



Perkins Core Indicators

The Federal Perkins legislation identifies five core indicators to measure the effectiveness of Career Technical Education (CTE) at the post-secondary level

The core indicators

- *Please note that this presentation was created to help you understand the core indicators. It is not meant to be authoritative but is instead instructive in nature.*
- *The federal information can be found here
<https://www.congress.gov/bill/115th-congress/house-bill/2353>*
- *More information is available from the CA state chancellor's office at
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>*
- *<http://jspac.org/resources>*

The upcoming core indicators

Target Performance (CTE-6): District Negotiation of Levels of Performance

District Negotiation of Levels of Performance

Core Indicator	2019-20 State Target	2019-20 FAUPL Target	2020-21 State Target	SPLT	Actual Performance Outcome
1P1. Placement & Retention	N/A	N/A	73.00%	73.00%	N/A
2P1. Recognized Postsecondary Credentials	N/A	N/A	79.65%	79.65%	N/A
3P1. Equity: Non-traditional Participation	N/A	N/A	22.95%	22.95%	N/A



The existing core indicators

- **1. Technical Skill Attainment** in CTE course.
 - **2. Completion** of a CTE credential, certificate or degree.
 - **3. Persistence** in higher education including transfer for further instruction.
 - **4. Employment** or placement in military service or apprenticeship programs.
 - **5a. Nontraditional Participation** in a CTE training area in which fewer than 25% of the employees in that field are of student's gender.
 - **5b. Nontraditional Completion** of a CTE training area in which fewer than 25% of the employees in that area are of the student's gender.
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- For this presentation, we will use the report from Cerritos College's "Culinary Arts" program from cohort year 2020-2021. The 4 digit TOP code is 1306 .
 - This program is one of the best overall on our campus in terms of meeting the core indicator requirements from an algebraic standpoint.
 - We will also show you the best 10 programs for each indicator so you can get an idea of best in class.

The indicators: #1 Technical Skill Attainment in CTE course



Technical Skill Attainment– The percent of concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who earn a GPA of 2.0 or above in CTE courses above the introductory level.

Below is a list of the top 10 programs on campus:



122200	PHYSICAL THERAPIST ASSISTANT	100
70820	COMPUTER SUPPORT	100
100600	TECHNICAL THEATER	100
92400	ENGINEERING TECHNOLOGY, GENERAL (REQUIRES TRIGONOMETRY)	100
50640	SMALL BUSINESS AND ENTREPRENEURSHIP	100
95300	DRAFTING TECHNOLOGY	100
95600	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	100
50900	MARKETING AND DISTRIBUTION	100
95420	PLASTICS AND COMPOSITES	100
70800	COMPUTER INFRASTRUCTURE AND SUPPORT	100

The indicators: #1 Technical Skill Attainment in CTE course



To improve Technical Skill Attainment:

1. Offer tutoring
2. Provide basic skills instruction
3. Organize study groups
4. Provide alternative forms of instructional delivery, including group projects, flexible seating, online supplemental practice, etc.
5. Ensure instructors understand the needs of special population groups

Note : in this example the culinary arts program is doing a very good job for all categories

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	146	152	91.75	91.75	96.05	4.3
2 Non-Traditional	86	89	91.75	91.75	96.63	4.9
3 Displaced Homemaker	3	3	91.75	91.75	100.00	N/A
4 Economically Disadvantaged	119	123	91.75	91.75	96.75	5.0
5 Limited English Proficiency	4	4	91.75	91.75	100.00	N/A
6 Single Parent	19	19	91.75	91.75	100.00	8.3
7 Students with Disabilities	15	15	91.75	91.75	100.00	8.3
8 Migrant			91.75	91.75	N/R	N/R

The indicators: #2 Completion



Completion – The percent of CTE students who receive a degree, certificate, or equivalent, or complete a transfer program and are classified as transfer ready.

Below is a list of the top 10 programs on campus:



TOPCODE	TOP_TITLE	Core 1	Core 2
122200	PHYSICAL THERAPIST ASSISTANT	100	100
70820	COMPUTER SUPPORT	100	100
100600	TECHNICAL THEATER	100	100
92400	ENGINEERING TECHNOLOGY, GENERAL (REQUIRES TRIGONOMETRY)	100	100
50640	SMALL BUSINESS AND ENTREPRENEURSHIP	100	100
120100	HEALTH OCCUPATIONS, GENERAL	100	100
124020	DENTAL HYGIENIST	97.73	100
50650	RETAIL STORE OPERATIONS AND MANAGEMENT	94.48	100
122000	SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY	92.16	100
50940	SALES AND SALESMANSHIP	88.89	100

The indicators: #2 Completion



To improve Completion and Persistence:

