

## PERKINS ACCOUNTABILITY

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires a continued federal, state, and local commitment to performance measurement and accountability. Perkins IV builds on past efforts to evaluate and improve career and technical education (CTE). This law gives States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities. In return for that flexibility, Perkins IV establishes a rigorous State performance accountability system "to assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in Career and Technical education activities" (sec. 113(a)).

As such, this document was designed to function as an instructional guide for **understanding and submitting** the required information to calculate Performance Indicators for Nebraska's Secondary schools that receive funding from the Carl D. Perkins Career and Technical Education Act of 2006.

This unit is broken up into several sections:

1. Definitions
  - Secondary Students
  - Postsecondary Students
  - Special Populations and Other Definitions
2. Performance Management
  - Performance Indicator Descriptions
  - State and Local Performance Goals
3. Annual Reporting
4. Frequently Asked Questions
5. Resources

### DEFINITIONS

The definitions used in Perkins IV performance reporting build upon those used in the Perkins III reporting process and are provided below. Unless otherwise noted, the categories and definitions below are described in Section 3 of Perkins IV.

#### SECONDARY STUDENTS

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**Participant:** Any student in grades 7-12 who has earned credit in at least one CTE course during the reporting school year. Students may participate in more than one career area.

**Concentrator:** A student in grades 9-12 who has earned credit in three (3) or more one semester-long courses within a single career cluster. Concentrators are reported in the 12<sup>th</sup> grade.

**Participant with Postsecondary:** A secondary career education participant who has also completed a course associated with postsecondary education. There are several options, including dual credit, concurrent credit, articulated credit, or some other designation provided through a postsecondary institution.

**Concentrator with Postsecondary:** A secondary career education concentrator who has also completed a course associated with postsecondary education. There are several options, including dual credit, concurrent credit, articulated credit, or some other designation provided through a postsecondary institution.

*NOTE:* The three or more one semester-long courses do not need to follow a Program of Study course sequence, but rather fall under the same career cluster umbrella of courses.

## POSTSECONDARY STUDENTS

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**Participant:** A postsecondary student who has earned one (1) or more credits in a 1.5 or 2.0 weighted course in any CTE program area.

**Concentrator:** A postsecondary student who:

1. Has earned at least 12 academic or CTE semester credits (18 quarter credits) within a single CTE program sequence that is comprised of 12 or more academic and technical semester credits (18 quarter credits) that ultimately results in an award of an industry-recognized credential, a certificate, diploma, or degree; OR
2. Has completed a short-term CTE program sequence of less than 12 semester credits (18 quarter credits) that ultimately results in an industry-recognized credential, a certificate, diploma, or degree.

*\*Note: This does not include non-credit certification programs.*

## SPECIAL POPULATIONS AND OTHER DEFINITIONS

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**Career Cluster:** An organizing structure of career areas with similar skills or common themes based on industry groupings at all educational levels.

**Career Field:** Six broad groupings of 16 different career cluster areas based on commonalities among career clusters.

**Disability Status:** An indication of whether a person is classified as disabled under the Americans with Disabilities Act of 1990 (42 U.S.C. 12102 [sec. 3(14)] and IDEA “97”) [sec 300.7].

**Displaced Homemakers:** The term “displaced homemaker” refers to an individual who: (a)(i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment [sec. 3(7)].

**Economically Disadvantaged:** The term “economically disadvantaged” refers to individuals from economically disadvantaged families, including foster children. Secondary schools use free and reduced lunch eligibility to determine the economically disadvantaged status. Postsecondary institutions use Pell Grant or BIA eligibility [sec. (3)(23)].

**Employment:** A student is considered employed if he or she works for pay at any point during the reporting period. Employment may include part-time or full-time work, and need not be related to a student’s field of vocational study. Individuals should be counted as employed irrespective of whether they were continuously working throughout the time or whether they were employed, in the same or different job, before high school graduation.

