



Perkins V Accountability Guide 2021

WTCS Guide

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Perkins V Accountability Overview

Perkins V was signed into law on July 31, 2018 with a renewed focus on advancing Career and Technical Education (CTE) and student equity (e.g., members of special populations and different race/ethnicity groups perform at the same rate as ‘all students’ for each indicator). Compared with Perkins IV, the accountability indicators have simplified with just three metrics: (1) concentration in non-traditional occupations, (2) credential attainment, and (3) placement in employment, higher education, and/or advanced training. The Perkins IV *retention* indicator has been essentially removed. Now, the only way for a student to be ‘retained’ at your college is that they must first complete a credential (e.g., embedded technical diploma) and are still enrolled at your college six months after completion (these students will be in the numerator of the ‘placement’ indicator). In addition, the definition of a CTE concentrator has changed. In Perkins V, students who have successfully completed a credential with less than 12 credits are included with students who have successfully completed at least 12 credits in their CTE program.

For more information on Perkins V, see [ACTE’s resources](#) and links to the [law text](#).

Special Populations & Equity

Perkins V is focused on identifying and closing equity gaps across student groups. With this focus, all Perkins V information (participants, concentrators, indicators) is disaggregated across student race/ethnicity groups and special populations. Across the WTCS, three significant equity gaps in credential attainment (2P1) exist: program completion of Black and African American students, students with disabilities, and students from low socioeconomic backgrounds. The largest equity gap for concentration in non-traditional occupations (NTO-3P1) is for female students in male-dominated programs (construction, IT, STEM, manufacturing, automotive, law/public safety), which also tend to lead to high-wage careers ([2018 Graduate Outcomes Report](#)). While equity gaps exist for these indicators, there are no significant equity gaps in student *placement* in employment, advanced training, or higher education after earning a postsecondary degree (1P1). Note, that this analysis was performed before college’s tracked the new Perkins V special populations (foster care youth, youth with parents on active duty in the military, and homeless individuals).

To strengthen your college’s diversity, equity, and inclusion work please take a look at these resources:

- [System-wide Equity Report](#) which highlights goals for equity across the WTCS and includes tools and resources for achieving these goals (pgs. 10-13)
- [Black Minds Matter](#) resources from California (recommendations, report, etc.) and Dr. J. Luke Wood’s Black Minds Matter [course](#) and corresponding [videos](#).
- [Accessibility Toolkit](#) which was developed for Open Educational Resources but is applicable to all educational resources and highlights Universal Design for Learning (UDL) principals. There is also an accompanying [UDL Activity](#).
- [Institute for Research on Poverty](#) has resources, webinars, and trainings.

- [NAPE's Nontraditional Career Preparation: Root Causes & Strategies](#) report provides insights and approaches to get more women enrolled in NTO programs.
- JFF's toolkit for '[Adding a Gender Lens to Nontraditional Jobs Training Programs](#)'.
- [Improving Education Outcomes for Foster Youth](#) report from the American Bar Association.
- Colorado's [Equity Toolkit](#) for Inclusive Teaching and Learning.

Perkins V Special Populations:

- Individuals with disabilities [Client S1 – 62-63]
- Individuals with an economic disadvantage [Client S1 – 61]
- Individuals preparing for a non-traditional field based upon their gender and the program [Client S5 – 83, and program nontraditional occupation (NTO) bias status]
 - Non-traditional occupation fields are programs in which based on national labor market data, either men or women are considered a minority group within the workforce and less than 25% of workers in the occupation are either male or female. Thus an individual preparing for a non-traditional field is a student in the minority gender group (e.g., female students in law enforcement programs, male students in early childhood education programs).
- Single parents, including single pregnant women [Client S1 – 45]
- English Language Learners [Client S1 – 55]
- Out-of-workforce individuals [Client S1 – Combination of 46 (1 'displaced homemaker' and 56-57 (03 'underemployed' and 04 'unemployed'))]
- Homeless individuals [Client S1 – 42]
- Youth who are in or have aged out of the foster care system [Client S1 – 43]
- Youth with a parent who is a member of the armed forces and is on active duty [Client S1 – 44]

**Youth is a definition from the Workforce Innovation and Opportunity Act (WIOA): "not younger than 16 or older than age 24"*

See the WTCS [Client Reporting System Manual](#) for definitions of each special population based on the Client record code.

Concentrator, Participant & Cohort Definitions

Perkins V tracks both student participation and concentration in Career and Technical Education programs. For reporting, the WTCS tracks a cohort of concentrator students for a 3-year window with a 1-year lag to assess post-graduation placement.

Perkins V Groups:	Definition:	Data sources:
Participants	Includes students who enrolled in at least one program course (aid codes 10, 30, 31, 32 & 50) with a completion status of 01-Pass, 02-Fail or 03-Incomplete.	WTCS Client Reporting
Cohort of Concentrators	Includes students who meet these criteria: <ul style="list-style-type: none"> • Is a student who has not been part of a prior cohort and has within their first cohort year: <ul style="list-style-type: none"> ○ Generated an S9 record indicating that they are enrolled in a technical education program^α (aid codes 10, 30, 31, 32) AND successfully completed (completion status of 1 and 2.0 grade or greater or PP or P) at least 12 credits in FTE-generating program courses (aid codes 10, 20, 30, 31, 32) according to S3 records -- OR -- ○ Generated an S9 record for programs that have fewer than 12 credits (some 30, 50 and 61 aid code programs) indicating that they are a program graduate ("1" in S9 field 30) or completed a pathway certificate ("61XXXYY" in S9 fields 18-24) -- OR -- ○ Generated an S9 record indicating that they are enrolled in a 50-aid code apprenticeship* AND successfully completed (2.0 grade or greater or PP or P) at least 4 FTE-generating course credits 	WTCS Client Reporting

^αStudents who are solely enrolled in any of the following programs, are not included: 10-499-5 (Technical Studies – Journey Worker), 10-800-1 (Collaborative Transfer Program), 50-499-9 (Apprentice/Journey Worker).

*Only a subset of apprenticeship programs is included, since many are not designed to be completed within a 3-year window. Thus, only programs that have (1) fewer than 12 credits or (2) fewer than 16 credits with summer terms are included.

Incarcerated students are not included within the cohort of concentrator students, since they have little control over their release and thus over 95% of incarcerated graduates are not in the labor force six months after graduation.

For Perkins V, the first cohort of students was created for students enrolled in 2013, based off of historic Client reporting data.

