How to Read and Use Your Program Core Indicator Information Worksheet
So You Can Identify Problems and Propose Solutions

NOTE: Core Indicators Program Reports MUST be totaled and signed or the program's application will be rejected until this is done.

Definitions
- Cohort Year CTE Enrollments: Number of students taking more than one course in SAM codes A-C (duplicated)
- CTE Headcount: Unduplicated students enrolled in at least 1 course with SAM Code A-C
- CTE Cohort: Students with 12+ CE units in a discipline (one course is above intro) in 3 years.
- DR: the count is less than 6 so data is not displayed due to EDD privacy rules.
- N/A: number of CTE Concentrators in the denominator is 10 or less.
- N/R: No participants reported.
- CTE Concentrator (postsecondary): Earned at least 12 credits within a CE program or program of study OR completed a CE program or program of study that encompasses fewer than 12 credits or the equivalent in total

How to read your Program Core Indicator Report
- Focus on "count" not "total" columns. Additionally, the columns will NOT add up to red numbers at the top as there are individuals in the headcount that do not fit into any of the special population categories.
- The District Negotiated Level column shows the target percentage levels applicable to all Mt. SAC programs.
- The "College Performance" listed on your Core Indicator report is the percentage performance within your program TOP code for the current year application.
- **Any percent below negotiated level must be addressed in your application. Discuss why numbers are below target for that special population, then identify and fund solutions to raise the percentage.**
- Are all your percentages at or above negotiated levels? Congratulations! What do you need to do in your program to maintain those levels? (Otherwise, you don't NEED Perkins funding)
- No core indicator data available for your program? Here are some possible reasons:
  - The program is new
  - The program is small and SAM C courses are not offered every year
  - The program recently had a TOP code change

Rev. 3/2/2021

- o The courses and/or the certificate were miscoded
- o Miscoded programs were corrected, but we are still waiting for reports to be updated
- o The program is interdisciplinary [core courses are outside the TOP code of the program or will only have completers (certificates and degrees)].
- If there are few to no concentrators within your Core indicator data then program size, scope, and quality must be addressed. See Director, Career Education or CTE Liaison for assistance.
- If your Core Indicator Report shows an "N/R" for the "Individuals Preparing for Non-Traditional Fields" lines and in the entirety of Core Indicator 3, your discipline area does not show a gender imbalance in the national statistics for Perkins V.
- N/R will show for the "Homeless Individuals" and "Youth with Parent in Active Military" lines as those are new special populations and Mt. SAC does not have the ability to gather and report data for them at this time.

Using the Core Indicator Worksheet effectively
- Identify issues related to program performance on core indicators (anything below negotiated level) and include them in the first narrative on Page 1 of your Perkins application
- Propose solutions to improve program performance on core indicators (second narrative on Page 2, and reflected in your budget)
- **Program applications without activities AND expenditures to address gaps in core indicators will be sent back for revisions**

What are some strategies you can implement to increase student success?
- Core Indicator 1 – Postsecondary Retention and Placement
  - o Are your courses offered at an appropriate time to promote retention for your student population?
  - o Embedded tutors in core, capstone, or challenging courses
  - o Bilingual tutors in your program
  - o Provide mentors, role models, and support groups for encouragement
  - o Library workshops
  - o Writing Center workshops and tutoring
  - o Technical Education Resource Center (TERC) services and resources
  - o Research study to examine program retention issues
  - o Promote services of division-embedded career specialists

- Core Indicator 2 – Earned Postsecondary Credential
  - Are students being counseled properly? (EOPS/CTE Counselor)
  - Do your certificates/degrees align to industry needs?
  - Are there "exit points" where industry is hiring your students that an additional credential could be offered?
  - Are students applying to receive certificates/degrees? If not, why not?
- Core Indicator 3 – Non-Traditional Program Enrollment
  - Creation of outreach materials and marketing plans targeting non-traditional students
- Core Indicator 4 – Employment
  - Incorporation of different forms of Work-Based Learning such as informational interviews, industry field trips, internships
  - Active outreach for student placement with advisory committee partners
  - Resume workshops
  - Interview workshops
  - Soft-skills workshops
  - Career Services or division career specialist one-on-one student assistance…or class presentations
- For All Areas
  - Include student supports and resources such as Library, Career Services, TERC, Writing Center, Tutorial Services, division-embedded career specialists, etc., where appropriate
  - Include program support resources such as Marketing, Research, the Career Education Office (career ed-specific marketing/outreach), and K12 Articulation Office, where appropriate

Pro Tip: Applications are not funded by length and/or weight. A clear, concise Perkins application is to your advantage. Keep all narratives within required character limits—they will be edited to fit within those constraints for the online portal anyway.