**Limited English Proficiency:** The term “limited English proficiency” refers to a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who lives in a family or community environment in which a language other than English is the dominant language [sec. 3(13)].

**Migrant Status:** The term “migrant status” as used in section 111(h)(1)(C)(i) of the ESEA is not defined; however, the Nebraska Definition follows 34 CFR 200.40 that identifies: an eligible migrant child is one who is between 3-21 years of age and has moved across district or state lines within the preceding 36 months to seek, or to join a parent, spouse or guardian to obtain temporary for seasonal employment in agricultural or fishing work as a principal means of livelihood.

**Military Enlistment:** Military service may include any branch of the armed forces.

**Nontraditional Training & Employment (Nontraditional Field):** The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. [sec. 3(17)].

**Postsecondary Education or Advanced Training:** At the secondary level, a student is considered pursuing higher education or advanced job training if he or she enrolls into a 2- or 4-year college or university, proprietary school, or adult education program during the reference period.

**Program of Study:** A sequence of at least three (3) semester-long CTE courses in a given career cluster that prepare students for postsecondary education and entry into a career area of personal choice.

**Program Year:** The program year for Carl Perkins funding is July 1<sup>st</sup> through June 30<sup>th</sup>.

**Single Parent:** The term “single parent” is described as an individual who: (a) is unmarried, divorced, or legally separated from a spouse; and (b) (i) has a minor child or children for which the parent has either custody of joint custody; or (ii) is pregnant.

## PERFORMANCE MANAGEMENT

The Performance Indicator framework was developed by the United States Department of Education's Office of Career, Technical, and Adult Education (OCTAE), in cooperation with the United States Department of Labor and stakeholder organizations to achieve two major objectives:

1. To create a common reference format to discuss the components of Perkins accountability, and
2. To establish performance measurement approaches for the Performance Indicators.

The framework is intended to define state performance measurement approaches for each indicator to ensure sufficient rigor and comparability among state performance accountability systems. Further, the framework is intended to define performance and data collection approaches that can be easily integrated into state and local performance management systems to support continuous program improvement.

### SECONDARY PERFORMANCE INDICATOR DESCRIPTIONS

**1S1: Academic Skill Attainment – Reading/Language Arts:** The percentage of Career Education students, concentrating in a course of study, who were included in the calculations for Adequate Yearly Progress (AYP) and achieved a proficient or advanced rating in Reading/Language Arts.

- Numerator: Number of CTE concentrators who met the proficient or advanced level on the statewide Reading/Language Arts assessment and who were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
- Denominator: Number of CTE concentrators who took the statewide assessment in Reading/Language Arts assessment and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

**1S2: Academic Skill Attainment – Math:** The percentage of Career Education students, concentrating in a course of study, who were included in the calculations for Adequate Yearly Progress (AYP) and achieved a proficient or advanced rating in Math.

- Numerator: Number of CTE concentrators who met the proficient or advanced level on the statewide Mathematics assessment and who were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
- Denominator: Number of CTE concentrators who took the statewide Mathematics assessment and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

**2S1: Technical Skill Attainment:** Percentage of Career Education students, concentrating in a course of study, who demonstrate technical skill attainment through GPA, dual credit course completion, industry certification, or other approved methodology.

- Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
- Denominator: Number of CTE concentrators who took the assessments during the reporting year.

**3S1: Completion:** Percentage of Career Education students, concentrating in a course of study that graduated with a diploma.

- Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a GED credential as State-recognized equivalent to a regular high school diploma (if offered) or other State-recognized equivalent (including

recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered) during the reporting year.

- Denominator: Number of CTE concentrators who left secondary education during the reporting year.

**4S1: Graduation Rate:** Percentage of Career Education students, concentrating in a course of study, who were included in the graduate rate calculation for adequate yearly progress (AYP) for the state of Nebraska.

- Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as defined in the state's consolidated accountability plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.
- Denominator: Number of CTE concentrators, who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

**5S1: Placement:** Percentage of Career Education students, concentrating in a course of study, that graduated and within the 2nd quarter after the year of completion are enrolled in a postsecondary program, advanced training, service to the military, or are employed.

- Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).
- Denominator: Number of CTE concentrators who left secondary education during the reporting year.

**6S1: Nontraditional Participation:** The percentage of gender non-traditional students participating in programs leading to occupations that are determined to be gender non-traditional.

- Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

**6S2: Nontraditional Completion:** Percentage of gender non-traditional students who complete programs leading to occupations that are determined to be gender non-traditional.

- Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

## SECONDARY PERFORMANCE GOALS

The following state and local goals are agreed upon annually with the United States Office of Career, Technical, and Adult Education Office (OCTAE).

Performance Indicator	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1S1: Academic Skill Attainment – Reading/Language Arts	100%	71%	70%	70%	73%
1S1: Academic Skill Attainment – Mathematics	100%	59%	61%	61%	63.75%
2S1: Technical Skill Attainment	91%	88%	86.5%	88%	90%
3S1: Completion	95%	97%	97%	97.74%	98%
4S1: Graduation Rate	90%	98%	98%	98.75%	98.9%
5S1: Placement	95%	97%	97%	97%	97.25%
6S1: Nontraditional Participation	42.6%	42%	42%	42.43%	43.62%
6S2: Nontraditional Completion	27.75%	27%	27%	28.75%	29%

## POSTSECONDARY PERFORMANCE INDICATOR DESCRIPTIONS

**1P1: Technical Skill Attainment:** The percentage of CTE Concentrators who have met technical skill attainment.

- Numerator: The number of CTE Concentrators who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year.
- Denominator: The number of CTE Concentrators during the reporting year.

**2P1: Credential, Certificate, or Degree:** The percentage of CTE Concentrators that graduated with a diploma, degree, certificate, or credential (previous reporting year).

- Numerator: The number of CTE Concentrators from the previous reporting year who received an industry-recognized credential, certificate, diploma, or degree.
- Denominator: The number of CTE Concentrators during the reporting year.

**3P1: Student Retention or Transfer:** The percentage of CTE Concentrators who did not graduate, but remained enrolled in postsecondary education (either in their original postsecondary institution or transferred to another 2- or 4- year institution).

- Numerator: The number of CTE Concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year.
- Denominator: The number of CTE Concentrators from the previous reporting year who did not earn an industry recognized credential, certificate, diploma, or degree in the previous reporting year.

**4P1: Student Placement:** The percentage of CTE Concentrator graduates employed in work, military, or apprenticeships.

- Numerator: The number of CTE Concentrators from the previous reporting year who were placed or retained in employment, or placed in the military service or apprenticeship programs during the 2nd quarter following the program year in which they left postsecondary education (e.g. unduplicated placement status for CTE Concentrators who graduated by June 30th would be assessed between October 1st and December 31st).
- Denominator: The number of CTE Concentrators from the previous reporting year who left postsecondary education with a credential, certificate, degree, or diploma during the previous reporting year.

**5P1: Nontraditional Participation:** The percentage of CTE Participants taking a class that is nontraditional for their gender compared to all students taking a class in an area classified as nontraditional.

- Numerator: The number of CTE Participants from the current reporting year from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the current reporting year.
- Denominator: The number of CTE Participants from the current reporting year who participated in a program that leads to employment in nontraditional fields during the current reporting year.

**5P2: Nontraditional Completion:** The percentage of gender nontraditional Concentrators who graduated.

- Numerator: The number of CTE Concentrators from the current reporting year from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the current reporting year.
- Denominator: The number of CTE Concentrators from the current reporting year who completed a program that leads to employment in nontraditional fields during the current reporting year.

## POSTSECONDARY PERFORMANCE GOALS

The following state and local goals are agreed upon annually with the United States Office of Career, Technical, and Adult Education Office (OCTAE).