Non-Traditional Occupations (NTO) Concentration (3P1)

Perkins V Indicator	Definition:	Data sources:
Concentration in Non-Traditional Occupations (3P1)	<p>Numerator: number of cohort students who in their first program year are (1) female and enrolled in programs in male-dominated fields (e.g., welding) or (2) male and enrolled in programs in female-dominated fields (e.g., nursing).</p> <p>Denominator: number of cohort students who are enrolled in NTO-labeled programs in their first cohort year AND have provided a sex code in an S5 record</p>	WTCS Client Reporting

Credential Attainment (2P1)

Perkins V Indicator	Definition:	Data sources:
Credential Attainment (2P1)	<p>Numerator: number of cohort students who completed a program (aid codes 10, 30, 31, 32, 50 and 61) within three years</p> <ul style="list-style-type: none"> • Via a S9 record showing program graduation or pathway certificate completion • If an Apprentice student (aid code 50) does not have a S9 record for program graduation, then also check the apprenticeship completer list from DWD <p>Denominator: number of students within the cohort</p>	WTCS Client Reporting; Department of Workforce Development (DWD) – Bureau of Apprenticeship Standards

Post-Program Placement (1P1)

Perkins V Indicator	Definition:	Data sources:
Post-Program Placement (1P1)	<p>Numerator: number of cohort students who completed a program (aid codes 10, 30, 31, 32, 50 and 61) within three years AND meet one of these three requirements six months* after program completion (if a student completed multiple programs in the three-year measurement period, then placement is assessed after the last completed program):</p> <ol style="list-style-type: none"> (1) continued education within the WTCS, (2) continued education at another post-secondary institution (via NSC), (3) are employed based on DWD UI wage data or graduate outcomes survey results <p>Denominator: number of cohort students who completed a program (aid codes 10, 30, 31, 32, 50 and 61) within three years</p>	WTCS Client Reporting; National Student Clearinghouse (NSC); Department of Workforce Development (DWD) – Unemployment Insurance wage data; WTCS Graduate Outcomes survey results

*Since, graduation records in Client reporting do not indicate the term of the graduation, placement is assessed for July 1 through December 31 following the academic year of the graduation. This time period for placement can both assess 6 months after graduation for students who graduated at the end of the Fall semester (July would be the 6 month time point) and students who graduated at the end of the Spring semester (December would be the 6 month time point).

State-Determined Early Momentum Metrics

To help inform and improve Perkins indicators, we have also created several early momentum metrics. These metrics include: (1) 4P1- successful course completion of program (technical) courses, (2) 5P1 - successful course completion of general education courses, and (3) 6P1 - second-year retention.

Perkins V Indicator	Definition:	Data sources:
Completion of Technical Courses (4P1)	<p>Numerator: number of cohort students who successfully completed (i.e., with a 2.0 passing grade) all their technical courses (on their first attempt) within the three-year measurement period for the cohort.</p> <p>Denominator: number of cohort students who enrolled in FTE-generating technical courses (course aid codes 10, 20, 30, 31, 32, 50). Courses with instructional area codes for general education (800-811 and 815) and general college (831, 834, 835, 836, 838) are not included. Course enrollments include course completion statuses of 'pass', 'fail', 'incomplete', and 'withdraw'.</p>	WTCS Client Reporting

Perkins V Indicator	Definition:	Data sources:
Completion of General Education Courses (5P1)	<p>Numerator: number of cohort students who successfully completed (i.e., with a 2.0 passing grade) all their general education courses (on their first attempt) within the three-year measurement period for the cohort.</p> <p>Denominator: number of cohort students who enrolled in FTE-generating general education courses (instructional area codes 800-810 and 815 in course aid codes 10, 20, 30, 31, 32, 50). Course enrollments include course completion statuses of ‘pass’, ‘fail’, ‘incomplete’, and ‘withdraw’.</p>	WTCS Client Reporting

Perkins V Indicator	Definition:	Data sources:
Second-Year Retention (6P1)	<p>Numerator: number of cohort students who either completed a technical program in the first measurement year of the cohort (20XX), or students who were enrolled in FTE-generating courses in their second measurement year of the cohort (20XX + 1)</p> <p>Denominator: number of students within the cohort</p>	WTCS Client Reporting

State-Determined Levels of Performance (SDPL)

To calculate baseline levels for Perkins V indicators, we averaged the performance for the three most recent reporting years (2017-19). We then looked at trends in performance from 2008 to 2019 to help determine meaningful and reasonable levels of increase for each year of the Perkins V Plan. The state determined levels of performance were intentionally set to also focus on our state goals (provided below) and prioritize areas of need.

Wisconsin Goals for Career and Technical Education (CTE):

- (1) Increase postsecondary credential attainment, so that 60% of Wisconsinites ages 25-64 have a postsecondary degree or credential of value by 2027.*
- (2) Eliminate equity gaps in credential attainment across student race/ethnicity groups and special populations.*

With this focus, we have set an increase of 2% in postsecondary credential attainment from 2020-23. We have also set an increase of 0.2% per year in the concentration of students in programs that lead to non-traditional occupations (e.g., female students enrolled in web and software programs) from 2020-23. Lastly, we will work to maintain areas in which Wisconsin career and technical education students excel: placement in employment, further education, and advanced training. The baseline for postsecondary placement is currently 90.59%, and we

have set targets to maintain this high achievement level throughout the duration of this plan (2020-23).

Column 1 Indicators	Column 2 Baseline Level	Column 3 FY 2020	Column 4 FY 2021	Column 5 FY 2022	Column 6 FY 2023
1P1: Post-Program Placement	90.59%	90.59%	90.59%	90.59%	90.59%
2P1: Earned Recognized Postsecondary Credential	67.14%	67.14%	67.86%	68.47%	69.14%
3P1: Non-traditional Program Concentration	13.83%	13.83%	14.03%	14.23%	14.43%

To help meet our second Wisconsin CTE goal of closing equity gaps, we have included provisions in the Perkins V Local Plans in which colleges set performance targets for student groups who are experiencing significant equity gaps (>6% points for 2P1 and >4% points for 3P1) and design strategies to help address and remove these gaps by the 2022 Perkins Cohort.

Local Improvement Plans & Technical Assistance

A local improvement plan will be required if an indicator target is missed by 5% or more. See [Appendix A](#) for information on which grant cycle the improvement plan will be due by for each Perkins indicator (1P1, 2P1, 3P1). The improvement plan will identify challenge(s) that caused the college to miss the indicator target (e.g., identify programs and/or courses that need improvement and/or student populations that need support) and steps the college will take to improve the outcome of that indicator in future years. Technical assistance and guidance will be available from the System Office (e.g., provide information on evidence-based practices, help connect your college with other WTCS colleges that are excelling for the particular indicator, provide resources and referral to experts in the field).

