Definitions

| | |
|--|---|
| Single parent: | A pregnant or parenting student (female or male). |
| Disabled student: | A student on an Individualized Education Plan (IEP). |
| Economically disadvantaged student: | A student on free or reduced lunch under the National School Lunch Act. |
| English Learner: | A student whose native language is not English and who has difficulty speaking, reading, writing, or understanding English. |

Course Definitions



Academic Courses:

For Perkins/CTE purposes, an Academic course is a non-technical course that supports the content of Pathway and/or Cluster courses. Higher level academic courses are recommended to purposefully connect academic and technical concepts in students' programs of study. Some Academic courses are available through the SD Virtual School.

Articulated Credit Course:

Articulated courses are secondary CTE courses in which students receive full secondary credit for their mastery of course concepts and requirements. For courses with articulation agreements at one of South Dakota's technical institutes, students who go on to attend the technical institute are able to forgo tuition for a portion of the required course credits, depending on the rigor of the course offered at their resident district.

Assignment Code: A specific five-digit code assigned to identify a course and tied to teachers' certifications. Districts enter assignment codes in the Personnel Record Form (PRF) system (which are then carried over to the Perkins Data Collection System).

Capstone Courses:

Capstone experiences and Service Learning (sometimes referred to as work-based learning courses) are culminating courses within students' programs of study. Some capstone experiences are offered through the SD Virtual School.

Cluster Courses:

Cluster courses teach knowledge and skills which are applicable to all pathways within a Career Cluster. Cluster courses are generally introductory in nature. Some Cluster courses are available through the SD Virtual School.

Concurrent Credit Course:

Concurrent Credit courses are technical courses in which students earn both secondary and postsecondary credit AND a teacher at the secondary resident district teaches the course as adjunct faculty for one of the state's technical institutes. Students' resident districts transcript the credits and grades earned for Concurrent Credit Courses and enter applicable data into the Perkins Data Collection system.

Dual Credit Course:

Dual Credit courses, for Perkins purposes, are technical courses in which students earn both secondary and postsecondary credit. There are some Dual Credit courses offered statewide through the SD Virtual School. Other dual credit courses are offered in agreements directly between school districts and one of South Dakota's technical institutes (LATI, MTI, STI or WDT). Others are offered online directly from the state's technical institutes. Students' resident districts transcript the credits and grades earned for Dual Credit Courses and enter applicable data into the Perkins Data Collection system.

Foundational CTE Courses:

Foundational CTE courses apply across all 16 clusters. They help students master basic workplace readiness and soft skills. Some Foundational CTE courses are offered through the SD Virtual School.

Foundational CTE courses include:

- *Career Exploration (80023)*
- *Computer Applications (10004)*
- *Employability/Careers (22152)*
- *Foundations of CTE (22150)*
- *Service Learning (22104)*

Pathway Courses:

Pathway courses teach knowledge and skills which are applicable to a specific pathway within a Career Cluster. Pathway courses generally include a range of advanced courses. Some Pathway courses may require students to complete prerequisite Cluster or Pathway courses. Dual credit technical courses with application to the Career Cluster count as Pathway courses. Some Pathway courses (including Dual Credit courses) are available through the SD Virtual School.

Virtual Course:

A virtual course, for Perkins purposes, is a Career & Technical Education course offered through the South Dakota Virtual School (www.sdvs.k12.sd.us). Students’ resident districts transcript the credits and grades earned for Virtual Courses and enter applicable data into the Perkins Data Collection system.

Core Indicators of Performance (Standards & Measures)

Technical Skill Attainment (TSA): Technical Skill Attainment (TSA) represents, in percentage form, students’ mastery of the skills and knowledge outlined in the course’s standards. The TSA is an average of all content in the course, whether in a semester-course or a year-long course and should represent mastery at the appropriate Bloom’s or Webb’s level.

Placement: Placement data notes 12th graders’ intentions following high school (2-year postsecondary, 4-year postsecondary, military, advanced training or employment). Placement data should be entered for all 12th graders, whether they took a CTE course in the 2015-16 school year or at some point earlier in their education.

The accountability measures in the Perkins IV legislation demonstrate levels of achievement in six areas:

| Table 1: Perkins Secondary Performance Measures | | |
|--|---|--|
| Measure | Definition | Formula |
| <p>Academic Attainment Reading/ Language Arts</p> <p>1S1</p> | <p>Numerator: Number of CTE concentrators who attain a level 3 or 4 on the SmarterBalanced English language arts/literacy assessment as 11th graders.</p> <p>Denominator: Number of CTE concentrators who took the SmarterBalanced English language arts/literacy assessment as 11th graders and who have left secondary education in the reporting year.</p> | <p>Numerator:</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • level 3 or 4 on the SmarterBalanced English language arts/literacy assessment <p>Denominator</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • have taken the SmarterBalanced English language arts/literacy assessment |

Table 1: Perkins Secondary Performance Measures (cont'd)

| Measure | Definition | Formula |
|--|---|--|
| Academic Attainment Mathematics 1S2 | <p>Numerator: Number of CTE concentrators who attain a level 3 or 4 on SmarterBalanced mathematics assessment as 11th graders.</p> <p>Denominator: Number of CTE concentrators who took the SmarterBalanced mathematics assessment as 11th graders and who have left secondary education in the reporting year.</p> | <p>Numerator:</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • level 3 or 4 on the SmarterBalanced mathematics assessment <p>Denominator</p> <ul style="list-style-type: none"> • 12th grade student • with 2 credits • have taken the SmarterBalanced mathematics assessment |
| Technical Skill Attainment 2S1† | <p>Numerator: The number of concentrators who attain a program average of 75 percent or higher in their CTE program.</p> <p>Denominator: The number of concentrators in the program.</p> | <p>Numerator:</p> <ul style="list-style-type: none"> • students with 2 credits • TSA (technical skill attainment) of 75 or above <p>Denominator</p> <ul style="list-style-type: none"> • students with 2 credits |
| Secondary School Completion 3S1 | <p>Numerator: The number of <u>CTE concentrators</u> who graduated in the reporting year or earned a high school equivalency in the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the regular year.</p> | <p>Numerator:</p> <ul style="list-style-type: none"> • students with 2 credits • those marked as graduated OR • high school equivalency of graduate certificate <p>Denominator</p> <ul style="list-style-type: none"> • with 2 credits • dropped out (in SIMS system in 12, 13 or 14 and not in 15) OR • graduated |
| Student Graduation Rates 4S1 | <p>Numerator: Number of CTE concentrators who earned a high school diploma in the reporting year as part of their 4-year cohort.</p> <p>Denominator: Number of CTE concentrators who have left secondary education in the reporting year.</p> | <p>Numerator</p> <ul style="list-style-type: none"> • students with 2 credits • those marked as graduated as part of 4-year cohort <p>Denominator</p> <ul style="list-style-type: none"> • 2 credits • dropped out (in SIMS system in 12, 13 or 14 and not in 15) OR • graduated |

Table 1: Perkins Secondary Performance Measures (cont'd)

| Measure | Definition | Formula | |
|---|---|--|--------------------------------|
| Secondary Placement 5S1 | Numerator: The number of concentrators who have graduated placed in postsecondary education, employment, advanced training**, or the military. Denominator: Number of concentrators who have graduated completing the program. | Numerator <ul style="list-style-type: none"> • 12th grade students • students with 2 credits • with a placement in 2 year, 4 year, employment, advanced training, or military | |
| | | Denominator <ul style="list-style-type: none"> • 12th grade students with 2 credits | |
| Nontraditional Participation 6S1 | Numerator: The number of nontraditional participants enrolled in programs preparing them for careers nontraditional for their gender during the reporting year. Denominator: The total number of participants (nontraditional + traditional) enrolled in programs preparing them for careers considered nontraditional for their gender during the reporting year. | Numerator | Denominator |
| | | Females enrolled in AFNR Cluster | All enrolled in AFNR Cluster |
| | | Females enrolled in A& C | All enrolled in A & C |
| | | Males enrolled in Health Science | All enrolled in Health Science |
| | | Males enrolled in Human Services | All enrolled in Human Services |
| | | Females enrolled in IT | All enrolled in IT |
| | | Females enrolled in Manufacturing | All enrolled in Manufacturing |
| | | Females enrolled in STEM | All enrolled in STEM |
| | | Females enrolled in Transportation | All enrolled in Transportation |
| Nontraditional Completion 6S2 | Numerator: The number of nontraditional concentrators completing programs preparing them for careers considered nontraditional for their gender. Denominator: The total number of concentrators (nontraditional + traditional) completing programs preparing them for careers considered nontraditional for their gender. | Numerator | Denominator |
| | | Females 2 credits in AFNR | 2 credits in AFNR |
| | | Females 2 credits in A& C | 2 credits in A & C |
| | | Males 2 credits in Health Science | 2 credits in Health Science |
| | | Males 2 credits in Human Services | 2 credits in Human Services |
| | | Females 2 credits in IT | 2 credits in IT |
| | | Females 2 credits in Manufacturing | 2 credits in Manufacturing |
| | | Females 2 credits in STEM | 2 credits in STEM |
| Females 2 credits in Transportation | 2 credits in Transportation | | |

*Note the SmarterBalanced assessment is given in grade 11, but the scores are reported when the student is in grade 12.

†Technical Skill Attainment: Program average is the average of all CTE course grades on a 100 point scale.

**Advanced Training: Any formal training beyond the high school or secondary level not related to a postsecondary degree program.

South Dakota's Smarter Balanced Assessment Data

Perkins data is largely dependent on reporting of attainment of students who have attained concentrator status in a career cluster area. Since students have the potential of becoming a concentrator during their 12th grade year, US Department of Education requires that we report academic data of students who left secondary education in the reporting year. This is why the academic data in CTE reports is one-year beyond. That being said, the 2015-16 data year will be the first year that we will have academic attainment levels for CTE data. Tables 2 and 3 below show the transition of the assessments and the impact to Perkins reporting, respectively.

Table 2 below details what assessment(s) were utilized by academic years.

| Table 2: Assessments Utilized by Academic Year | |
|--|---|
| Year | 11 th Grade Assessments Utilized |
| 2012-13 | D-STEP |
| 2013-14 | SBAC field test and limited D-STEP |
| 2014-15 | SBAC |
| 2015-16 and beyond | SBAC |

Table 3 details how the assessment regimen above will affect Perkins data and reporting for both 1S1 (Reading/Language Arts Academic Attainment) and 1S2 (Mathematics Academic Attainment), which are collectively referred to as “measures” in Table 3.

| Table 3: Future Impacts of Assessment Regimen on 1S1 & 1S2 Measures | |
|---|---|
| Year | Impact on 1S1 & 1S2 |
| 2013-14 | Measures capture 12 th graders in 2013-14 who have two or more CTE credits AND took D-STEP as 11 th graders in 2012-13. |
| 2014-15 | Measures will not be available for 2014-15 12 th graders who have two or more CTE credits. |
| 2015-16 | Measures will reflect 12th graders in 2015-16 with two or more CTE credits who took SBAC as 11th graders in 2014-15. |
| 2016-17 | Measures will reflect 12 th graders in 2016-17 with two or more CTE credits who took SBAC as 11 th graders in 2015-16. |

State-Recognized Industry Certifications & Licensures

by Career Cluster

Perkins IV emphasizes the importance of offering industry-recognized certificates to students, where available. A student may only receive a certification once. Certifications are tied to career clusters, but a student does not need to be a concentrator in that cluster to earn the certificate. Certifications should be entered in the year earned. Details on how to add certifications for a class can be found on pages 46-47 or instructions on how to enter certifications for an individual can be found on page 51.

| Cluster | Certifications Available |
|--|--|
| Agriculture, Food & Natural Resources | Beef Quality Assurance Certified Welder (AWS) Commercial Applicator Certification (Pesticide) National Career Readiness Certificate (NCRC) OSHA 10 Hour Safety Certification – Agricultural OSHA 10 Hour Safety Certification—Construction Industry OSHA 10 Hour Safety Certification—General Industry Private Applicator Certification (Pesticide) Registered Parliamentarian Youth Beef Industry Food Safety Youth Beef Quality Assurance Youth Dairy Animal Care and Quality Assurance Youth Humane Equine Management Youth Pork Quality Assurance |
| Architecture & Construction | Certified SolidWorks Associate (CSWA) Drafter Certification (ADDA) National Career Readiness Certificate (NCRC) OSHA 10 Hour Safety Certification—Construction Industry OSHA 10 Hour Safety Certification—General Industry |
| Arts, A/V Technology & Communications | Adobe Certified Associate (ACA) HTML Developer JavaScript Developer National Career Readiness Certificate (NCRC) OSHA 10 Hour Safety Certification—General Industry |
| Business Management & Administration | Concepts of Entrepreneurship and Management (A*S*K) Concepts of Finance (A*S*K) Fundamental Business Concepts (A*S*K) Fundamental Marketing Concepts (A*S*K) National Career Readiness Certificate (NCRC) OSHA 10 Hour Safety Certification—General Industry Registered Parliamentarian |
| Education & Training | First Aid/CPR National Career Readiness Certificate (NCRC) OSHA 10 Hour Safety Certification—General Industry Registered Parliamentarian |
| Finance | Concepts of Entrepreneurship and Management (A*S*K) Concepts of Finance (A*S*K) Fundamental Business Concepts (A*S*K) |

| | |
|--|---|
| Finance | Fundamental Marketing Concepts (A*S*K) |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | Registered Parliamentarian |
| Government & Public Administration | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| Health Science | Certified Nurse Assistant (CNA) |
| | First Aid/CPR |
| | Medical Administration |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | Pharmacy Technician Certification |
| Hospitality & Tourism | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | ProStart® National Certificate of Achievement (COA) |
| | Registered Parliamentarian |
| | ServSafe Food Safety Certification |
| Human Services | First Aid/CPR |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | Registered Parliamentarian |
| Information Technology | A+/CompTIA Certification Examination (A+ Essentials) |
| | Adobe Certified Associate (ACA) |
| | C-Tech Home Professionals |
| | C-Tech Network Cabling Specialists |
| | C-Tech Voice Communication Professionals |
| | Cisco Certified Entry Networking Technician (CCENT™) |
| | Cisco Certified Network Associate (CCNA™) |
| | CompTIA Network+ |
| | HTML Developer |
| | JavaScript Developer |
| | Microsoft Office Specialist |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | Law, Public Safety, Corrections & Security |
| First Aid/CPR | |
| National Career Readiness Certificate (NCRC) | |
| OSHA 10 Hour Safety Certification—General Industry | |
| Manufacturing | Certified SolidWorks Associate (CSWA) |
| | Certified Welder (AWS) |
| | Drafter Certification (ADDA) |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—Construction Industry |
| | OSHA 10 Hour Safety Certification—General Industry |
| Marketing | Concepts of Entrepreneurship and Management (A*S*K) |
| | Concepts of Finance (A*S*K) |
| | Fundamental Business Concepts (A*S*K) |
| | Fundamental Marketing Concepts (A*S*K) |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |
| | Registered Parliamentarian |
| Science, Technology, Engineering & Math | Certified SolidWorks Associate (CSWA) |
| | Drafter Certification (ADDA) |

| | |
|---|---|
| Science, Technology, Engineering & Math | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—Construction Industry |
| | OSHA 10 Hour Safety Certification—General Industry |
| Transportation, Distribution & Logistics | Automotive Service Excellence (ASE) Certification |
| | National Career Readiness Certificate (NCRC) |
| | OSHA 10 Hour Safety Certification—General Industry |

2015-16

Section 2: Data



Perkins Data Entry Methods

IMPORTANT:

You may choose one of three data entry options: 1) Mass Enrollment, 2) Individual Enrollment, or 3) Data Upload. If your district offers more than one approved CTE program, discuss how your Perkins data can be entered most efficiently and who is responsible for each portion of the data collection process as a group. To discuss options and considerations, call the Division of Career & Technical Education (DCTE) at 605.773.3423.

