



PERKINS PROGRAM IMPROVEMENT:

**DATA ANALYSIS, ENHANCEMENT,
AND SOLUTIONS**

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CCC CHANCELLOR'S OFFICE
CAREER EDUCATION PRACTICES

Pre-Conference Workshop

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Sacramento, CA



AGENDA

- Data Analysis to help improve programs
 - Problems in the Data
 - Real and Perceived Problems
 - Why ensure data is accurate
 - Funding and Economic Disadvantaged CTE Students
 - Meeting Targets and funding restrictions for not meeting Core Indicator targets?
 - Better planning
 - More effective/targeted use of Perkins funds
 - Increased success for Students
 - How to identify and clean up data when there is a Real problem
 - How we might enhance our current local data
- Analysis to develop improvements: What does the data say?



“THE PIE”

- State share
 - Based on census counts of population segments.
- LEA - distribution of funds - two methods
 1. Based on vocational student enrollment counts.
 - Secondary (K12) and Postsecondary (CDE Adult & Community Colleges)
 - Data submitted by districts to the state
 - CDE and CCC Chancellor’s office in their respective information systems.



“SHARE OF THE PIE”

- 2. Formula within segment - Perkins Act
 - Secondary
 - Populations in service area
 - At least one POS in district
 - Postsecondary (Adult & CCCs)
 - Pell/BIA grant recipients in CTE (Section 132)
 - Economically disadvantaged CTE students.

Perkins Section 132(b)(1)&(2) - “The Waiver”



SECTION 132(B)(1)&(2) WAIVER “SHARE OF THE PIE”

2. Formula within Postsecondary – State Plan
 - Economically disadvantaged CTE students.
 - Perkins 2008-2012 California State Plan for CTE
 - New definition of economically disadvantaged: Appendix G
 - (Comparison of methods in CCCs in Appendix H)
 - Includes need based criteria such as:
 - Financial aid,
 - Public assistance, and
 - Eligibility for assistance.



