



Perkins V Accountability Guide

WTCS

2024

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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

Historically, the WTC System Office provided the federal definition for some of these special populations for Client Reporting. A systemwide workgroup in 2022 helped create [plain language](#) for these definitions that balance the intent of what the definition is trying to identify while keeping the language as simple as possible so that most students could readily understand these questions (e.g., application, student information reporting). The recommended plain language definitions that colleges could use for collecting student information are provided below, in sub-bullet points.

- Individuals with disabilities [Client S1 – 62-63]
 - Do you have any physical or mental conditions that disrupt your daily life activities? *This could include blindness, deafness, anxiety, learning disabilities, mobility challenges, etc.*
- Individuals with an economic disadvantage [Client S1 – 61]
 - Are you (or your household) unable to pay for one or more basic living needs? *For example: food, bills, rent, childcare.*
- 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]
 - Are you raising children under 18 years old?
 - If yes, are you single, separated or widowed and the main caregiver for your child/children?
 - Are you pregnant and will be a single parent?
- 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]
 - In the past year, have you experienced homelessness? *This could include living in a car, sleeping on a friend’s couch, staying in a shelter, living in temporary housing (like a motel).*
- 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 who have a valid SSN and/or responded to the graduate outcomes survey 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 who have a valid SSN and/or responded to the graduate outcomes survey</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 two most recent reporting years (2021 and 2022). We then looked at trends in performance from 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 0.3% in postsecondary credential attainment from 2023-27. This increase will result in more students graduating with postsecondary degrees, thereby helping to supply the talent and skills to meet employer needs and grow the Wisconsin economy. In addition, colleges are setting goals for increasing credential attainment for students of color and members of special populations to help eliminate equity gaps within their district, as part of the requirements for their Perkins Local Plan. We have also set an increase of 0.1% per year in the

concentration of students in programs that lead to non-traditional occupations (e.g., female students enrolled in web and software development programs). This increase will help diversify talent in the Wisconsin workforce. Lastly, eligible agencies 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 91.81%, and we have set targets to maintain this high achievement level at 91.82% throughout the duration of this plan.

Column 1 Indicators	Column 2 Baseline Level	Column 3 FY 2024	Column 4 FY 2025	Column 5 FY 2026	Column 6 FY 2027
1P1: Post-Program Placement	91.81%	91.82%	91.82%	91.82%	91.82%
2P1: Earned Recognized Postsecondary Credential	70.45%	70.46%	70.56%	70.66%	70.76%
3P1: Non-traditional Program Concentration	16.81%	16.82%	16.92%	17.02%	17.12%

Rates may be adjusted each year based on actual performance.

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 2026 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

- 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

If you are new to Power BI, please see Microsoft's guidance on [navigating Power BI](#). We strive to continuously improve WTCS Data Dashboards. If you would like to request a dashboard improvement, please email Hilary Barker (hilary.barker@wtcsystem.edu) and we will look into the request.

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 Pages to assess cohort to cohort changes in Perkins indicators to identify indicators that are stagnant or decreasing. Using the 'select a category' filter, view differences in indicator levels across student populations and assess changes in equity gaps.
 - Use the Student Populations Page to identify equity gaps across student demographics and Perkins special populations.
- **Local Perkins Plan:**
 - The Student Populations Page 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 → use the Dual Credit Dashboard for information specific to dual enrollment students
 - Capacity Building for Equity and Inclusion
 - The Student Populations and Trends Pages can help assess equity gaps across student groups.
 - Student Success
 - The Student Populations and Trends 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
 - The By Cluster and By Program 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.
 - Supporting Access and Completion of Nontraditional Occupations (NTO) Training and Employment
 - On all 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 By Cluster and By Program Pages to identify NTO-labeled programs that may need support to help increase the concentration of NTO students.

Systemwide Overview

On this page, you can see an overview of all Perkins indicators for our system and each college for the *most recent complete cohort*. This page is useful to quickly assess your college's indicator levels and within the tooltip, you can view the college's targets for the federal indicators (1P1, 2P1 & 3P1). You can further filter this information by college and student demographics (disability status, economic status, gender, NTO student status and race/ethnicity), which will update data on all pages of the dashboard.