Mass Enrollment

Entering data via mass enrollment allows you to enter all students in a course at one time. It is typically the most efficient way for small schools to enter data. The mass enrollment process is described in more detail on pages 39-43. Schools with large course enrollments and/or a large number of courses offered, a Data Upload may be a better option (see below).

Individual Enrollment

Individual enrollment allows you to enter data student-by-student. This is helpful in the following types of situations:

1. A student received a different amount of credit for a course than the other students in the course.
2. A student was the only one who took a course (independent study, Dual Credit, virtual, etc.).
3. A student's IEP status has changed since September 25, 2015.
4. A student's status as a single parent (expecting or currently parenting) has changed since September 25, 2015.
5. A student earned an industry certification during the school year.
6. A student had prior CTE credit that was not yet entered into the Perkins Data Collection System.

For schools that enter data via Mass Enrollment, Individual Enrollment can be used to tweak students' records as necessary. The individual enrollment process is described in more detail on pages 48-52.

Data Upload

Entering data via upload is the most efficient method for districts with a large number of students and/or courses in their CTE program(s). In partnership with the school's Infinite Campus and/or IT team, an Excel file is uploaded to the Perkins Data system. See the directions on Data Upload (pages 54-64) for more information.

- NOTE: One data set that is not captured in the data upload is industry certifications and licensures.

For detailed instructions on any of the upload methods, see the appropriate instruction information.

Placement and Industry Certifications

There are two additional data entry applications that are specific to student placement and industry certifications. Both of these applications are very similar to the Mass Enrollment method format. The purpose of these applications is to make the entry of placement and certifications easier for the entry of many students.

Placement data – Lists of 12th grade students, by attendance center, enrolled in the district by will be generated and placement data can be entered using dropdown menus for each student. The placement data entry process is described in more detail on pages 44-45.

- **Former Method:** Previously placement data was entered only in the Mass Enrollment entry or through the Individual Enrollment.
 - Many times placement was entered in using the Mass Enrollment method but grades were not assigned which defaulted to zero grades. If student grades were not entered through Mass Enrollment, they then needed to be entered by opening each student’s record individually.
 - Often students that did not take a CTE class during their senior were missing placement if they were concentrators prior to their senior year. This new method of entry will reduce the number of students missed.

Industry certificates and licensures – A certificate or licensure can be selected by career cluster and then students can assigned the certificate or licensure by selecting a radio button for each student receiving the certification from an enrollment list by attendance center. The industry certificate entry process is described in more detail on pages 46-47.

- Students can be awarded more than one certificate, for example a student could be awarded a Gold NCRC certificate and an OSHA 10 Hour Safety Certification, but they cannot be awarded the same certificate more than once.
- If a class of 20 students each earned the same certification, like a Certified Welder certification, the certification can be recorded for all 20 students by simply checking the radio button next to all 20 students.
- **Former Method:** Previously the industry certificates and licensures were only entered under individual enrollment, which meant if a class of 20 students each earned an OSHA 10 Hour Safety Certification – General Industry, that certificate had to be entered under each individual student’s records.

2015-16 Perkins Data Entry General Directions

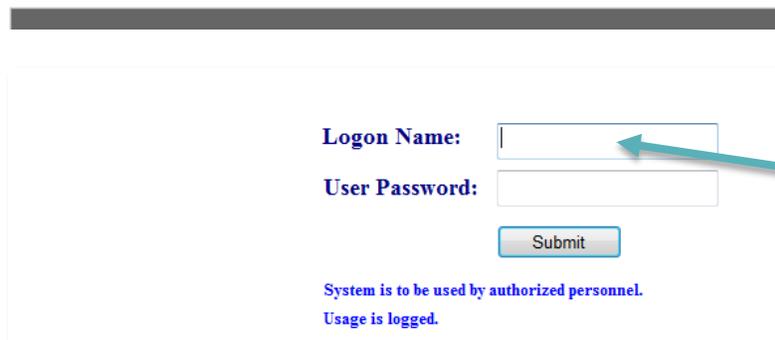
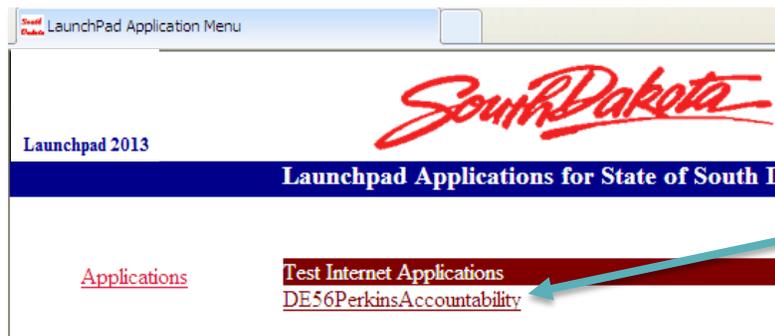
Logging On:



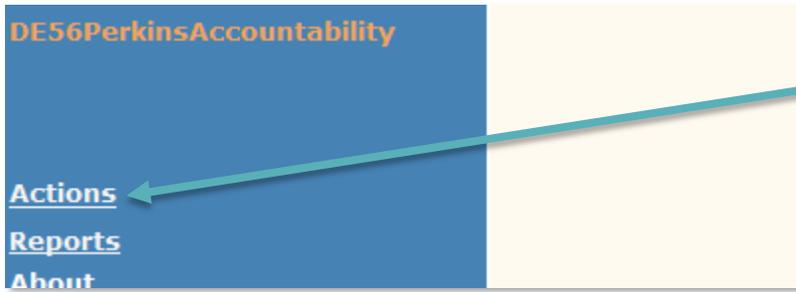
Perkins Web Portal

Welcome to the Perkins Data Collection System Online Training Manual. The Perkins Data Collection System is available right here. Just click on a link to the right.

⇒ **LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.**

1. Open an internet browser on a PC operating system in Internet Explorer, version 8 or higher. The Perkins Data System is not currently supported on a Mac operating system or through the following browsers: Google Chrome, Mozilla Firefox or Safari.
2. Go to <http://doe.sd.gov/octe/data>.
3. Click on “LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.”
4. Log in to Perkins Data Collection system using your school’s Logon Name and Password. Each district has one logon name/password. Please contact the main Perkins contact in your district for this information. If no one has the logon name/password, contact the Division of Career and Technical Education (DCTE) at 605.773.3423.
5. Select the Perkins Accountability link in the center of the page.

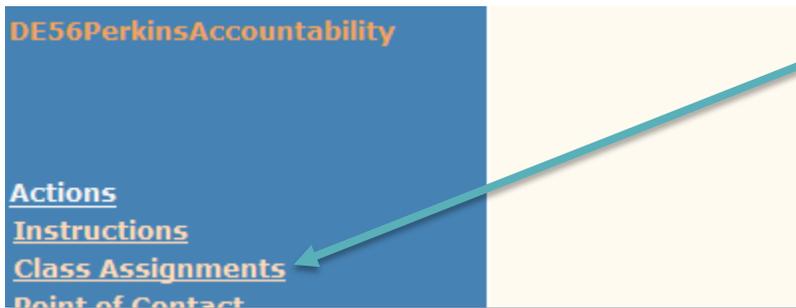


6. Click on **Actions**.

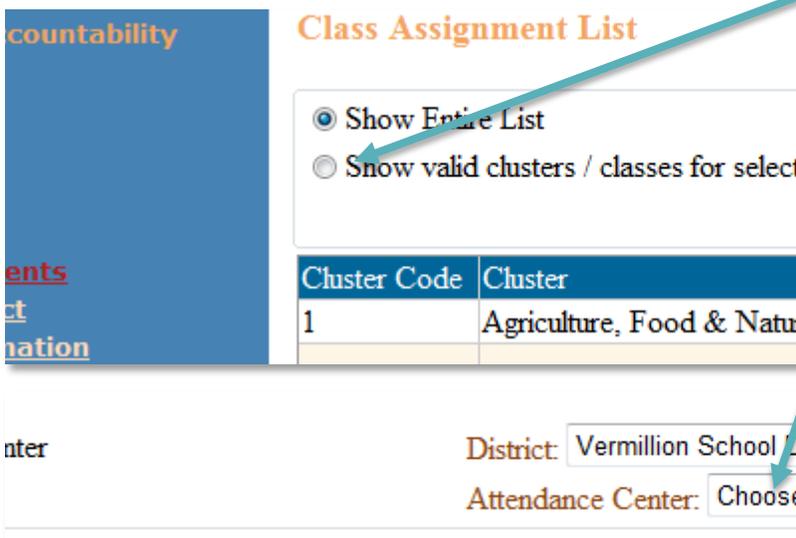


7. To access full instructions for Perkins data collection and reporting, select **Instructions**.

Checking Valid Clusters for Your School:



8. To ensure the correct approved CTE programs (Career Clusters) are available for your school's data entry, click on **Class Assignments**.



9. Click on **Show valid clusters/classes for selected attendance center**. The **Show Entire List** button displays all assignment codes for all clusters.

10. Choose the correct attendance center in the dropdown box. This will show you the valid clusters for your school and *all* assignment codes that are valid for the cluster. If a Cluster is not listed that is valid for your school, contact the DCTE at 605.773.3423.

Point of Contact Information:

DE56PerkinsAccountability

Actions

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Contact Information

School Year:

First Name:

Last Name:

Title:

Email:

Phone: XXX-XXX-XXXX

Fax: XXX-XXX-XXXX

Address:

City: State: Zip:

11. Click on **Point of Contact**.
12. Check to make sure the information listed for 2016 is accurate by selecting "2016" from the "School Year" dropdown. Enter updated information in the fields where changes are necessary.
13. Click **Save**.

Teacher Information & Valid Assignment Codes from PRF System:

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Teacher Information

Search Criteria

Last Name:

First Name:

District:

Attendance Center:

School Year:

Search Results

Records shown in blue are missing phone number, fax, a

| Name | Attendance Center | Class Assignment Code |
|-------------------------------|-----------------------------|-----------------------|
| <input type="text" value=""/> | Harrisburg High School - 01 | 12051 |
| <input type="text" value=""/> | Harrisburg High School - 01 | 22210 |
| <input type="text" value=""/> | Harrisburg High School - 01 | 12104 |
| <input type="text" value=""/> | Harrisburg High School - 01 | 80026 |

14. Click on **Teacher Information**.
15. Choose the appropriate attendance center.
16. Click **Search**. A Screen with all the names of the teachers from that school with approved programs will appear, along with the list of courses that are listed on the PRF system.

| Name | Attendance Center | Class Assignment Code |
|---|--------------------|-----------------------|
|  | Vermillion HS - 01 | 11154 |
| | Vermillion HS - 01 | 11000 |
| | Vermillion HS - 01 | 11052 |
| | Vermillion HS - 01 | 11054 |
|  | Vermillion HS - 01 | 10254 |
|  | Vermillion HS - 01 | 21107 |

Cert Number **Cert Expires**

Phone **Fax** **Email**

- Review the course titles for each teacher. If the correct course titles are not listed, contact your school's **point of contact for the PRF system** (listed at: <http://doe.sd.gov/ofm/edudir.aspx>). They can update the Personnel Record Form to record the correct courses. Then, **contact the Division of Career & Technical Education (DCTE) at 605.773.3423** to add the class assignment to the Perkins Data Collection system.
- Click on the **icon** beside the teacher's name.
- Enter the teacher's phone number fax and e-mail.
- Click **Save**.
- Repeat steps 15-18 for each teacher in your district's approved CTE program(s).

Accessing a Prior Year's Program Application:

- Actions
- Instructions
- Class Assignments
- Point of Contact
- Teacher Information
- Mass Enrollment
- Individual Enrollment
- Placement Data Entry
- Industry Certificates
- Enrollment Upload
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- Reports

- Complete Steps 1-6.
- Click **Program Application**.

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Production

Actions

- [Instructions](#)
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- [Teacher Information](#)
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Annual CTE Program Approval Application



School Year District Cluster

| Edit | Del | District | Career Cluster | Submitted By | Assignment | Dual Credit | Approved |
|------|-----|------------------------|---------------------------------------|--------------|------------------------------|-------------|----------|
| | | Bridgewater-Emery 30-3 | Agriculture, Food & Natural Resources | | 22152 - Employability Skills | N | A |
| | | | | | 22150 - Foundations of CTE | N | A |
| | | | | | 03051 - Biology | N | A |
| | | | | | 03101 - Chemistry | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |
| | | | | | | N | A |

3. Select desired **School Year**.
4. Select Desired **Cluster**. Selecting **All** allows users to view all clusters with an application. Otherwise specific clusters, such as "Finance," can be selected to view only that cluster.
5. Repeat Steps 3 and 4 if you desire different years and/or clusters.
6. Select **Edit** to access the program application

Annual CTE Program Approval Application



School Year District Cluster

| Edit | Del | District | Career Cluster | Submitted By | Assignment | Dual Credit | Approved |
|------|-----|---------------------|---------------------------------------|--------------|--|-------------|----------|
| | | Harding County 31-1 | Agriculture, Food & Natural Resources | | 18406 - Advanced Ag Structures Technology | N | A |
| | | | | | 18107 - Advanced Animal Science | N | A |
| | | | | | 18059 - Floriculture | N | A |
| | | | | | 18001 - Introduction to Agriculture, Food, and Natural Resources | N | A |
| | | | | | 18054 - Landscape, Design, and Maintenance | N | A |
| | | | | | 18203 - Leadership and Personal Development | N | A |

2015-16 Mass Enrollment Directions

Entering Perkins data via mass enrollment allows you to enter all students in a course at one time. It is typically the most efficient way for small schools to enter data.

IMPORTANT:

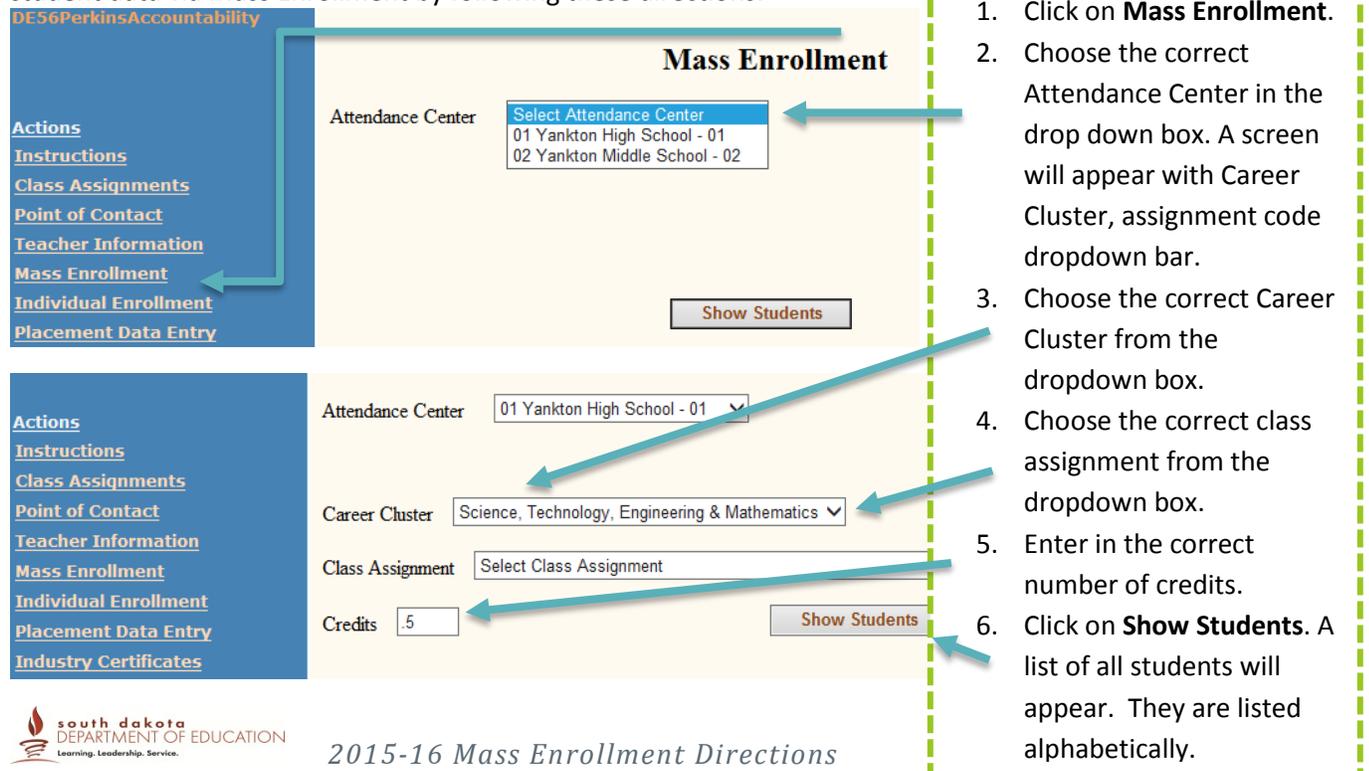
The students who appear for each attendance center originate from 2015-16 Fall Enrollment for grades 7-12, reported September 25, 2015. If you have students in those grades who transferred to the district after that date, they will not show on your attendance center's list of available students. For these students, please complete the 2015-16 Missing Students Reporting Sheet (available here: <http://doe.sd.gov/octe/data>) and email it to nora.kohlenberg@state.sd.us. A sample of the Missing Students Reporting Sheet can be found on page 53.

