

# Frequently Asked Questions

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## 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 6<sup>th</sup> 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](mailto: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 12<sup>th</sup> 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](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 12<sup>th</sup> 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 12<sup>th</sup> grade students' statuses under "Placement Status."
  - If you find a 12<sup>th</sup> grade concentrator that does not have placement information entered, that addition can be made via Individual Enrollment.

**What do I enter for Placement for 12<sup>th</sup> 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.