California Community Colleges

# A Sustainable Approach Using Core Indicator Reports for Program Improvement

April 23, 2024

A11Y 5/8/24

# Agenda

- Welcome
- Housekeeping
- Introduction of Presenters
- Perkins V Presentation Overview
- Management Information System (MIS) Presentation
- Key Dates and Reporting
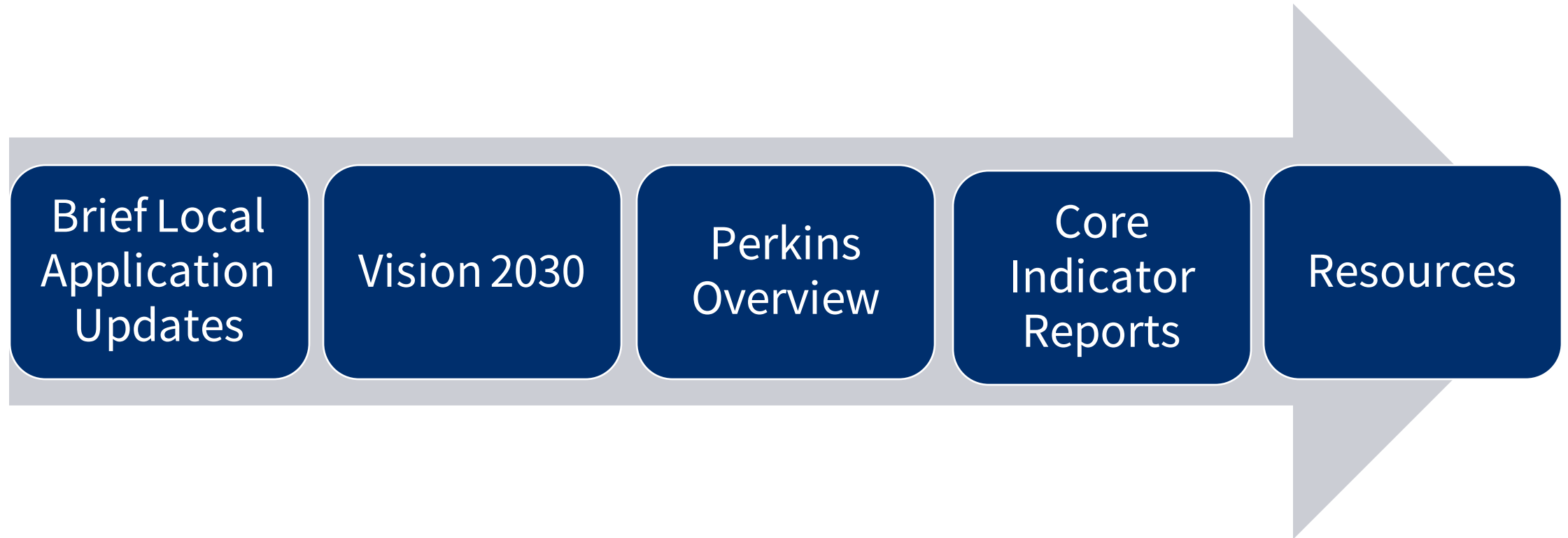- Closing

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# Housekeeping

- To best facilitate, we ask for questions throughout the presentation.
- All questions will be shared via Perkins FAQs on our website after the CCCAOE Conference.
- Slides will be shared also after the conference.

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# Today's Presenters

- Jean Claude Mbomeda – Perkins V Program Lead, Workforce and Economic Development Division (WEDD)
- Todd Hoig- Director-Management Information System (MIS) Unit
- Vinod Verma- Specialist-MIS
- Lupe Maldonado – Program Monitor, WEDD

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# Perkins V Overview

Brief Local Application Updates → Vision 2030 → Perkins Overview → Core Indicator Reports → Resources

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# Local Application Updates

1. **Comprehensive Local Needs Assessment/ Core Indicator Reports Uploads**

2. **Local Application Response Sections:**

   - CTE Course Offerings and Activities

   - Partnerships with Local Workforce Development Agencies

   - Support for Students from Special Population Groups

   - Work-based Learning Opportunities

   - Dual or Concurrent Enrollment

   - Professional Development

   - Core Indicator Achievement

   - Develop, Implement and Share Local Evaluations

3. **Goals and Metrics: Vision 2030 Alignment**

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# Perkins V Core Indicators

# Definitions of Core Indicator Elements

**Participant:** The term 'CTE participant' means an individual who completes not less than one course in career and technical education program or program of study of an eligible recipient.

**Concentrator:** CTE Concentrators is a student who earns at least 12 cumulative credits in a CTE program or program of study; or Completes a program that encompasses fewer than 12 credits.