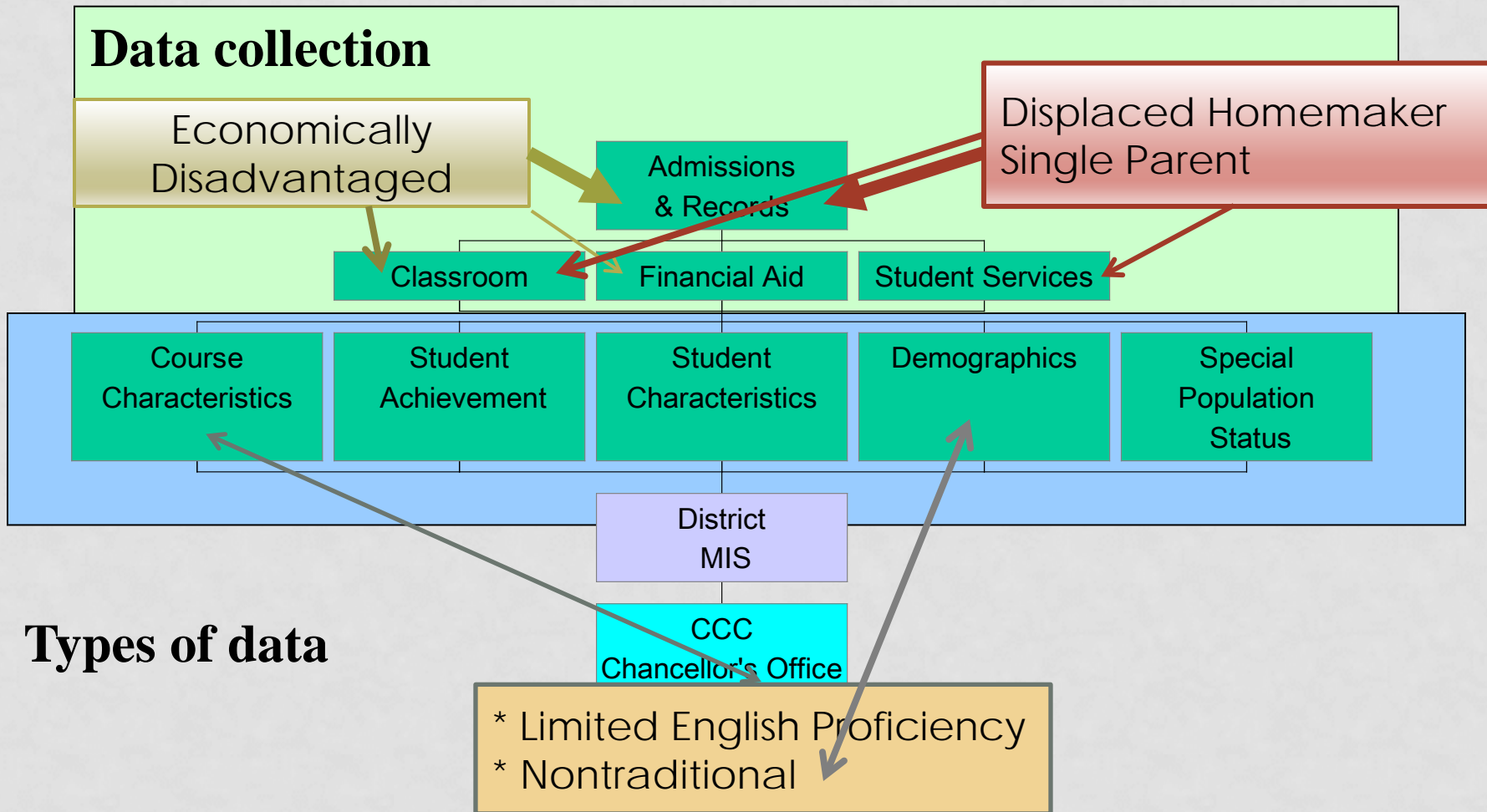
“SPECIAL POPULATION” GROUPS

- Displaced Homemaker
- Economically Disadvantaged
- Limited English Proficiency
- Nontraditional
- Single Parent
- Students with Disabilities
- Tech Prep

For these,
if we don't
ask to find
out who they
are, the data
won't tell us if
they are
having
problems



DATA FLOW





WHAT CAN GO WRONG?

- Real & Perceived
 - Perceived
 - Data “Load” reports available after each submission
 - January: Section 132 Reports 1 & 2 (Certifications – CEO signature)
 - We will lose money this year! Our counts are too low.
 - Someone read *Collecting Data for Special Populations* (Wiseley, 2002)
 - Real
 - IT and missing data in the submissions,
 - New system doesn’t count one type of BOGW (use prior year benchmarks)
 - Data from survey did not get included.

and

 - Students not self-identifying
 - Students don’t access services
 - Services are not recorded properly in the system or
 - Self-identify on classroom surveys or in registration data collection



SECTION 132 FORMULA DISTRIBUTION REPORT 2

Report 1 – 4,370 Unduplicated CTE Economically Disadvantaged Students

	This Year	Last Year
1- BOGW	3,789	4,654
2- PELL	2,223	2,700
3- CAL-WORKS	167	179
4- WIA	282	289
5- SSI SELF DECL	0	62
6- SSI AUDITABLE	0	0
7- TANF SELF DECL	0	78
8- TANF AUDITABLE	1	1
9- GA SELF DECL	0	42
10- GA AUDITABLE	0	0
11- OTHER SELF DECL	0	989
12- OTHER AUDITABLE	0	2
13- DSS STUDENTS	306	356



WHAT CAN GO WRONG?

- Real & Perceived
 - Problem is Perceived
 - Someone read [Collecting Data for Special Populations](#) (Wiseley, 2002)
 - Collect for all students at registration vs classes vs not
 - Web & labeling theory (stigmatizing)
 - Real
 - IT and missing data in the submissions,
 - New system doesn't count one type of BOGW (use prior year benchmarks)
 - Data from survey did not get included.
- and
 - Students not self-identifying
 - Students don't access services **(what groups might not?)**
 - Services are not recorded properly in the system or
 - Self-identify on surveys or in reg data collection **(what groups might not?)**



WHAT CAN WE DO?

- Identify and provide missing data in the MIS submissions (~January 31 deadline)
- Make it painless for students
 - Market easily accessible and discreet services (anonymous to fellow students)
 - Assure that self-identification in surveys be non-threatening (Labeling theory)
 - Use the "eligible for" criteria when possible to identify eligible recipients not self-identifying (i.e., family size, household income)
- Do a local data match with surrounding counties
 - Enhances state public benefits data
 - (particularly CalFresh and other need based assistance)
 - Use that data as additional breakouts in local reports to determine barriers "Getting into a program"



WHY DO WE CARE?

- Maximize our Perkins allocations
- Special Population groups
 - Often face different barriers within and across programs
 - Barriers can often be overcome with
 - simple resources (things you can buy)
 - compound (in-field education or training) or
 - complex resources (professional development that must be implemented)
 - Barriers to student success might be seen in the accountability reports

If we only identify single parents through CalWORKs services, do the single parent accountability numbers address the single parent population?