Systemwide Overview

View the Perkins V indicator values by college and for the System for the most recent complete cohort. See indicator definitions in the [Accountability Guide](#).

Indicators and most recent complete cohort:
 1P1 Post-Program Placement: **2020 Cohort** | 2P1 Credential Attainment: **2021 Cohort** | 3P1 Nontraditional Occupation Concentration: **2023 Cohort**
 4P1 Technical Course Completion: **2021 Cohort** | 5P1 General Education Course Completion: **2021 Cohort** | 6P1 Second-Year Retention: **2022 Cohort**

View targets for 1P1, 2P1, 3P1 in the tooltip.

College	1P1	1P1 Denom	2P1	2P1 D...	3P1	3P1 D...	4P1	4P1 D...	5P1	5P1 D...	6P1	6P1 D...
Blackhawk	89.78%	460	66.54%	765	17.23%	766	75.00%	732	62.47%	493	88.97%	852
Chippewa Valley	90.93%	1,499	85.43%	1,737	19.54%	1,592	72.66%	1,734	68.43%	1,175	93.93%	1,730
Fox Valley	90.05%	2,010	76.42%	2,544	14.54%	2,414	71.13%	2,508	68.64%	1,467	92.16%	2,616
Gateway	90.44%	1,537	77.41%	1,833	17.79%	2,046	67.24%	1,746	57.92%	1,181	91.20%	2,001
Lakeshore	92.06%	630	80.37%	754	16.49%	576	64.75%	732	64.67%	484	93.97%	730
Madison Area	93.80%	1,823	68.66%	2,377	17.77%	1,857	72.98%	2,280	65.58%	1,354	91.48%	2,524
Mid-State	95.27%	507	74.94%	798	22.54%	639	74.37%	792	64.44%	464	90.87%	734
Milwaukee Area	90.92%	1,201	52.22%	2,610	21.60%	2,245	63.19%	2,312	54.02%	1,966	85.97%	2,637
Moraine Park	94.43%	861	77.85%	1,165	17.09%	825	81.31%	1,134	77.99%	718	89.71%	1,118
Nicolet Area	90.58%	191	79.77%	262	17.21%	215	67.24%	232	56.98%	179	90.95%	210
Northcentral	92.58%	1,024	79.68%	1,171	16.85%	997	70.76%	1,156	66.96%	808	92.90%	1,098
Northeast Wisconsin	92.01%	1,802	72.65%	2,742	14.92%	1,971	77.95%	2,680	74.57%	1,620	92.86%	2,437
Northwood	86.05%	1,061	82.68%	964	16.19%	1,075	67.02%	934	62.86%	630	91.46%	948
Southwest Wisconsin	90.56%	593	82.38%	755	14.04%	527	77.22%	733	72.46%	541	92.10%	658
Waukesha County	94.24%	1,197	71.03%	2,092	14.22%	1,723	75.96%	2,063	67.15%	1,111	90.73%	1,984
Western	88.25%	1,013	66.06%	1,093	18.08%	968	76.59%	1,021	71.46%	827	88.86%	1,248
System	91.36%	17,409	72.79%	23,662	17.22%	20,436	72.32%	22,789	65.93%	15,018	91.00%	23,525

Filters

Search

Filters on this page

Add data fields here

Filters on all pages

College is (All)

Disability Status is (All)

Economically Disad... is (All)

Gender is (All)

NTO Student is (All)