**Special Populations:**

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including low- income youth and adults;
3. Individuals preparing for non- traditional fields;
4. Single parents, including Single pregnant women;
5. Out-of-workforce individuals;
6. English learners;
7. Homeless individuals
8. Youth in Foster Care
9. Youth with Parents in Active-Duty Military

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# Perkins V Core Indicators Alignment with Vision 2030

| Perkins V Core Indicators of Performance | State Vision 2030 Metrics (including Strong Workforce & other State Programs) |
|---|---|
| 1 P1: Postsecondary Placement and Retention | |
| 2P1: Earned Recognized Postsecondary Credentials | |
| 3P1: Non-Traditional Program Concentration | |

**VISION 2030 3 GOALS**

Equity in Success
Equity in Access
Equity in Support

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# Perkins V Core Indicators in Alignment with Vision 2030

| Perkins V Core Indicators of Performance | Statute Language | State Vision 2030 Metrics |
|---|---|---|
| 1 P1: Postsecondary Placement and Retention<br>Target : 95.51% | The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are:<br>1. in advanced training,<br>2. military service,<br>3. a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.),<br>4. volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)),<br>5. Placed or retained in employment. | Goal 1: Equity in Success<br>Outcome 2: Baccalaureate attainment<br>Outcome 2d: Increase with equity the number of California community college students who transfer to California State University (CSU) or University of California (UC).<br>Outcome 2e: Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.<br>Outcome 3: Workforce Outcome<br>Increase with equity the number of California community college students who earn a living wage |

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# Perkins V Core Indicators in Alignment with Vision 2030

| Perkins V Core Indicators of Performance | Statute Language | State Vision 2030 Metrics |
| --- | --- | --- |
| 2P1: Earned Recognized Postsecondary Credentials<br>Target : 84.02 % | The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. | Goal 1: Equity in Success<br>Outcome 2: Baccalaureate attainment<br>Outcome 2a: Increase, with equity, the number of California community college students who ultimately earn a bachelor's degree.<br>Outcome 2b: Increase, with equity, the number of California community college students who earn an Associate Degree for Transfer.<br>Outcome 2c: Increase with equity the number of California community college students who earn a community college baccalaureate. |

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# Perkins V Core Indicators in Alignment with Vision 2030

| Perkins V Core Indicators of Performance | Statute Alignment | State Vision 2030 Metrics |
|---|---|---|
| 3P1: Non-Traditional Program Concentration Target: 27.18% | The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. | Goal 2: Equity in Access<br>Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.<br>Goal 3: Equity in Support<br>Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians. |

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# Perkins Core Indicators FY 2022-2024

| Indicators | FY 2022-2023 | FY 2023-2024 | FY 2024-2025 |
|---|---|---|---|
| 1P1: Post-Program Placement | 91.75% | 92% | 95.51% |
| 2P1: Earned Recognized Postsecondary Credential | 89.00% | 89.60% | 84.02% |
| 3P1: Non-traditional Program Concentration | 26.00% | 27% | 27.18% |

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# Negotiating State Levels of Performance

Community college/districts may annually negotiate their local levels of performance, or goal, for each indicator should they believe that the State's proposed target is unreachable based on current barriers. They must discuss this concern with their regional monitor. The process goes as follows:

➢ Colleges are to review their core indicator targets for their previous three years and evaluate the gap between the State target and the local target.

- If they find that there are missed targets over the past three years, then the college's Perkins V designee must reach out to the regional monitor with a proposed target and justification.

➢ Regional monitors will review this proposed target and justification with the following guiding questions:

- Review the last three years of the college's actual performances.
- Is the college's plan of action for improving the target sound reasonable?
- Will discuss with college final agreed performance level (target).

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# Negotiating Target For Each Core Indicator

Each year, the community colleges negotiate with the State a level of performance, or goal, for each indicator

Check the box in the "Accept SPLT" column to accept the SPLT. If left unchecked, list your preferred target and provide in the narrative section below the table an explanation to justify it.

| Core Indicator | 2022-23 State Target | 2022-23 FAUPL Target | 2023-24 State Target | SPLT | Actual Performance Outcome | Accept SPLT | 2023-24 FAUPL Target |
|---|---|---|---|---|---|---|---|
| 1P1. Post-Program Placement | 91.75% | 91.75% | 92.00% | 92.00% | 97.16% | ☑ | 92.00% |
| 2P1. Earned Recognized Postsecondary Credential | 89% | 89% | 89.60% | 89.60% | 75.17% | ☐ | 82.00% |
| 3P1. Non-traditional Program Concentration | 26% | 26% | 27.00% | 27.00% | 31.99% | ☑ | 27.00% |

2P1. Earned Recognized Postsecondary Credential - Preferred FAUPL Target Explanation *

Our average performance per recent reports have been approximately 80%. We will seek to raise this and have set the target at 82.00%.

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# Unmet Core Indicators (❗)

➢ Colleges that do not meet at least 90 percent of their negotiated performance level for each core indicator must write a Program Improvement Plan (PIP) that includes action steps to improve their performance. These must submit this plan with their local application via NOVA as an upload.