PERKINS - CORE INDICATORS

- Accountability based Program Improvement System
 - Congressional intent
 - State implementation
 - Core Indicators are tied to Application for funds

CCC: Meeting Performance Targets

- Application is Improvement Plan (what if I don't identify special pops)
- Accountability Determination
 - **In compliance** – at or above 90%
 - Expenditures need not be linked to the areas with the largest performance gaps
 - **Focused Improvement** Status - < 90%
 - *Focused Improvement* section
 - Year 2 – No Improvement: Diagnostic Study
 - Programs funded must address individual program performance gaps. (noncredit?)
 - **Priority Focused Improvement** – 3rd Yr < 90%
 - Diagnostic Study and Action Plan



CORE INDICATORS

1. **Technical Skill Attainment**
Successful CTE course completion (GPA of 2.0+)
 2. **Completions**
Program completion—Certificate, Degree & Transfer Ready
 3. **Persistence & Transfer**
Student persistence in Higher Ed
 4. **Placement**
Placement in apprenticeship, UI employment, military, fed gov
 5. **Gender Equity -- Non-Traditional Employment**
Participation (5a)/Completion (5b) - non-traditional training
- Real and Perceived Problems
 - *Perceived*

This data is wrong!

We have 1,000 students in our classes not 100.



FORM - SECTION 1 PART F

Female
 050100 Business and Commerce, General
 050800 International Business and Trade
 051000 Logistics and Materials Transportation
 050500 Business Administration
 050600 Business Management
 Male
 050650 Retail Store Operations and Management
 050200 Accounting
 050400 Banking and Finance
 050940 Sales and Salesmanship
 051400 Office Technology/Office Computer Applications
 051410 Legal Office Technology
 051420 Medical Office Technology
 051430 Court Reporting
 051800 Customer Service

College X

TOP 05

NT: Men, Women, or a Mix? Why?

Core Indicator 1	Technical Attainment	Numerator		Denominator		College Performance	Percent Above or Below District* Negotiated Level
		Count	Total	State	District*		
1	College--all CTE students	41	48	88.81	88.81	85.42	-3.4
2	Non-Traditional	10	14	88.81	88.81	71.43	-17.4
3	Displaced Homemaker	1	1	88.81	88.81	100.00	N/A
4	Economically Disadvantaged	24	26	88.81	88.81	92.31	3.5
5	Limited English Proficiency	1	2	88.81	88.81	50.00	N/A
6	Single Parent	3	3	88.81	88.81	100.00	N/A
7	Students with Disabilities	2	3	88.81	88.81	66.67	N/A
8	Migrant			88.81	88.81	N/R	N/R



CORE INDICATORS

This data is wrong!

We have 1,500 students in our classes not 50.

- Cohort Selection
 - Measure outcomes for all students enrolling in programs?
 - Any enrollment, Threshold of enrollments, Over what period?
 - Threshold 12 units met within last 3 years (one crs above intro)



FORM - SECTION 1 PART F

College X

TOP 05

Cohort Year CTE Enrollments in this TOP: 1,840

nt: 1,326

Core Indicator 1

Technical Skill Attainment

1,278 Student were not at 12 units.

Which populations were the ones who did not get to 12 units in 05?

How would we find out?

	Count	Total		College Performance	Percent Above or Below District* Negotiated Level	
1 College--all CTE students	41	48		85.42	-3.4	
2 Non-Traditional	10	14		71.43	-17.4	
3 Displaced Homemaker	1	1		100.00	N/A	
4 Economically Disadvantaged	24	26	88.81	88.81	92.31	3.5
5 Limited English Proficiency	1	2	88.81	88.81	50.00	N/A
6 Single Parent	3	3	88.81	88.81	100.00	N/A
7 Students with Disabilities	2	3	88.81	88.81	66.67	N/A
8 Migrant			88.81	88.81	N/R	N/R

Sign at bottom and include in Application



REAL OR PERCEIVED

We have 1,500 students in our classes not 50

- Coding errors for courses
 - SAM Priority Codes
 - (indicates place within the program – intro, clearly occupational, advanced, or apprenticeship)
 - What if only one course was at SAM C
 - TOP Codes (vocational) – ??? “Multimedia” or inter-disciplinary
- In the last three years,
 - 12 CTE units in discipline (say “05”), and
 - one course above “intro” (say in 0514)
 - (or earned an award)
- Skill Attainment
 - 48 had at least one grade in a SAM A-C
 - 41 had a 2.0+ GPA in courses above the intro level



REAL OR PERCEIVED?

