

Perkins Postsecondary-Clock Hour Performance Measures

Slide 1 - Cover

This training module was designed to provide greater understanding of the Perkins Postsecondary-Clock Hour performance measures.

Slide 2 – Module Outline

Specifically, in this module we will:

- Provide a brief explanation of what the Carl D. Perkins, Career and Technical Education Act of 2006, sometimes called Perkins IV,
- Define some key concepts necessary to understand the Perkins performance measures,
- Review the different Perkins Postsecondary-Clock Hour performance measures, and
- Answer a few common questions related to the performance measures, discuss meeting performance targets, and some commonly held misconceptions on Perkins performance measures.

Slide 3 – Carl D. Perkins, Career and Technical Education Act of 2006

The Carl D. Perkins, Career and Technical Education Act of 2006, sometimes also referred to as Perkins IV or just Perkins, is a federal program that supports career and technical skills of postsecondary education students who elect to enroll in career and technical education (or CTE) programs. As recipients of the federal grants, states are required to develop valid and reliable measures for each core indicator of performance in an effort to measure the performance of that state's CTE students. Local agencies that do not meet ninety percent of a local agreed upon performance level on any of the core accountability indicators of performance must complete a Program Improvement Plan.

Slide 4 – Participant

Before we discuss the performance measures, there are a few definitions that need to be understood.

“Participant” is defined as a postsecondary student with one or more hours in any clock hour CTE Program. There is only one measure that uses this term, 5A1 “Non-traditional Participation” which we will discuss later in the presentation.

“Concentrator” is used in every performance measure except one, so it is very important to understand but frequently misunderstood. “Concentrator refers to a postsecondary student who completes at least one-third of the academic and/or technical hours in a clock hour CTE program. Therefore, in the case of a 450 clock hour CTE program, a student who completes at least 150 clock hours in the program is identified as a concentrator.

The last key term to understand is a “completer” which is defined as a CTE concentrator who was identified as a full program completer.

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Slide 5 – Reporting Measures – Postsecondary Clock Hours (Part 1)

There are six different performance measures that are a part of Perkins Postsecondary-Clock Hour accountability, sometimes referred to as the “A measures.” Each has a numerator divided by a denominator that forms the performance score when converted to a percentage.

The first is “1A1-Technical Skill Attainment.” The numerator is the number of concentrators who have earned an industry certification identified on the Technical Skill Attainment Inventory, passed a valid assessment, or earned an eligible Occupational Completion Point. For more information on Occupational Completion Points, also called OCPs, a separate module has been prepared and is available on the Division of Career and Adult Education webpages. The denominator of this measure is the count of concentrators in the reporting year.

Measure “2A1-Completion” is the number of concentrators who have exited the system in the reporting year and were identified as full program completers over the denominator which is the count of concentrators who have exited the system in the reporting year.

Note: the denominators of 1A1 and 2A1 are the same. The denominators of the remaining measures are all unique.

Next, of those concentrators from the previous year who did not exit the system as a full program completer, the “3A1-Retention and Transfer” performance is the percent of those concentrators who remained enrolled in the current year in same institution or transferred to a different institution.

Slide 6 – Reporting Measures – Postsecondary Clock Hours (Part 2)

Beginning with those concentrators who exited the system in the prior year and were identified as full program completers, measure “4A1-Student Placement” is the percentage of that group who were found enrolled in postsecondary education, employed, or enlisted in the military.

The next two measures are related to “non-traditional CTE programs.” These are programs that are considered non-traditional for certain genders. For example, welding is considered non-traditional for females while nursing is considered non-traditional for males. These next two measures examine the increases of participation and completion by non-traditional gender groups for specific gender-dominated professions.

Measure “5A1-Non-traditional Participation” is formed by the numerator of a count of participants from underrepresented gender groups enrolled in a non-traditional program. The denominator of the measure is the number of participants enrolled in CTE programs that are identified as non-traditional.

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The compliment to this measure is “5A2-Non-traditional Completion.” The numerator is the number of concentrators from underrepresented gender groups who have exited the system in the reporting year and identified as full program completers. The denominator is equal to the number of concentrators enrolled in CTE programs that are identified as non-traditional.