➢ Colleges failing to meet or show significant improvement for two consecutive years may be directed to address the core indicator with an agreed upon portion of their Perkins allocation.

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# Focus for PIP Per Unmet Target

Colleges not meeting at least 90 percent of their negotiated performance level for each core indicator must write an improvement plan that includes action steps to improve their performance.

Check the box in the "Accept SPLT" column to accept the SPLT. If left unchecked, list your preferred target and provide in the narrative section below the table an explanation to justify it.

| Core Indicator | 2022-23 State Target | 2022-23 FAUPL Target | 2023-24 State Target | SPLT | Actual Performance Outcome | Accept SPLT | 2023-24 FAUPL Target |
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| 3P1. Non-traditional Program Concentration | 26% | 26% | 27.00% | 27.00% | 31.99% | ☑ | 27.00% |

2P1. Earned Recognized Postsecondary Credential - Preferred FAUPL Target Explanation *

Our average performance per recent reports have been approximately 80%. We will seek to raise this and have set the target at 82.00%.

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# Accessing Your Core Indicator Report

# Accessing Steps

➢ Go to: [California Community Colleges Chancellor's Office - Data Mart (cccco.edu)](cccco.edu)
➢ Click on the **Core Indicator Reports** tab;
➢ Click on **Forms**
➢ Then Click on either **E-C** for **College** access or **E-D** for **District** access.
➢ Select your **District/College**,
➢ Choose Select Fiscal Year **2024-25**, then,
➢ Click on **View Report**



California Community Colleges Chancellor's Office
**Management Information Systems Division**
Career Technical Education (CTE) (Perkins V)

Negotiation Reports | Core Indicator Reports | Documentation | Contact Us

**Forms**

Various reports (Section I Part E & F) showing District/College Aggregate Core Indicator Information.

- Form 1 Part E-C - College
- Form 1 Part E-D - District
- Form 1 Part E-D - FedSpreadSheet
- Form 1 Part F by 2 Digit TOP Code - College
- Form 1 Part F by 4 Digit TOP Code - College
- Form 1 Part F by 6 Digit TOP Code - College

**Trend Reports by Core Indicator**

Various reports showing Performance Trend by College.

- Core 1 - Postsecondary Retention & Placement
- Core 2 - Earned Postsecondary Credential
- Core 3 - Non-traditional Program Enrollment
- Core 4 - Employment

**Special Population Core Indicators**

Various reports showing Core Indicator information for Special Population by College/District and TOP code.

- Special Population Core Indicators by TOP Code - College
- Special Population Core Indicators by TOP Code - District
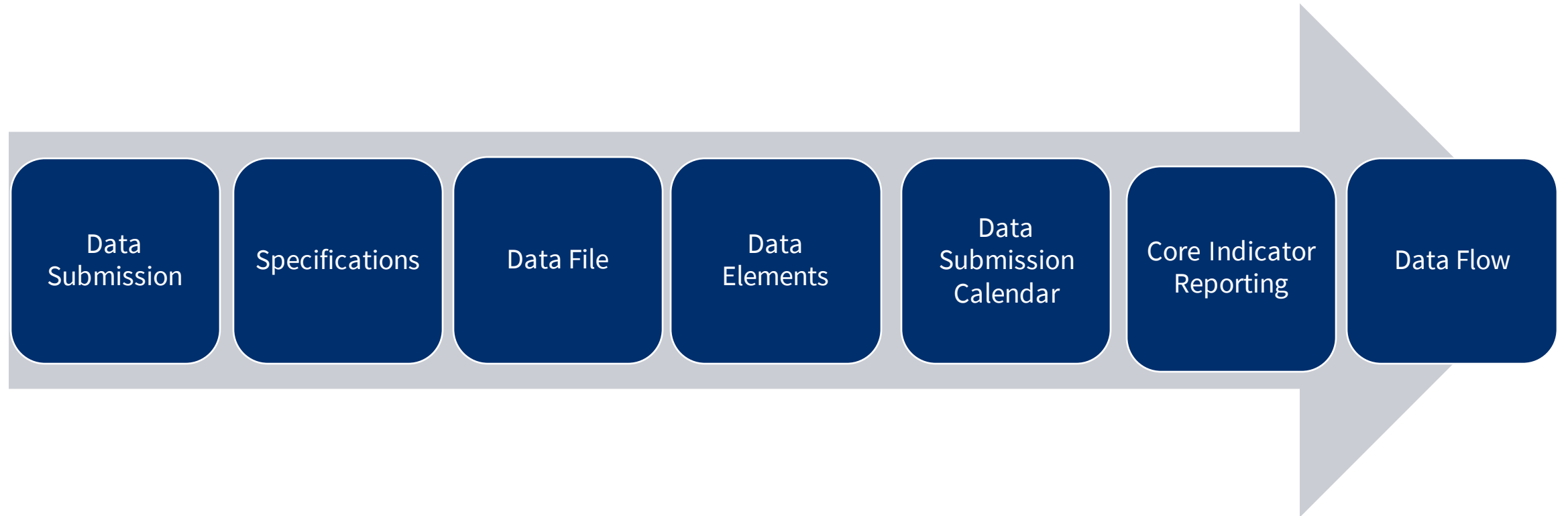
**Summary Core Indicators by TOP Code**

Various summary reports showing Core Indicator or Performance information by College/District and TOP Code.