For each student in grades 7-12 who is not showing up in the data system, please provide the following on the **Missing Students Reporting Sheet**:

- SIMS Number
- First Name
- Last Name
- Career Cluster
- Credit
- TSA (Technical Skill Attainment)
- Placement for 12th graders (2-year postsecondary, 4-year postsecondary, military, advanced training or employment)

Mass Enrollment

After logging into the Perkins Data Collection system at <http://doe.sd.gov/octe/data>, enter 2015-16 student data via Mass Enrollment by following these directions:



DE56PerkinsAccountability

Mass Enrollment

Attendance Center:
 01 Yankton High School - 01
 02 Yankton Middle School - 02

Attendance Center:

Career Cluster:

Class Assignment:

Credits:

1. Click on **Mass Enrollment**.
2. Choose the correct Attendance Center in the drop down box. A screen will appear with Career Cluster, assignment code dropdown bar.
3. Choose the correct Career Cluster from the dropdown box.
4. Choose the correct class assignment from the dropdown box.
5. Enter in the correct number of credits.
6. Click on **Show Students**. A list of all students will appear. They are listed alphabetically.

| Name | First Name | SIMS | Placement Description | TSA | Grade | Attendance Center | |
|------|------------|------|-----------------------|-----|-------|-------------------|------------------------|
| | | | | | 12 | 1300101 | Enroll |
| | | | | | 10 | 1300101 | Enroll |
| | | | | | 11 | 1300101 | Enroll |
| | | | | | 10 | 1300101 | Enroll |
| | | | | | 11 | 1300101 | Enroll |
| | | | | | 12 | 1300101 | Enroll |

TIP: Placement can also be entered using the new Placement Data Entry method (pages 44-45).

NOTE: Do not enter placement for students under a course if they are not enrolled in the particular course you are entering data for.

- For the students who completed the course you selected in step 4, click on **Enroll** on the right of the screen.
- Enter the **Technical Skill Attainment (TSA)** the student earned.
- If the student is in 12th Grade, enter the student's **placement** information. Placement may be entered through the Placement Data Entry method.
- Click **Done** to save the information for each student.

Repeat steps 7-10 for ALL students enrolled in the course.

| Last Name | First Name | SIMS | Placement | Placement Description | TSA | Grade | Attendance Center | |
|-----------|------------|------|-----------------------|-----------------------|-----|-------|-------------------|---|
| | | | Select Placement Type | | | 12 | 1300101 | Done Cancel |
| | | | | | | 10 | 1300101 | Enroll |
| | | | | | | 11 | 1300101 | Enroll |
| | | | | | | 10 | 1300101 | Enroll |
| | | | | | | 11 | 1300101 | Enroll |
| | | | | | | 12 | 1300101 | Enroll |

Mass enrolling students in a different class:

Actions

- [Instructions](#)
- [Class Assignments](#)
- [Point of Contact](#)
- [Teacher Information](#)
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- [Individual Enrollment](#)
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- [Program Application](#)

Mass Enrollment

Attendance Center: 01 Yankton High School - 01

Career Cluster: Manufacturing

Class Assignment: Select Class Assignment

Credits: .5

[Show Students](#)

- Scroll to the top of the screen.
- Choose the correct Career Cluster from the drop down box.
- Choose the correct assignment code from the dropdown menu.
- Enter in the correct number of credits.
- Click on **Show Students** (this will refresh the screen).
- Repeat steps 7-10 from above.

For each new course, repeat steps 11-16.

Enter Special Populations Data* and Certifications (or Correct Errors)

*Only for students whose Single Parent or IEP status has changed since September 25, 2015.

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Test

Actions

- Instructions
- Class Assignments
- Point of Contact
- Teacher Information
- Mass Enrollment
- Individual Enrollment
- Placement Data Entry
- Industry Certificates
- Enrollment Upload
- Program Application

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Close

Search Criteria

Last Name:

First Name:

SIMS#:

District #: 41002

District Name: Harrisburg 41-2

Attendance Center Name: Harrisburg High School - 01

School Year: 2016

Search Results

| Last Name | First Name |
|------------|------------|
| [Redacted] | [Redacted] |
| [Redacted] | [Redacted] |
| [Redacted] | [Redacted] |

17. Click on **Individual Enrollment**.
18. Choose the correct Attendance Center in the drop down menu.
19. Click **Search**. A list of students will appear, listed alphabetically.
20. Click on the icon beside the student's name you would like to enter data for or correct an error for.

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Test

Actions

- Instructions
- Class Assignments
- Point of Contact
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Reports

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Close

Student Summary [Redacted]

District Name [Redacted]

- Student Detail
- Summary of Credits
- Industry or State Recognized Certificates

Enrollment

| CC# | Career Cluster | Class A |
|-----|--|---------|
| 10 | Human Services | MS Ea |
| 15 | Science, Technology, Engineering & Mathematics | MS Te |
| 1 | Agriculture, Food & Natural Resources | Indrodu |

- Prior Credits

- Use the small "+" symbols to expand or collapse the individual sections.*
- To change special populations and placement data, click here in the "Student Detail" section.
 - To review prior credit and concentrator status, click here.
 - To enter an industry certification or licensure, click here.
 - To add prior credits, click here.

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Student Summary [Redacted]

District Name [Redacted]

Test

Actions

- Instructions
- Class Assignments
- Point of Contact
- Teacher Information
- Mass Enrollment
- Individual Enrollment
- Placement Data Entry
- Industry Certificates
- Enrollment Upload
- Program Application

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Student Detail

SIMS: [Redacted] Gender: F Race/Ethnicity: White DOB: [Redacted]

Grade Level: 12 Math: 2333 Reading: 2414 Disabled: No [v]

Single Parent: No [v] LEP:

Dropout: N Graduate: Completer: Placement: entering 4 year postsecondary [v]

Save

Summary of Credits

Industry or State Recognized Certificates

| Career Cluster | Certificate |
|----------------|-------------|
| Add | |

Industry or State Recognized Certificates

| Career Cluster | Certificate |
|----------------|-------------|
| Add | |

Career Cluster: 4 Business, Management & Administration

Certificate: Select certificate

Save Cancel

Enrollment

| CC# | Career Cluster | Class Assignment |
|-----|---------------------------------------|---|
| 3 | Arts, A/V Technology & Communications | Introduction to Arts, Audio-Video Technology and Communications |
| 11 | Information Technology | Computer Applications |

Add

Prior Credits

Back to Search Screen

21. If the student is a Single Parent or the student's IEP status has changed since September 25, 2015, choose **Yes** in the appropriate drop down menu.
22. Click **Save**.
23. To enter an industry certification or licensure, click **Add**.
24. Select the appropriate Career Cluster from the drop down menu.
25. Choose the student certification from the drop down box.
26. Click **Save**.
27. Click **Back to Search Screen** to enter data for a different student.

Repeat Steps 20-27 for all students' applicable data.

Correcting Data for Students Entered via Mass Enrollment:

Student Summary [Redacted]

District Name [Redacted]

- Student Detail
- Summary of Credits
- Industry or State Recognized Certificates

Enrollment

| CC# | Career Cluster | Class Assignment | Class Type | Credits | TSA | School Year | |
|-----|--------------------------------------|------------------|------------|---------|-----|-------------|---|
| 4 | Business Management & Administration | Economics | Academic | 0.50 | 93 | 2013 |   |

Prior Credits

28. If a student received a different amount of credit for a course than other students or if his/her TSA was incorrectly entered, access the student that needs to have his/her record edited via Individual Enrollment. Click on the "Edit" icon under the "Enrollment" section.

Enrollment

| CC# | Career Cluster | Class Assignment | Class Type | Credits | TSA | School Year | |
|-----|--------------------------------------|------------------|------------|---------|-----|-------------|---|
| 4 | Business Management & Administration | Economics | Academic | 0.50 | 93 | 2013 |   |

Career Cluster: Business Management & Administration

Class Assignment: Economics (04201)

Credits: 0.50

TSA: 93

28. When the student's enrollment record is open, edit the Career Cluster, Class Assignment, Credits, or TSA as necessary.

29. Click **Save** when finished.

Enrollment

| CC# | Career Cluster | Class Assignment | Class Type | Credits | TSA | School Year | |
|-----|--------------------------------------|------------------|------------|---------|-----|-------------|---|
| 4 | Business Management & Administration | Economics | Academic | 0.50 | 93 | 2013 |   |

30. If a student was inadvertently entered in a course that s/he didn't take, the record can be deleted via his/her Individual Enrollment record (in the Enrollment section) by clicking on the trash can icon.

Errors made in the Mass Enrollment process can easily be corrected in the Individual Enrollment area.

15-16 Placement Data Entry Directions

The Placement Data Entry application was created with the purpose to be able to enter placement data for 12th graders in a more efficient way. One of the biggest data errors is missing placement data for students. Using this application the placement data can be easily entered for 12th grade students without having to sort through students from all other grades.

IMPORTANT:

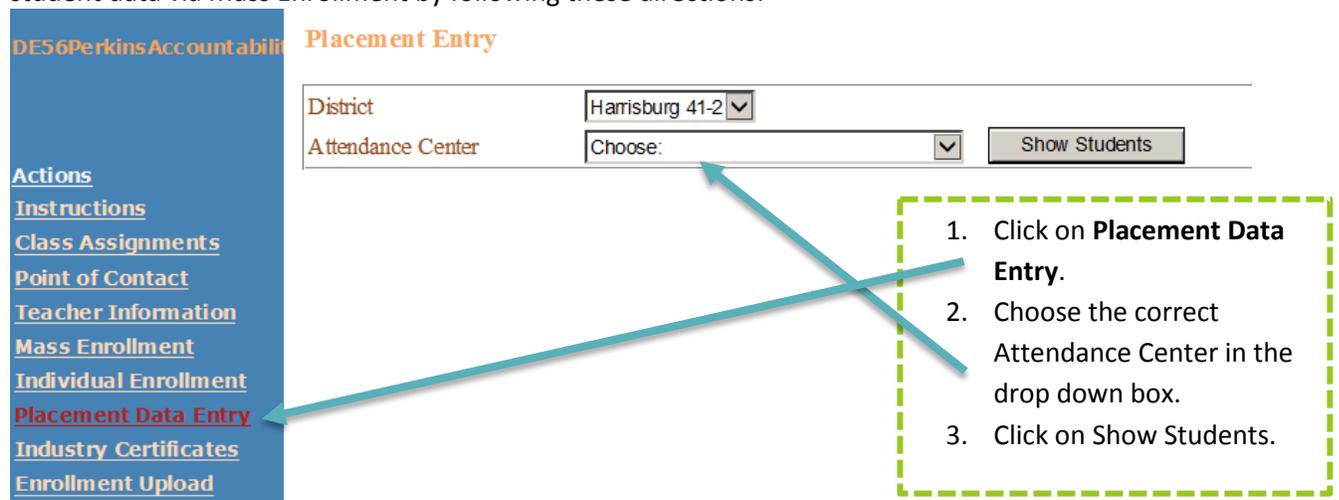
The students who appear for each attendance center originate from 2015-16 Fall Enrollment for grades 7-12, reported September 25, 2015. If you have students in those grades who transferred to the district after that date, they will not show on your attendance center’s list of available students. For these students, please complete the 2015-16 Missing Students Reporting Sheet (available here: <http://doe.sd.gov/octe/data>) and email it to nora.kohlenberg@state.sd.us.

For each student who is not showing up in the data system, please provide the following on the **Missing Students Reporting Sheet**:

- SIMS Number
- First Name
- Last Name
- Career Cluster
- Credit
- TSA (Technical Skill Attainment)
- Placement for 12th graders (2-year postsecondary, 4-year postsecondary, military, advanced training or employment)

Placement Data Entry

After logging into the Perkins Data Collection system at <http://doe.sd.gov/octe/data>, enter 2015-16 student data via Mass Enrollment by following these directions:



DE56PerkinsAccountabili **Placement Entry**

District: Harrisburg 41-2

Attendance Center: Choose: [v]

Actions

- [Instructions](#)
- [Class Assignments](#)
- [Point of Contact](#)
- [Teacher Information](#)
- [Mass Enrollment](#)
- [Placement Data Entry](#)**
- [Industry Certificates](#)
- [Enrollment Upload](#)

1. Click on **Placement Data Entry**.
2. Choose the correct Attendance Center in the drop down box.
3. Click on Show Students.

Placement Entry

| | | | | |
|--------------------------|-----------|------------|-------------|---|
| District | | | | Harrisburg 41-2 |
| Attendance Center | | | | 01 Harrisburg High School - 01 |
| | | | | Show Students |
| SIMS Number | Last Name | First Name | Middle Name | <div style="border: 1px solid black; padding: 2px;"> advanced training entering 4 year postsecondary entering Employment entering less than 4 year postsec ondary entering Military Unknown/Unspecified </div> |
| SIMS Number | Last Name | First Name | Middle Name | |
| SIMS Number | Last Name | First Name | Middle Name | |
| SIMS Number | Last Name | First Name | Middle Name | |
| SIMS Number | Last Name | First Name | Middle Name | |
| SIMS Number | Last Name | First Name | Middle Name | |

NOTE: Be very careful to always click save periodically so that you do not lose any data that you have entered. In addition, please click the save button before scrolling on the page as it could result in changes to the student's data that you just entered. Scrolling can cause the menu option selected to change. **PERIODICALLY CLICK SAVE.**

4. A list of all 12th grade students will now show for the attendance center selected.
8. Click the dropdown arrow next to each student's name and select their placement type from the menu.
9. When you have finished entering student placement, click on the Save Changes at the bottom of the screen. This button will always be at the bottom of your screen so you do not need to scroll to the bottom of the list to find it.
10. If you need to enter placement for students at a different attendance center, select the attendance center from the drop down menu and then click Show Students to refresh the list.

15-16 Industry Certifications Directions

The Industry Certifications entry application was created with the purpose to be able to enter all students in a course at one time. Typically industry certifications are a component of a CTE class and using this application will allow the entry of those certifications in a more efficient way.

