

1. In Section 1, what data should be used?

The MCCA has provided deidentified individual level data representing the numerators and denominators of each Perkins V accountability measure for your college. Given the way in which these measures are calculated, the baseline information begins with CTE concentrators enrolled in the Fall of 2017. We realize that other information informing other sections of the CLNA may be more recent (student/graduate surveys, Program Advisory Committee minutes, etc.), but for the purposes of section 1, please use the quantitative data provided. We can add additional data points as we see fit in future CLNAs.

2. When asked for program-specific information, must we discuss every program?

In general, the CLNA is asking for comments/observations about outliers, both programs performing noticeably better than most with regard to certain factors, and those with areas in need of improvement, rather than seeing every measure disaggregated by every factor for every program. The grant seeks to continue promising practices (expand upon the good) while addressing clear needs and closing gaps, so please focus on these throughout this document.

3. What is considered “non-traditional”?

Non-traditional refers to gender, specifically, programs leading to careers in which one gender or another is underrepresented (25% or less, according to the 2013 NAPE crosswalk). The 3P1 data required is already limited to those programs considered non-traditional (by CIP).

4. Section 3 – remember what “program of study” (POS) means in Perkins V

While in the postsecondary world, a program of study is simply what students pursue while enrolled, in Perkins V, there is a much more specific definition. Particularly important is the requirement that a POS “provides opportunity for secondary students to obtain postsecondary credit for technical courses.” Keep this in mind as you answer all questions in this section.

5. 3.6 – How do we know if students are retained in the same POS?

Secondary CTE partners should be able to provide some information with regard to their graduates and whether they continued to pursue the area of study they began at the CTE. Applications for Admission may also indicate a student’s former focus. Knowing that students often change majors, it may only be possible to capture this data at a single point this time around.

6. Section 4 – 4.9 and 4.10 – Does Workforce Development/workforce refer to our internal department engaged in noncredit training?

In this case, Workforce Development generally refers to partnerships with state and local workforce boards and the Maine Department of Labor.

7. Section 5 – Does “CTE Professionals” refer only to faculty?

Not necessarily. The questions in this section could as easily refer to professional staff engaged in activities serving CTE students, such as recruitment (career exploration), academic support (advising/tutoring/disability services), financial aid, etc. Be inclusive.

8. Section 7 Roles – When it asks about representatives of agencies serving youth, does this apply to us?

Perhaps not directly, but certainly at-risk youth are sometimes still at-risk when they arrive in college. Including at-risk youth agency representation in the stakeholder group could still inform this process, not to mention should be considered with respect to dual and concurrent enrollment.