March 16, 2018

Perkins Application Workshop

***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.***

*Using the Core Indicator Worksheet effectively:*

* Identify issues related to student success in your program and write them in Section II Part A of your Perkins application
* Proposing solutions to increase student success (Section II A and B, and budget)
* ***Program applications that don’t address problems will be sent back for revisions***

*Section II Part A needs to include a solid analysis of your Core Indicator Data.*

* Use Core Indicator data but be aware that it has its limitations. (Data 2 years old, may be inaccurate if your TOP & SAM codes are inaccurate…)
* Include Advisory input in your Section II Part A. What did they say is needed in the program?
* Include Research input (Section II Part A and B)

*How to read your Program Core Indicator Report:*

* Cohort Year CTE Enrollments: This is everyone enrolled in your classes
* CTE Headcount: These are unduplicated students enrolled in your classes
* *NOTE: Focus on “count” not “total” columns and ignore the fact that the columns will NOT add up to red numbers at the top because they aren’t supposed to.*
* Core Indicator 1: Skill Attainment: (over 3 years took 12 units at least 1 course SAM A-C in your program.
  + This indicator is a base of what’s going right and what’s going wrong in your program. Use this as your starting point of analysis.
* NOTE: Approximately 52% of all CTE Students in the state are Special Pops students.
  + Mt. SAC = \_\_\_\_
  + What does your program look like?
  + What were the unemployment rates in your area 2 years ago?
* Percent Above or Below Negotiated Level: Address the issues.
  + If program is below by double digits, what’s up? If it’s a small percentage then no need to address.
  + Look for what is (who is) missing. What happened to those students counted in Core Indicator 1 who are missing in 2, 3, 4, or 5. Why weren’t they successful? How can you change this? (Single parents, limited English, economically disadvantaged, students with disabilities)

*Other resources available to faculty to look at student success in your program:*

* *LaunchBoard*: A statewide data system supported by the CCCCO provides data to the colleges on the effectiveness of CTE programs. This information is intended to facilitate local, regional and statewide conversations about how to improve students’ educational and employment outcomes. <http://doingwhatmatters.cccco.edu/LaunchBoard.aspx>
* *Skills-Builders*: Students who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement. These students are not included in state accountability metrics. If interested, email me for Mt. SAC information for you program. Read more about it here: <http://doingwhatmatters.cccco.edu/ForCollegeLeadership/SkillsBuilders/Scorecard.aspx>
* *JSPAC (Joint Special Populations Advisory Committee):* There are CCC Confer webinars available to view here <http://www.jspac.org/resources/webinars>

*What are some strategies you can implement to increase student success? Include resources including: Library, Marketing, Research, Career & Transfer Services, TERC, Writing Center, Tutorial Services*

* Are your courses offered at the right time?
* Core Indicator 3 (Persistence and Transfer):
  + Tutors in your program
  + Bilingual tutors in your program
  + What level of classes are tutors needed?
  + Library workshops
  + Writing Center workshops and tutoring
  + TERC
  + Are students being counseled properly? (EOPS CTE Counselor)
  + Do the students know about opportunities for transfer?
  + Why are students not staying in the program?
* Core Indicator 4 (Employment):
  + Resume workshops
  + Interview workshops
  + Career Services one-on-one student assistance…or class presentations
* Core Indicator 5 (Nontraditional Participation and Completion)
  + DSPS
  + EOPS
  + Child Development Center
* What other resources are available to assist student?
* Integrate these (above) in your Perkins application

***Goal: Clear, concise Perkins applications…not “War and Peace.” Keep it to the required length or Lisa will have to edit it in order to fit in the online application.***

* ***These are the problems***
* ***These are the solutions***
* ***Support what you are writing (Core Indicator data, Advisory Committee advice…)***