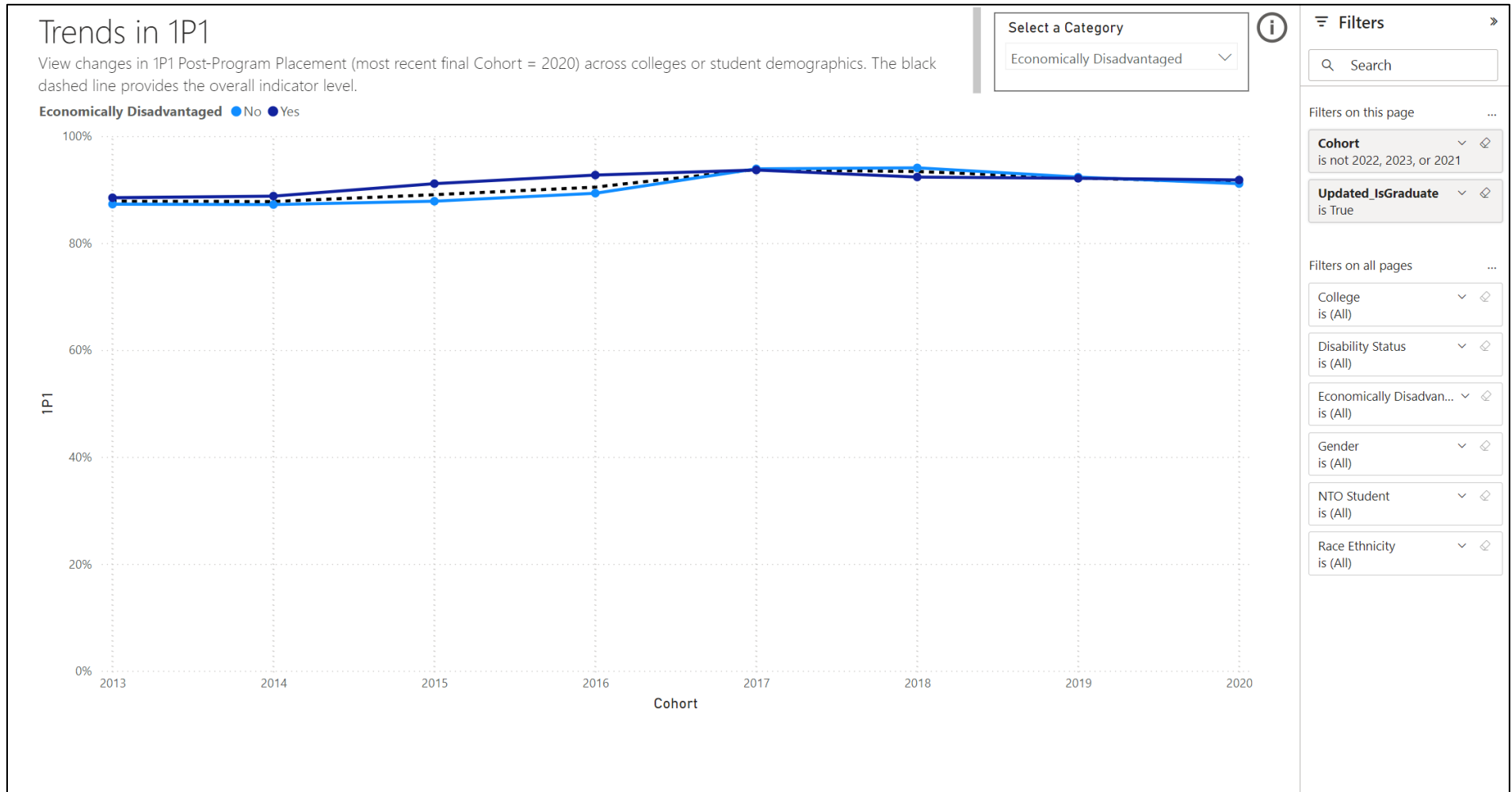
Race Ethnicity is (All)

Add data fields here

For the 1P1 table on the left, please keep the 'Updated_IsGraduate' filter as is (True) so that the 1P1 measure within PowerBI calculates the data correctly.

Trends 1P1 through 6P1

On this page, you can assess changes in Perkins indicator levels across cohorts for a selected indicator. This page is useful to quickly assess trajectories in Perkins performance over time. In the 'Select a Category' filter you can view the data by college, student race/ethnicity, gender and by Perkins special populations. The dashed black line is the all-student level for the indicator. In the tooltip, can see the number of students within the denominator, yet for the race/ethnicity and college categories, this information can get cutoff and thus, you would first need to filter for the specific race/ethnicity group or college to view the denominator information, using the available filters (under 'Filters on all pages'). Each indicator is automatically set to only show data for complete cohorts. If you would like to view data for incomplete/still open cohorts, you can change this in the Cohort filter (under 'Filters on this page').