IMPORTANT:

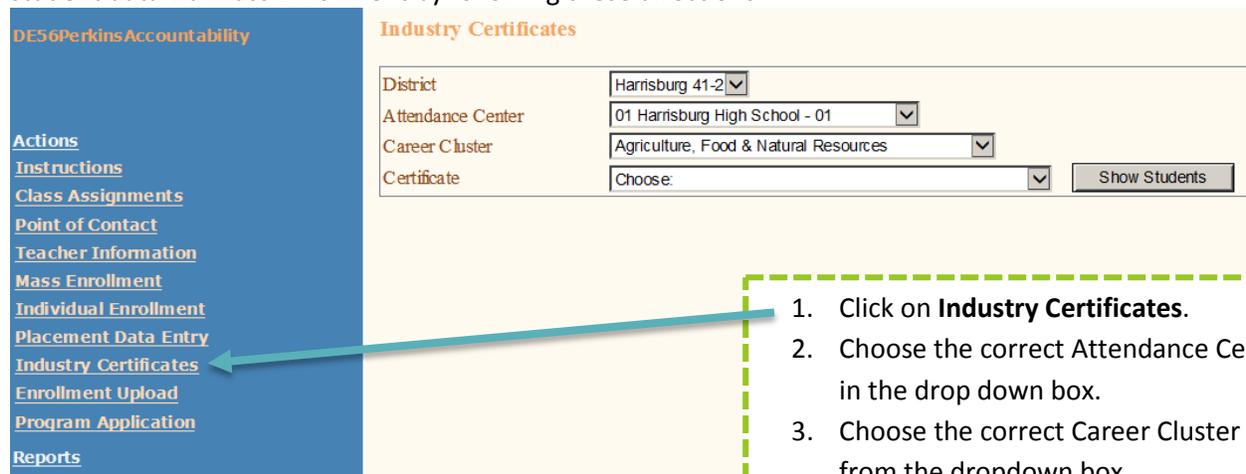
The students who appear for each attendance center originate from 2015-16 Fall Enrollment for grades 7-12, reported September 25, 2015. If you have students in those grades who transferred to the district after that date, they will not show on your attendance center's list of available students. For these students, send an email to nora.kohlenberg@state.sd.us with the information listed below.

For each student in grades 7-12 who is not showing up in the data system, please provide the following information.:

- SIMS Number
- First Name
- Last Name
- Career Cluster
- Name of certificate or licensure

Certificate Entry

After logging into the Perkins Data Collection system at <http://doe.sd.gov/octe/data>, enter 2015-16 student data via Mass Enrollment by following these directions:



NOTE: Some certifications, like NCRC can be found under any of the career clusters. Similar to how courses are entered, the certificates that cross clusters will automatically appear in a student's record and should not be entered multiple times.

1. Click on **Industry Certificates**.
2. Choose the correct Attendance Center in the drop down box.
3. Choose the correct Career Cluster from the dropdown box.
4. Choose the correct certificate from the dropdown box.
5. Click on **Show Students**. A list of all students will appear. They are listed alphabetically.

Industry Certificates

District: Harrisburg 41-2
 Attendance Center: 01 Harrisburg High School - 01
 Career Cluster: Agriculture, Food & Natural Resources
 Certificate: National Career Readiness Certificate (Gold)

| STMS | Last Name | First Name | Middle Name | Has Certificate |
|-------|-------------------|------------|-------------|-------------------------------------|
| ##### | Student Last Name | First Name | Middle Name | <input type="checkbox"/> |
| | | | | <input checked="" type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| ##### | Student Last Name | First Name | Middle Name | <input checked="" type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| ##### | Student Last Name | First Name | Middle Name | <input checked="" type="checkbox"/> |
| ##### | Student Last Name | First Name | Middle Name | <input checked="" type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| ##### | Student Last Name | First Name | Middle Name | <input checked="" type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> |

6. A list of all students enrolled in the selected attendance center will now appear.
7. Select the radio button for each student who earned the industry certificate.
8. Click **Save Changes**.
9. If you need to enter more industry certificates, change the cluster and certificate from the drop down menus.
10. Click on **Show Students** (this will refresh the screen).
11. Repeat steps 7 and 8 from above.

2015-16 Individual Enrollment Directions

Individual enrollment allows districts to enter data student-by-student. This is helpful in the following *types* of situations:

1. A student received a different amount of credit for a course than the other students in the course.
2. A student was the only one taking a course (independent study, Dual Credit, virtual, etc.).
3. A student's IEP status has changed since September 25, 2015.
4. A student's status as a single parent (expecting or currently parenting) has changed since September 25, 2015.
5. A student earned an industry certification during the school year.
6. A student had prior CTE credit that wasn't yet entered into the Perkins Data Collection System.

For schools that enter data via Mass Enrollment, Individual Enrollment can be used to tweak students' records as necessary.

IMPORTANT:

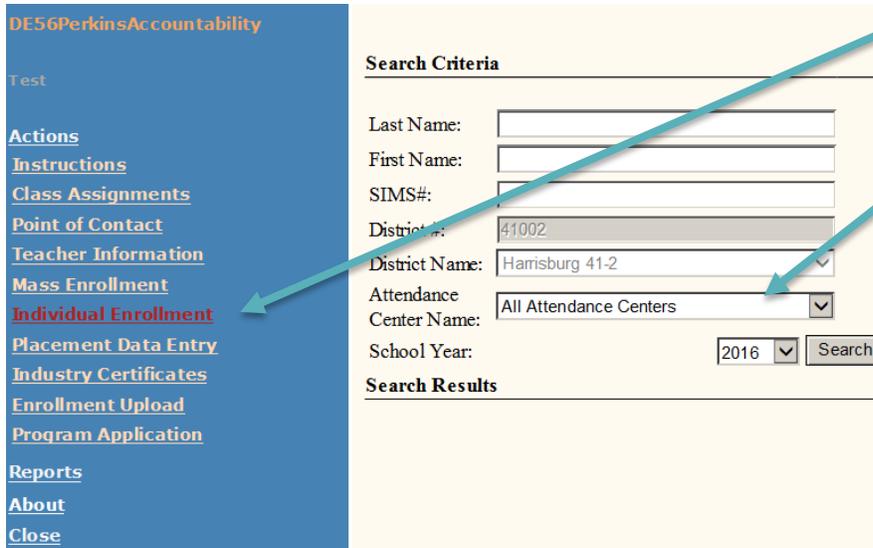
The students appearing for each attendance center in grades 7-12 come from 2015-16 Fall Enrollment, reported September 25, 2015. If you have students who transferred into the district after that date, they will not show on your attendance center's list of available students. For these students, please complete the 2015-16 Missing Students Reporting Sheet and email it to nora.kohlenberg@state.sd.us. The actual form can be accessed at <http://doe.sd.gov/octe/data/index.aspx>. A sample of the Missing Students Reporting Sheet can be found on page 53.

For each student who is not showing up in the data system, please provide the following on the **Missing Students Reporting Sheet**:

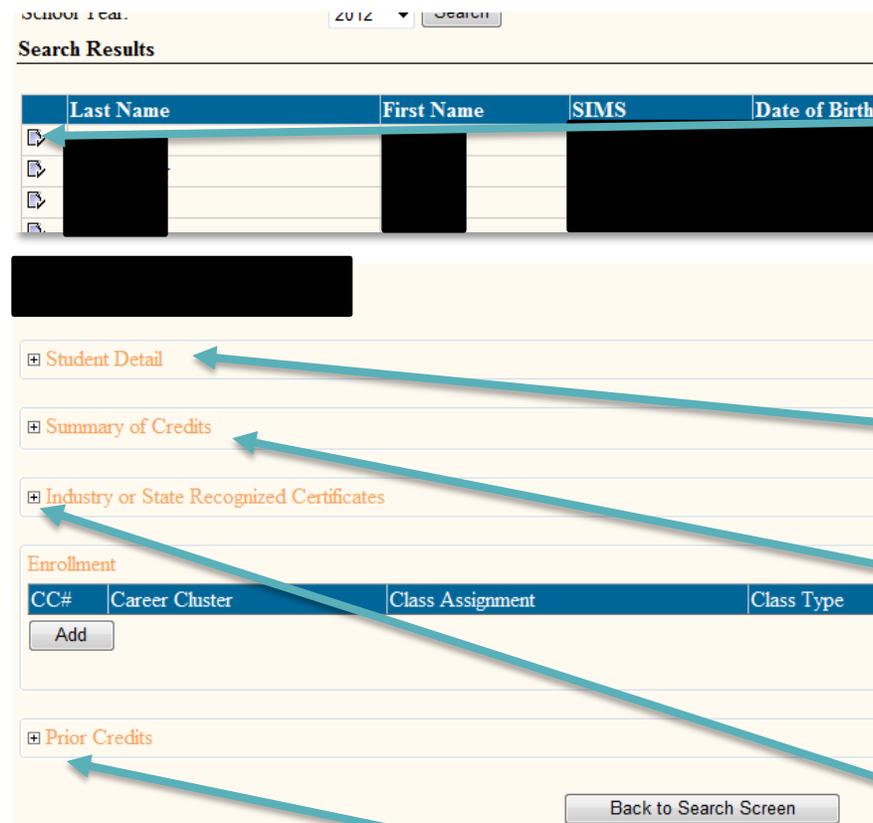
- SIMS Number
- First Name
- Last Name
- Career Cluster
- Credit
- TSA (Technical Skill Attainment)
- Placement for 12th graders (2-year postsecondary, 4-year postsecondary, military, advanced training or employment)

Individual Enrollment

After logging into the Perkins Data Collection system at <http://doe.sd.gov/octe/data>, enter 2015-16 student data via Individual Enrollment by following these directions:



1. Under the **Actions** menu, click on **Individual Enrollment**.
2. Choose the correct **Attendance Center** in the drop down menu.
3. Click **Search** (*button not visible in the screen shot*). All available students in the attendance center will appear, listed alphabetically.



4. Click on icon beside the student who needs an adjustment made to his/her data.
- Use the small "+" symbols to expand or collapse the individual sections.
5. To change special populations (IEP and Single Parent) and placement data, click here.
6. To review prior credit and concentrator status click here.
7. To enter certifications click here.
8. To add prior credits click here.

To Change Special Populations* and Placement Data

*Only for students whose Single Parent or IEP status has changed since September 25, 2015.

Student Summary [Redacted]

Student Detail

SIMS: [Redacted] SSN: [Redacted] Gender: M Race/Ethnicity: White, non Hispanic
 DOB: [Redacted] Grade Level: 12 Math: 790 Reading: 762
 Disabled: No Single Parent: No
 LEP: LEP Dropout: N Graduate: Placement: Select Placement Type

Save

9. If the student is a Single Parent or the students' IEP status has changed since September 25, 2015, choose **Yes** in the appropriate drop down menu.

10. If the student is a 12th grader with two or more credits from CTE courses in his/her middle school and high school experience, choose the correct placement data in the dropdown box.

11. Click **Save**.

To Add Course Credit or Change Awarded Credits:

Enrollment

| CC# | Career Cluster | Class Assignment | Class Type | Credits |
|-----|--|---------------------------------------|--------------|---------|
| 4 | Business, Management & Administration | Computer Applications | Foundational | 1.00 |
| 13 | Manufacturing | Youth Internships | Capstone | 0.50 |
| 16 | Transportation, Distribution & Logistics | Small Engine Repair Occupations | Cluster | 0.50 |
| 11 | Information Technology | Financial Management Personal Finance | Foundational | 1.00 |
| 13 | Manufacturing | Youth Internships | Capstone | 0.50 |
| 16 | Transportation, Distribution & Logistics | Auto Mechanics Occupation | Cluster | 0.50 |

Add

Career Cluster: Select Career Cluster
 Class Assignment: Select Class Assignment
 Credits: 0
 TSA: 0

Save Cancel

Prior Credits

Back to Search Screen

12. Select the student you wish to modify credits/courses for (see step 4). Click **Add** under the Enrollment heading.

13. Click on the Career Cluster drop down menu and choose the appropriate Career Cluster.

14. Click on the Class Assignment drop down menu and choose the appropriate course title.

If the class assignment names listed are not the ones you need, the Point of Contact for the PRF system at your school makes those changes (see the School Directory at <http://doe.sd.gov/ofm/edudir.aspx>). Then contact DCTE at 605.773.3423 to add the new assignment code to the Perkins Data Collection System.

Career Cluster

Class Assignment

Credits

TSA

15. Enter the number of **credits** the student earned.
16. Enter the **Technical Skill Attainment (TSA)** the student earned for the course.
17. Click **Save**.

Repeat steps 12-17 for each course the student is enrolled in.

To Add Students' Industry Certifications or Licensures:

Industry or State Recognized Certificates

Career Cluster

Certificate

| CC# | Career Cluster | Class Assignment |
|-----|--|------------------------------|
| 10 | Human Services | MS Family and Consumer Sci |
| 15 | Science, Technology, Engineering & Mathematics | MS Technology Education |
| 1 | Agriculture, Food & Natural Resources | Ag Metal Fabrication Technol |
| 1 | Agriculture, Food & Natural Resources | Agriscience |
| 1 | Agriculture, Food & Natural Resources | Foundations ofCTE |

There are two methods to enter student's licensures and certifications. One method is through Individual Enrollment and the other is through a mass Industry Certificates method.

18. Click **Add** to enter a student's industry certification or licensure under the "Industry or State Recognized Certificates" area.
19. Select the appropriate Career Cluster from the drop down menu.
20. Choose the student certification from the drop down menu.
21. Click **Save**.
22. Click **Back to Search Screen** to

Actions

- [Instructions](#)
- [Class Assignments](#)
- [Point of Contact](#)
- [Teacher Information](#)
- [Mass Enrollment](#)
- [Individual Enrollment](#)
- [Placement Data Entry](#)
- [Industry Certificates](#)
- [Enrollment Upload](#)
- [Program Application](#)

NOTE: Industry Certificates and Licensures can be entered for a class by selecting the Industry Certificates menu option. Instructions for entering data using this method can be found on pages 46-47.

To Add Prior Credits Earned by a Student:

| CC# | Career Cluster | Class Assignment |
|-----|--------------------------------------|------------------|
| 4 | Business Management & Administration | Economics |

☐ Prior Credits

| CC# | Career Cluster |
|-----|----------------|
| | |

☐ Prior Credits

| CC# | Career Cluster |
|-----|----------------|
| | |

Career Cluster:

Credits:

TSA:

23. Click **Add** to enter a student's prior credits earned under the "Prior Credits" area. Prior credits may come from CTE courses taken but not recorded in a prior year, for students who transferred in from out-of-state with CTE credits on their transcript, etc.

24. Select the appropriate Career Cluster from the drop down menu.

25. Enter the credits the student earned in the class.

26. Enter the TSA the student earned in the course.

27. Click **Save**.

28. Click **Back to Search Screen** to enter data for a different student.

2015-2016 Missing Students Reporting Sheet
 When complete, email to nora.kohlenberg@state.sd.us



| Reporting District | Student SIMS (9-digit ID#) | Student First Name | Student Last Name | Career Cluster | Course Number | Course Name | Credit Amount | Technical Skill Attainment (%) | Placement (12th graders only) |
|--------------------|----------------------------|--------------------|-------------------|----------------|---------------|-------------|---------------|--------------------------------|-------------------------------|
| Pierre (32-2) | 012345678 | Nora | Kohlenberg | 1 | 18301 | Agriscience | 0.5 | 80 | 2 |

Please list the school district name that is reporting the student. Therefore, if Pierre has a missing student, they would enter "Pierre" here.

You only need to enter this once per list of missing students.

Please ensure that the SIMS you provide is nine digits long.