Slide 7 – Common Questions

One of the questions we frequently get about the performance measures is “what if a student is enrolled in more than one program?” The performance calculation looks to see if the student was a concentrator in at least one of the programs. For 1A1-Technical Skill Attainment, the student must have earned an OCP or certification in the program in which they are a concentrator.

What about students who are dual enrolled? Dual enrollment students are a part of the secondary performance measures (sometimes called the “S Measures”) and are excluded in the postsecondary measures.

Slide 8 – Setting Perkins Local Performance Targets

Each year, the Florida Department of Education negotiates the state targets annually with the federal Office of Career, Technical, and Adult Education (also known as “OCTAE”).

Local targets are based on the most recent year of data available. Because of the lag in data reporting, targets are based on data from two years prior. For example, the 2016-17 local performance targets are based on the 2014-15 data reported to the Florida Department of Education.

If the 2014-15 performance was below the 2016-17 state target for that measure, the local target is set at the state level target.

If the 2014-15 performance percentage was equal to or greater than the state target, the local target will be the local performance plus 0.5 percent.

Finally, any new agencies with no prior history of Perkins participation will have all measures set at the state target.

There is provision for local targets to be negotiated under specific, limited circumstances. Should an agency wish to negotiate a target, they should contact their grants manager. More information on a negotiated target is available in the Perkins Implementation Guide.

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Slide 9 – Meeting Perkins Local Performance Targets

Once the local performance targets have been set and agreed upon, agencies must meet or exceed their local targets. An agency must be within 90% of the local target to be considered meeting their target.

Agencies that do not meet at least 90% of their local target are required to complete a program improvement plan for that year.

Agencies with a denominator less than 10 are still required to complete a program improvement plan, but that plan will focus on how their program can meet the size, scope, and quality requirements for participation, demonstrating the sustainability of the program.

Slide 10 – Perkins Reporting Timeline

For districts, postsecondary measures are calculated using data submitted to the Workforce Development Information System (usually called WDIS) during survey F, W, and S.

For colleges, these measures are calculated using data submitted to the Florida College System database during the Survey 1E, 2E, and 3E data collection.

When identifying students who have exited for Federal reporting purposes, the following surveys are used:

For districts, survey F and G

For colleges, survey 1E and 2B

Slide 11 – Common Misconceptions

It is a common misconception that all the certifications that appear on the CAPE Postsecondary Industry Funding List also appear on the Perkins TSA Inventories. This is not true. A certification will only appear on the TSA inventory if a request for a program linkage is made by a local agency.

It is also commonly thought that a student who earns more than one OCP or certification will count multiple times in measure 1A1-Technical Skill Attainment. This is also not true. Individual students are unduplicated in the final calculations for TSA regardless of how many OCPs or certifications they have earned.

Slide 12 – Common Reporting Issues – Perkins – Districts

There are a few reporting issues which can have implications on Perkins performance measures. Since the Districts and Colleges have separate and unique reporting systems, we will review some common issues with districts and discuss colleges on the next slide.

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Once significant issue results from a failure to report OCPs. As suggested earlier, for more information on OCPs and how to report them correctly, please review our separate web module dedicated to this subject.

The use of invalid certification codes can also cause problems, as well as the failure to correctly indicate full program completers.

As discussed earlier, program exiters are identified using the preliminary enrollment data reported in survey G, which can have significant effects on retention performance measures. The incorrect total clock hour toward award can cause problems in identifying concentrators.

Finally, the failure to report financial aid correctly can result in reduced allocations and other consequences; however, financial aid errors do not directly affect Perkins performance accountability.

Slide 13 – Common Reporting Issues – Perkins – Colleges

Although colleges can have similar issues as districts, such as failure to correctly identify full program completion, there can be issues unique to colleges that affect Perkins Performance.

One situation that can cause problems results in the stacking of enrollment hours which results in enrollment being reported in one year while completions are reported in the following reporting year. This can cause some confusion when analyzing performance.

The Perkins Postsecondary-Clock Hour Performance Measures provide a proxy for understanding and measuring how your agency is performing in delivering quality career and technical education. We have covered in this module key terms, how the measures are calculated, and common issues with the Perkins measures. Thank you for taking the time to view this training module and increase your understanding of Perkins.