For Trends in 1P1, please keep the 'Updated_IsGraduate' filter as is (True) so that the 1P1 measure within PowerBI calculates the data correctly.

By Cluster

On this page, you can view indicator levels across career clusters. The indicators are calculated at the student-level and thus can be duplicated for students who are enrolled in multiple CTE programs in different Career Clusters. In contrast with the 'Systemwide Overview' page, this Cluster Assessment page only shows the indicator data for the selected cohort using the 'Cohort' filter (under 'Filters on this page'). You can then right-click on a row of career cluster data and select 'Drill through' to then see the program-level indicator data on the 'By Program' page. Note that this will maintain any filters that were applied in the 'By Cluster' page (e.g., cohort that was selected). **Important: when selecting a cluster to drill through for program-level data, make sure to right click on the table on the right (2P1 through 6P1), rather than the table on the left (1P1).** The 1P1 has an additional graduation filter applied to it and if you drill through using 1P1, then the 'By Program' data will also have the graduation filter applied to it.

Cluster Assessment

View Perkins indicator levels for each career cluster. Right click on a career cluster *in the table on the right* and select 'drill through' to get to program-level information.

Selected Cohort: 2020

Indicators and most recent complete cohort:
 1P1 Post-Program Placement: **2020 Cohort** | 2P1 Credential Attainment: **2021 Cohort** | 3P1 Nontraditional Occupation Concentration: **2023 Cohort**
 4P1 Technical Course Completion: **2021 Cohort** | 5P1 General Education Course Completion: **2021 Cohort** | 6P1 Second-Year Retention: **2022 Cohort**

Career Cluster	1P1 by Pr...	1P1 Den...	2P1	2P1 De...	3P1	3P1 De...	4P1	4P1 De...	5P1	5P1 De...	6P1	6P1 De...
Agriculture, Food and Natural Resources	86.42%	383	63.96%	677	38.79%	593	58.48%	631	63.59%	563	89.22%	677
Architecture and Construction	89.96%	926	56.14%	1,799	8.62%	1,740	74.56%	1,745	71.86%	853	83.44%	1,799
Arts, AudioVisual Technology and Communications	86.52%	356	40.97%	1,013	31.35%	319	48.39%	961	58.02%	848	85.59%	1,013
Business Management and Administration	90.88%	1,250	53.22%	2,813	41.58%	2,482	52.33%	2,572	61.80%	2,361	85.57%	2,813
Education and Training	91.85%	503	65.32%	865	8.38%	847	58.78%	803	57.88%	698	88.32%	865
Finance	86.46%	576	64.63%	998	29.45%	669	53.04%	937	70.11%	813	91.08%	998
Health Sciences	88.97%	7,297	80.37%	9,844	11.81%	8,905	80.03%	9,065	64.08%	5,229	93.62%	9,844
Hospitality and Tourism	86.58%	298	60.07%	551	52.03%	469	48.00%	500	54.15%	386	85.48%	551
Human Services	86.06%	574	54.49%	1,270	15.08%	1,200	56.39%	1,190	58.35%	838	85.12%	1,270
Information Technology	91.07%	750	51.82%	1,648	18.86%	1,262	45.24%	1,587	64.76%	1,311	89.20%	1,648
Law, Public Safety, Corrections and Security	92.02%	2,104	74.78%	3,077	30.60%	2,013	73.79%	2,930	57.31%	1,614	90.35%	3,077
Manufacturing	88.53%	1,378	74.25%	2,031	9.55%	2,000	66.12%	1,969	73.02%	1,401	86.66%	2,031
Marketing	85.61%	285	51.40%	644	35.00%	180	51.69%	592	59.14%	509	87.42%	644
Science, Technology, Engineering and Mathematics	88.14%	236	46.56%	582	14.96%	568	49.91%	539	57.94%	535	88.14%	582
Transportation, Distribution and Logistics	90.34%	942	73.74%	1,394	11.84%	1,368	64.24%	1,331	60.13%	795	86.73%	1,394
System	91.20%	17,366	69.99%	25,836	17.20%	21,700	68.93%	24,742	64.61%	16,819	89.48%	25,836

Filters »

Filters on this page ...