Cluster codes are as follows:

- 1 = AFNR
- 2 = A&C
- 3 = Arts, A/V
- 4 = BM&A
- 5 = Educ. & T
- 6 = Finance
- 7 = Gov.'t
- 8 = Health
- 9 = H&T
- 10 = H. Serv.
- 11 = IT
- 12 = Law
- 13 = Manuf.
- 14 = Market.
- 15 = STEM
- 16 = T, D&L

Course codes can be found here:
<http://www.doe.sd.gov/octe/commoncore.aspx>

Official course names can be found here:
<http://www.doe.sd.gov/octe/commoncore.aspx>

Placement is as follows:

- 1 = Employment
- 2 = Military
- 3 = Less than 4yr post-sec.
- 4 = 4yr post-secondary
- 5 = Advanced training

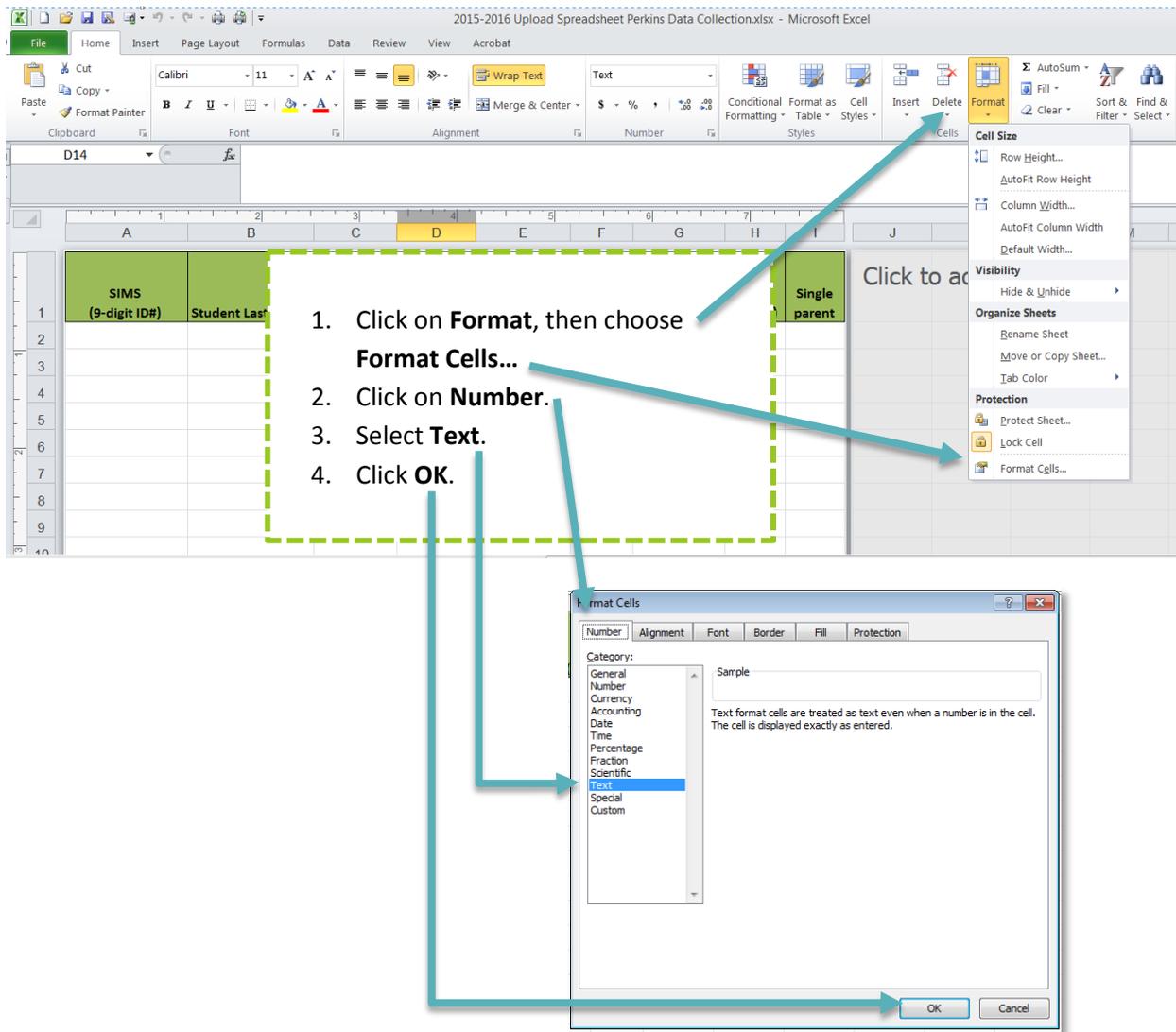
2015-16 Data Uploading Instructions

Entering data via upload is the most efficient means for districts with a large number of students and/or courses in their CTE program(s). In partnership with the school's Infinite Campus and/or IT team, an Excel file(s) is uploaded to the Perkins Data system.

Complete the Excel document entitled **Data Upload Spreadsheet** located at <http://doe.sd.gov/octe/data>.

It is highly recommended that you **complete a separate document for each approved CTE program** and upload one program/document at a time.

To ensure that zeroes are not omitted from SIMS and Attendance Center Numbers:



2015-2016 Upload Spreadsheet Perkins Data Collection.xlsx - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Acrobat

Clipboard Font Alignment Number Styles

Cell Size

Row Height...
AutoFit Row Height
Column Width...
AutoFit Column Width
Default Width...

Visibility

Hide & Unhide

Organize Sheets

Rename Sheet
Move or Copy Sheet...
Tab Color

Protection

Protect Sheet...
Lock Cell
Format Cells...

1. Click on **Format**, then choose **Format Cells...**

2. Click on **Number**.

3. Select **Text**.

4. Click **OK**.

Format Cells

Number Alignment Font Border Fill Protection

Category:

General
Number
Currency
Accounting
Date
Time
Percentage
Fraction
Scientific
Text
Special
Custom

Sample

Text format cells are treated as text even when a number is in the cell.
The cell is displayed exactly as entered.

OK Cancel

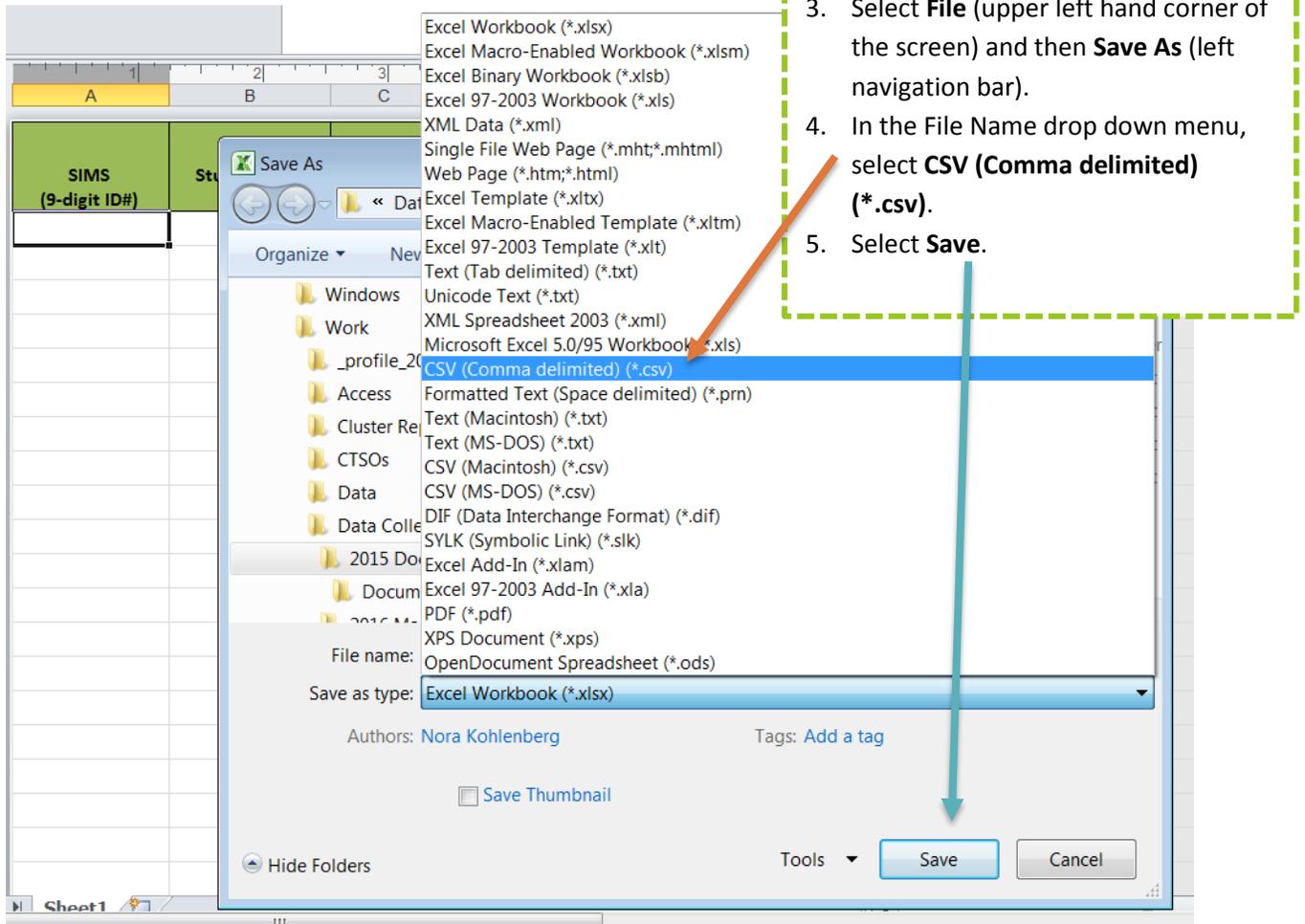
Below are the fields for the Upload Spreadsheet and the number of characters required for each column:

| Column Heading | Number of Positions | Notes |
|---|----------------------------|--|
| SIMS | 9 positions | 9-digit student state ID number |
| Last Name | 30 positions, maximum | |
| Attendance Center | 2 positions | The last 2-digits of your School ID (ex. 01, 02, 03...) |
| Career Cluster Identification | 2 positions, maximum | 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, & Security 13 - Manufacturing 14 - Marketing, Sales & Service 15 - Science, Technology, Engineering and Mathematics (STEM) 16 - Transportation, Distribution & Logistics |
| Class Assignment Code | 5 positions | Common Course codes for all CTE, academic and capstone courses can be found at http://www.doe.sd.gov/octe/commoncore.aspx |
| Credits | 6 total positions, maximum | 2 decimal places, maximum |
| Placement | 1 position | 1 – Employment 2 – Military 3 – Less than 4-year postsecondary 4 – 4-year postsecondary 5 – Advanced training |
| Technical Skill Attainment (TSA) | 6 total positions, maximum | 2 decimal places, maximum |
| Single Parent | 1 position | Y – Yes N – No |

Saving the file(s):

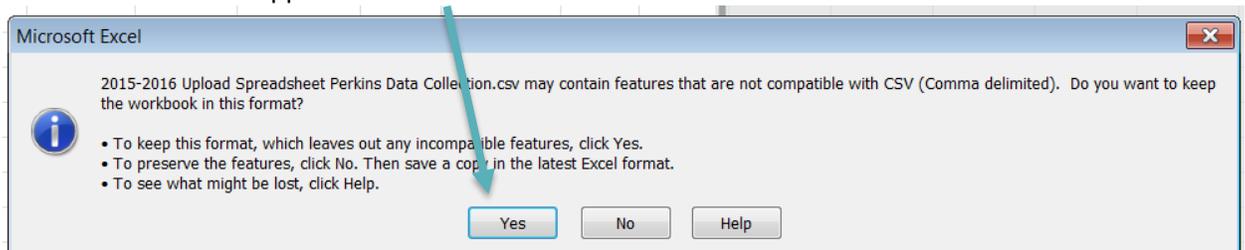
Ensure all data are complete and accurate before going to the next step. **Do not go on until your spreadsheets are ready to upload.**

1. Leave the labels (row 1) in the Excel document.
2. Save the file as a "Comma delimited" file (.csv).



3. Select **File** (upper left hand corner of the screen) and then **Save As** (left navigation bar).
4. In the File Name drop down menu, select **CSV (Comma delimited) (*.csv)**.
5. Select **Save**.

6. A screen like this will appear. Click **Yes**.



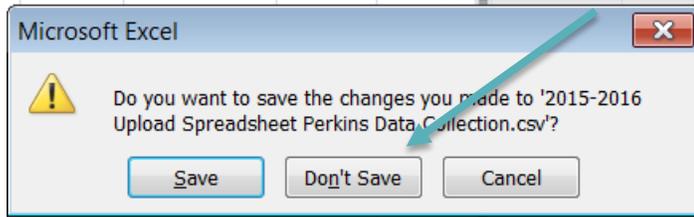
Microsoft Excel

2015-2016 Upload Spreadsheet Perkins Data Collection.csv may contain features that are not compatible with CSV (Comma delimited). Do you want to keep the workbook in this format?

- To keep this format, which leaves out any incompatible features, click Yes.
- To preserve the features, click No. Then save a copy in the latest Excel format.
- To see what might be lost, click Help.

Yes No Help

- Close the file. A screen like this will appear. Click **Don't Save**.



Logging On to the Perkins Data Collection Site:



Perkins Web Portal

Welcome to the Perkins Data Collection System Online Training Manual. All the in Collection System is available right here. Just click on a link to the right to go to

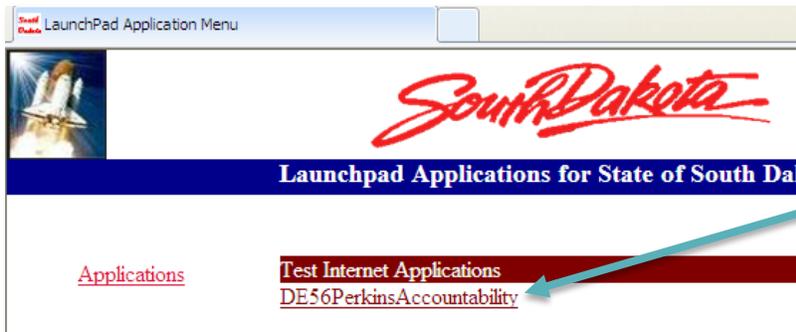
⇒ **LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.**



Logon Name:

User Password:

System is to be used by authorized personnel.
Usage is logged.



- Open an internet browser window in Internet Explorer, version 8 or higher, on a PC operating system. The Perkins Data System currently does not function on a Mac operating system or through the following browsers: Google Chrome, Mozilla Firefox or Safari.
- Go to <http://doe.sd.gov/octe/data>.
- Click on "LOG ON TO THE PERKINS DATA COLLECTION SYSTEM."
- Log in to Perkins Data Collection system using your school's Logon Name and Password. Each district has one logon name/password. Please contact the main Perkins contact in your district for this information. If no one has the logon name/password, contact the Division of Career and Technical Education (DCTE) at 605.773.3423.
- Select the Perkins Accountablity link in the center of the page.