- Core Indicators by TOP Code - Summary by College
- Core Indicators by TOP Code - Summary by District
- Core Indicators by TOP Code - Summary by State
- Summary Performance Detail Report by College - 2 Digit TOP
- Summary Performance Detail Report by College - 4 Digit TOP
- Summary Performance Detail Report by College - 6 Digit TOP

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# Management Information System (MIS) Presentation

# MIS Overview

Data Submission → Specifications → Data File → Data Elements → Data Submission Calendar → Core Indicator Reporting → Data Flow

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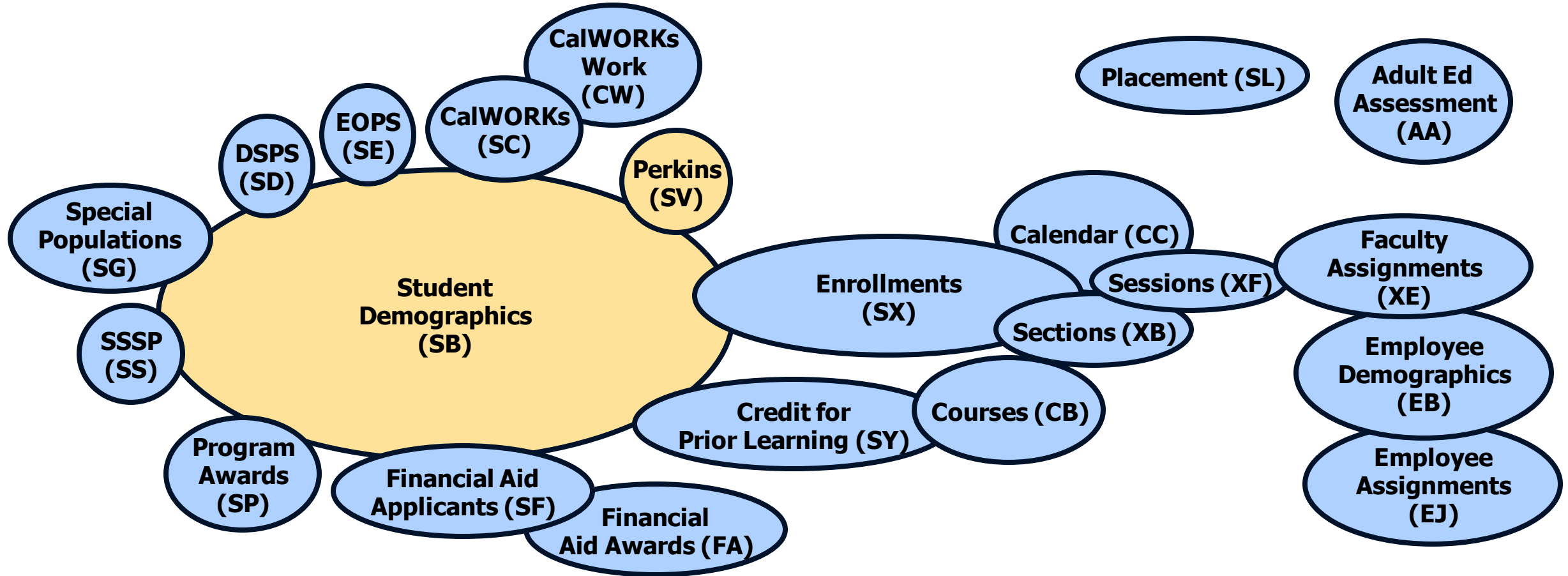
# MIS Data Submission

- CCC districts are required to submit data to the CCCCO

- MIS data includes student, course, enrollment, student services, program award, financial aid, employee, etc.