Gender is (All) ⌵ ⌵

Race Ethnicity is (All) ⌵ ⌵

Economically Disadvan... is (All) ⌵ ⌵

NTO Student is (All) ⌵ ⌵

Career Cluster is not (Blank), Not Otherwise Assigned, or THIS MUST BE ENTERED-PLEASE FIX TABLE ⌵ ⌵

Cohort is 2020 ⌵ ⌵

Filters on all pages ...

College is (All) ⌵ ⌵

Disability Status is (All) ⌵ ⌵

Economically Disadvan... is (All) ⌵ ⌵

Gender is (All) ⌵ ⌵

NTO Student is (All) ⌵ ⌵

Race Ethnicity is (All) ⌵ ⌵

By Program

On this page, you can readily assess the Perkins performance of students enrolled in specific programs. This information can be helpful to determine which programs may need additional supports or restructuring to best improve Perkins indicators. In contrast with the 'Systemwide Overview' page, this Program Assessment page only shows the indicator data for the selected cohort using the 'Cohort' filter (under 'Filters on this page').

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.

Note, that the 1P1 table is separate from the 2P1 through 6P1 table, since the 1P1 table has an additional graduation filter applied to it. Because of this, the tables can be misaligned and if a program had no graduations or no graduations for individuals with valid SSNs and/or who responded to the graduate outcomes survey, then this program will not be listed in the 1P1 table.

You can use the back arrow button on the top right of the screen to return to the 'By Cluster' page to select a different cluster for program-level information.

Program Assessment

View Perkins indicator levels for each student's program enrollment(s). Note, if the program has no graduations, then the 1P1 data will be misaligned with the rest of the indicators. Please verify which program you are evaluating by using the tooltip. **Selected Cohort: 2020**

Program...	ProgramTitle	College	1P1 by...	1P1 ...
10-102-1	Business Analyst	Fox Valley	100.00%	4
10-102-1	Business Analyst	Mid-State	0.00%	1
10-102-1	Business Analyst	Moraine Park	50.00%	2
10-102-1	Business Analyst	Northcentral	100.00%	1
10-102-1	Business Analyst	Northeast Wis...	100.00%	10
10-102-1	Business Analyst	Western	100.00%	3
10-102-3	Business Management	Blackhawk	100.00%	8
10-102-3	Business Management	Chippewa Valley	83.10%	71
10-102-3	Business Management	Fox Valley	85.37%	41
10-102-3	Business Management	Gateway	77.78%	54
10-102-3	Business Management	Lakeshore	84.21%	19
10-102-3	Business Management	Madison Area	75.00%	44
10-102-3	Business Management	Mid-State	90.63%	32
10-102-3	Business Management	Milwaukee Area	94.55%	55
10-102-3	Business Management	Moraine Park	87.50%	16
10-102-3	Business Management	Nicolet Area	100.00%	14
10-102-3	Business Management	Northcentral	76.92%	13
10-102-3	Business Management	Northeast Wis...	97.73%	44
10-102-3	Business Management	Northwood	73.33%	15
10-102-3	Business Management	Southwest Wis...	95.00%	20
10-102-3	Business Management	Waukesha Co...	89.19%	37
10-102-3	Business Management	Western	81.25%	32
10-106-6	Administrative Professional	Chippewa Valley	100.00%	9
Total			90.88%	1,250