1. Increase awareness of financial aid
2. Loan textbooks
3. Provide mentors, role models, and support groups for encouragement
4. Address issues of stereotype threat and self-efficacy

Note : in this example the program is doing a good job in each subcategory

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	71	84	89.00	82.32	84.52	2.2
10 Non-Traditional	38	44	89.00	82.32	86.36	4.0
11 Displaced Homemaker	1	1	89.00	82.32	100.00	N/A
12 Economically Disadvantaged	62	73	89.00	82.32	84.93	2.6
13 Limited English Proficiency	3	3	89.00	82.32	100.00	N/A
14 Single Parent	13	14	89.00	82.32	92.86	10.5
15 Students with Disabilities	7	7	89.00	82.32	100.00	N/A
16 Migrant			89.00	82.32	N/R	N/R

The indicators: #3 Persistence and transfer



Persistence and Transfer– The percent of CTE student concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Below is a list of the top 10 programs on campus:



TOPCODE	TOP_TITLE	Core 1	Core 2	Core 3
70820	COMPUTER SUPPORT	100	100	100
120100	HEALTH OCCUPATIONS, GENERAL	100	100	100
70730	COMPUTER SYSTEMS ANALYSIS	85.71	100	100
130520	CHILDREN WITH SPECIAL NEEDS	50	100	100
101200	APPLIED PHOTOGRAPHY	100		100
50400	BANKING AND FINANCE	100		100
61410	MULTIMEDIA	100		100
50500	BUSINESS ADMINISTRATION	74.11	100	98.18
60200	JOURNALISM	76.92	100	96.15
70710	COMPUTER PROGRAMMING	85.22	92.75	94.78

The indicators: #3 Persistence and transfer



To improve Completion and Persistence:

1. Increase awareness of financial aid
2. Loan textbooks
3. Provide mentors, role models, and support groups for encouragement
4. Address issues of stereotype threat and self-efficacy

Note : in this example the program is not doing a good job overall. Perkins requests for this program should focus on this core indicator. The challenge (understandable) is highest for single parents.

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	106	147	91.00	87.29	72.11	-15.2
18 Non-Traditional	67	87	91.00	87.29	77.01	-10.3
19 Displaced Homemaker	2	3	91.00	87.29	66.67	N/A
20 Economically Disadvantaged	85	120	91.00	87.29	70.83	-16.5
21 Limited English Proficiency	2	4	91.00	87.29	50.00	N/A
22 Single Parent	11	18	91.00	87.29	61.11	-26.2
23 Students with Disabilities	13	15	91.00	87.29	86.67	-0.6
24 Migrant			91.00	87.29	N/R	N/R

The indicators: #4 Student placement



Student Placement – The percent of CTE student who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Below are the 10 best programs on campus in meeting this core indicator requirement



TOPCODE	TOP_TITLE	Core 1	Core 2	Core 3	Core 4
130520	CHILDREN WITH SPECIAL NEEDS	50	100	100	100
124020	DENTAL HYGIENIST	97.73	100	92.5	100
100500	COMMERCIAL MUSIC	84.62	88.89	84.62	100
100600	TECHNICAL THEATER	100	100	83.33	100
70100	INFORMATION TECHNOLOGY, GENERAL	100		83.33	100
50900	MARKETING AND DISTRIBUTION	100	33.33	81.82	100
122000	SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY	92.16	100	80.85	100
50800	INTERNATIONAL BUSINESS AND TRADE	76.47	50	64.71	100
86000	EDUCATIONAL TECHNOLOGY	76.92	100	53.85	100
70800	COMPUTER INFRASTRUCTURE AND SUPPORT	100	0	50	100

The indicators: #4 Student placement



To improve Employment:

1. Provide internships, job shadowing and paid work experience
2. Maintain strong working relationships with advisory committees and employers
3. Provide job search and development services
4. Ensure that students have “soft skills” in addition to technical skills (dress, conduct, timeliness, and working well with others)

Note : in this example the program is doing a good job overall but could improve for non-traditional students. The program is doing an outstanding job with single parents.

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	55	68	73.23	73.23	80.88	7.7
26 Non-Traditional	24	34	73.23	73.23	70.59	-2.6
27 Displaced Homemaker	DR	DR	73.23	73.23	DR	N/A
28 Economically Disadvantaged	49	59	73.23	73.23	83.05	9.8
29 Limited English Proficiency	DR	DR	73.23	73.23	DR	N/A
30 Single Parent	10	10	73.23	73.23	100.00	26.8
31 Students with Disabilities	DR	DR	73.23	73.23	DR	N/A
32 Migrant			73.23	73.23	N/R	N/R

The indicators: #5a Nontraditional participation



Nontraditional Participation– The percent of CTE concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who are in training programs leading to employments in occupations nontraditional for their gender.