- Data submitted on a term or annual basis depending on the type of data

- MIS data is used for accountability reporting and funding purposes

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# MIS Data

# MIS Data Specifications

- The MIS Data Element Dictionary (DED) provides descriptions of the CCCCO Management Information System and technical specifications for data to be collected and reported

- Available on the CCCCO website at http://webdata.cccco.edu/ded

# Perkins (SV) Data File

The reporting domain for Perkins (SV) data file includes all students who:

- were enrolled in at least one class during 1st or 2nd census for daily or weekly census classes, or attended at least one meeting of a positive attendance class, or were enrolled in at least one class that resulted in a notation on the student's official record

AND

- have been enrolled in one or more courses having a SAM level designation of A, B, C, or D, or have been accepted into a specific occupational program or have a certified intent to enroll in a vocational program (SV01 = 'A')

AND

- have a "positive" status for one or more of the data elements included in the VTEA data record (At least one of the following cases is true: SV03 position 1 = '1', '2', '3', or '4', SV04 = 'P', SV05 = 'D', SV06 = 'O' or 'G', SV08 = 'T', SV09 = 'M', or SV10 = '1' or '2')

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# Perkins (SV) Data Elements

SV01 Student-Vocational-Program-Plan-Status

SV02 Student-VTEA-Funded-Status

SV03 Student-VTEA-Economically-Disadv-Status

SV04 Student-VTEA-Single-Parent-Status

SV05 Student-VTEA-Displaced-Homemaker-Status

SV06 Student-VTEA-Coop-Work-Experience-Ed-Type

SV07 Student-VTEA-Criminal-Offender-Status

SV08 Student-VTEA-Tech-Prep-Status

SV09 Student-VTEA-Vocational-Migrant-Worker-Status
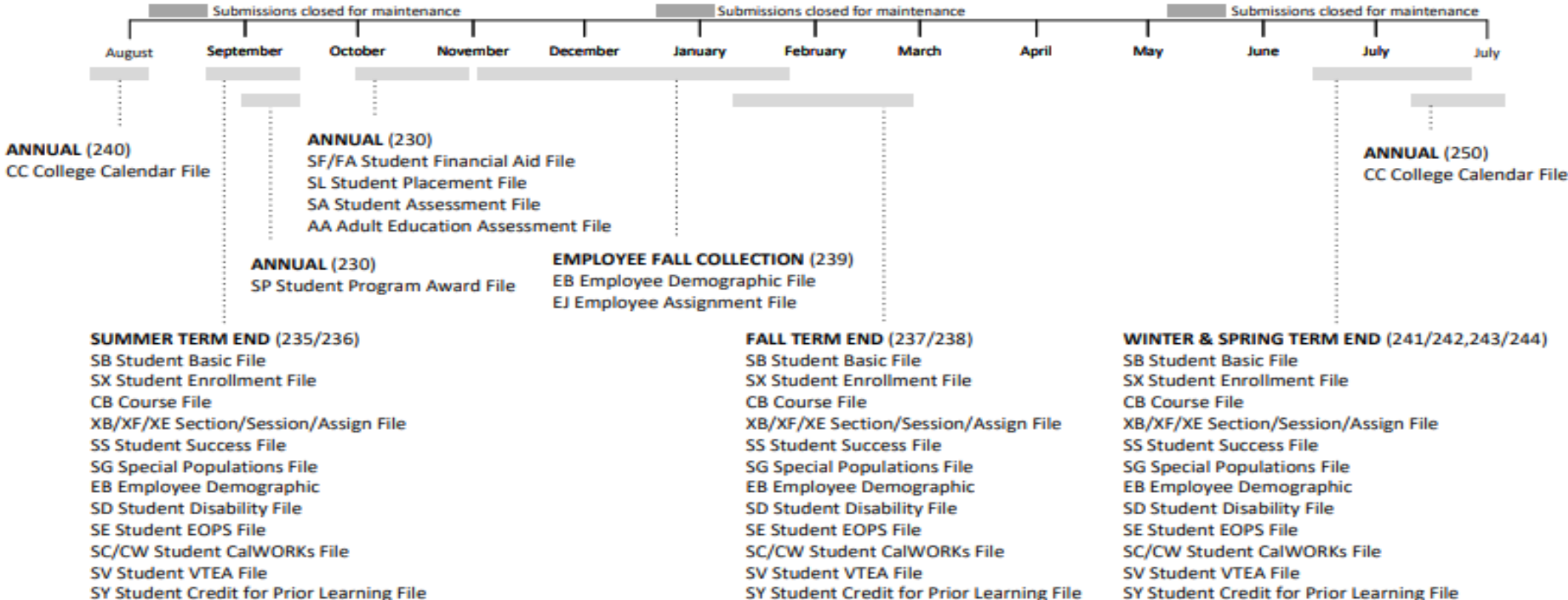
SV10 Student-VTEA-WIA-Veteran-Status

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# Perkins (SV) Data Elements

| DED# | DATA ELEMENT NAME | FORMAT |
|------|-------------------|--------|
| **SV01** | **STUDENT-VOCATIONAL-PROGRAM-PLAN-STATUS** | **X(01)** |

This element indicates whether the student has been formally accepted into a specific occupational program or if the student has certified his or her intent to enroll in an occupational program.

| Coding | Meaning |
|--------|---------|
| A | Student has been formally accepted into a specific occupational program and/or student has certified that it is his or her intent (see note #3) to enroll in a specific occupational program. Student may or may not be enrolled in a course having a SAM level designation of A, B, C, or D during the reporting term. |
| N | Student has NOT been formally accepted into a vocational program nor has a student certified an intent to enroll in an occupational program. Student is enrolled in one or more courses having a SAM code of A, B, C, or D. |

"Formal acceptance into a specific occupational program" pertains to programs for which the college has a formal acceptance process, as for example, the nursing program.