Program...	ProgramTitle	College	2P1 by ...	2P1 De...	3P1 by...	3P1 Den...	
10-102-1	Business Analyst	Fox Valley	36.36%	11	NaN	0	Non-Biase
10-102-1	Business Analyst	Mid-State	50.00%	2	NaN	0	Non-Biase
10-102-1	Business Analyst	Milwaukee Area	0.00%	4	NaN	0	Non-Biase
10-102-1	Business Analyst	Moraine Park	25.00%	8	NaN	0	Non-Biase
10-102-1	Business Analyst	Northcentral	25.00%	4	NaN	0	Non-Biase
10-102-1	Business Analyst	Northeast Wisconsin	83.33%	12	NaN	0	Non-Biase
10-102-1	Business Analyst	Western	33.33%	9	NaN	0	Non-Biase
10-102-3	Business Management	Blackhawk	17.78%	45	71.43%	35	Traditional
10-102-3	Business Management	Chippewa Valley	44.44%	144	45.86%	133	Traditional
10-102-3	Business Management	Fox Valley	36.11%	108	55.68%	88	Traditional
10-102-3	Business Management	Gateway	26.14%	176	69.80%	149	Traditional
10-102-3	Business Management	Lakeshore	35.29%	51	71.79%	39	Traditional
10-102-3	Business Management	Madison Area	23.94%	142	50.00%	130	Traditional
10-102-3	Business Management	Mid-State	40.00%	75	67.74%	62	Traditional
10-102-3	Business Management	Milwaukee Area	17.20%	314	62.37%	279	Traditional
10-102-3	Business Management	Moraine Park	29.63%	54	68.18%	44	Traditional
10-102-3	Business Management	Nicolet Area	50.00%	28	84.00%	25	Traditional
10-102-3	Business Management	Northcentral	27.50%	40	58.82%	34	Traditional
10-102-3	Business Management	Northeast Wisconsin	24.73%	182	56.63%	166	Traditional
10-102-3	Business Management	Northwood	40.63%	32	57.69%	26	Traditional
10-102-3	Business Management	Southwest Wisconsin	60.61%	33	55.56%	27	Traditional
10-102-3	Business Management	Waukesha County	40.96%	83	49.33%	75	Traditional
10-102-3	Business Management	Western	24.00%	125	50.91%	110	Traditional
Total			45.26%	4,138	39.70%	2456	



Filters

Filters on this page

- ✕
ProgramAidCode
 is not (Blank)
- ✕
 ProgramInstructionalAr...
 is (All)
- ✕
 NTO Bias
 is (All)
- ✕
 Gender
 is (All)
- ✕
 Economically Disadvan...
 is (All)
- ✕
 NTO Student
 is (All)
- ✕
 Race Ethnicity
 is (All)
- ✕
 Career Cluster
 is (All)
- ✕
Career Cluster
is Business Management and Administration
- ✕
Career Cluster
is not (Blank), Not Otherwise Assigned, or THIS MUST BE ENTERED-PLEASE FIX TABLE
- ✕
Cohort
is 2020

Filters on all pages

- ✕
 College
 is (All)

Student Populations

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. Note, that if you select a data point within the tables, that the other tables on the page will filter the information accordingly (e.g., selecting the 2P1 denominator value for Student with Disability will then filter the data for all other tables for just students with disabilities). Note, that the 1P1 table is separate from the 2P1 through 6P1 table, since the 1P1 table has an additional graduation filter applied to it. If you select data within the 1P1 table, the graduation filter will also be applied to the other tables.

Student Populations

View Perkins indicator levels for each gender, race/ethnicity and special population. Selected Cohort: 2020

