Perkins Core Performance Indicator

Instructions

These data are required to fulfill reporting requirements of the Carl D. Perkins Career and Technical Education Act of 2006. The Consolidated Annual Report requires states to report on the number of participants by gender and career cluster. Data are collected on CTE Concentrators for Core Indicators #1P1 (Technical Skill Attainment), Core Indicator #2P1 (Credential, Certificate, or Degree), Core Indicator #3P1 (Student Retention and Transfer), Core Indicator #4P1 (Student Placement), and Core, Indicator #5P2 (Non-Traditional Completion).
Definitions

Definitions for Core Performance Indicators are guided by the federal Office of Career Technical Education and clarified by the state of Michigan.

A postsecondary/adult student is a student enrolled in a postsecondary institution not concurrently enrolled in a high school program. Enrolled means registered for and attending at least one college course and receiving a transcripted grade or mark. Students who drop all courses prior to a college’s deadline for refund of fees are not considered enrolled. Students concurrently enrolled in high school, whether through early/middle college programs, dual enrollment, or guest programs are not postsecondary/adult students.

**CTE Concentrator:** a postsecondary/adult student who: (1) completes at least 12 academic or CTE credits (excluding developmental) within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate or a degree; or (2) Completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree.

**CTE Participant:** a post-secondary/adult student who has earned one (1) or more credits in any CTE program area. The CTE Participant cohort is used to report 5P1 only.

Technical Clarifications/Additional Guidelines

CTE Concentrators must have been enrolled at some point during the reporting year and be in a CTE (career and technical education) DECLARED PROGRAM.

At least 12 non-developmental credits, applicable to a CTE program, must have been earned as of the beginning of the reporting year (i.e., July 1). Institutions must establish criteria for identifying appropriate non-developmental credits. These credits may include all general education courses (non-career technical) and career technical education courses directly applicable or eligible to be included in the total credits considered for program completion for any career technical program.

Short term CTE program completers have to have completed/earned the credential sometime during the reporting year. The criteria requiring 12 credits earned previous to the reporting year are not applicable to these students.

CTE Participants must be enrolled at some point during the reporting year, be in a CTE DECLARED PROGRAM, and have earned at least one non-developmental credit by the end of the reporting year (i.e., June 30).

All core indicators must be reported at the CIP code level by gender, ethnicity, and special population’s category.
Definitions of Additional Terms Used

**Reporting Year**: The reporting year is generally July 1 of the first year through June 30 of the second year and refers to the time period when the indicator activity occurred – retention, completion, enrollment, etc.

**CIP Code**: Classification of instructional program code. CIP codes for each program offered by each community college are listed in the program inventory submitted the previous year. The program inventory can be found at [http://www.michigancc.net/data/sd/pi.aspx](http://www.michigancc.net/data/sd/pi.aspx).

**CTE Completer**: A CTE Concentrator who has completed a degree or certificate AND had an official award conferred by the college, in any CTE program area. All completers are, by definition concentrators, even those not enrolled in the reporting year of interest.

**Leaver**: A student who is no longer enrolled in any postsecondary institution.

**Non-Traditional Special Populations Student**: A student preparing for nontraditional training and employment identified by program of study (see definition of non-traditional program student) who meets the criteria for special populations.

**Non-Traditional Program Student**: Used for reporting core indicators 5P1 and 5P2. Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The basis for identifying non-traditional programs is the National Alliance for Partnerships in Equality (NAPE) crosswalk. Non-traditional designations for each program offered by each community college are listed in the program inventory submitted the previous year. The program inventory can be found at [http://www.michigancc.net/data/sd/pi.aspx](http://www.michigancc.net/data/sd/pi.aspx).

**Special Populations Student**: Is an occupational student as defined in the Dean's Guide, Section 9.0, Special Populations - Support Services; AND - Is deemed, via formal assessment, to be in at least one of the six Special Populations categories as defined in the Dean's Guide, Section 9.0, Special Populations - Support Services; AND

- Requires services and/or assistance in order to successfully complete an occupational program; AND
- Has an Education Development Plan “on file”; AND
- Has the ability to benefit, AND
- Has been served by receiving one or more of the Academic Support Services as defined in the Dean's Guide, Section 9.0, Special Populations - Support Services. Services do not have to be provided via Perkins funding; however, there must have been at least one service provided appropriate for the category of Special Populations for which the student has been assessed.
The Special Populations counts across the seven categories are DUPLICATED as one student may fall into two or more Special Populations categories.