We have 1,500 students in our classes not 50?

What if we said that even without data errors:

- Very likely that only 48 students earned 12 units in three years.
 - Is that a problem?
 - Isn't it important to find out who did not get there?
 - We can't look in local reports if we don't collect data!
- Even with 150 in the denominator, is this a problem?

RECENT RESEARCH

- Getting into a Program (9 units)
 - Davis Jenkins, April 2011
 - Get with the Program: Accelerating Community College Students' Entry into and Completion of Programs of Study
 - Moore & Schulock, August 2011
 - Sense of Direction: the Importance of Helping CC Students Select and Enter a Program of Study
 - Wiseley, January-May 2011
 - Large college studies in two disciplines found similar results
 - Your Research Office
 - Jenkins & Weiss, Sept 2011
 - Charting Pathways to Completion for Low-Income CC Students



AS A PERCENT OF STUDENTS FORM - SECTION 1 PART F

College X

Not good or bad.
We should know
why.

Core Indicator 1

Technical Skill Attainment

Cohort Year CTE Headcount:

19,630

1,512,965

		Count	Total	College X	State
1	College--all CTE students	380	406	2%	15%
2	Non-traditional	25	31		
3	Displaced Homemaker	14	14		
4	Economically Disadvantaged	189	199		
5	Limited English Proficiency	13	14		



CONSULTANT QUESTIONS

If you were the consultant:

- What further questions might we ask?
- What is the top priority in looking at any local data? Or where do we start?
- What are some good benchmarks for comparing populations?