DE56PerkinsAccountability

[Actions](#)

[Reports](#)

[About](#)

[Close](#)

South Dakota Department of Education

DE56PerkinsAccountability

Perkins Accountability System

13. Click on **Actions**.

DE56PerkinsAccountability

[Actions](#)

[Instructions](#)

[Class Assignments](#)

[Point of Contact](#)

[Teacher Information](#)

[Mass Enrollment](#)

[Individual Enrollment](#)

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[Industry Certificates](#)

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South Dakota Department of Education

DE56PerkinsAccountability

Perkins Accountability System

14. Click on **Enrollment Upload**.

DE56PerkinsAccountability

Test

District

[View File Layout](#) [View Upload History](#)

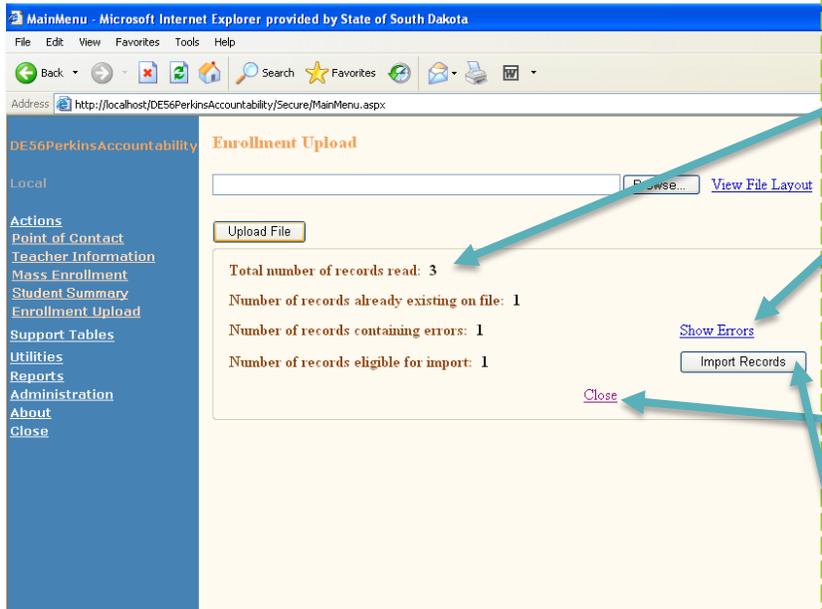
Choose File to Upload

File name: | All Files (*.*)

15. Click **Browse** and locate the first CSV file you would like to upload.

16. Once the file name is selected, click **Open**.

17. Click **Upload File**.



18. **Review the information** to see how many students can be uploaded or if there are errors with some students.

If there are errors, you can click on the **Show Errors** button.

At this point you can upload or click **Close** and clean up the errors first.

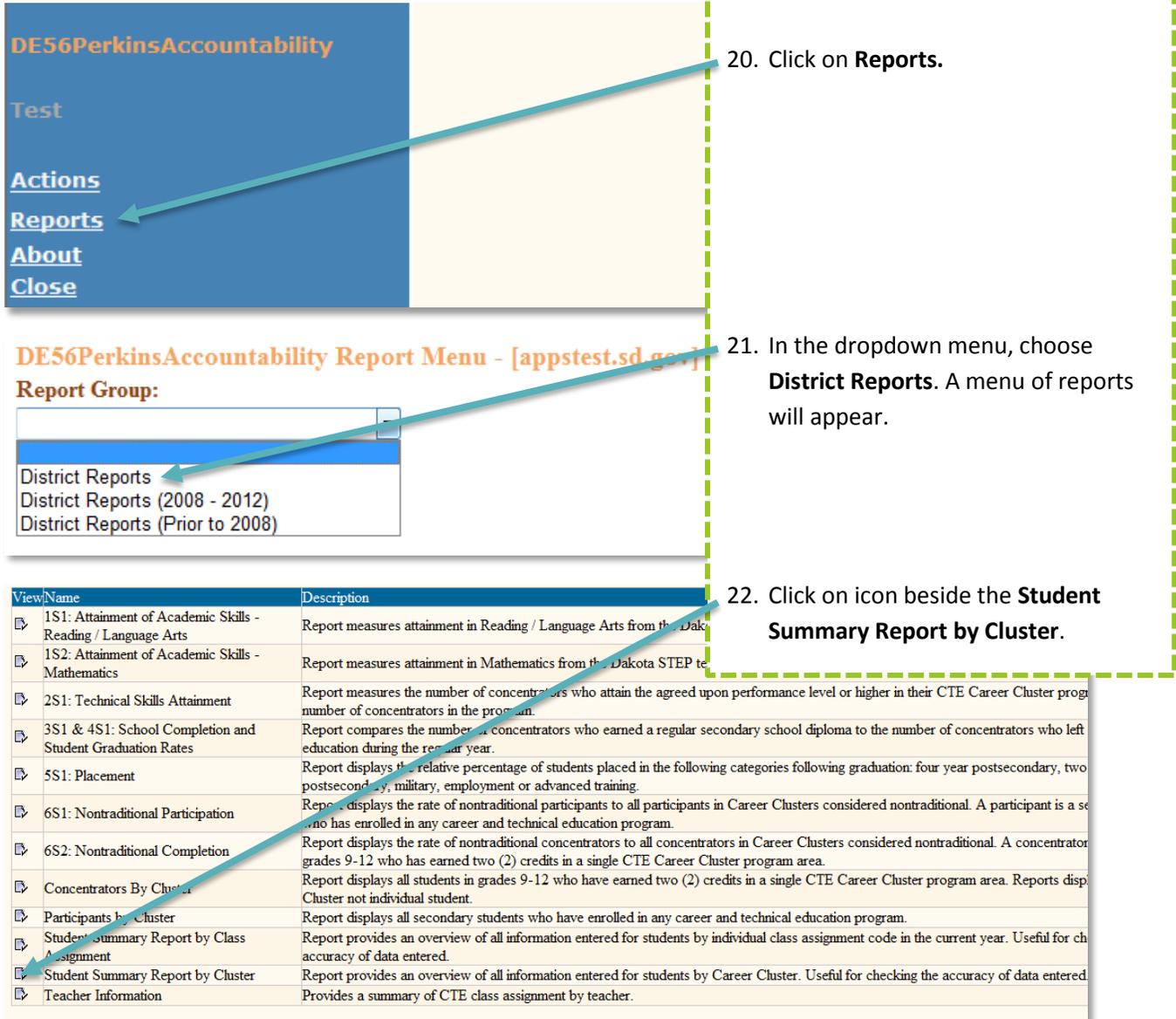
19. To upload the data, click **Import Records**.

If the Import is successful, the screen will show **Import complete**. The last line tells you how many records have imported.



Reviewing Data, Especially 12th Grade Concentrator Data for Placement Status:

Run the **Student Summary Report by Cluster** and review it for accuracy (see sections on checking data and running reports for more information). The Student Summary Report by Cluster report is a good tool to recheck the data you've entered and to assure you've accurately input data.



20. Click on **Reports**.

21. In the dropdown menu, choose **District Reports**. A menu of reports will appear.

22. Click on icon beside the **Student Summary Report by Cluster**.

| View\Name | Description |
|--|--|
| 1S1: Attainment of Academic Skills - Reading / Language Arts | Report measures attainment in Reading / Language Arts from the Dakota STEP test. |
| 1S2: Attainment of Academic Skills - Mathematics | Report measures attainment in Mathematics from the Dakota STEP test. |
| 2S1: Technical Skills Attainment | Report measures the number of concentrators who attain the agreed upon performance level or higher in their CTE Career Cluster program. |
| 3S1 & 4S1: School Completion and Student Graduation Rates | Report compares the number of concentrators who earned a regular secondary school diploma to the number of concentrators who left education during the regular year. |
| 5S1: Placement | Report displays the relative percentage of students placed in the following categories following graduation: four year postsecondary, two year postsecondary, military, employment or advanced training. |
| 6S1: Nontraditional Participation | Report displays the rate of nontraditional participants to all participants in Career Clusters considered nontraditional. A participant is a student who has enrolled in any career and technical education program. |
| 6S2: Nontraditional Completion | Report displays the rate of nontraditional concentrators to all concentrators in Career Clusters considered nontraditional. A concentrator is a student in grades 9-12 who has earned two (2) credits in a single CTE Career Cluster program area. |
| Concentrators By Cluster | Report displays all students in grades 9-12 who have earned two (2) credits in a single CTE Career Cluster program area. Reports display by Career Cluster not individual student. |
| Participants by Cluster | Report displays all secondary students who have enrolled in any career and technical education program. |
| Student Summary Report by Class Assignment | Report provides an overview of all information entered for students by individual class assignment code in the current year. Useful for checking the accuracy of data entered. |
| Student Summary Report by Cluster | Report provides an overview of all information entered for students by Career Cluster. Useful for checking the accuracy of data entered. |
| Teacher Information | Provides a summary of CTE class assignment by teacher. |

Enter Report Criteria

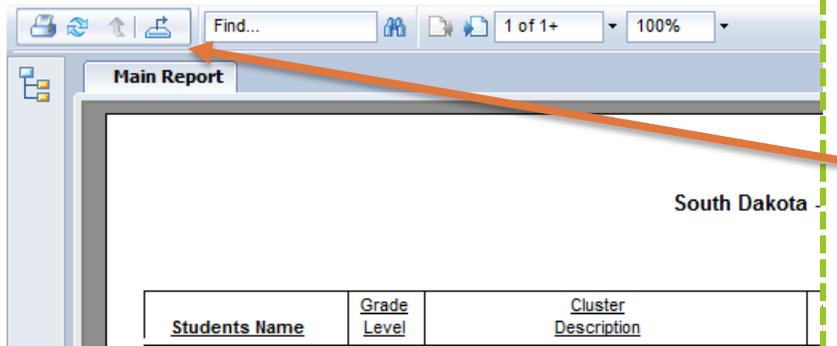
Select district from listbox:

Please select a school year:

Crystal PDF

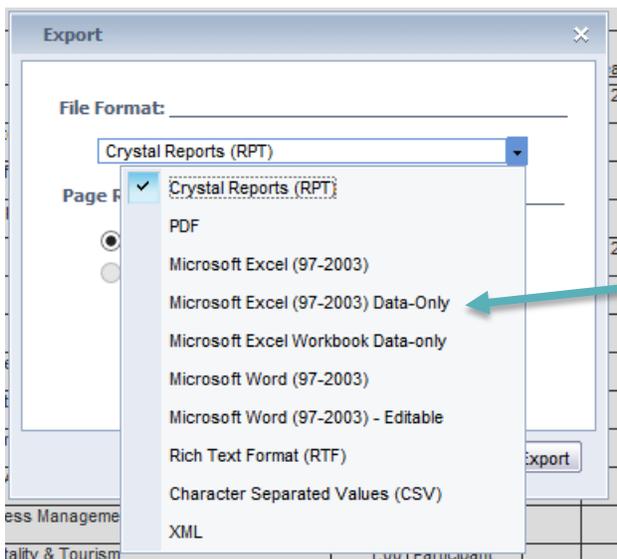
23. Select your District in the drop down menu.
24. Double check that "2016" appears in bottom drop down menu.
25. Select **PDF** if you only want to view or save the report. Select **Crystal** if you would like to export the report to Excel.

26. Click **OK**. The report will run. It may take a few moments to generate and appear.



27. While looking at the report in the Crystal version, click the icon in the upper left corner of the screen (export icon).

If the Export Report screen does not appear, hold down the Control button while following the next step. Most errors at this point are caused by local security settings; contact your local technology administrator for more information.



28. Click on the file format drop-down menu and choose *Microsoft Excel 97-2003 – Data Only (XLS)* so that you can manipulate the file.
29. Click **OK**.

The Excel files generated using Crystal have inaccurate column labels. For instance, the student name typically appears in a column labeled "ClusterDescription". All of the necessary data should be present in the Excel file that Crystal produces; however, the labels must be adjusted. Table 4 below details where each label appears in the Excel file (middle column) and where the label truly belongs (far-right

column). Please contact Nora Kohlenberg (nora.kohlenberg@state.sd.us) with any questions regarding the Crystal reports, the resulting Excel files, or if the Excel file re-labeling process becomes confusing.

Table 4: Description of Crystal-Generated Excel File Labeling Discrepancy and Solution

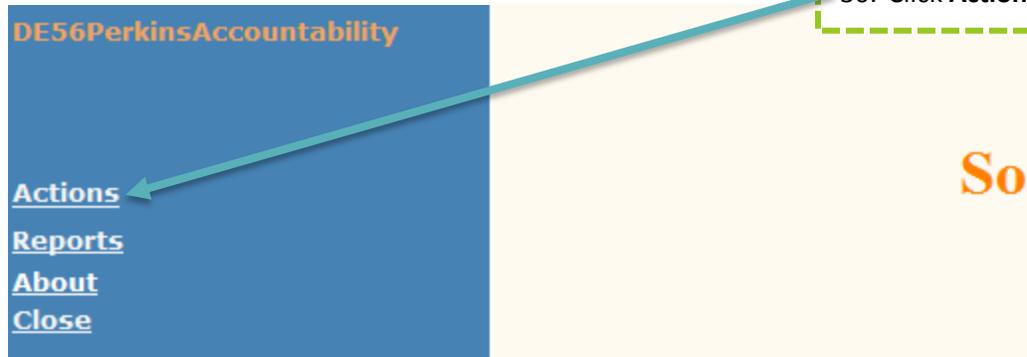
| Data Element | Crystal Excel File's Label Location | Column Location of Actual Data |
|---|-------------------------------------|--------------------------------|
| Grade Level | A | C |
| Cluster Description | B | D |
| Credits | C | E |
| Average TSA | D | L |
| Student's Name | E | B |
| Status | F | F |
| Math | G | G |
| Reading | H | H |
| Grad | I | I |
| Disabled (labeled "D" in heading) | J | J |
| Single Parent (labeled "SP" in heading) | K | K |
| Placement Status | L | M-Q |

Review the data for accuracy. Pay special attention to the grade 12 students' statuses under "Status" and "Placement Status." See the example below. All 12th grade Concentrators must have an accurate Placement Status.

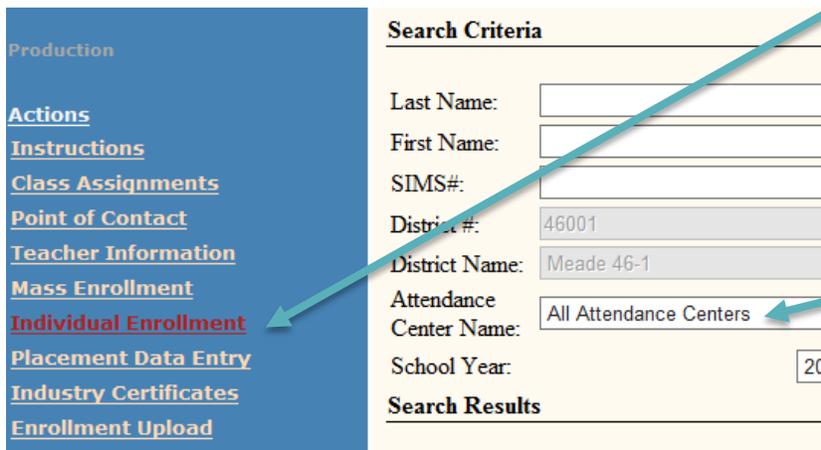
If any changes need to be made to a student's data, those can be made via the Individual Enrollment process described on pages 48-52.

| Level | Description | Credits Earned | Status | D | SP | Average TSA | Placement Status |
|-------|---------------------------------------|----------------|--------------|---|----|-------------|------------------|
| 9 | | | | N | N | | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 97.00 | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 70.00 | |
| 9 | | | | N | N | | |
| 8 | | | | N | N | | |
| 11 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | N | N | 97.50 | |
| 7 | | | | N | N | | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 90.00 | |
| 7 | | | | N | N | | |
| 11 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 98.50 | |
| 11 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | Y | N | 90.00 | |
| 8 | | | | N | N | | |
| 12 | Agriculture, Food & Natural Resources | 1.00 | | N | N | 100.00 | |
| 12 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | N | N | 100.00 | |
| 12 | Agriculture, Food & Natural Resources | 3.00 | Concentrator | N | N | 100.00 | |
| 8 | | | | Y | N | | |
| 9 | | | | N | N | | |

Adding Placement Data for the 12th graders labeled concentrators without placement data on the Student Summary Report by Cluster:



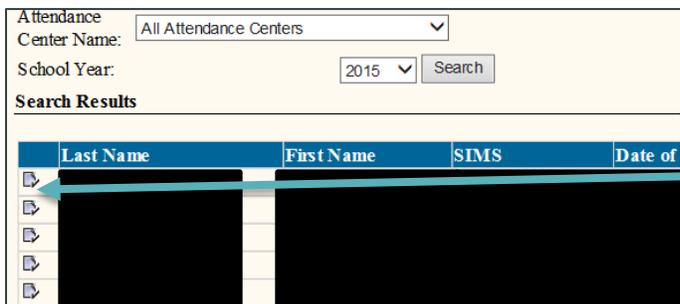
30. Click **Actions**.