This element should be updated each term to reflect the current status of the student during the reporting term.

Certified intent may be met using student goal or major.

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# MIS Data Submission Calendar



California Community Colleges Chancellor's Office
Management Information System
**MIS DATA SUBMISSION TIMELINE 2023-24**

Submissions closed for maintenance | Submissions closed for maintenance | Submissions closed for maintenance

August — September — October — November — December — January — February — March — April — May — June — July — July

**ANNUAL (240)**
CC College Calendar File

**ANNUAL (230)**
SF/FA Student Financial Aid File
SL Student Placement File
SA Student Assessment File
AA Adult Education Assessment File

**ANNUAL (250)**
CC College Calendar File

**ANNUAL (230)**
SP Student Program Award File

**EMPLOYEE FALL COLLECTION (239)**
EB Employee Demographic File
EJ Employee Assignment File

**SUMMER TERM END (235/236)**
SB Student Basic File
SX Student Enrollment File
CB Course File
XB/XF/XE Section/Session/Assign File
SS Student Success File
SG Special Populations File
EB Employee Demographic
SD Student Disability File
SE Student EOPS File
SC/CW Student CalWORKs File
SV Student VTEA File
SY Student Credit for Prior Learning File

**FALL TERM END (237/238)**
SB Student Basic File
SX Student Enrollment File
CB Course File
XB/XF/XE Section/Session/Assign File
SS Student Success File
SG Special Populations File
EB Employee Demographic
SD Student Disability File
SE Student EOPS File
SC/CW Student CalWORKs File
SV Student VTEA File
SY Student Credit for Prior Learning File

**WINTER & SPRING TERM END (241/242,243/244)**
SB Student Basic File
SX Student Enrollment File
CB Course File
XB/XF/XE Section/Session/Assign File
SS Student Success File
SG Special Populations File
EB Employee Demographic
SD Student Disability File
SE Student EOPS File
SC/CW Student CalWORKs File
SV Student VTEA File
SY Student Credit for Prior Learning File

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# MIS Data Submission Calendar

**SUBMISSION DUE DATES**

Summer term data is due 30 days after end of Summer term

Fall term data is due 30 days after end of Fall term

Winter and Spring term data is due 30 days after end of Spring term

Annual Program Awards data is due September 15

Annual Financial Aid data is due October 31

Annual Placement and Assessment data is due October 31

Annual Employee data is due January 31

**SUBMISSION SYSTEM MAINTENANCE WINDOWS**

August 9 through August 23

December 13 through January 3

May 6 through May 17

**SUBMISSION DEADLINES FOR SPECIFIC DATA USES**

Term data for categorical allocation purposes is the first Monday in August (by 5:00 PM)

Annual Program Awards data for IPEDS purposes is September 15 (by 5:00 PM)

Term/Annual Program Awards/Annual Financial Aid data for SCFF preliminary apportionment purposes is December 1 (by 5:00 PM)

Term/Annual Program Awards/Annual Financial Aid data for SCFF final apportionment purposes is January 14 (by 5:00 PM)

Fall Term data for IPEDS purposes is January 31 (by 5:00 PM)

Financial Aid data for VTEA allocation purposes is the second Friday in February (by 5:00 PM)

College Calendar file (240) covering 2023-24 must be submitted before any other 2023-24 data is submitted

College Calendar file (250) covering 2024-25 must be submitted before any other 2024-25 data is submitted

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# Perkins V Core Indicator Reports

- https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports
- Form 1 Parts E-C, E-D, F by TOP Code
- Special Population Core Indicator Reports
- Trend Reports by Core Indicator
- Summary Core Indicators by TOP Code

