

## Why are core indicators important?

Understanding the funding process for Perkins Act funding is critical because it will aid your college in financially supporting your program, as it applies to Perkins dollars. Core Indicators are now being used by the U.S. Dept. of Education to determine program success and assess needs. Accountability requirements for colleges/districts participating in the federal Perkins Act funding were significantly changed by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). Colleges/districts must now set specific performance targets for each core indicator and be responsible for meeting these targets. Additionally, the Perkins Act places an increased emphasis on training students for nontraditional careers. Sanctions, including partial or total loss of funding, may now be imposed on community college districts who fail to meet established performance targets.

Funding can only be used for program improvement or initiation. California must establish a performance goal with the US department of education. Colleges must establish a performance goal with the state. If goals are not met corrective/punitive remedies take place. States and colleges that do not meet their goals are in jeopardy of losing funds.

## What are Special Populations?

Perkins IV requires colleges to spend funds on programs that help students succeed in Career and Technical Education. Capturing the number of your Special Populations students is critical to your program for identifying barriers to their success.

### The six Special Populations categories are:

- Economically Disadvantaged - Financial aid recipients
- Limited English Proficient – ESL participants
- Disabled – DSPS participants
- Single Parents – Classroom or enrollment survey
- Displaced Homemakers – Classroom or enrollment survey
- Training in areas that are nontraditional to their gender (Less than 25% are of a specific gender) – and participate in identified TOP codes determined on national data

A 2004 study for the Joint Special Populations Advisory Committee found that 52% of California Community College CTE students were found in one or more of the six special populations groups. Therefore roughly half of all community college CTE students are special population students. Most AG/NR programs are nontraditional careers for females. Veterinary Technician is a nontraditional career for males. Balanced AG/NR programs include Floriculture/Floristry and Parks and Outdoor Recreation.

Strategies for particular special populations groups are available at [www.stemequitypipeline.org](http://www.stemequitypipeline.org); [www.jspac.org](http://www.jspac.org), and [www.cccspecialpopulations.org](http://www.cccspecialpopulations.org)



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## A GUIDE TO Federal Carl D. Perkins Act/CTE funding



Core Indicators and Special Populations

# What are core indicators?

To find your colleges data visit <http://misweb.cccco.edu> and click on 'Perkins IV Core Indicator Reports'. Next, click 'Core Indicator Reports'. Then, click on your Fiscal Planning year. Next, click on 'Summary Core Indicators by TOP Code'. Next click 'Summary by College'. Enter your district and college.

- ▶ **Technical Skill Attainment** - student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.

The state will use the percentage of students earning a GPA of 2.0 or higher in CTE courses as an indicator of technical skill attainment measured by faculty.

Calculation of performance level: Number of postsecondary concentrators enrolled in CTE courses above the introductory level who have earned a GPA of 2.0 or above in those courses, divided by the number of concentrators enrolled in CTE courses above the introductory level.

#### Skill attainment strategies:

Tutoring  
integrating academic skills into a vocational context or framework  
Study groups  
Provide alternative forms of instructional delivery, such as active learning including group projects, flexible seating, etc.  
Ensure instructors understand the instructional needs of special population groups

- ▶ **Credential, Certificate, or Degree** - student attainment of an industry-recognized credential, a certificate, or a degree.

Calculation of performance level: This measure is the percentage of "Leavers and Completers" who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a CTE program area (or received a vocational certificate of less than 12 units) and who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and are classified as transfer prepared.

- ▶ **Student Retention or Transfer** - is student persistence in postsecondary education or transfer to a baccalaureate degree program.

Calculation of performance level: This measure is the percentage of CTE student concentrators who: 1) persisted in education at the community college level or 2) transferred to a two or four-year institution.

