

Frequently Asked Questions  
 Post-secondary School Presentation  
 October 30, 2019

<p>1. Can a copy of these slides please be distributed to all of the attendees?</p>	<p>A copy of the slides and the audio may be downloaded from the PACTA website at <a href="http://www.pacareertech.org/resources/categories">http://www.pacareertech.org/resources/categories</a>        Scroll down to CTE Adult Programs. Look for <b><i>Perkins V Post-secondary Presentation.</i></b></p>
<p>2. Where can we find a copy of the recording from this meeting</p>	<p>A copy of the recording may be downloaded from the PACTA website at <a href="http://www.pacareertech.org/resources/categories">http://www.pacareertech.org/resources/categories</a>        Scroll down to CTE Adult Programs. Look for <b><i>October 30 Session Recording.</i></b></p>
<p>3. A POS (SOAR) had been a 9 credit minimum. Has that increased to a 12 credit min.?</p>	<p>No, the POS SOAR will remain 9 credit minimum.</p>
<p>4. If the post-secondary program is only 9 months would we leave concentrators blank?</p>	<p>No, all programs require responses. Concentrators have to be reported by program.</p>
<p>5. Can a participant in the stakeholder group be a representative for more than one of the required categories?</p>	<p>Yes, a participant in the stakeholder group may be a representative for more than one of the required categories.</p>
<p>6. For dual enrollment, was it referenced just now that secondary schools have to determine how many earn DE credits at post-secondary? What must post-secondary schools track?</p>	<p>Yes, each secondary school must track how many of their secondary students have earned post-secondary credits. Post-secondary schools must track all students participating in all CTE local and state articulation agreements.</p>
<p>7. Our WIBs are telling us that employers will not sit for a meeting that lasts more an hour (1 1/2 hr tops). How can we cover all this material in that time?</p>	<p>In this case, conduct short, focused stakeholder meetings on multiple dates or use virtual meetings in 90 minute intervals, discussing individual table date. There are 5 distinct tables (Page 10 can be combined, as they both deal with personnel diversity and training). You could conduct 5 one-hour virtual meetings.</p>
<p>8. When referencing dual credits in the chart related to implementation of POS, does that refer exclusively to post-secondary students utilizing the Program of Study credits? Or does it also reference ANY post-secondary CTE student that has ever earned dual enrollment during secondary education?</p>	<p>This references all students taking advantage of the Perkins POS as well as the local articulation agreements between the Perkins postsecondary institution and the secondary school.</p>

<p>9. For the 'earning dual credits' question for #4, are we supposed to gather that information just for the CTE programs that we have approved SOAR programs?</p>	<p>No, credits awarded for technical course work, Must gather information on SOAR and local CTE agreements.</p>
<p>10. What do you mean by "individually by school?"</p>	<p>Individually by school means that each school, secondary and post-secondary school, must discuss the table and chart data that applies to their school. Each of the six tables is completed based on an individual school, whether that school is a secondary or post-secondary school.</p>
<p>11. Can you provide clarification about SOAR vs Dual Enrollment for dual credits?</p>	<p>SOAR is transferable credits after leaving the secondary school and enrolled. Dual enrollment is a secondary student participating in postsecondary course while enrolled in high school.</p>
<p>12. The subgroup data we received for chart 1, only includes one year of broken out data, but the prompts specifically ask for multiple years. Will we be getting additional broken out data, rather than just the total indicator percentages that we've received in year's past?</p>	<p>Trend data will be provided each year Perkins V is implemented. For this year, you will have one year of data.</p>
<p>13. Noticed in PV, "high-wage", "high-demand," are used interchangeably with HPO. Can you discuss the differences in these terms, if there are differences?</p>	<p>Under Perkins V, the programs no longer have to be aligned to HPO. Instead, occupations have to be identified by CIP and meet entry annual wage threshold and projected number of job openings to number of graduates.</p>
<p>14. How do we give 2019/20 information at the bottom of page 9 when this period does not end until 6/30/2020?</p>	<p>2019/2020 data is based on trend projection.</p>
<p>15. The reference is to "second quarter". What is the definition of second quarter? Two years post-graduation, which is what you mentioned verbally. Two fiscal quarters after graduation (six months)?</p>	<p>Always been six months after graduation/exiting education for the follow-up survey. Two quarters is six months.</p>
<p>16. Theoretically, our dual credit number of students could be larger than our enrollment trend? If a student earns a dual enrollment credit, but never enrolls in our programs they won't be in our enrollment trends. Also, many of our dual enrollment credits are general education courses - students do not receive a declared major? How do we count those students?</p>	<p>You are counting the number of students earning dual enrollment credits that are part of an agreement with a secondary approved CTE program. It does not matter if the student is awarded general education credits, or if the student never enrolls in your post-secondary programs. Count the number of students being awarded credits.</p>