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# MIS Data Flow
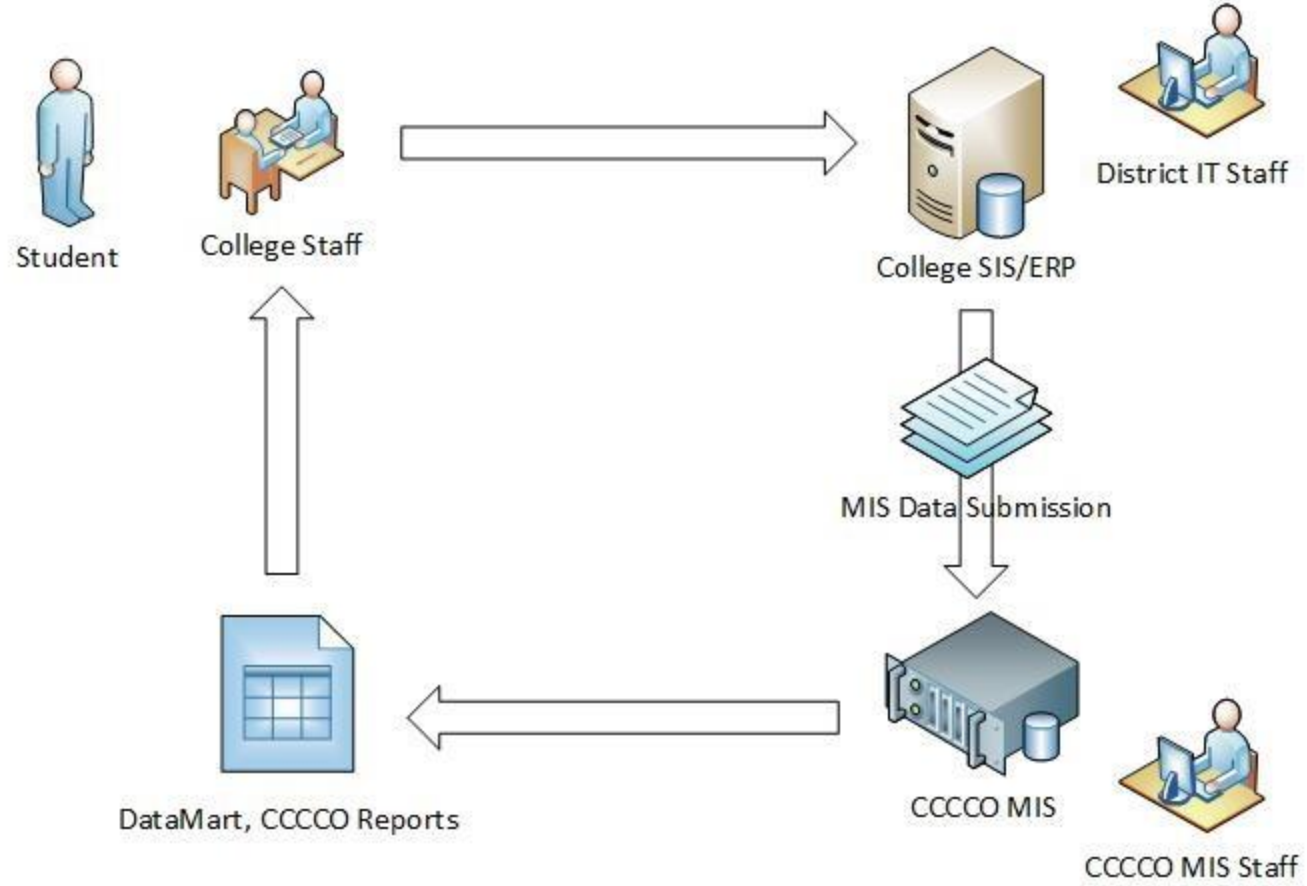
# MIS Data Submission Technical Support

District staff responsible for MIS data submission can contact cccmisedit@cccco.edu

# Suggestions for Perkins Program Coordinators

- Familiarize yourself with the Data Element Dictionary
- Determine where data resides in your system
- Collaborate with your IT staff
- Review preliminary reports
- Run periodic reports throughout the year
- Make quality data submission a priority

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# Key Dates and Closing

# Key Dates and Reporting

❖ Opening Application Date: **April 15, 2024**
❖ Closing Application Date: Fri. **May 31, 2024**
❖ Starting Activity Date: **Mon. July 1, 2024**

❖ Quarter 1 Reporting Date: **Tues. October 15, 2024**
❖ Quarter 2 Reporting Date: **Wed. January 15, 2025**
❖ Quarter 3 Reporting Date: **Tues. April 15, 2025**
❖ Quarter 4 Reporting Date: **Tues. July 15, 2025**
❖ Final Report Due Date: **Mon. Sept. 1, 2025**

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**Join us!**
**Next Perkins Office Hours**

**Thursday, May 16, 2024**
**1:00 – 2:30PM**

**Zoom Info:**
Meeting URL:
https://cccconfer.zoom.us/j/87108396734
Meeting ID: 871 0839 6734

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# Thank you!

Please email additional questions for Perkins Program at perkinssupport@cccco.edu and MIS Unit at cccmisedit@cccco.edu.

www.cccco.edu

# California Community Colleges

# Perkins V
# Updated Allowables for Community Colleges Addendum

May 17, 2024

# CTE Teacher Preparation Opportunities for Community Colleges

**Perkins V funding may be used to recruit and retain CTE teachers and faculty including:**

- Providing professional development for CTE teachers and faculty.

- Support for "the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification.