The Local Improvement Plan template is located on MyWTCS under [grants/Perkins/Resources/Perkins V](#)

Revisions to Local Levels of Performance

If a college fails to meet at least 90 percent of its local level of performance for two consecutive years, then the college can apply to revise these target levels of performance. Adjusted levels must (1) be higher than the performance of the two most recently completed program years (except in the case of unanticipated circumstances, see below) and (2) be set such that the college will continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students (e.g., race/ethnicity, gender, special populations).

Unanticipated circumstances, include:

- Methodological changes in the way the college collects data, such as changes in data-gathering methodologies, or changes in measures of academic achievement;
- Significant shifts in population;
- Economic changes such as spiraling unemployment rates; or
- Natural disasters that close programs for significant periods of time.

To revise local levels of performance, please contact either Julie Tyznik (julie.tyznik@wtcsystem.edu) or Hilary Barker (hilary.barker@wtcsystem.edu), and we will help guide you through this process.

Perkins V Portal Reports

Portal reports are updated with Client data each night and will display more timely information than the Perkins Dashboard. The Dashboard is only updated with final closed year data and once necessary data exchanges are made with DWD and NSC (~Oct. 15 each year).

- Perkins Cohort List
 - List of students who are included in the Perkins cohort for the given report year. This list includes the student's ID number, gender and the 'best program' that they enrolled in each year of the cohort. If a student is enrolled in multiple programs within one year, then the 'best program' is the program with most enrolled credits.
- CTE Concentrator Enrollments
 - Summary of the number of Perkins concentrators by career cluster. If a concentrator student is enrolled in multiple career clusters, then they will be included in both of these counts. Yet, the total concentrator count is unduplicated, so that each student is counted only once. This report is designed for federal reporting only.
- Perkins Measures: Enrollment of CTE Participants
 - Summarizes the number of CTE participants as a total and by gender, race/ethnicity, and special populations. The 'grand total' is unduplicated, while students may be counted more than once across special populations (e.g., both a 'single parent' and 'individual with disabilities').
- Perkins Measures: 1P1 Post-Program Placement
 - Summarizes 1P1 for all cohort students and by gender, race/ethnicity, and special populations. The 'grand total' is unduplicated, while students may be counted more than once across special populations.
- Perkins Measures: 2P1 Earned Recognized Postsecondary Credential
 - Summarizes 2P1 for all cohort students and by gender, race/ethnicity, and special populations. The 'grand total' is unduplicated, while students may be counted more than once across special populations
- Perkins Measures: 3P1 Non-Traditional Program Concentration
 - Summarizes 3P1 for all cohort students (who enrolled in NTO-labeled programs) and by gender, race/ethnicity, and special populations. The 'grand total' is unduplicated, while students may be counted more than once across special populations
- Perkins Measures Summary by District
 - Provides a summary of 1P1, 2P1, and 3P1 for each WTCS district.

- NTO Program Information
 - List of all NTO-labeled programs that are approved at the college (or within the system) even if no students were enrolled in the program. This report includes the number of concentrator students who are male and female for each program. The ‘total’ count includes all students, including students with an ‘unknown gender’. The report also displays the 3P1 NTO-concentration metric (note, that ‘unknown gender’ students are not included in this calculation) for each program.

Perkins V Dashboard

Are you new to viewing Tableau dashboards? If so, to gain a better understanding of how to use Tableau filters, print and download Tableau information and more, please see the [Department of Workforce Development’s Tableau Help Page](#).

We strive to continuously improve WTCS Data Dashboards. To see a list of upcoming improvements to the Perkins Dashboard, please see our [dashboard improvement document](#). If you would like to request a dashboard improvement, please email Hilary Barker (hilary.barker@wtcsystem.edu) and we will look into the request.

Dashboard Overview

The Perkins V Dashboard provides information about the federal and state Perkins indicators to help student success advocates use the data to advance Perkins work and close student equity gaps. To better understand how the information in the dashboard can inform Perkins work, please see the bulleted list, below.

- **Comprehensive Local Needs Assessment:**
 - Use the Trends Through Time Page to assess cohort to cohort changes in Perkins indicators and whether the college is missing an indicator goal (see tooltip for this information). This information can be further dissected at the career cluster level and then the program level within the Program Trends page.
 - Use the Program Access Page to assess student representation within programs to identify programs that may have barriers to student access.
 - Use the Student Populations Page to identify equity gaps across student demographics and Perkins special populations.
 - Use the Closing Gaps Page to assess how equity gaps across student groups have been changing through time.
- **Local Perkins Plan:**
 - The Closing Gaps and Continuous Improvement Pages can help assess the college’s specific goals for helping to close equity gaps in 2P1 and 3P1 as stated in the college’s Local Perkins Plan.
- **Perkins Grants:**

- Career Prep and Promoting & Supporting High School to College Transitions for CTE Students Grants
 - On many of the dashboard pages, there is a dual enrollment filter that allows you to assess Perkins indicator information for dual enrollment students (*recognized credit codes: 1A, 1B, 8A, 8B, 9B, 9C, 9H, 9K*).
 - If dual enrollment students are served by these grants, then you can also assess their Perkins indicator levels in the Grant Outcomes Page.
- Capacity Building for Equity and Inclusion
 - The Student Populations and Closing Gaps Pages can help assess equity gaps across student groups. This information may help with aligning professional development in diversity, equity and inclusion.
 - Also, this information can be assessed at the program-level in both the Program Assessment and Program Trends Pages to also target professional learning opportunities to specific program areas.
- Student Success
 - Use the Grant Outcomes Page to assess the Perkins indicator levels for students who are served by this grant.
 - Student Populations and Closing Gaps Pages can help assess equity gaps across student groups. This information will help identify student groups that are experiencing equity gaps and may need wraparound support services.
- Strengthening Career and Technical Education Programs
 - Use the Grant Outcomes Page to assess the Perkins indicator levels for students who are served by this grant.
 - The Program Assessment and Program Trends Pages allow you to assess Perkins Indicators for students enrolled in specific program(s). This information can help identify which program(s) to focus on in this grant.
 - You can also use the Course Assessment Page to then drill down to the course level for an identified program to assess which courses may need additional supports or restructuring.
- Supporting Access and Completion of Nontraditional Occupations (NTO) Training and Employment
 - Use the Grant Outcomes Page to assess the Perkins indicator levels for students who are served by this grant.
 - On many of the dashboard pages, there is an NTO student filter to look at data that is just for students who are enrolled in CTE programs that are nontraditional for their gender.
 - Use the Program Assessment and Program Trends Pages to identify NTO-labeled programs that may need support to help increase the concentration of NTO students.