Performance Indicator	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1P1: Technical Skill Attainment	89%	90%	91.5%	92%	91.5%
2P1: Credential, Certificate, or Degree	55%	48%	48%	40%	41.5%
3P1: Student Retention or Transfer	76%	74%	74%	73%	75%
4P1: Student Placement	77.5%	77%	73%	74%	71%
5P1: Nontraditional Participation	15%	20%	21.2%	24%	25%
5P2: Nontraditional Completion	15.75%	18%	14%	16%	16.5%

## ANNUAL REPORTING

### SECONDARY CTE DATA REPORTING

Career Education data are collected to support the federal reporting of the Carl D. Perkins Career and Technical Education Act. All templates, forms, data reporting calendar, and instructions for interfacing with the NSSRS are available on the NSSRS homepage.

The due date for these templates is June 15th. There is an audit window from June 15-June 30th.

Key considerations when reporting:

- Data submissions include grades 7-12 in schools that offer career education courses
- Career education participants are determined during the current program year
- Concentrators are determined by evaluating the number of courses in which the student earned credit throughout the 9-12 school experience within a specific career cluster.
- Concentrators should be reported when they are in the 12th grade
- No students can concentrate in the CEFOUND program code

There are three primary aspects for reporting secondary data:

1. **The Student Grades Template:** A student template ([see www.education.ne.gov/dataservices/nssrs-resources/](http://www.education.ne.gov/dataservices/nssrs-resources/)) must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record. The Student Snapshot template is already required for reporting by every school for every student through the NSSRS system. This template collects information related to the student's demographics and characteristics.
2. **The Programs Fact Template: Career Education:** This template ([see www.education.ne.gov/dataservices/nssrs-resources/](http://www.education.ne.gov/dataservices/nssrs-resources/)) has three primary areas for completion for Career and Technical Education. The basic flow of completing the template requires (1) the identification and coding of what cluster area(s) the student participated and/or concentrated, (2) the identification of the student's highest level of participation in that cluster area, and (3) if the student is a concentrator, the identification of the Technical Skill Attainment using the coding structure provided.
3. **The Post School Survey Template:** the Post School Survey ([see www.education.ne.gov/dataservices/nssrs-resources/](http://www.education.ne.gov/dataservices/nssrs-resources/)) is used to provide follow-up information on the concentrators that graduated in the previous year. The information provides the data required to report on the follow-up measure. More information on obtaining follow-up data can be found in the Graduate Follow-up Approaches and Resources document at the National Student Clearinghouse. [www.studentclearinghouse.org/](http://www.studentclearinghouse.org/)

Secondary Data Collection Timelines	
June 15	CTE Accountability Data Due
June 15-30	Data Audit Window
June 30	CTE Data finalized



## POSTSECONDARY CTE DATA REPORTING

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Career Education data are collected to support the federal reporting of the Carl D. Perkins Career and Technical Education Act.

There are two primary aspects for reporting postsecondary data that relate to CTE:

1. **The Postsecondary Perkins Students Template:** This file collects sets of students that are enrolled in an institution during a certain academic year, and that are relevant to Perkins reporting (including all CTE Participants and Concentrators as defined here). A Postsecondary Enrollment record must be submitted for each student appearing in the Perkins Students template.
2. **The Postsecondary Perkins Courses Template:** This file collects the entire course history, though the end of the reporting academic year, for each of the students listed in the Perkins Students file. At a minimum, all courses with an REU Course Weight of 1.5 of 2.0 should be reported. A Perkins Students record must first be submitted for each student appearing in the Perkins Courses file.

*\*Keep in mind the Postsecondary Enrollment Template as well as the Postsecondary Academic Awards Template must also be submitted by all Postsecondary institutions to avoid a data loading process rejection.*

### Note:

- Data submission includes all students who earn credit in at least one Career and Technical Education course.
- All courses related to occupational training should be weighted at least at a 1.5, per the Nebraska Community College State Aid Enrollment FTE/REU Guidelines document.