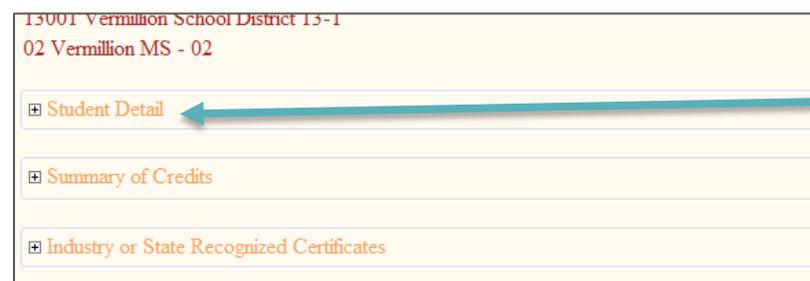
31. Click on **Individual Enrollment** to enter placement for a single student (see page 50) or click on **Placement Data Entry** to enter placement for multiple students (see pages 44-45).

32. Choose the correct **Attendance Center** in the drop down menu.

33. Click **Search** (button not visible in this screen shot). A list of students will appear, listed alphabetically.



34. Click on icon beside the student who needs an adjustment made to his/her data.



35. Use the small "+" symbols to expand or collapse the individual sections. To add or update placement data for 12th graders, click on the "Student Detail" section.

Student Detail

SIMS: Gender: F Race/Ethnicity: White DOB:

Grade Level: 12 Math: 2614 Reading: 2686 Disabled: No

Single Parent: No Migrant: Economically Disadvantaged: LEP:

Dropout: N Graduate: Completer: Placement: Select Placement Type

Save

36. Add placement data.

37. Click **Save**.

Adding Industry Certifications or Licensures:

Refer to the Certifications listed by Cluster on the Definitions document (available at <http://doe.sd.gov/octe/data>) for more information.

Student Detail

Summary of Credits

Industry or State Recognized Certificates

Summary of Credits

Industry or State Recognized Certificates

| Career Cluster | Certificate |
|----------------|-------------|
| Add | |

Career Cluster Select Career Cluster

Certificate ▼

Save Cancel

In the same area of Individual Enrollment (where Placement Data are added/edited), use the small “+” symbols to expand or collapse the individual sections for students (see steps 34-37).

38. To add industry or state certification data (for any grade level) select the “Industry or State Recognized Certificates” section.

39. Click **Add**.

40. Select the Career Cluster and Certificate.

41. Click **Save**.

| SIMS (9-digit ID#) | Student Last Name | Attendance Center Number | Career Cluster Number | Assignment Code on PRF system | Credits | Placement (12th grade only) | TSA (%) | Single parent |
|-----------------------|-------------------|--------------------------------|-----------------------------|-------------------------------------|---------|-----------------------------------|---------|------------------|
|-----------------------|-------------------|--------------------------------|-----------------------------|-------------------------------------|---------|-----------------------------------|---------|------------------|

012345678

Kohlenberg

01

10

04258

0.5

2

80

n

Please ensure that the SIMS you provide is nine digits long.

You can find this information in the "Specific School Information" section of the "South Dakota Educational Directory": <http://doe.sd.gov/ofm/edudir.aspx>

Cluster codes are as follows:
 1 = AFNR
 2 = A&C
 3 = Arts, A/V
 4 = BM&A
 5 = Educ. & T
 6 = Finance
 7 = Gov.'t
 8 = Health
 9 = H&T
 10 = H. Serv.
 11 = IT
 12 = Law
 13 = Manuf.
 14 = Market.
 15 = STEM
 16 = T, D&L

Course codes can be found here:
<http://www.doe.sd.gov/cte/common/core.aspx>

Placement is as follows:
 1 = Employment
 2 = Military
 3 = Less than 4yr post-sec.
 4 = 4yr post-secondary
 5 = Advanced training

Was student a single parent?
 Y = Yes
 N = No

2015-16

Section 3: Reports



Learning that works for South Dakota

CTE[™]

Available Perkins Accountability Reports

for School Year 2015-16

| Perkins Accountability Reports | |
|---|---|
| 1S1: Attainment of Academic Skills - Reading / Language Arts | Report measures current 12 th grade concentrators' attainment in Reading/Language Arts from their 11 th grade SmarterBalanced test results (those that attained a level 3 or 4 compared to all 12 th grade concentrators). |
| 1S2: Attainment of Academic Skills - Mathematics | Report measures current 12 th grade concentrators' attainment in Mathematics from their 11 th grade SmarterBalanced test results (those that attained level 3 or 4 compared to all 12 th grade concentrators). |
| 2S1: Technical Skills Attainment | Report measures the number of concentrators who attain a 75 percent or higher average in their CTE Career Cluster program out of the total number of concentrators in the program. |
| 3S1: School Completion Rate | Report compares the number of concentrators who earned a regular secondary school diploma or GED to the number of concentrators who left secondary education during the regular year. *Report not available until Fall 2016. |
| 4S1: Student Graduation Rate | Report compares the number of concentrators who earned a regular secondary school diploma to the number of concentrators who left secondary education during the regular year. *Report not available until Fall 2016. |
| 5S1: Placement | Report displays the percentage of 12 th grade concentrator graduates placed in the following categories after graduation: four year postsecondary, two year postsecondary, military, employment or advanced training (compared to all 12 th grade concentrators). |
| Nontraditional Perkins Accountability Reports | |
| 6S1: Nontraditional Participation | Report displays the rate of nontraditional participants to all participants in those Career Clusters considered nontraditional (females in AFNR, A/C, IT, Manufacturing, STEM and Transportation; males in Human Services and Health Science). |
| 6S2: Nontraditional Completion | Report displays the rate of nontraditional concentrators to all concentrators in those Career Clusters considered nontraditional (females in AFNR, A/C, IT, Manufacturing, STEM and Transportation; males in Human Services and Health Science). |

| Additional Reports—Useful for Checking Data Accuracy | |
|---|--|
| Concentrators By Cluster | Report displays all students in grades 9-12 who have earned two (2) credits in a single CTE Career Cluster program area. Reports display totals by Career Cluster, not individual student. |
| Participants by Cluster | Report displays all secondary students who have enrolled in any career and technical education program. |
| Student Summary Report by Class Assignment | Report provides an overview of all information entered for students by individual class assignment code in the current year. Useful for checking the accuracy of data entered. |
| Student Summary Report by Cluster | Report provides an overview of all information entered for students by Career Cluster. Useful for checking the accuracy of data entered. |
| Teacher Information | Provides a summary of CTE class assignments for each teacher. |

If you are interested in the formulas used to calculate the results in these reports, reference the 2015-16 Perkins Accountability Definitions available at <http://doe.sd.gov/octe/data> and in the “Perkins Accountability Definitions” section on pages 20-26 of this manual.

Checking Data for Accuracy

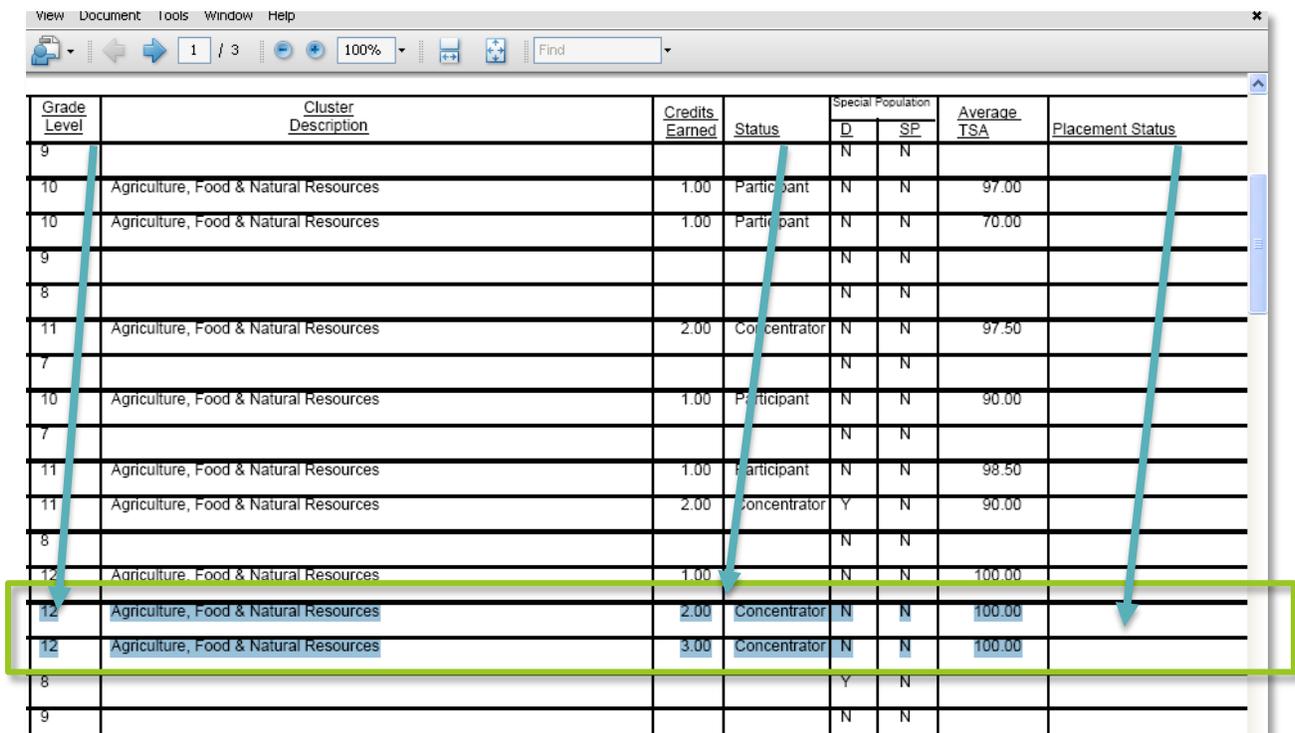
Once you have entered all Perkins data, it is **critical to check for accuracy** using a variety of methods. For more information about how to run reports and which are available, consult the directions for running reports.

Run the “Student Summary by Class Assignment Report” to see which data were entered for each student in each course in school year 2015-16. Review for accuracy.

If any changes need to be made to a student’s data, those revisions can be made via the Individual Enrollment process described on pages 48-52.

Run the “Student Summary by Cluster Report” to see a students’ lifetime CTE credit history. Review for accuracy. Note the grade 12 students’ statuses under “Status” and “Placement Status.” See example below. All 12th grader Concentrators must have an accurate Placement Status, which is missing from the illustration below.

If any changes need to be made to a student’s data, those can be made via the Individual Enrollment process detailed on pages 48-52.

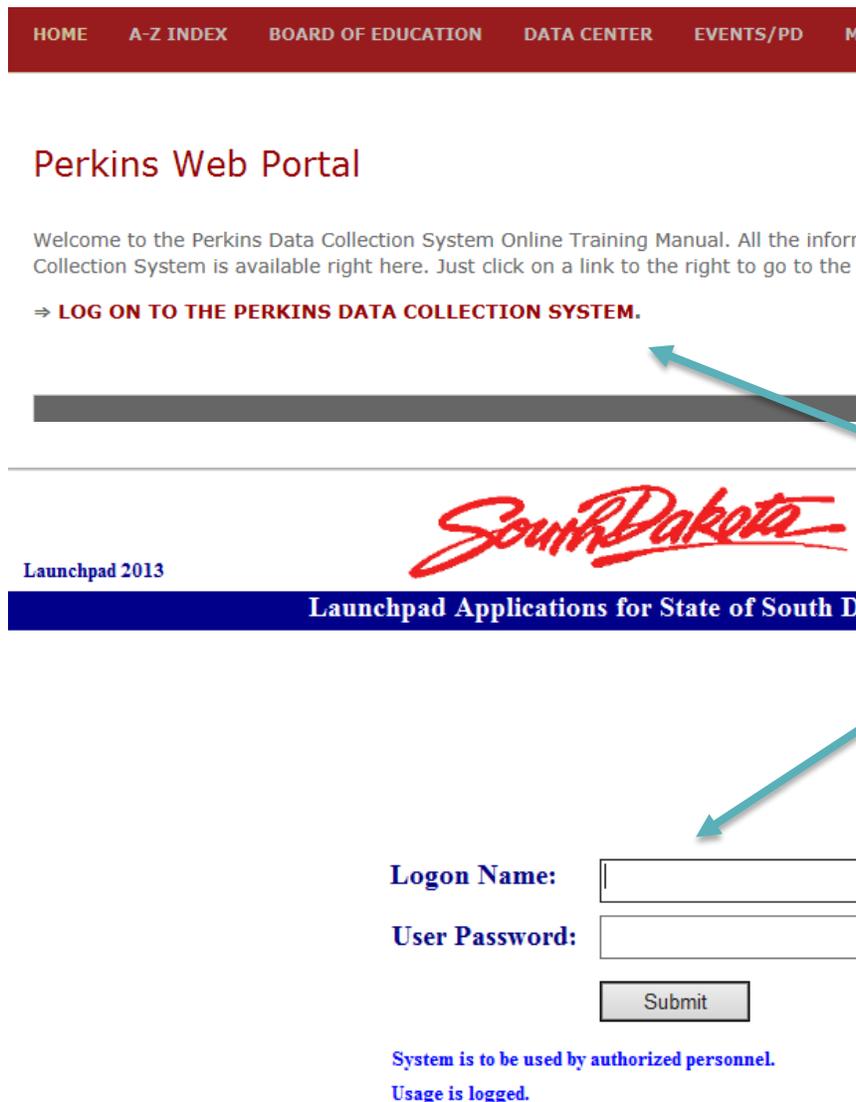


| Grade Level | Cluster Description | Credits Earned | Status | Special Population | | Average TSA | Placement Status |
|-------------|---------------------------------------|----------------|--------------|--------------------|----|-------------|------------------|
| | | | | D | SP | | |
| 9 | | | | N | N | | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 97.00 | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 70.00 | |
| 9 | | | | N | N | | |
| 8 | | | | N | N | | |
| 11 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | N | N | 97.50 | |
| 7 | | | | N | N | | |
| 10 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 90.00 | |
| 7 | | | | N | N | | |
| 11 | Agriculture, Food & Natural Resources | 1.00 | Participant | N | N | 98.50 | |
| 11 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | Y | N | 90.00 | |
| 8 | | | | N | N | | |
| 12 | Agriculture, Food & Natural Resources | 1.00 | | N | N | 100.00 | |
| 12 | Agriculture, Food & Natural Resources | 2.00 | Concentrator | N | N | 100.00 | |
| 12 | Agriculture, Food & Natural Resources | 3.00 | Concentrator | N | N | 100.00 | |
| 8 | | | | Y | N | | |
| 9 | | | | N | N | | |

Directions for Running Perkins Accountability Reports

for School Year 2015-16

www.doe.sd.gov/octe/data



HOME A-Z INDEX BOARD OF EDUCATION DATA CENTER EVENTS/PD M

Perkins Web Portal

Welcome to the Perkins Data Collection System Online Training Manual. All the information about the Perkins Data Collection System is available right here. Just click on a link to the right to go to the Perkins Data Collection System.