Common Dashboard Features

- **Show Instructions Button**
 - At the top of each page, there is a gray **Show Instructions** button. Once clicked, a popup screen will display with step-by-step instructions for the page and considerations to better understand the data and limitations of the page.
- **Cohort and Reporting Year Callouts**
 - For pages that only display one Perkins cohort at a time, the cohort year and federal reporting year will display at the top left of the dashboard page. This information is also in the tooltip display (when hovering over the data elements). The cohort year is the year in which students entered the cohort (Year 1 in the [cohort table](#)), while the reporting year is the year in which we send Perkins data to the Department of Education ('Lag Year' in the [cohort table](#)).
- **Filters (and *Show More Filters* button)**
 - On the pages that only display one indicator at a time (Trends Through Time, Grant Outcomes, Program Trends, Closing Gaps & Continuous Improvement), you need to first select the Perkins indicator you would like to assess using the top right **Indicator** filter.
 - Common filters across pages include: **cohort(s), district(s), career cluster(s)** and student demographic filters (**age group, dual enrollment student, race/ethnicity, gender, and special populations**). The demographic filters are found by clicking on the gray **Show More Filters** button.
 - Occasionally there are unique filters to a page, including:
 - **Label** filter on the Trends Through Time and Program Trends Pages – this allows you to add or remove the indicator levels as labels in the line graph
 - **Program Aid Code, NonTraditional Occupation** and **Program(s)** filters on the Program Assessment and Program Trends Pages
 - Note, that on the Student Populations, Closing Gaps, and Continuous Improvement Pages that fewer filters are available. This restriction is in place since the various intersections of student identity can potentially misalign the data elements within the visuals or add confusion in how to interpret the data.
- **Indicator Levels and Denominators**
 - Across the dashboard pages, the displayed data are shown as Indicator percentages or levels for the various federal and state indicators (see the [data definitions](#)). The number underneath the Indicator percentage is then the denominator for the indicator. See the tooltip information (by hovering over the data) for more information.
- **Tooltip Information (which displays when you hover over the data), includes:**
 - Perkins indicator name
 - District name (or WTCS for system-level data)

- Both the year of cohort establishment (Year 1 in the [cohort table](#)) and the federal reporting year ('Lag Year' in the [cohort table](#))
- Perkins indicator level (%) and the number of students in the denominator for that indicator
- Information about whether the indicator measurement is complete based on today's date
- On the Systemwide Overview and Trends Through Time pages, the tooltip includes state- or college-level targets for the indicator (note that these targets were started in the 2017 cohort, onward) and the difference between the actual indicator performance and this target (indicators that are missed by more than 10% of the target will display in dark red)
- The Grant Outcomes Page has the Perkins grant name in the tooltip information.
- On the Program Assessment and Program Trends Pages the tooltip also includes the program title, program number and whether the program has a gender bias.
- The Course Assessment Page has tooltip information that includes the course title and number and the year of enrollment within the three-year cohort measurement period.
- The Student Populations Page has the student group (race/ethnicity, gender, special population, dual enrollment students) in the tooltip.
- The Closing Gaps Page has the equity gap for the particular Perkins indicator and student population displayed in the tooltip.
 - Note, the equity gap is calculated as the indicator level for all students at the college minus the indicator level for the particular sub-population.
- The Continuous Improvement Page has the difference in the particular Perkins indicator and the change in the equity gap since the 2013 cohort displayed in the tooltip.
- Color Scales
 - On most of the pages, the Perkins indicator data are displayed with an orange to blue color scale. This scale is from 0% to 100% for 1P1, 2P1, 4P1, 5P1 and 6P1, while the scale is from 0% to only 50% for 3P1. This difference is because the scale is based on the overall goal for each indicator. The ultimate goal for all of the indicators beside 3P1, is to continuously improve performance until 100% is reached (e.g., 100% of Perkins students earn a credential). Yet, for 3P1 – concentration in non-traditional occupations – this goal is to instead eventually have 50% of our students concentrate in NTO fields. This 50% goal would then help balance out gender patterns within the workforce.
 - On the Course Assessment Page, the color scale is from red to blue, displaying the percent of course enrollments with a C grade or better in the course. This scale is from 50% to 100%.
 - On the Trends Through Time, Program Trends, Closing Gaps, and Continuous Improvement Pages, a categorical color palette is used to help show differences

across the groups displayed in the data visual (e.g., colleges, programs, student groups).

[Page: Systemwide Overview](#)

[Training video for the Systemwide Overview Page.](#)

On this page, you can see an overview of all Perkins indicators for our system and each college for a selected cohort. This page is useful to quickly assess your college's indicator levels and how these levels may differ from your institution's Perkins target.

Frequently Asked Questions (FAQ):

- Which filters affect the 'WTCS' column of data?
 - All filters, except for the District filter will apply to the WTCS column of data.
- When looking at the tooltip information, why is the target for the indicator 0.00%?
 - Indicator targets are only set for Cohorts that begin in 2017 and onward. If a prior cohort is selected, then the indicator targets will display as 0.00%.
- When looking at the tooltip information, why is the 'difference' item (which is the difference between the actual performance and target level) displayed in dark red text?
 - If the difference information is displayed in dark red text, then this indicates that the actual performance for the indicator has missed the target by more than 10%. Note, that you should also assess whether the indicator measurement is complete or final when evaluating the difference information. Indicators that are not yet finalized (e.g., 1P1, 2P1) often miss the target by more than 10%, especially in early years of the cohort (years 1 and 2 in the [cohort table](#)).
- When I look at 1P1 post-program placement for our college for the Manufacturing career cluster – the resulting value is lower (e.g., 83%) than the 1P1 values for our college's manufacturing programs on the 'Program Assessment' page. On the Program Assessment page, many of the manufacturing programs have a 1P1 level of 90% or higher. Why is this happening?
 - On the Program Assessment and Program Trends pages, the Perkins indicator calculations consider the specific program that a student was enrolled in. On all other pages in the dashboard, the calculations are based solely on the student and do not consider the specific program that they enrolled in. This is an important distinction, especially because *1P1 post-program placement is assessed after the last credential that a student completes within the three-year measurement period for the cohort*. Thus, consider the scenario of a student who completed basic welding (30-442-9, manufacturing program) in year one of the measurement period and then re-enrolled at the college and completed the construction essentials program (30-410-3, architecture and construction program) in year two of the measurement period, but then six months after completing construction essentials, they are not placed in further education or employment. In this scenario, when we look at the 1P1 post-program placement calculation by program (e.g., like on the Program Assessment and Program

Trends Pages), then the student would be considered placed in continuing education after their manufacturing program (basic welding) but not their construction program (construction essentials). However, if we assess their post-program placement on the other pages of the dashboard (e.g., Systemwide Overview page) the calculation is solely based on the student and looks at post-program placement after the last credential that a student completes in the cohort measurement period. Thus, this student would not be considered placed in further education or employment. Thus, when we filter the Systemwide Overview page by the manufacturing career cluster, this student would show up in the denominator but not the numerator of 1P1 post-program placement. The career cluster filter can help to focus in on particular trends within the data, but know that this filter includes students in the cohort who enrolled in a program in that cluster – but that the calculation for the Perkins indicators is not specific to these programs in the cluster, but is entirely based off of the subset of Perkins cohort students who have a program enrollment in the cluster in the cohort measurement period.