### Postsecondary Data Collection Timelines

September 15	Student IDs created in Unique-ID
September 15	Postsecondary Terms entered into CDC
October 15	CTE Accountability Data due and uploaded in PSDM
October 15 – October 30	Data Audit Window
November 1	Data is finalized

Postsecondary File Specifications can be found at: [www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/).

All data should be submitted via the Postsecondary Data Manager, located within the NDE Portal. A User's Guide and additional information can be found on the Nebraska P-20 Technical Group's website: [www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/).

## FREQUENTLY ASKED QUESTIONS

### What secondary CTE data needs to be reported each year? And when?

All templates, forms, data reporting calendar, and instructions for interfacing with the NSSRS are available on the [NSSRS homepage](#). The due date for these templates is June 15th. There is an audit window from June 15-June 30.

There are three primary aspects for reporting secondary data:

1. **The Student Grades Template:** A student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record. The Student Snapshot template is already required for reporting by every school for every student through the NSSRS system. This template collects information related to the student's demographics and characteristics.
2. **The Programs Fact Template: Career Education:** This [student template](#) has three primary areas for completion for Career and Technical Education. The basic flow of completing the template requires (1) the identification and coding of what cluster area(s) the student participated and/or concentrated, (2) the identification of the student's highest level of participation in that cluster area, and (3) if the student is a concentrator, the identification of the Technical Skill Attainment using the coding structure provided.
3. **The Post School Survey Template:** the [Post School Survey](#) is used to provide follow-up information on the concentrators that graduated in the previous year. The information provides the data required to report on the follow-up measure. More information on obtaining follow-up data can be found in the [Graduate Follow-Up Approaches and Resources](#) document.

#### Note:

- The Programs Fact template includes data for grades 7-12 in schools that offer Career Education courses.
- Career Education "Participants" are determined during the current program year (July 1 -June 30).
- Concentrators are determined by evaluating the number of courses in which the student has earned credit throughout the 9-12 high school experience within a specific career cluster (program code).
- No student can concentrate in the CEFOUND program code.
- Students may have multiple Programs Fact records if participating in and/or concentrating in more than one program code.

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### What postsecondary CTE data needs to be reported each year?

There are two primary aspects for reporting postsecondary data that relate to CTE:

1. **The Postsecondary Perkins Students Template:** This file collects sets of students that are enrolled in an institution during a certain academic year, and that are relevant to Perkins reporting (including all CTE Participants and Concentrators as defined here). A Postsecondary Enrollment record must be submitted for each student appearing in the Perkins Students template.

2. **The Postsecondary Perkins Courses Template:** This file collects the entire course history, though the end of the reporting academic year, for each of the students listed in the Perkins Students file. At a minimum, all courses with an REU Course Weight of 1.5 of 2.0 should be reported. A Perkins Students record must first be submitted for each student appearing in the Perkins Courses file.

\*Keep in mind the Postsecondary Enrollment Template as well as the Postsecondary Academic Awards Template must also be submitted by all Postsecondary institutions to avoid a data loading process rejection.

**Note:**

- Data submission includes all students who earn credit in at least one Career and Technical Education course.
- All courses related to occupational training should be weighted at least at a 1.5, per the Nebraska Community College State Aid Enrollment FTE/REU Guidelines document.

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### **Who is considered a CTE Concentrator?**

A CTE Concentrator is a student in grades 9-12 who has completed three (3) or more one semester-long courses within a single career cluster.

NOTE: The three or more one semester-long courses do not need to follow a Program of Study course sequence, but rather fall under the same career cluster umbrella of courses.

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### **When do I report a student as a CTE Concentrator?**

Concentrators should be reported when they are in 12th grade. Each student's high school course history (transcript) should be examined to see if, at any point in his or her high school career, he or she met the criteria for becoming a Concentrator as defined above.

NOTE: If you report a student as a concentrator before he or she is in the 12th grade, NSSRS will send you an alert letting you know that NDE will be counting that student as a CTE Participant. You should report this student as a Concentrator again once they reach the 12th grade.