<p>17. In programs of study articulations, can dual enrollment be offered in a related CIP program? For example, art course credit awarded for art and advertisement program at the CTC would be related to an associate degree in art transfer.</p>	<p>All local articulation agreements must connect secondary and postsecondary programs that meet the federal definition of career and technical education. No, art course credit awarded for art and advertisement program at the CTC would be related to an associate degree in art transfer.</p>
<p>18. How does the state define paraprofessional? We typically don't use that term in post-secondary.</p>	<p>Federal law defines paraprofessional as (37) Paraprofessional.—The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant.</p>
<p>19. We currently do not have any Native Americans currently, do we have to include them in stakeholder groups?</p>	<p>The Native Americans is referencing tribal organizations that are part of your geographic area, not Native Americans enrolled in your school. If you do not have any tribal organizations in your geographic area, you will use <u>Not Applicable</u> for that cell of the table. That is the only cell for which Not Applicable is appropriate.</p>
<p>20. If we are breaking into subgroups and continuing to work virtually, should we combine all of those minutes into a single minutes record?</p>	<p>Yes, minutes must be combined and shared among all stakeholders. A single minute’s record must include notes that indicate this part of the minutes were completed on this date, time and done virtually or via email.</p>
<p>21. What if there is a postsecondary CTE program for which there is no SOAR POS?</p>	<p>Postsecondary institutions can use local credit transfer agreements.</p>
<p>22. Many Allied Health programs, like nursing, are prohibited from secondary articulation due to accreditation. Can we reasonably list these as "in-progress"?</p>	<p>If there will be an articulation agreement, then in progress can be used. If an articulation agreement will not be developed, then no they will not be in progress.</p>
<p>23. I understand we need to have information for Scope/Quality by CTE/POS Program, but do we also need to have size, or should size refer the institution as a whole?</p>	<p>The response is the institution has 3 CTE programs in 3 different career fields and meets the definition of size.</p>
<p>24. Will we have answers to these questions prior to next Wednesday's State College meetings?</p>	<p>Yes, will be emailed.</p>
<p>25. How do we account for the reality that post-secondary students self-identify their special pops categories and often do NOT indicate their alignment with these categories?</p>	<p>Continue as you have under Perkins IV.</p>
<p>26. If there is a charge by the post-secondary school for college credits in a dual or concurrent enrollment agreement, are these credits ineligible</p>	<p>The state agreement allows for A transcript review fee is acceptable but a charge for the credits is not acceptable.</p>