Questions to engage with the data:

- How does your college’s Perkins performance level compare with the target level? What grant activities help support this indicator target? What aspects of these grants have been successful and what aspects could use improvement?
- Looking across colleges, are there districts in which the Perkins performance for an indicator is especially strong? What strategies do these colleges implement in their Perkins work and Perkins grants that may be beneficial to pursue?
- Are there particular Perkins indicators that are a challenge for your college to improve cohort after cohort? What factors may be explaining this trend? Which of these factors are within the college’s control?

[Page: Trends Through Time](#)

[Training video for the Trends Through Time Page.](#)

On this page, you can assess changes in Perkins indicator levels across colleges (individual lines) across cohorts for a selected indicator. This page is useful to quickly assess trajectories in Perkins performance over time.

Frequently Asked Questions (FAQ):

- When looking at 1P1, 2P1 and 6P1, it looks like indicator levels have been sharply decreasing in the past one to three cohorts. Why is this the case?
 - Remember to assess when the measurement for each indicator is final. Often when indicator levels are decreasing sharply, this indicates that the measurement for that indicator is not yet final. Please consult the [cohort table](#) for more information on indicator measurement across the cohort measurement period.

- When looking at 4P1 and 5P1, it looks like successful course completion has been steadily rising in the past one to three cohorts. Why is this the case?
 - 4P1 and 5P1 assess successful course completion over the three-year measurement window of the cohort. Students who successfully complete (2.0 or better) all their technical (4P1) and general education (5P1) courses in this timeframe are included in the numerator. Because of this, 4P1 and 5P1 tend to be slightly higher in the first and second year of the cohort measurement period, since statistically there are fewer chances for a student to complete a course with less than a C grade. It is possible, though that successful course completion truly is increasing through time at your college, but this cannot be accurately assessed until the measurements are final for these indicators. Please consult the [cohort table](#) for more information on indicator measurement across the cohort measurement period.
- When looking at the tooltip information, why is the target for the indicator 0.00%?
 - Indicator targets are only set for Cohorts that begin in 2017 and onward. If a prior cohort is selected, then the indicator targets will display as 0.00%.
- When looking at the tooltip information, why is the 'difference' item (which is the difference between the actual performance and target level) displayed in dark red text?
 - If the difference information is displayed in dark red text, then this indicates that the actual performance for the indicator has missed the target by more than 10%. Note, that you should also assess whether the indicator measurement is complete or final when evaluating the difference information. Indicators that are not yet finalized (e.g., 1P1, 2P1) often miss the target by more than 10%, especially in early years of the cohort (years 1 and 2 in the [cohort table](#)).

Questions to engage with the data:

- How has your college's performance for a particular Perkins indicator changed across the cohorts? If there have been significant increases or decreases, what changes at the college may explain these changes in performance levels?
- When assessing Perkins indicators by a particular Career Cluster, have there been any significant increases or decreases in Perkins performance? Have Perkins grants or changes within these program areas potentially influenced this change in performance?
- How do the trajectories in Perkins performance for your college vary if you are looking at all Perkins cohort students or a particular sub-population (using the **Show More Filters** button to filter the data by demographics) of students?

Page: [Grant Outcomes](#)

[Training video for the Grant Outcomes page.](#)

On this page, you can assess the Perkins performance level of the students who have been served by particular Perkins grants compared with the entire cohort of Perkins students for a selected indicator and a selected Perkins cohort. This page can be helpful to assess the effectiveness of grants and activities (especially through the 'grant service provided' filter).

The years within the visual show the measurement period for the indicator. For indicators 1P1 through 5P1, three years will display for cohorts that are complete. For indicator 6P1, only the first year of the measurement period will display since second-year retention is specific to the cohort students who are enrolled in year one of the cohort measurement period.

Frequently Asked Questions (FAQ):

- For one (or more) of our grants, fewer students are showing up in the denominator for the indicator than I anticipated. I know that more students were served by this grant. Why is this happening?
 - A few things could be the cause of this. First assess which indicator you are looking at. Both 2P1 and 6P1 assess all cohort students in the denominator and thus are good indicators to assess whether the correct number of students are being served by a grant. Also note that this visual only allows you to assess one cohort at a time, many Perkins grants will serve students who are in any of the three cohorts that are currently being measured (see the [cohort table](#), at any given point there are three cohorts in years 1, 2 and 3 of their measurement period that overlap with each other). Also note that Perkins grants can serve students who are not yet officially in a Perkins measurement cohort. These services can help recruit students (e.g., into NTO programs) and provide wraparound supports so that students can successfully complete enough credits to become a Perkins student. In addition, these data are directly from Client Reporting and thus if students are not being reported correctly into the Perkins grants that serve them, then they also would not be correctly reflected in this dashboard page.
- If I'm assessing an indicator, such as 2P1 (Credential Attainment) and a student is served in a grant in both the first and second year of the cohort measurement period, and they only graduated from a program in the second year. Then, how is this student represented in the data?
 - This student would appear in the 2P1 denominator for the particular grant that they have been served in for both the first and second year of the measurement period. Yet, they would only show up in the 2P1 numerator as having attained a credential in the grant in the second year of the measurement period – once the data for that year have been finalized and closed in Client.
- If I'm assessing successful course completion metrics (4P1 or 5P1) and a particular student is served in a grant in both the first and second year of the cohort measurement period, and they successfully complete each course in the first year, but do not successfully complete each course in the second year. Then, how is this student represented in the data?
 - Since this dashboard page is broken out by each measurement year within the cohort period, the course completion measurements are specific to the measurement year. Thus, this student would appear in the denominator for the

particular grant that they have been served in for both the first and second year of the measurement period. Yet, they will only be counted in the numerator of the course success metric in the first year and not the second year. If we were to assess this student's course success metric for the cohort overall, they would not be counted in the numerator since they did not successfully complete at least one course within the cohort measurement period.