#### Completion and Persistence strategies

Financial aid  
Childcare\*  
Transportation support\*  
Textbook loans\*  
Provide mentors and role models for assistance and encouragement

\*only for economically disadvantaged students



- ▶ **Student Placement** - student placement in military service or apprenticeship programs; or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Calculation of performance level: This indicator is calculated as the percentage of CTE program leavers and completers who did not transfer to a two or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the Federal Government, or the military. Although the State currently does not perform data matches with the adult education offered apprenticeship programs, the Federal Government, or the military, the State will continue to pursue those administrative data matches.

#### Employment strategies

Maintain strong working relationships with advisory committees and employers  
Developing internships and cooperative work experience  
Ensure that students have appropriate job soft skills in addition to technical skills (dress, conduct, timeliness, working well with others)

- ▶ **Nontraditional Participation** - student participation in career and technical education programs that lead to employment in fields non-traditional for their gender.

Calculation of performance level: The State will use the percentage of females participating in CTE program coursework leading to employment in occupations nontraditional for females; and number of males participating in CTE program coursework leading to employment in occupations nontraditional for males. Participation will use the concentrator threshold definition for participation when the program is indicated as nontraditional for either gender.

- ▶ **Nontraditional Completion** - student completion of career and technical education programs that lead to employment in fields non-traditional for their gender.

Calculation of performance level: The State will use the percentage of completers in programs leading to employment in non-traditional occupations that 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). Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program and been designated as transfer prepared; 3) transferring to a two- or four-year institution; or 4) enlisting in the military.

#### Nontraditional participation and completion strategies

Have facilities and equipment that are suitable for women and men  
Make sure every student does every task, give every student equal access to all aspects of training  
Developing appropriate outreach materials  
Provide mentors and role models for assistance and encouragement  
Using appropriate teaching strategies to engage nontraditional students

# Definition of Core Indicator Terms

**Participant:** Students enrolled in SAM A-D courses (CB09) are used for funding along with an economically disadvantaged status.

**Concentrator:** a student who has successfully completed a minimum threshold of 12 or more units of related coursework (defined as a two-digit TOP code) in a vocational or technical program area within the most recent three years with at least one of the courses above the introductory level.

Additionally, students earning a vocational degree or certificate in the cohort year will be included in the cohort whether or not they meet the unit threshold requirements. As in the previous Perkins cohorts, receiving a vocational certificate or degree in the cohort year will override program assignment based on units.

**Apprenticeship:** Student concentrators who were enrolled in an apprenticeship course or program.

**Completers:** Any student who earned a credit, certificate, or degree. The completion indicator includes students who were transfer prepared.

**Life Long Learner:** students in the cohort who either came to the college with a postsecondary degree (Certificate-Ph.D.) or who earned a certificate or degree in a prior year and did not earn a certificate or degree in the current year.

**Leaver:** Students NOT enrolled in the year following the end of the cohort year at any college in the California Community College system are considered leavers for system reports.

**College Leavers/Transfers:** Leavers from one college attending another California community college during the year following the cohort year are considered transfers within the system and are considered transfers for the sending college in college reports.

**Transfer Prepared:** Students who successfully completed 60 UC/CSU transferable units with a GPA at or above 2.0 in those transferable courses.

**Transfers:** For statewide reporting, students enrolled in any non-CCC institution of higher education (as identified through the National Student Loan Clearinghouse) during the cohort year or the year following the cohort, are considered transfers. CCC transfers are considered persisters in the statewide reporting.

**Employed:** Students found with earnings in any quarter in the year following the cohort year, in the Unemployment Insurance base wage file, are considered employed. Additionally, students found in apprenticeship programs are also considered employed. Military service and federal employment are currently not collected but efforts will be made to reinstate those administrative data matches.

**Persisters:** Student retention in postsecondary education or transfer to a baccalaureate degree program.

**Retention:** California uses persistence instead of retention as defined in the Perkins IV Act.

For additional information on Perkins IV Core Indicators visit the Chancellor's Office, California Community Colleges website at <http://www.cccco.edu/ChancellorsOffice/Divisions/EconDevWorkPrep/CTE/CoreIndicator/tabid/492/Default.aspx>

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