- To equip aspiring CTE educators with the skills necessary to pursue a career in this high-skill and in-demand occupation, such as by developing and providing the first two years of a "2+2" CTE Educator Preparation Programs (EPP) that leads to a baccalaureate degree in education or, for community colleges in states that authorize community colleges to award baccalaureate degrees, all four years of a baccalaureate degree CTE EPP

- Community colleges may also address shortages of CTE teachers in secondary schools by using their adjunct faculty to increase dual enrollment opportunities in CTE subjects, tapping their Perkins V subgrant for these activities.

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# Educator Preparation Opportunities for States

- For students who are members of special populations, costs for tuition, along with support for the transportation, childcare, and other out-of-pocket expenses for these students to enroll in the EPP maybe provided.
- Perkins V subgrants may be used to recruit students for the EPP; support practicum, internships, or other clinical experiences that are part of an EPP; and support CTE student organizations for aspiring educators.

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# Developing Registered Apprenticeship EPPs

- **Registered Apprenticeship Educator Preparation Programs (EPPs) are an emerging innovation to prepare the education workforce. Community colleges may use Perkins V subgrants to develop Registered Apprenticeship EPPs or to pay the costs of related training and instruction as part of a Registered Apprenticeship EPP administered by other entities.**

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# Perkins V
# Updated Allowables for Regional Consortia Addendum

May 17, 2024

# CTE Teacher Preparation Opportunities for States

**State leadership funds may be used to :**

- Support the development and implementation of a wide range of CTE Educator Preparation Programs (CTE EPPs), including baccalaureate degree and post-baccalaureate degree programs, that provide comprehensive, high-quality pathways into CTE teaching.

- Pay students' costs of attendance at CTE EPPs in return for a commitment to serve as a CTE teacher, through scholarships or loan forgiveness as well as the costs of support services such as childcare or transportation that aspiring CTE teachers may need in order to participate.

- Assist individuals with relevant industry experience in obtaining state teacher licensure or credential requirements through teacher licensure and certification changes and other strategies to leverage the talent of industry professionals to deliver CTE instruction while not lowering standards for incoming teachers.

- Support induction and mentoring programs for new CTE teachers.

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# CTE Teacher Preparation Opportunities for Community Colleges

**Community colleges and other entities that receive Perkins V postsecondary education subgrants under distribution of funds for postsecondary education programs (Section 132), colleges may use these funds to recruit and retain CTE teachers and faculty including:**

- Providing professional development for CTE teachers and faculty.

- Support for "the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification.

- To equip aspiring CTE educators with the skills necessary to pursue a career in this high-skill and in-demand occupation, such as by developing and providing the first two years of a "2+2" CTE EPP that leads to a baccalaureate degree in education or, for community colleges in states that authorize community colleges to award baccalaureate degrees, all four years of a baccalaureate degree CTE EPP.

- Community colleges may also address shortages of CTE teachers in secondary schools by using their adjunct faculty to increase dual enrollment opportunities in CTE subjects, tapping their Perkins V subgrant for these activities.

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# Educator Preparation Opportunities for States

- State leadership funds may be used to develop and improve dual enrollment opportunities that enable high school students to get a head start on earning postsecondary education credits in an associate degree or baccalaureate degree EPP, such as by providing start-up funding for early colleges, middle colleges, and other EPP accelerated learning opportunities.

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# Recruiting and supporting industry experts and professionals in earning certification to become CTE educators:

**Perkins V state leadership funds on recruiting, preparing, or retaining CTE teachers, faculty, and other CTE instructional personnel. These funds may be used to—**

- Develop and implement CTE educator preparation programs (CTE EPPs), including teacher residencies;

- Pay students' costs of attendance at CTE EPPs through scholarships or loan forgiveness provided in return for a service commitment (e.g., 4 years at an underserved school), as well as for the costs of support services such as childcare or transportation that aspiring CTE teachers may need in order to participate;

- Offer financial incentives to industry experts to become certified to teach CTE courses;

- Supplement the salaries of CTE educators in high-need or hard to staff positions; and

- Prepare CTE educators in fields with declining labor market demand to teach CTE courses in higher demand fields.

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# Developing Registered Apprenticeship EPPs:

- Registered Apprenticeship Educator Preparation Programs (EPPs) are an emerging innovation to prepare the education workforce. Community colleges may use Perkins V subgrants to develop Registered Apprenticeship EPPs or to pay the costs of related training and instruction as part of a Registered Apprenticeship EPP administered by other entities.

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# Reference

**UNITED STATES DEPARTMENT OF EDUCATION: OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION**

**OCTAE Program Memorandum 23-2, March 15, 2023 https://www2.ed.gov/about/offices/list/ovae/pi/cte/perkins-educator-prep.pdf**

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# Thank you!

Please email additional questions for Perkins Program at perkinssupport@cccco.edu.

www.cccco.edu

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