- If I'm assessing NTO concentration (3P1) and a particular student is served in a grant in both the first and second year of the cohort measurement period, and they are an NTO concentrator student of the biased gender. Then, how is this student represented in the data?
 - NTO concentration (3P1) is assessed during the first year of the cohort period, only and thus if they are an NTO concentrator student starting in year one of the cohort, then they will be counted in both the numerator and denominator of 3P1 for *both* years that this student is served in the grant. Say, for instance, that the student switches out of their NTO program into a non-NTO program in the second measurement year. In this case the student would still be counted in both the numerator and denominator of 3P1 for *both* years that this student is served in the grant, because 3P1 is only measured in the first year and does not take into account any program switching in subsequent years. This simplification helps to maintain data consistency and clarity.

Questions to engage with the data:

- Compared with the overall Perkins cohort, how did the students who were served by this grant perform for a given indicator? What factors could explain why the grant-served students performed better or worse than the overall Perkins cohort?
- Comparing across years and cohorts, which Perkins grants have been most successful? What activities within these grants could explain the positive effects on Perkins performance?

[Page: Program Assessment](#)

[Training video for the Program Assessment Page.](#)

On this page, you can readily assess the Perkins performance of students enrolled in specific programs compared with the overall Perkins cohort (all program students) for a selected cohort. This information can be helpful to determine which programs may need additional supports or restructuring to best improve Perkins indicators. Note, that you can select up to 12 programs at one time. Selecting more than 12 programs will result in scroll bars for each row of the heatmap and is not recommended.

The data on this page for 1P1, 2P1, and 3P1 are program-specific. So for instance, if a Perkins student was enrolled in both Accounting and Welding but they only completed Welding, then they would show up in the denominator of 2P1 for both programs, but only be counted in the numerator of 2P1 in Welding. Similarly, if this student is placed six months after graduation, then they will only be displayed in both the numerator and denominator of 1P1 for Welding, but will not be shown in the 1P1 indicator (both numerator and denominator) for Accounting.

The data for 4P1 (Technical Course Completion) and 5P1 (General Education Course Completion) are not necessarily tied to the specific program. For these indicators, every student who has an S9 record enrollment in the particular program is included. Yet, the course data is then based on all of the FTE-generating courses that those students have taken in the cohort measurement period, regardless of whether the course was part of the program curriculum or not. For a student to be counted in the numerator for these indicators, they must have successfully completed (with a C or better – and on the first attempt) all technical or general education courses in the cohort measurement period.

Second-year retention (6P1) is somewhat program specific. To be counted in the numerator (retained), the student must have completed the specific program that is being assessed in the data visual in the first year of the cohort, or they were retained at the college and enrolled in FTE-generating courses in the second year of the cohort. Note, that these courses may or may not be in the program curriculum.

A note about shared programs: If a program at your college is shared with another college, then this will impact the Perkins data. For instance, if the student starts the program taking courses at your college, but then the final courses are at the other college, then the information for Perkins indicators may not best capture this student's outcomes. They would, for instance, appear in your program's 2P1 denominator (cohort), but even if they complete the program at the other college, this will not register as a 'credential attainment' if you are *just* filtering the data to look at your college. If you want to better assess shared programs, then you should select the shared program and both colleges who are part of the shared program in the filter options.

Frequently Asked Questions (FAQ):

- Which filters affect the 'all programs' column in the heatmap?
 - Cohort year, district, and demographic filters (in the **Show more filters** section)
- Why is there a zero for a program's 3P1 indicator?
 - If the 3P1 square for a particular program is dark red/orange with a white zero in the center, then this indicates that this program is not an NTO-labeled program and thus is not included in 3P1 measurements.
- Why is the denominator for 2nd year retention (6P1) less than the denominator for credential attainment (2P1) for a specific program?
 - The denominator for second year retention on this page is specific to the number of students who are enrolled in the selected program in the **first year** of the cohort measurement period. Often, additional Perkins cohort students may begin enrolling in the selected program in the second or even third year of the cohort measurement period. While these students are not represented in the denominator of second year retention, they are represented in the credential attainment denominator.

Questions to engage with the data:

- Which programs are performing better than the overall cohort (all programs column)? What aspects of these programs may be contributing to this positive performance? How can these factors be replicated or scaled to other programs across the college?
- Which program are performing worse than the overall cohort (all programs column)? What aspects of these programs may be contributing to this under performance? What

changes could be made to help increase the Perkins performance for students in these programs?

- Which NTO-labeled programs are helping to increase your college's 3P1 metric and which NTO-labeled programs could use additional support/changes in this area?

[Page: Program Trends](#)

[Training video for the Program Trends Page.](#)

On this page, you can assess trends over multiple cohorts (time) in the performance of a selected Perkins indicator for students who are enrolled in selected programs. Note that the data are potentially program-specific: see the [Page: Program Assessment](#) section (above) for more information.

Frequently Asked Questions (FAQ):

- When looking at 1P1, 2P1 and 6P1, it looks like indicator levels have been sharply decreasing in the past one to three cohorts. Why is this the case?
 - Remember to assess when the measurement for each indicator is final. Often when indicator levels are decreasing sharply, this indicates that the measurement for that indicator is not yet final. Please consult the [cohort table](#) for more information on indicator measurement across the cohort measurement period.
- When looking at 4P1 and 5P1, it looks like successful course completion has been steadily rising in the past one to three cohorts. Why is this the case?
 - 4P1 and 5P1 assess successful course completion over the three-year measurement window of the cohort. Students who successfully complete (2.0 or better) all their technical (4P1) and general education (5P1) courses in this timeframe are included in the numerator. Because of this, 4P1 and 5P1 tend to be slightly higher in the first and second year of the cohort measurement period, since statistically there are fewer chances for a student to complete a course with less than a C grade. It is possible, though that successful course completion truly is increasing through time at your college, but this cannot be accurately assessed until the measurements are final for these indicators. Please consult the [cohort table](#) for more information on indicator measurement across the cohort measurement period.
- When looking at the tooltip information, why is the target for the indicator 0.00%?
 - Indicator targets are only set for Cohorts that begin in 2017 and onward. If a prior cohort is selected, then the indicator targets will display as 0.00%.
- Why do the indicator levels vary so much from cohort to cohort?
 - Remember that on this page, each line represents the indicator level for Perkins students who are enrolled in a particular program. Students who are measured for Perkins are a subset of the college's total program student population, and thus when we look at this information at the program-level, often there are very small numbers of students enrolled in each program. The small number of students can then make the indicator levels vary widely from cohort to cohort

since whether just one student is successful in the indicator can drastically change the performance level for the indicator. Programs with larger numbers of Perkins students should exhibit less cohort-to-cohort variation in indicator levels.