Below are the 10 best programs on campus in meeting this core indicator requirement



TOPCODE	TOP_TITLE	Core 1	Core 2	Core 3	Core 4	Core 5a
70210	SOFTWARE APPLICATIONS	85.71	50	71.43	66.67	85.71
101200	APPLIED PHOTOGRAPHY	100		100		75
130630	CULINARY ARTS	94.44	83.33	80.29	82.35	63.89
103000	GRAPHIC ART AND DESIGN	72.73	100	81.82	50	63.64
50600	BUSINESS MANAGEMENT	93.7	64.06	81.89	84.02	60.12
50800	INTERNATIONAL BUSINESS AND TRADE	76.47	50	64.71	100	52.94
70800	COMPUTER INFRASTRUCTURE AND SUPPORT	100	0	50	100	50
60430	BROADCAST JOURNALISM	50	0	0	100	50
50400	BANKING AND FINANCE	100		100		50
50200	ACCOUNTING	90.7	93.39	91.12	78.16	49.89

The indicators: #5a Nontraditional participation



To improve Nontraditional Participation and Completion:

1. Offer exploratory programs targeted to underrepresented groups so they can learn about the programs and find their interest and motivation
2. Provide role models and mentors
3. Have facilities and equipment for both women and men (e.g. locker rooms, bathrooms, various sizes of tools and safety equipment)
4. Make sure every student does every task, giving equal access to all aspects of training
5. Learn about your own biases and how they affect your teaching style and delivery

Note : in this example the program is doing an excellent job in all categories

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*	89	152	26.00	26.00	58.55	32.6
Non-Traditional	89	152	26.00	26.00	58.55	32.6
Displaced Homemaker	3	3	26.00	26.00	100.00	N/A
Economically Disadvantaged	68	123	26.00	26.00	55.28	29.3
Limited English Proficiency	3	4	26.00	26.00	75.00	N/A
Single Parent	9	19	26.00	26.00	47.37	21.4
Students with Disabilities	9	15	26.00	26.00	60.00	34.0
Migrant			26.00	26.00	N/R	N/R

The indicators: #5b Nontraditional completion



Nontraditional Completion – The percent of students who complete programs classified as nontraditional (see above) and who are of the underrepresented gender (i.e., female students completing programs leading to employment in occupations nontraditional for females; and male students completing programs leading to employment in occupations nontraditional for males).

Below are the 10 best programs on campus for this core indicator



TOPCODE	TOP_TITLE	Core 1	Core 2	Core 3	Core 4	Core 5a	Core 5b
70210	SOFTWARE APPLICATIONS	85.71	50	71.43	66.67	85.71	100
103000	GRAPHIC ART AND DESIGN	72.73	100	81.82	50	63.64	85.71
70820	COMPUTER SUPPORT	100	100	100		23.53	66.67
130630	CULINARY ARTS	94.44	83.33	80.29	82.35	63.89	65.67
50600	BUSINESS MANAGEMENT	93.7	64.06	81.89	84.02	60.12	60.73
50800	INTERNATIONAL BUSINESS AND TRADE	76.47	50	64.71	100	52.94	60
50200	ACCOUNTING	90.7	93.39	91.12	78.16	49.89	53.76
210500	ADMINISTRATION OF JUSTICE	87.23	86.6	88.03	91.4	47.34	48.84
50650	RETAIL STORE OPERATIONS AND MANAGEMENT	94.48	100	47.1	87.6	48.28	47.15
50500	BUSINESS ADMINISTRATION	74.11	100	98.18	75.41	45.54	46.36

The indicators: #5b Nontraditional completion



To improve Nontraditional Participation and Completion:

1. Offer exploratory programs targeted to underrepresented groups so they can learn about the programs and find their interest and motivation
2. Provide role models and mentors
3. Have facilities and equipment for both women and men (e.g. locker rooms, bathrooms, various sizes of tools and safety equipment)
4. Make sure every student does every task, giving equal access to all aspects of training
5. Learn about your own biases and how they affect your teaching style and delivery – and your students

Note : in this example the program is doing an excellent job in all subcategories

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*	40	74	30.00	30.00	54.05	24.1
Non-Traditional	40	74	30.00	30.00	54.05	24.1
Displaced Homemaker	1	1	30.00	30.00	100.00	N/A
Economically Disadvantaged	32	64	30.00	30.00	50.00	20.0
Limited English Proficiency	2	3	30.00	30.00	66.67	N/A
Single Parent	6	13	30.00	30.00	46.15	16.2
Students with Disabilities	5	7	30.00	30.00	71.43	N/A
Migrant			30.00	30.00	N/R	N/R