<p>for Perkins V funding? Do only free credits count for dual enrollment or SOAR credits?</p>	
<p>27. How do non-credits play into funding? Non-credits lead to industry recognized credentials/certificates and the majority of RACC's can be found on the HPO list. Can we include these, establish agreements for these, and form pathways from secondary to a final certificate? If so, can we use Perkins V funds to pay for these credentials if there is a cost?</p>	<p>Yes, non-credit CTE programs can benefit from Perkins V funds. The institution must provide a clock hour/credit hour conversion and yes an articulation agreement must exist between postsecondary and secondary CTE programs that benefit from Perkins V funds.</p>
<p>28. For a post-secondary program to be listed as "Compliant," must it meet all four elements of SCOPE? If it does not, is it then In-Progress and does the non-compliance factor need to be noted in the NOTES column?</p>	<p>Yes, postsecondary institutions must meet the 4 elements of Scope.</p> <ol style="list-style-type: none"> <li>1) Postsecondary programs will not have less than 50% occupational credit hours.;</li> <li>2) Secondary and postsecondary academic and technical content are aligned, leading to a sequence of courses that lead to nonduplicative course content offering;</li> <li>3) Work-based learning opportunities are available to students; and</li> <li>4) A credit transfer articulation agreement exists between the secondary CTE Program of Study, and the corresponding postsecondary portion of the CTE Program of Study. A transcript review fee is acceptable but a charge for the credits is not acceptable.</li> </ol> <p>If the programs will meet these requirements, then they can be marked as in progress.</p>
<p>29. Must a program meet <b>all four</b> aspects of scope in order for schools to spend Perkins V grant money on it for staff and equipment?</p>	<p>Yes</p>
<p>30. Some of CTE programs for which we have expended Perkins funds in the past, do not, and cannot, have a SOAR articulation. For example: Limited enrollment programs, such as our Allied Health, Nursing or any of our union apprenticeship programs have</p>	<p>If they do not meet size, scope and quality, they are not eligible for Perkins V funds.</p>

<p>additional admissions requirements and not all students are accepted. These programs have previously been exempt from SOAR. Most of these are high-priority, high-wage occupations. Are we to omit them in the future from our list of CTE programs? Or can we list them as compliant?</p>	
<p>31. Some programs, such as Paralegal programs (CIP 22.0302) show robust enrollment (172 students as of last fiscal year) and lead to a High Priority Occupation (SOC 23-2011) but there is no corresponding SOAR framework for secondary. Since we can't create a SOAR agreement for this program, can it be listed as "Compliant"?</p>	<p>If there is a local agreement to a secondary program, then it can benefit from Perkins V funds. All CTE programs that meet size, scope and quality can be listed as compliant.</p>
<p>32. I am confused by Year 1, Year 2 and Year 3. I started to do this using data from AY's 2016/2017, 2017/2018 and 2018/2019 since we don't yet have data for this academic year. In the meeting you showed a slide stating that we should use AY 2017/2018, 2018/2019 and 2019/2020. We do not yet have any 20291-2020 data. Please indicate the years for Year 1, Year 2, and Year 3.</p>	<p>Use AY2017-18, AY 2018/2019, and AY2019-20 (Projected).</p>
<p>33. Counting Dual Enrollment for postsecondary institutions is not meaningful, unless we are specifically counting SOAR students. When a student enrolls in dual enrollment courses at CCAC, they are given a program designation of 011-High School Student, 012-Concurrent or 019-College-in-HS – these students are not associated with a secondary CTE program. Some of these students will continue at CCAC in a CTE program but not many. What should we report for Dual Enrollment?</p>	<p>Dual enrollment is technical credit that is associated with the SOAR or local CTE credit transfer agreements.</p>
<p>34. Where can we get the data for "Number of Certification/Credentials Earned"? Can/Should we count graduation?</p>	<p>Postsecondary Recognized Credentials include degrees, diplomas, certificates, professional licenses, certificates of apprenticeship, and industry certifications.</p>
<p>35. We have a wide variety of professional development opportunities, but no central repository of reporting these. What numbers should I</p>	<p>Professional development is defined in Perkins V. Only professional development that meets the definition is to be reported. The institution is required to provide valid, reliable and accurate data.</p>

<p>report? How will this be verified? Should teachers self-report?</p>	
<p>36. How are the terms “paraprofessional” and “instructional support” defined for postsecondary? For Other Faculty, do you mean adjunct faculty? Or faculty that are teaching non-CTE coursework, such as academic courses?</p>	<p>Federal law defines paraprofessional as (37) Paraprofessional.—The term “paraprofessional”, also known as a “paraeducator”, includes an education assistant and instructional assistant. Instructional support-professional tutors. Other faculty could be non-CTE, adjunct and full-time faculty.</p>