- Why is the denominator for 2nd year retention (6P1) less than the denominator for credential attainment (2P1) for a specific program?
 - The denominator for second year retention on this page is specific to the number of students who are enrolled in the selected program in the **first year** of the cohort measurement period. Often, additional Perkins cohort students may begin enrolling in the selected program in the second or even third year of the cohort measurement period. While these students are not represented in the denominator of second year retention, they are represented in the credential attainment denominator.

Questions to engage with the data:

- Which programs exhibit an upward trend for a Perkins indicator? Could this positive improvement be linked to strategies at the college, grant activities, or program modifications? If so, could these types of factors be scaled to other programs in the college?
- Which programs exhibit a downward trend for a Perkins indicator? Could this change be linked to strategies at the college, grant activities, or program modifications? If so, what options are available to change these factors and help improve the Perkins performance of students in these programs?
- Which NTO-labeled programs are showing growth in 3P1 over time? Could this change be linked to recruitment strategies, grant activities, or program modifications? If so, could these types of factors be scaled to other programs in the college?

[Page: Program Access](#)

On this page, you can select specific programs to assess whether particular student demographics are more or less represented within the program compared with the overall Perkins cohort (all programs) at your college. The student demographics that are available include economic status, disability status, gender and students of color. This information can be helpful to determine which programs may need additional supports or restructuring to best improve the diversity and representation of student groups within the program. Note, that you can select up to nine programs at one time. Selecting more than nine programs will result in scroll bars for each row of the heatmap and is not recommended.

Frequently Asked Questions (FAQ):

- Are the students who are enrolled in the selected programs, enrolled in the first year of the Perkins cohort?
 - This visual assesses student enrollment across the three-year measurement period, and thus if a student enrolls in the program at any point in the measurement period, then they will be counted within the enrollment column for that program.

Questions to engage with the data:

- Which groups of students are under- or over-represented within programs?

- Are students from minoritized backgrounds under-represented in programs that lead to higher wages?
- What potential barriers may be contributing to patterns in student enrollment in CTE programs?

Page: [Course Assessment](#)

[Training video for the Course Assessment Page.](#)

On this page, you can select one program and one cohort and assess course enrollments (courses with course completion statuses of 'pass', 'fail' and 'incomplete'; course withdraws are not included in the enrollments) for students who are in the Perkins Cohort and enrolled in this program. You will then see a heatmap of the technical and general education (FTE-generating, recognized credit codes: 1, 8, 9) courses that these students have enrolled in, broken out by the three-year cohort measurement period. Note, that these courses may or may not be in the program's curriculum. Also, note that this visual assesses course enrollments per year of the measurement period. If a student enrolls in a specific course more than once in one year, then their information will be recorded for each enrollment. Also, if the course is competency-based and multiple course records are reported in Client (one course record for each course competency) then this visual will assess each course competency as a separate enrollment.

On this page, the color scale is slightly different (red to blue) and shows the percent of course enrollments with a C or better grade. You can use this page to help identify courses within a program that Perkins students struggle in and may need restructuring/more supports.

Frequently Asked Questions (FAQ):

- Why do I only see one or two years of course data rather than all three years?
 - Two scenarios could be at play that would result in course data not displaying for all three years of the measurement period. First, please assess which cohort you are looking at? Has enough time been allowed to look at the full three-year measurement period for these students? Please consult the [Cohort Table](#) for more information. Second, the information displayed on this page reflects course performance data for every course that students who enrolled in the selected program took. Thus, even if the data are complete for the three-year measurement period for the selected cohort, if students who enrolled in this program only enrolled in courses at the college in the first year of the measurement period and then left the college, then only the first year of data will display.
- Why are course enrollment numbers so low? I know that more students took this course in the given year.
 - Remember that this page only displays course performance information for students who are/were in the selected Perkins cohort and enrolled in the selected academic program. Thus, the course enrollments that are displayed represent only a subset of the total students who took the course in a given year.

Questions to engage with the data:

- Which courses have students been struggling in? (Remember to assess the number of students who enrolled – courses with higher enrollments provide more reliable data for

analysis) What supports or course modifications may be needed to improve Perkins student success in these courses?

- Which courses have students been excelling in? (Remember to assess the number of students who enrolled – courses with higher enrollments provide more reliable data for analysis) What aspects of the course and/or supports that students receive could be leading to this success? How can these factors be scaled to other courses?

[Page: Student Populations](#)

[Training video for the Student Populations Page.](#)

On this page, you can assess the Perkins performance for each indicator for all students and each subpopulation of students (special populations, gender, race/ethnicity, and dual enrollment students) for a selected cohort. This information can help identify subgroups of Perkins students who may need more support (e.g., Student Success Grant) or need barriers removed so that they can be successful.

Frequently Asked Questions (FAQ):

- What filters will affect the heatmap data?
 - Cohort year, District, Career Cluster and Age group will filter each row and column of data within the heatmap. Yet, the gender filter will affect all columns of data, except for the female and male columns. Similarly, the ‘economically disadvantaged’ filter will not affect the ‘economically disadvantaged’ column of data, and the ‘race/ethnicity’ filter will not affect the race/ethnicity columns.
- Where are the new Perkins V special populations?
 - For Perkins V, three special populations were added that have not been historically collected in our data systems, including: homeless individuals, foster care youth or youth who have aged out of foster care, and youth with parents on active duty in the military. Once colleges begin to report Perkins students who are self-identified in these new special populations in Client Reporting, then we will add columns for these groups to the heatmap.

Questions to engage with the data:

- Which populations of students are experiencing lower Perkins performance levels than the overall student population? What barriers may be preventing these students from higher Perkins performance levels? What opportunity-gaps exist? What wrap-around supports may be needed to help close these gaps?
- Which populations of students are experiencing higher Perkins performance levels than the overall student population? What factors may be contributing to their Perkins performance? Are there strategies that are helping these students that could be scaled to other student groups?

[Page: Closing Gaps](#)

[Training video for the Closing Gaps Page.](#)

On this page, you can assess how equity gaps for particular student populations have been changing from over time (across cohorts) for a selected Perkins indicator. An equity gap is calculated as:

$$\begin{aligned} & \text{Perkins performance of all cohort students} \\ & - \text{Perkins performance of students in the subpopulation} \end{aligned}$$

Thus, an equity gap is greater than 0%, which indicates that all cohort students had a higher performance level than the students who belong to a particular subpopulation, and vice versa. In the line graph, values below the 0% dotted line represent significant equity gaps, whereas values above the 0% dotted line represent student populations that do not have an equity gap and are actually experiencing a higher Perkins performance level than all cohort students. The goal for this page, is to have an upward trend in the lines, so that lines that are below the 0% dotted line reach the 0%.