In addition to reporting core indicators at the program CIP code level for total CTE students by gender and ethnicity, core indicators must be reported by each of the following special population categories:

Definitions for special populations can be searched at: http://michigancc.net/resources/def/dictionary.aspx.

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Compliance - Supporting Documents

Each institution should keep supporting documents available for a possible desk audit for at least five years after the submission date. Federal funding could be jeopardized if any institution or the Michigan Department of Workforce Agency is found to be in noncompliance with Federal law. This report is organized according to the six-digit CIP code as reported on your Program Inventory. If you find a program is omitted, you may add it to the report but be sure that it is also added to your Program Inventory, if applicable. Review your current Program Inventory for accuracy in order to avoid such omissions next year.
Perkins Core Performance Indicator Instructions

1P1: Technical Skill Attainment

**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 technical skill assessments during the reporting year.

**NOTE:** For this core indicator only, report the total number of students passing/failing assessments taken during the reporting year by the CIP code of the assessment. In other words, some assessment scores will be available for students who are not in your CTE Concentrator cohort or who are not in the program for which they completed an assessment. Verify that individuals with assessment scores completed appropriate coursework at your college.

1P1: Technical Skill Attainment
Cohort: CTE Concentrators Who Took an Industry Recognized Assessment/Certification/Licensure Test in the Enrollment Year

|-------------|-----------|-----------|-----------|-----------|-----------|

**RESOURCE:** The Certifications and Assessments Database, available at xxxxx.xxx, lists potential industry-recognized technical skill assessments, and is searchable by CIP Code and key word.

**PLEASE ONLY INCLUDE THOSE STUDENTS THAT COULD BE DEFINED AS CONCENTRATORS AT YOUR COMMUNITY COLLEGE.**
Technical Clarifications/Additional Guidelines

1. The U.S. Department of Education recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. It is also recognized that not all community colleges will offer all of the same programs.

2. Students who take third-party technical skills assessment are considered to have met the CTE Concentrator criteria. Students who take the third-party technical skills assessment but who were not enrolled during the time period should be included.

3. If a student retakes an assessment during the reporting year, the student should only be counted once and the latest result used in the calculation for 1P1.

Methodology

1. Collect the following data for students who took a third-party assessment during the reporting year.
   - Identifying Data (to match assessment records with student records to query Special Populations data, etc.
   - CIP code of assessment taken
   - Date assessment taken
   - Pass / Fail score for assessment taken

2. Include unduplicated student assessments taken during the reporting year. Note: you may have students who graduated the previous reporting year, but who took assessments in the current reporting year. For this core indicator only, include those student records even though they may not be in your CTE Concentrator cohort.

3. Report the number of students by CIP code who took assessment by gender, ethnicity, and special population category. (Denominator)

4. Report the number of students by CIP code that passed assessment by gender, ethnicity, and special population category. (Numerator)

Best Practices

- Option 1 -- Survey the program coordinators responsible for programs designated as “O” (Occupational) or “S” (State Approved Occupational) on the program inventory to determine if they can report on students who took assessments and the results. Follow up to obtain test results.
- Option 2 - Determine if assessment testing and results are included in the student information system. Extract these results.
**Formula**

**Numerator:** Number of CTE concentrators who passed the technical skill assessments during the cohort year;

**Divided by:**

**Denominator:** Number of CTE concentrators who took the technical skill assessments during the cohort year.
Perkins Core Performance Indicator Instructions

2P1: Credential, Certificate, or Degree

**Numerator:** Number of CTE concentrators who received an industry-recognized credential, an institutionally recognized certificate or a degree during the cohort or subsequent year (July 1 - June 30) and left postsecondary education during the subsequent year (July 1 - June 30).

**Denominator:** Number of CTE concentrators enrolled in the cohort year who left postsecondary education (leaver) during the subsequent year (July 1 - June 30).

2P1: Credential, Certificate, or Degree

Cohort: Leavers, or those who enrolled in the previous cohort year, but who graduated or earned an industry recognized credential, or were not enrolled in higher education in the subsequent year.

|-------------|-----------|-----------|-----------|-----------|-----------|

Technical Clarification/Additional Guidelines

For this Core Indicator, you will create your denominator from the previous year CTE Concentrators.