NDE has found in looking back that not all 12th graders reported as Concentrators before grade 12 were reported again their senior year. To resolve this issue, NDE is devising a protocol to explore 4 years of reported student participation identification to ensure any students not re-reported as a Concentrator in 12th grade is identified and included in year-end reporting.

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### **What do I do if a student Concentrates in multiple areas?**

If a student has more than one area of concentration, the schools have two options: (1) the school can report all areas of concentration for each student. NDE will then utilize an internal strategy to determine in which area he or she will be counted (as we only report one area of concentration per student to the federal government), or (2) the school can select one area of concentration to report.

**NOTE:** If a school decides to make the decision as to which area of concentration (of multiple) to report for a single student, we suggest you select the area for which the student has earned the most course credits or completed the most courses.

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**How do I know which course fits into each cluster?**

The cluster to NDE Course Code crosswalks provide an alignment between every course and one individual career cluster. These can be found under the “resource” section on the left hand side of this page.

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**How can I find out where my graduates went after they left high school for the Post School Survey?**

Please review the Graduate Follow-up Approaches and Resources document at [www.studentclearinghouse.org/](http://www.studentclearinghouse.org/)

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**Do I count courses like Anatomy & Physiology as a CTE course? It’s part of a Program of Study.**

You should only use non-CTE courses when determining if a student is a Concentrator (not if they are a Participant). Because some non-CTE courses are a part of several State Model Programs of Study, they could be used to determine CTE Concentration. If a student took two CTE courses and A&P all within the same career cluster, in this case, A&P could be considered the third course making a student a Concentrator.

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**Our 8th graders take Computer Applications and then our Freshmen take Information Technology I & II (it’s a graduation requirement). Are all of our students Program Concentrators unless they did not pass or if they transferred in later?**

No. Concentrators are only determined using courses completed during grades 9-12. So, the 8th grade computer applications course would not be used when determining their highest level of participation when they are in the 12th grade.

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**Where can I find the file specification templates?**

[Postsecondary file specifications can be found here: www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/)

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**When and where do I submit these data?**

The data collection timeline can be found here: [Data Collection Timeline.](#)

Data should be submitted via the Postsecondary Data Manager, located within the NDE Portal. A User’s Guide can be found here: [Postsecondary Data Manager User Guide. www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/)

If you need help obtaining activation codes or navigating the site, the NDE Helpdesk can be reached at 888-285-0556 or [nde.helpdesk@nebraska.gov](mailto:nde.helpdesk@nebraska.gov).

## RESOURCES

CTE Research and News: [www.education.ne.gov/nce/cte-data-research/research-and-news/](http://www.education.ne.gov/nce/cte-data-research/research-and-news/)

Data Collection Timeline: [www.education.ne.gov/dataservices/nssrs-resources/#Calendar](http://www.education.ne.gov/dataservices/nssrs-resources/#Calendar)

Graduate Follow-up Approaches and Resources: [www.studentclearinghouse.org/](http://www.studentclearinghouse.org/)

NSSRS (Nebraska Student and Staff Record System) [www.education.ne.gov/dataservices/nssrs-resources/](http://www.education.ne.gov/dataservices/nssrs-resources/)

P-20 Data System [www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/)

Perkins Collaborative Resource Network: <http://cte.ed.gov/>

Perkins Report Cards: [www.education.ne.gov/nce/cte-data-research/perkinsreportcards/](http://www.education.ne.gov/nce/cte-data-research/perkinsreportcards/)

Perkins Program Improvement Plan: [www.education.ne.gov/nce/cte-data-research/program-improvement-plan/](http://www.education.ne.gov/nce/cte-data-research/program-improvement-plan/)

SLDS (Statewide Longitudinal Data System): [www.education.ne.gov/dataservices/slds/](http://www.education.ne.gov/dataservices/slds/)

Postsecondary File Specifications: [www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/)

Postsecondary Data Manager User Guide: [www.education.ne.gov/dataservices/p-20-technical-group/](http://www.education.ne.gov/dataservices/p-20-technical-group/)