Frequently Asked Questions (FAQ):

- Some of the student population lines are very variable and change a lot from cohort to cohort. Why is this, what could be happening?
 - This variability in the equity gap is likely due to a small student population size. For instance, the Native Hawaiian/Pacific Islander subpopulation tends to be fairly small systemwide for each cohort (e.g., fewer than 25 students), which then can make the data really variable. This is because, the outcome of just one student will have a really large effect on the overall Perkins performance for the indicator. Note, to assess the size of the student population, visit the ‘Student Populations’ page and look at the denominator numbers for the student group for the cohorts of interest.
- I’m filtering the data to just include dual enrollment students. How does this change the equity gap calculation?
 - Filtering for just dual enrollment students will change the equity gap calculation to assess the indicator level for all dual enrollment students at the college minus the indicator level for students who are both dual enrollment students and a member of the particular sub-population. This type of change would also take effect if you filter the data by career cluster (e.g., indicator level for students in the selected career cluster minus indicator level for student who are both in the selected career cluster and a member of the particular sub-population).

Questions to engage with the data:

- How have equity gaps been changing through time? Which student populations have experienced an equity gap that is widening? Which student populations have experienced an equity gap that is closing?
- What factors or changes at the college may be closing specific equity gaps?
- What factors or changes at the college may be widening specific equity gaps?

[Page: Continuous Improvement](#)

[Training video for the Continuous Improvement Page.](#)

On this page, you can assess how both a particular Perkins indicator has changed since the 2013 cohort and how equity gaps for subpopulations have changed in that indicator since the 2013 cohort. In this scatterplot, each point represents a different subpopulation (race/ethnicity, gender, Perkins special populations). Within the scatterplot, the ideal scenario is when the points all fall into the upper right (blue-shaded) quadrant, which indicates that both the indicator level overall has increased since the 2013 cohort and the equity gaps for the subpopulations have all decreased (closing equity gaps) since the 2013 cohort.

Frequently Asked Questions (FAQ):

- In the Cohort Year filter, I have selected two years (2014 and 2017) and no points are appearing. Why is this?
 - This page is specific to changes since the 2013 cohort. Thus, in the 'Cohort Year' filter, you need to select at least two years and one of those has to be year 2013 for the data to display.
- I have selected 1P1 Post-Program Placement and no points are appearing. What is happening?
 - This is likely due to selecting a cohort year for your 2013 comparison, that does not yet have finished data for reporting. So for instance if you selected a cohort that has only gone through the first two measurement years (see the [Cohort Table](#)), then the 1P1 values will be very low (<50%). When these low 1P1 levels are compared to the 2013 cohort (which has 1P1 levels of 87-93%), the resulting points on the graph would display far to the left of the 0% x-axis mark (e.g., -40%). These extreme negative values do not then fit within the set scatterplot display which ranges from -15% to 15%. This is why the data points do not show up. To fix this, please select a cohort that has more complete 1P1 data.
- I have selected 2P1 Credential Attainment and no points are appearing. What is happening?
 - This is likely similar to the 1P1 question above. If a cohort is selected that has incomplete data for 2P1, then when this performance level is compared to the 2013 performance level, the resulting values are very negative (e.g., -30%). These data points then will not fit within the set scatterplot display which ranges from -15% to 15%. This is why the data points do not show up. To fix this, please select a cohort that has more complete 2P1 data.
- I have selected one of the course completion metrics (4P1 or 5P1) and no points are appearing. What is happening?
 - This is likely due to selecting a cohort with incomplete measurement data to compare to the performance levels of the 2013 cohort. Students who successfully complete (2.0 or better) all their technical (4P1) and general education (5P1) courses in the three-year cohort measurement period are included in the numerator. Because of this, 4P1 and 5P1 tend to be slightly higher in the first and second year of the cohort measurement period, since statistically there are fewer chances for a student to complete a course with less than a C grade. Because of this, when incomplete 4P1 or 5P1 performance levels are compared with the 2013 cohort, larger positive values (e.g. >15%) can be found. These values then would not display within the visual which ranges from -15% to 15%. To fix this, please select a cohort that has more complete 4P1 or 5P1 data (please consult the [Cohort Table](#)).

Questions to engage with the data:

- Since the 2013 cohort, how have the Perkins indicators changed? Which indicators have increased? Which ones have decreased?
- Since the 2013 cohort, how have equity gaps in the Perkins indicators changed? Which equity gaps have widened, and which have closed?

- How could changes at the college, program changes, student support changes, etc. help explain the increase/decrease in the Perkins performance levels and increase/decrease in the equity gaps?

Securing Identifiable Data

Information for subgroups with five or fewer individuals will not be submitted to the Department of Education Consolidated Annual Report (CAR). Instead, “-1” will be shown as part of the requirements for the CAR. When colleges use and share these reports with stakeholders, please be sure to also hide information for small subgroups (fewer than six students).

Appendix A: Cohort Table

2019 Cohort Year 1	2019 Cohort Year 2	2019 Cohort Year 3	2019 Lag Year
2018-19	2019-20	2020-21	2021-22
<p>1. Cohort is created (students completed 12 credits or a program with <12 credits)</p> <p>2. 3P1 is measured and final (after Oct. 1, 2019*)</p> <p>3. 2P1 denominator is final, students who have completed their program in the first cohort year will already be in the numerator</p> <p>4. 1P1 denominator has started to grow (students who have completed their program in the first cohort year will be added to the 1P1 denominator)</p>	<p>5. 2P1 numerator will continue to grow (students who have completed their program in the second cohort year will be added to the numerator)</p> <p>6. 1P1 numerator and denominator will continue to grow (students who have completed their program in the second cohort year will be added to the 1P1 denominator; students who completed their program in the first cohort year will be assessed for placement and added to the numerator)</p>	<p>7. 2P1 is final (students who have completed their program in the third cohort year will be added to the numerator and the indicator is now final after Oct. 1, 2021*)</p> <p>8. 1P1 numerator will continue to grow, while the denominator is final (students who have completed their program in the third cohort year will be added to the 1P1 denominator which is now final; students who completed their program in the second cohort year will be assessed for placement and added to the numerator)</p>	<p>9. 1P1 is final (students who completed their program in the third cohort year will be assessed for placement and added to the numerator and the indicator is now final after Oct. 1, 2022*)</p> <p>10. WTCS sends indicator data to Department of Education in December 2022 as part of the Consolidated Annual Report.</p>
<p>If 3P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.</p>		<p>If 2P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.</p>	<p>If 1P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.</p>

**While Client data closes each September, the Perkins V Portal reports will not be final until October 15th since other data matches need to be pulled (e.g., DWD UI wage info) before the portal reports & dashboard are refreshed with the most updated information.*