Of those in the CTE Concentrator Cohort that left postsecondary education during the subsequent year, how many received an industry-recognized credential, or an institutional certificate or degree during the subsequent (and/or cohort) year.

A “leaver” is defined as a student who is no longer enrolled in any postsecondary institution. Do not include students in the 2P1 denominator who are still enrolled at your institution or another postsecondary institution. “Leavers” will be determined by comparing the enrollment reported during the prior year with the subsequent year fall enrollment data.

Students who did not receive an award (i.e., certificate or degree) from your College, but did receive an industry-recognized credential can be counted in the 2P1 core indicator if data are available directly from the credentialing entity.

To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. Document the method used.
Preferred Method:

The National Student Clearinghouse offers Student Tracker services for an annual fee. If you are using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (second or third week of October). This allows more time for member institutions to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

OR:

Optional Method:

Conduct a leaver survey to determine whether or not the student actually left postsecondary education. A leaver survey is different from the follow-up survey which only surveys those students that received an award. Of those that left postsecondary education as defined above, include a question that asks whether or not they are currently enrolled or going to school at any other postsecondary institution.

When using the survey method, nonrespondents, that is all students who did not respond to a survey whether or not they received a survey, are excluded from both the numerator and the denominator.
Perkins Core Performance Indicator Instructions

3P1: Student Retention or Transfer

**Numerator:** Number of CTE Concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the subsequent year (July 1-June 30) and who were enrolled in postsecondary education at your institution during the previous cohort year (July 1-June 30).

**Denominator:** Number of CTE Concentrators who were enrolled in postsecondary education in the previous cohort year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous cohort and/or subsequent year (July 1-June 30).

3P1: Student Retention or Transfer

Cohort: CTE Concentrators from the previous year who remained enrolled in your institution or who transferred to another 2- or 4-year postsecondary institution as of the reporting year.

### Reports Due

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort No longer enrolled subsequent year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort enrolled in higher education subsequent year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Technical Clarification/Additional Guidelines

For this Core Indicator, you will create your denominator from the previous year CTE Concentrators.

**Example (Restated):**

Of the number of CTE Concentrators who were enrolled in the cohort year and did not earn an award during cohort year, how many remained enrolled in their original postsecondary institution during subsequent year or transferred to another 2- or 4-year postsecondary institution during subsequent year.

To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. Document the method used.
**Preferred Method**

The National Student Clearinghouse offers Student Tracker services for an annual fee. If using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (second or third week of October). This allows more time for member institutions to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

**OR:**

Optional Method: Conduct a leaver survey to determine whether or not the student actually left postsecondary education. A leaver survey is different from the follow-up survey which only surveys those students that received an award.

Of those that left postsecondary education as defined above, include a question that asks if the student is going to school at any other postsecondary institution or not currently enrolled.

Non respondents are excluded from the calculations in both the numerator and denominator.

**Instructions**

1. Determine your previous year CTE Concentrator cohort.
2. Remove students who received an industry-recognized credential, certificate or degree as of the end of the cohort year.
3. Take that group and compare it to the Enrollment Files from your current subsequent year.
4. For those who do not appear in the current enrollment file, submit their names to Student Tracker and identify whether they are enrolled at another institution. If the student did not receive an award then he/she is included in the population – Include them in denominator – Group A
5. Compare Group A with current year enrollment data:
   a) WAS the student still enrolled at your college? Include the student in both the numerator and denominator
   b) WAS the student enrolled at another college/university as verified via Student Tracker? Include the student in both the numerator and denominator.
   c) WAS the student no longer enrolled in postsecondary education? - Exclude from the numerator but include the student in the denominator.
Formula

**Numerator**: Number of CTE Concentrators enrolled in previous year CTE cohort and did not receive an award during the previous subsequent year and (1) remained enrolled in their original postsecondary institution or (2) transferred to another postsecondary institution during the subsequent year;

**Denominator**: Number of previous cohort year CTE Concentrators that did not earn an award during the previous subsequent year.
Perkins Core Performance Indicator Instructions

4P1: Student Placement

**Numerator:** Number of CTE Concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program cohort year in which they left postsecondary education (e.g., unduplicated placement status for CTE concentrators who graduated by June 30 would ideally be assessed between October 1 and December 31).