Gender	1P1	1P1 De...	2P1	2P1 De...	3P1	3P1 De...	4P1	4P1 D...	5P1	5P1 D...	6P1	6P1 D...
Client refused to provide	87.25%	102	70.67%	150	NaN	0	71.23%	146	62.20%	82	89.33%	150
Female	91.51%	10,765	73.62%	15,222	19.53%	12,862	71.83%	14,489	64.65%	10,019	91.43%	15,222
Male	91.18%	6,542	64.77%	10,488	13.80%	8,838	64.69%	10,161	64.71%	7,098	86.58%	10,488
Total	91.36%	17,409	70.01%	25,860	17.20%	21,700	68.90%	24,796	64.66%	17,199	89.45%	25,860
White	91.93%	13,574	67.01%	197	17.68%	164	57.37%	190	51.08%	139	89.34%	197
Two or more races	89.18%	388	67.90%	1,025	18.82%	845	63.69%	964	66.94%	732	88.68%	1,025
Native Hawaiian or Other Pacific Islander	82.35%	17	49.45%	1,551	22.94%	1,356	44.75%	1,399	43.21%	1,171	84.91%	1,551
Hispanic or Latino	90.75%	1,297	59.78%	2,265	19.63%	1,921	60.26%	2,096	53.80%	1,682	85.78%	2,265
Black or African American	89.91%	753	73.08%	26	40.00%	20	65.38%	26	64.29%	14	84.62%	26
Asian	88.19%	669	59.32%	676	24.91%	542	59.01%	627	54.06%	505	86.39%	676
American Indian or Alaskan Native	86.82%	129	73.34%	19,204	16.27%	16,063	71.92%	18,607	68.50%	12,592	90.39%	19,204
Economically Disadvantaged	91.80%	6,254	59.65%	10,513	21.20%	8,874	56.86%	9,926	59.44%	8,752	86.88%	10,513
English Language Learner	88.89%	117	53.02%	232	18.13%	182	58.74%	206	60.42%	192	86.21%	232
Foster Care Youth	100.00%		57.14%		16.67%		66.67%		71.43%		85.71%	
Homeless Individual												
NTO Student	91.01%	2,280	63.00%	3,732	100.00%	3,732	62.31%	3,555	61.11%	2,898	87.62%	3,732
Out of Workforce Individual	85.86%	1,620	71.25%	2,344	17.75%	1,966	62.49%	2,250	61.68%	1,618	90.02%	2,344
Single Parent	91.65%	1,269	68.21%	1,875	17.47%	1,637	60.32%	1,812	57.13%	1,339	89.97%	1,875
Student with Disability	89.17%	1,154	62.96%	1,863	19.06%	1,548	55.77%	1,811	58.65%	1,410	88.78%	1,863
Youth with Parent in Military	72.73%	11	68.75%	16	20.00%	15	50.00%	16	30.77%	13	93.75%	16

Filters

Search

Filters on this visual

- 2P1 is (All)
- 2P1 Denom is (All)
- 3P1 is (All)
- 3P1 Denom is (All)
- 4P1 is (All)
- 4P1 Denom is (All)
- 5P1 is (All)
- 5P1 Denom is (All)
- 6P1 is (All)
- 6P1 Denom is (All)
- Disability Status** is Student with Disability