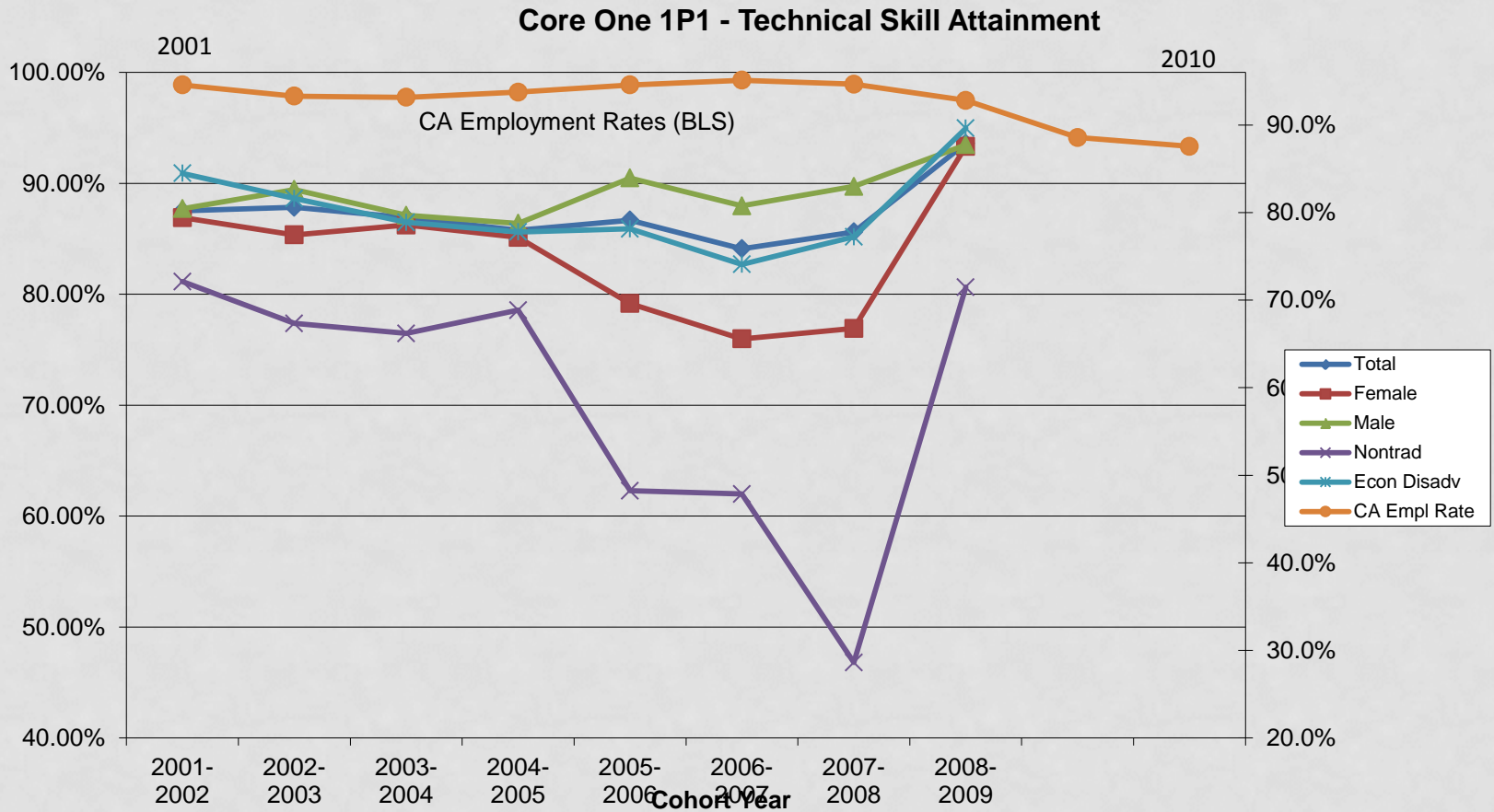


FORM - SECTION 1 PART F

College X - All				
Technical Skill Attainment				College Performance
		Count	Total	
1	College-all CTE students	380	406	93.60
2	Non-traditional	25	31	80.65
3	Displaced Homemaker	14	14	100.00
4	Economically Disadvantaged	189	199	94.97
5	Limited English Proficiency	13	14	92.86
6	Single Parent	31	35	88.57
7	Student with Disabilities	22	28	78.57



COL X – NEGOTIATION WORKBOOK





SPECIAL POPULATIONS NONTRADITIONAL REPORT

College X – CI-1 (n=31)

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

Non-Traditional						
	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input type="checkbox"/> 05 BUSINESS AND MANAGEMENT	71.43	100.00	85.71	100.00	36.84	58.82
<input type="checkbox"/> 0501 BUSINESS AND COMMERCE, GENERAL	100.00		100.00		33.33	0.00
<input type="checkbox"/> 0502 ACCOUNTING	100.00	100.00	87.50	100.00	30.77	55.56
<input type="checkbox"/> 0505 BUSINESS ADMINISTRATION	25.00	100.00	75.00	100.00	80.00	80.00
<input type="checkbox"/> 0506 BUSINESS MANAGEMENT						
<input type="checkbox"/> 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	0.00	100.00	100.00	100.00	25.00	50.00
<input type="checkbox"/> 07 INFORMATION TECHNOLOGY	85.71	75.00	71.43	50.00	58.33	75.00
<input type="checkbox"/> 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	88.89	50.00	66.67	100.00	3.64	3.85
<input type="checkbox"/> 12 HEALTH	100.00	100.00	100.00	100.00	2.94	8.33
<input type="checkbox"/> 13 FAMILY AND CONSUMER SCIENCES						

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10



CONSULTANT QUESTIONS/DISCUSSION

Based on the data we saw.

- What further questions might we ask?
- What is the top priority in looking at any local data?
Or, where do we start?
- What are some good benchmarks for comparing populations?

Based on what you saw in your data.



LOCAL TRAINING

- Core indicator training?
- Managing/Using Perkins funds?
- Targeted for supporting Special Populations?
- Other Perkins related?

- Who does it? How often?

- Does anyone use the training resources on the Chancellor's Office website?
 - Online Training & Tutorials [<Go there>](#)
 - Powerpoints?
 - Videos
 - Workshop handouts & materials? [<Go there>](#)



NT CODING/CLASSIFICATION

- Why do we care?
 - Why women in male dominated occupations?
 - Why men in female dominated occupations?

Earnings Equality?
Societal incentive to find the best ideas from diverse perspectives?
- CDE - online resource
- CCCCO – Two brochures NT & Special Pops
- Joint Special Populations Advisory Committee website



WAYS TO ENHANCE DATA COLLECTION AND ANALYSIS

- Classroom surveys
- Supplemental data collection at registration
- Local data matches
- Local reports and data analysis
 - Important data needed in local reports
 - Momentum points by program area
 - Population groups with specific barriers to program success



EXAMPLE - LOCAL REPORTS

- Course level pass rates, momentum points, and completions by special population groups;
 - Economic Disadvantaged (BOGW)
 - LEP
 - Nontrad
 - Underprepared
- Qualitative reports using focus groups
 - Faculty
 - Current and Prior Students
- Perkins funding requests and In-depth research on programs.



HANDS ON ACTIVITY: DATA ANALYSIS

- Use your own data
 - Bring up on Laptops and tablets
- Walk through One Analysis as a group
- How might we think about integrating Labor Market Information into the analysis?