**Denominator:** Number of CTE Concentrators who left postsecondary education during the subsequent year.

### 4P1: Student Placement

**Cohort:** Leavers, or those who enrolled in the year prior to the previous reporting year, who were placed or retained in employment, an apprenticeship, or the military in the previous or the current reporting year.

|-------------|-----------|-----------|-----------|-----------|-----------|

### Technical Clarifications/Additional Guidelines

For this Core Indicator, you will create your denominator from the CTE Concentrators reported the cohort year before the previous reporting year, that is, two years before the current reporting year.

Of those students (CTE Concentrators) who left postsecondary education before or during the reporting year, the number that were placed in (1) employment, (2) military service, or (3) apprenticeship training.

- A leaver is defined as a student who is no longer enrolled in any postsecondary institution. Do not include award recipients or other CTE Concentrators who are still enrolled at your institution, at another postsecondary institution as identified by the National Student Clearinghouse Student Tracker service, or enrolled at another postsecondary institution that does upload student data to the National Student Clearinghouse as indicated by survey responses. Also, do not include students identified as leavers who indicate via survey responses that they are not employed and are not seeking employment.

- This indicator measures leavers - the fact that the student may have had an award conferred (a “graduate”) does not automatically mean that the student is a leaver.
Methodology

1. There is a one year delay in reporting results for this core indicator to allow time to conduct the necessary surveys. Consequently, you report survey data collected from CTE Concentrators from the previous cohort year.
2. To identify potential leavers, compare your CTE Concentrator cohort for the prior cohort year to your fall enrollment. It is advantageous to wait until after your institution’s drop / add period is over.
3. Students retained in postsecondary education (i.e., students still enrolled at your college or found to be enrolled at another postsecondary institution) need not be surveyed.
4. To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. State data records will be coded to indicate which method has been used.

Student Tracker (Preferred Method) to determine subsequent enrollment at another institution

The National Student Clearinghouse offers Student Tracker services for an annual fee. If using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (i.e., the second or third week of October). This allows more time for institutions that subscribe to the service to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

Survey

Your leaver survey must include a question that asks whether or not the student is currently enrolled at any other college or university. A leaver survey is different from the follow-up survey, which only surveys those students who received an award. Only students who indicate that they are no longer enrolled in any postsecondary institution should be included in your 4P1 data. Non-respondents are excluded from both the numerator and denominator.

The following standardized survey questions should be included as part of your leaver survey (4P1 Data Collection Survey):

1. I am currently enrolled at XYZ Community College. (If this item is selected, do not include in the numerator or denominator.)
2. I am currently enrolled at another college or university. (If this item is selected, do not include in the numerator or denominator.)
3. I am not currently enrolled at any college or university. (If this item is selected, the respondent is a leaver and must be included in the denominator unless the “I am unemployed, but not seeking employment” item is also selected.)
4. Are you currently participating in an apprenticeship program? (If “yes” is selected, include in the numerator.)
5. What is your current employment status?
6. I am employed (includes self-employment). (If this item is selected, include in the numerator and the denominator.)
7. I am serving in the military (If this item is selected, include in the numerator and the denominator.)
8. I am unemployed and seeking employment (if this item is selected, include in the denominator ONLY.)
9. I am unemployed, but not seeking employment (if this item is selected, do not include in the numerator or denominator.)
10. If a student selects both apprenticeship AND employment, report them (unduplicated) as employed.

Per federal guidelines, surveys should be conducted during the second quarter after the student left postsecondary education (i.e., graduated). For example, students who graduated by June 30 should be surveyed between October 1 and December 31. However, as graduation dates and survey resources vary by institutions, schedule surveys to collect 4P1 data based on your institution’s graduation date(s) and available institutional resources. For example, you may survey fall leavers between April 1 and June 30; winter leavers between September 1 and November 30; and summer leavers between October 1 and December 31. Or, survey all leavers at the end of the data collection year.
Perkins Core Performance Indicator - Instructions

**Formula**

**Numerator:** Number of CTE Concentrators identified as leavers and who answered that they were either: (1) employed, (2) in the military of (3) in an apprenticeship program via a survey

**Denominator:** Number of CTE Concentrators identified as leavers who answered the survey - (minus) the number of leavers who indicated that they were “not employed AND not seeking employment”
Instructions for Completing Year-End Program Participant Report

Year End Program Participants

Participants (those who earned one or more credits applicable to a career technical program) enrolled in a certificate or degree granting program during the enrollment year.

|--------------|-----------|-----------|-----------|-----------|-----------|

PERIOD OF REPORT: July 1, through June 30, current cohort year.