Filters on this page

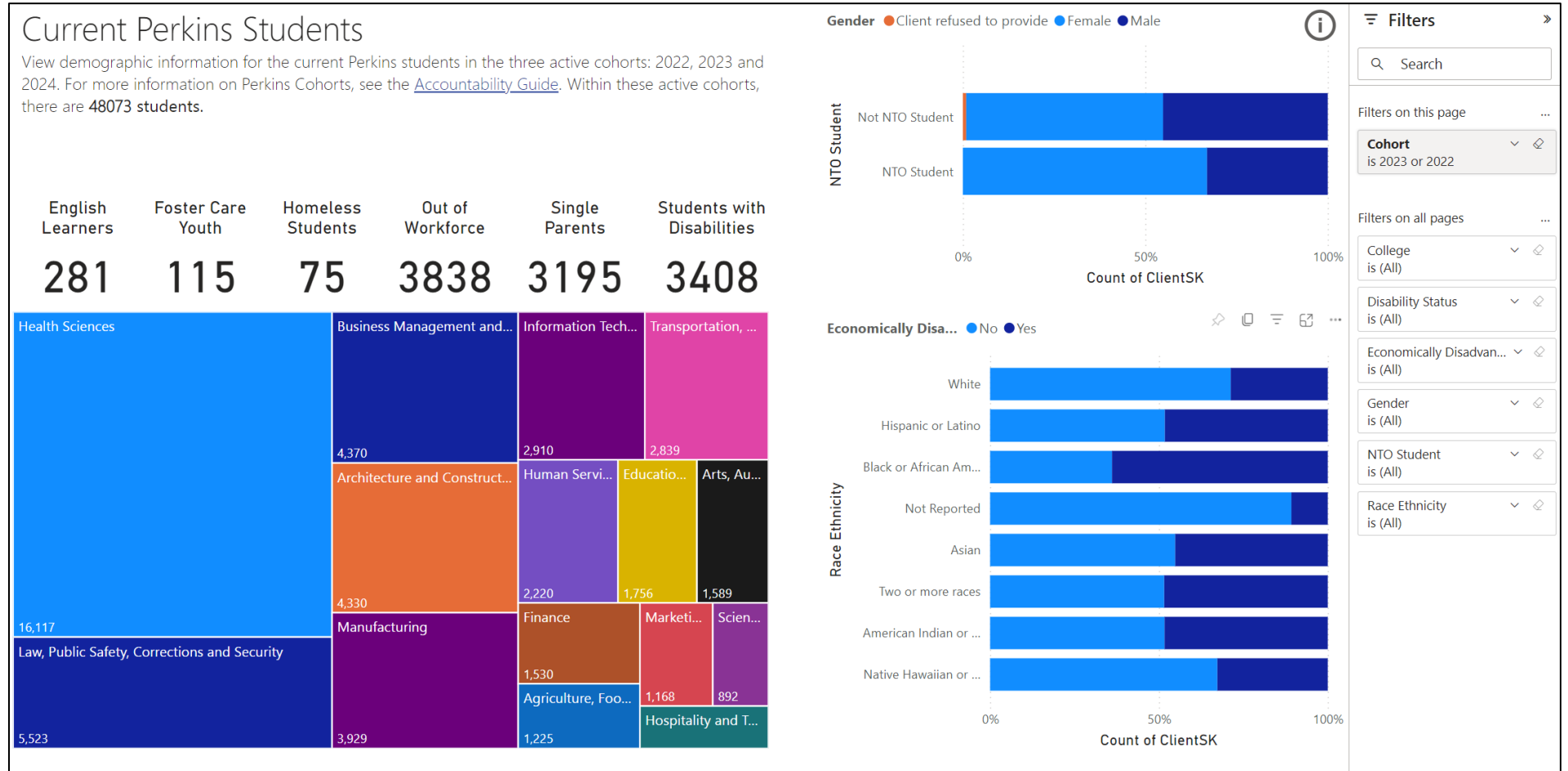
- Cohort** is 2020

Filters on all pages

- College

Current Perkins Students

This page provides a summary of the students who are in the active Perkins cohorts (except for the cohort that is being formed in the current fiscal year). You can also change the 'Cohort' filter (under 'Filters on this page') to look at complete cohorts. The data visuals will interactively filter the other visuals. For instance, you can select the Health Sciences rectangle in the treemap to then filter all data on this page to only include Perkins students who are enrolled in a Health Sciences program. Alternatively, you could select the dark blue bar for Asian students with an economic disadvantage to then filter all data on this page for this specific subset of students.



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
<ol style="list-style-type: none"> 1. Cohort is created (students completed 12 credits or a program with <12 credits) 2. 3P1 is measured and final (after Oct. 1, 2019*) 3. 2P1 denominator is final, students who have completed their program in the first cohort year will already be in the numerator 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) 	<ol style="list-style-type: none"> 5. 2P1 numerator will continue to grow (students who have completed their program in the second cohort year will be added to the numerator) 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) 	<ol style="list-style-type: none"> 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*) 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) 	<ol style="list-style-type: none"> 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, 2021*) 10. WTCS sends indicator data to Department of Education in December 2021 as part of the Consolidated Annual Report.
If 3P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.		If 2P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.	If 1P1 target is missed by >5%, then submit an improvement plan with the next grant cycle.

**While Client data closes each September, the Perkins V Portal reports will not be final until October 1st since other data matches need to be pulled (e.g., DWD UI wage info) before the portal reports are refreshed with the most updated information.*