

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 include them in the first narrative on page 1 of your Perkins application
- Proposing solutions to increase student success (second narrative on page 2 and also reflected in your budget)
- ***Program applications that don't address problems will be sent back for revisions***

The first narrative on page 1 of your application 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 narrative. What did they say is needed for your 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.
- Percent Above or Below Negotiated Level: Address the issues.
 - If program is below by double digits, what's up?
 - If your Core Indicators are -5% or less, 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?
 - Address specific special populations (the bold ones are new starting this year):
 - individuals with disabilities,
 - individuals from economically disadvantaged families,

- individuals preparing for nontraditional fields (Core Indicators 5a and 5b),
- single parents and **single pregnant women**,
- out-of-workforce individuals,
- English learners,
- **homeless individuals**,
- **youth who are in, or have aged out of, the foster care system**
- **youth with a parent who is on active duty in the military**

What are some strategies you can implement to increase student success? Include resources including: Library, Marketing, Research, Career & Transfer Services, TERC, Writing Center, ASAC (formerly 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? (Counselor Liaison for your program/department)
 - 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)
 - ACCESS (formerly 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...)***