→ **LOG ON TO THE PERKINS DATA COLLECTION SYSTEM.**

South Dakota

Launchpad 2013

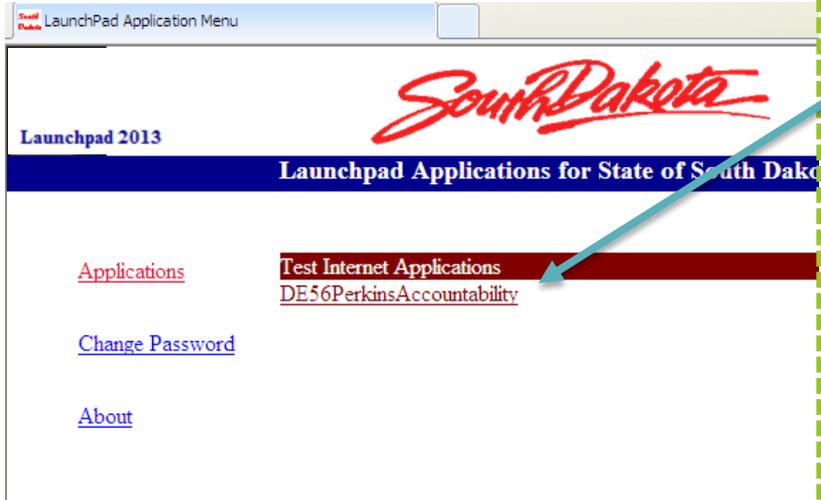
Launchpad Applications for State of South Dakota

Logon Name:

User Password:

System is to be used by authorized personnel.
Usage is logged.

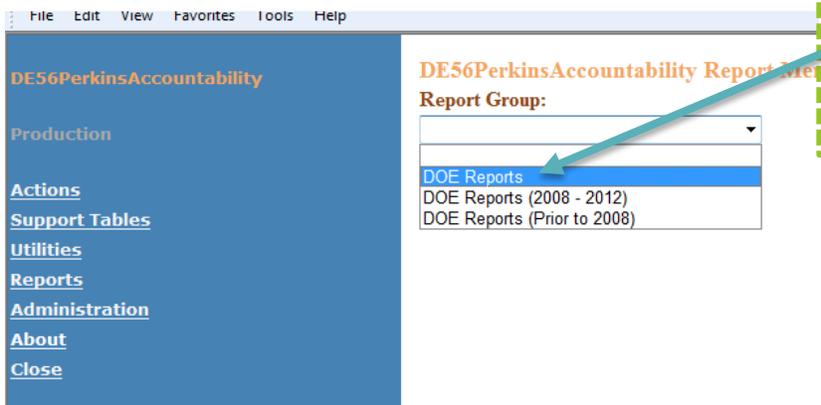
1. Log in to the system through **Internet Explorer**, version 8 or higher; currently browsers such as Google Chrome, Mozilla Firefox and Safari are not supported. The Perkins Data Collection system performs best on PC operating systems (versus Mac systems).
2. Go to www.doe.sd.gov/octe/data.
3. Click on "LOG ON TO THE PERKINS DATA COLLECTION SYSTEM."
4. Log in to Perkins Data Collection site using your district's Logon Name and Password. Each district has one logon name/password. Please contact the main Perkins contact in your district for this information. If no one has the logon name/password, contact the Division of Career & Technical Education (DCTE) at 605.773.3423.



5. Select the Perkins Accountability link in the center of the page.



6. Click on Reports.



7. In the drop-down menu, choose DOE Reports.

DE56PerkinsAccountability Report Menu - [appstest.s

Report Group:
 District Reports

| View | Name | Description |
|------|--|---|
| | 1S1: Attainment of Academic Skills - Reading / Language Arts | Report measures attainment in Reading / L |
| | 1S2: Attainment of Academic Skills - Mathematics | Report measures attainment in Mathematic |
| | 2S1: Technical Skills Attainment | Report measures the number of concentra number of concentrators in the program. |
| | 3S1 & 4S1: School Completion and Student Graduation Rates | Report compares the number of concentra education during the regular year. |
| | 5S1: Placement | Report displays the relative percentage of postsecondary, military, employment or ac |
| | 6S1: Nontraditional Participation | Report displays the rate of nontraditional p who has enrolled in any career and technic |
| | 6S2: Nontraditional Completion | Report displays the rate of nontraditional c grades 9-12 who has earned two (2) credi |
| | Concentrators By Cluster | Report displays all students in grades 9-12 Cluster not individual student. |
| | Participants by Cluster | Report displays all secondary students wh |
| | Student Summary Report by Class Assignment | Report provides an overview of all informa accuracy of data entered. |
| | Student Summary Report by Cluster | Report provides an overview of all informa |
| | Teacher Information | Provides a summary of CTE class assignm |

A menu of available Perkins/CTE reports will appear.

To run a report...

- Click on icon next to the report you wish to run. This will open a new window.
- Select your district from the 1st drop down box (if applicable)
- Select 2016 from the 2nd drop down box (to run reports for the 2015-16 school year).
- Select **PDF** if you only want to view or save the report. Select **Crystal** if you would like to export the report to Excel.
- Click **OK**. The report will run. It may take a few moments to generate and appear.

Enter Report Criteria

Select district from listbox: Lemmon 52-4

Please select a school year: 2016

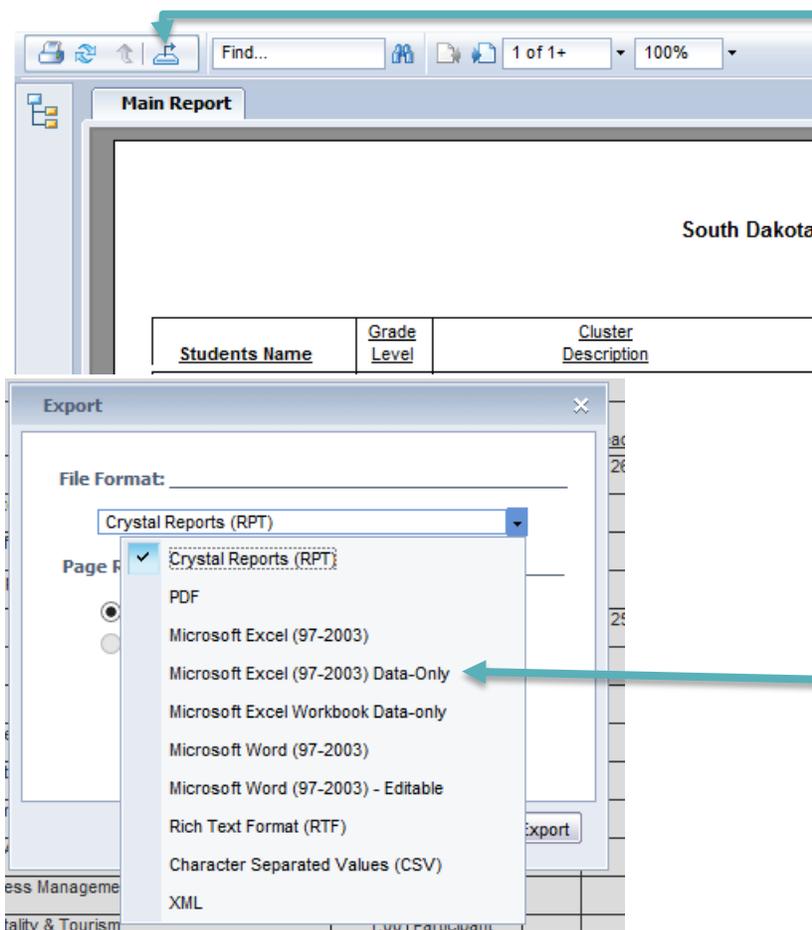
Crystal
 PDF

Office of Career and Technical Education
Student Graduation Rate 451
 2015 -
 Left
Secondary

| | |
|--|--------|
| Agriculture, Food & Natural Resources | |
| Federal Negotiated Level of Performance | 97.00% |
| Career Cluster Total: | 20 |

- Review the results of the report.
 To understand how the report was generated, refer to the Accountability Definitions document found at <http://doe.sd.gov/octe/data>. If the report looks inaccurate, changes can be made through the Individual Enrollment process (if done during the data collection period). Call the Division of Career & Technical Education (DCTE) if you have questions.

To export a Perkins data report when running the "Crystal" version...



The screenshot shows a Crystal Reports window titled 'Main Report' displaying a table for 'South Dakota'. The table has columns for 'Students Name', 'Grade Level', and 'Cluster Description'. An 'Export' dialog box is open, showing a list of file formats. A blue arrow points to 'Microsoft Excel (97-2003) Data-Only' in the list.

- While viewing a Crystal report, click the icon in the upper left corner of the screen (export icon).

*If the Export Report screen does not appear, hold down the **Control (CTRL) button** while following these steps. Most errors in this area are caused by local security settings; contact your local technology administrator to assist with troubleshooting.*

- Choose whichever file format you would like from the file format drop-down menu. *If you are comfortable with Excel, exporting to Microsoft Excel 97-2000 – Data Only (XLS) is helpful because of the ability to manipulate the file.*

- Click **OK**.
- When finished, close any unnecessary screens.

Repeat steps 8-17 to run other Perkins data reports.

DE56 Perkins Accountability Report Menu - [apnsted.sd]

Report Group:

| View | Name | Description |
|------|--|--|
| | 1S1: Attainment of Academic Skills - Reading / Language Arts | Report measures attainment in Reading / Language Arts from |
| | 1S2: Attainment of Academic Skills - Mathematics | Report measures attainment in Mathematics from the Dakota |
| | 2S1: Technical Skills Attainment | Report measures the number of concentrators who attain the number of concentrators in the program. |
| | 3S1 & 4S1: School Completion and Student Graduation Rates | Report compares the number of concentrators who earned a education during the regular year. |
| | 5S1: Placement | Report displays the relative percentage of students placed in postsecondary, military, employment or advanced training. |
| | 6S1: Nontraditional Participation | Report displays the rate of nontraditional participants to all p who has enrolled in any career and technical education prog |
| | 6S2: Nontraditional Completion | Report displays the rate of nontraditional concentrators to al grades 9-12 who has earned two (2) credits in a single CTE |
| | Concentrators By Cluster | Report displays all students in grades 9-12 who have earned Cluster not individual student. |
| | Participants by Cluster | Report displays all secondary students who have enrolled in |
| | Student Summary Report by Class Assignment | Report provides an overview of all information entered for st accuracy of data entered. |
| | Student Summary Report by Cluster | Report provides an overview of all information entered for st |
| | Teacher Information | Provides a summary of CTE class assignment by teacher. |

2015-16

Section 4: Follow-up



Perkins Data Validation Form

School Year 2015-2016

This validation form must be signed by a district administrator or another district staff person identified as responsible for the required Perkins Student Enrollment and Core Indicators of Performance (Standards and Measures) related to the Carl D. Perkins Act of 2006. Receipt of correct, validated data will determine continued approval and Perkins funding for approved CTE programs. This validation also satisfies state and federal audit requirements.

The following data have been entered for all students enrolled in Foundational CTE, Cluster and Pathway courses as well as supporting Academic and Capstone courses (including virtual and dual credit CTE courses) [check all that apply].

- Credits and Technical Skill Attainment (TSA) earned, by student and course
- Placement plans for 12th graders
- Industry certification(s) earned, by applicable student
- Changes to Disabled or Single Parent status, by applicable student
- Prior Credits earned, by applicable student

Data has been reviewed and confirmed for the following approved CTE programs (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Food & Natural Resources (AFNR) | <input type="checkbox"/> Hospitality & Tourism |
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Arts, Audio/Video Technology & Communications | <input type="checkbox"/> Information Technology (IT) |
| <input type="checkbox"/> Business Management & Administration | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Marketing |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Science, Technology, Engineering & Mathematics (STEM) |
| <input type="checkbox"/> Health Science | <input type="checkbox"/> Transportation, Distribution & Logistics |

By signing and submitting this form, the _____ School District/Multi-District confirms that all Perkins data entered for the 2015-16 school year is accurate and complete for the approved Career & Technical Education (CTE) programs marked above.

Signature of District Administrator

Date

Please email this completed form to kim.vandenhemel@state.sd.us in the Division of Career & Technical Education (DCTE). Kim can be reached by phone at 605.773.3423.

Completed validation forms are due no later than June 10th, 2016.

| Perkins Career Cluster Specialists' Contact Information | | | |
|---|-----------------|--|----------------|
| Cluster | Contact | Email Address | Phone Number |
| Ag., Food & Natural Resources (AFNR) | Michelle Nelson | michelle.nelson@state.sd.us | (605) 295-1930 |
| Architecture & Construction | Brad Scott | brad.scott@state.sd.us | (605) 773-4740 |
| Arts, A/V Technology & Communication | Jane Gubrud | jane.gubrud@state.sd.us | (605) 295-1892 |
| Business Management & Administration | Kim Roth | kim.roth@state.sd.us | (605) 280-6362 |
| Education & Training | Amber Rost | amber.rost@state.sd.us | (605) 220-6612 |
| Finance | Kim Roth | kim.roth@state.sd.us | (605) 773-2533 |
| Government & Public Administration | Michelle Nelson | michelle.nelson@state.sd.us | (605) 295-1930 |
| Health Science | Kara Schweitzer | kara.schweitzer@state.sd.us | (605) 220-3381 |
| Hospitality & Tourism | Amber Rost | amber.rost@state.sd.us | (605) 220-6612 |
| Human Services | Amber Rost | amber.rost@state.sd.us | (605) 220-6612 |
| Information Technology | Kara Schweitzer | kara.schweitzer@state.sd.us | (605) 220-3381 |
| Law, Public Safety, Corrections & Security | Kim Roth | kim.roth@state.sd.us | (605) 773-2533 |
| Manufacturing | Brad Scott | brad.scott@state.sd.us | (605) 773-4740 |
| Marketing | Kim Roth | kim.roth@state.sd.us | (605) 773-2533 |
| Science, Technology, Engineering, and Math (STEM) | Jane Gubrud | jane.gubrud@state.sd.us | (605) 295-1892 |
| Transportation, Distribution & Logistics | Brad Scott | brad.scott@state.sd.us | (605) 773-4740 |

| Perkins Regional Specialist Areas* | | | |
|---|---------------------|--|----------------|
| Region | Specialist Assigned | Email Address | Phone Number |
| Central | Andrea Diehm | andrea.diehm@state.sd.us | (605) 773-4150 |
| East Central | Kara Schweitzer | kara.schweitzer@state.sd.us | (605) 220-3381 |
| North Central | Amber Rost | amber.rost@state.sd.us | (605) 220-6612 |
| Northeast | Jane Gubrud | jane.gubrud@state.sd.us | (605) 295-1892 |
| South Central | Michelle Nelson | michelle.nelson@state.sd.us | (605) 295-1930 |
| Southeast | Brad Scott | brad.scott@state.sd.us | (605) 773-4740 |
| Western | Kim Roth | kim.roth@state.sd.us | (605) 280-6362 |
| *Map on page 8 depicts regional coverage and lists specific districts within each region. | | | |

| Additional DCTE Personnel Contact Information | | | |
|--|--|--|---------------------|
| Name | Job Title | Email Address | Phone Number |
| Tiffany Sanderson | DCTE Director | tiffany.sanderson@state.sd.us | (605) 773-7006 |
| Erin Larsen | Assistant Director, Secondary CTE | erin.larsen@state.sd.us | (605) 773-2533 |
| Kim Van Den Hemel | Administrative Assistant | kim.vandenhemel@state.sd.us | (605) 773-3423 |
| Andrea Diehm | Counseling, Advising, and ACT Test Prep Specialist | andrea.diehm@state.sd.us | (605) 773-4150 |
| Keley Smith-Keller | Postsecondary Education Specialist | keley.smithkeller@state.sd.us | (605) 220-3714 |
| Megan Lahr | Student Services Specialist | megan.lahr@state.sd.us | (605) 773-4726 |
| Nora Kohlenberg | Grants, Data & Research Specialist | nora.kohlenberg@state.sd.us | (605) 773-4747 |