1. Report the TOTAL UNDuplicated NUMBER OF PARTICIPANTS who were enrolled in a program during the cohort academic year.
2. Distribute participants by racial/ethnic group and gender.

Enrolled in Academic Year

- No non-developmental credits earned
  - Do not include in count
- Earned at least one non-developmental credit prior to or during academic year
  - Report in count
5P1: Non-Traditional Participation

The State will calculate this for you from your year-end program Participant file.

Federal Definitions

**CTE Participant:** A postsecondary/adult student who has earned one or more credits in any career and technical education (CTE) program area by the end of the cohort year.

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

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional field during the cohort year.

The following explains how it will be calculated:

The number of CTE participants in programs considered non-traditional for their gender can be calculated from the year-end program enrollment file; however, only those who have earned one or more credits in any career and technical education (CTE) program will be considered. The program inventory database has a code labeled "Non-Trad." All programs that are considered non-traditional have been coded with either a W (Nontraditional for Women) or an M (Non-traditional for Men). If a college enters a program, this field will be automatically updated with the correct Non-Traditional code. This code is based upon National Labor Statistics data provided by the federal government along with some state data.

The formula for determining this is as follows:

Number of women CTE participants in programs considered non-traditional for women (NTW) + number of men CTE participants in programs considered nontraditional for men (NTM).

NTW + NTM DOES NOT EQUAL total CTE participants in Non-traditional programs WHO are NOT BEING COUNTED at this time: Men enrolled in those programs considered non-traditional for women and women enrolled in programs considered nontraditional for men.
The total = sum of ALL CTE PARTICIPANTS IN NON-TRADITIONAL PROGRAMS which then takes into account those men CTE participants in those programs considered nontraditional for women, women CTE participants in programs considered nontraditional for men, men CTE participants in programs considered non-traditional for men and women CTE participants in programs considered non-traditional for women.

**Numerator**
- Male CTE participants enrolled in programs non-traditional for men
- Women CTE participants enrolled in programs non-traditional for women

**Denominator**
- Men and Women CTE participants enrolled in programs non-traditional for men
- Men and Women CTE participants enrolled in programs non-traditional for women
CTE Concentrator Completions

Number of Students Who Received At Least One Occupational Award (Unduplicated) (5P2: Nontraditional Completion Derived)

**PURPOSE**

These data are collected as a requirement to fulfill the 5P2 Core Indicator, Non-Traditional Completion.

This information CANNOT BE DERIVED FROM the Awards Conferred Report since the Awards Conferred Report provides the number of awards conferred and NOT the number of students that received an award.

**5P2: Nontraditional Completion**

Unduplicated completers in nontraditional programs

|-------------|-----------|-----------|-----------|-----------|-----------|

**INSTRUCTIONS**

Report the total unduplicated number of CTE Completers by CIP Code, race/ethnicity, gender, and special populations.

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

Denominator: Number of CTE Concentrators who completed a program that leads to employment in nontraditional fields during the cohort year.
Technical Clarifications/Additional Guidelines

Completers may only be reported in one program. Colleges must develop and document the methodology for choosing the reporting program in cases when a student completes more than one career technical program in the reporting year. Some colleges may choose to report on the first program completed; others may choose to develop a ranking system to choose the program reported.

Formula

Number of men who completed a program considered nontraditional for their gender (NTM) + the number of women who completed a program considered nontraditional for their gender (NTW)

Divided by

Total number of all students who received an award in a nontraditional program

Numerator

- Male CTE participants enrolled in programs non-traditional for men
- Women CTE participants enrolled in programs non-traditional for women

Denominator

- Men and Women CTE participants enrolled in programs non-traditional for men
- Men and Women CTE participants enrolled in programs non-traditional for women