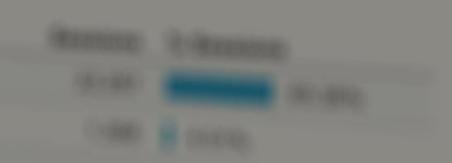# PERKINS DATA DASHBOARD WORKSHOP

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AGENDA

Introductions

Brief Overview of Perkins Application Required Data Components

Understanding the Data

Data Dashboard Tutorial

PERFORMANCE DATA ANALYSIS

Conduct a data analysis at your institution.

Disaggregate data by:

- student populations
- special populations
- each core indicator (1P1, 2P, 3P1) according to CTE programs, program of study, or Career Cluster.

The following table shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2021, 2022, 2023, and 2024.

After performing your Data Analysis, briefly describe existing gaps or disparities in performance for each subpopulation.

PERFORMANCE DATA ANALYSIS

PERFORMANCE DATA

1. Conduct a data analysis at your institution. Perkins V requires colleges to disaggregate data by student populations, including special populations, and each core indicator according to CTE programs, programs of study, or Career Cluster. The table below shows each of the three core indicators of performance, as well as the state-determined levels of performance (SDLPs) for fiscal years 2021, 2022, 2023, and 2024. *[SDLP: State Determined Level of Performance; ALP: Actual Level of Performance; +/-: Difference of the two].*

PERFORMANCE DATA ANALYSIS												
Performance Indicator	**Fiscal Year 2021**			**Fiscal Year 2022**			**Fiscal Year 2023**			**Fiscal Year 2024**		
	SDLP	**ALP**	**+/-**	**SDLP**	**ALP**	**+/-**	**SDLP**	**ALP**	**+/-**	**SDLP**	**ALP**	**+/-**
1P1: Postsecondary Retention and Placement	69.00%			69.40%			69.80%			70.40%		
2P1: Earned Recognized Postsecondary Credential	70.10%			70.50%			70.90%			71.30%		
3P1: Nontraditional Program Enrollment	09.60%			09.80%			09.90%			10.10%		

2. What gaps or disparities did your Data Analysis identify?
   a. Do these gaps in performance correlate with the equity gaps uncovered throughout the Comprehensive Local Needs Assessment (CLNA) process last year? Please elaborate.
   b. If, after three years' time, the gaps continue to exist, describe what additional actions will be taken to eliminate those gaps and disparities.
   c. Utilize the Performance Improvement Plan table below to detail activities that will address those identified gaps. Also include the corresponding performance indicator that is being negatively affected.

UNDERSTANDING THE DATA

3P1- Is derived from students enrolled as a CTE Concentrator AND in a CIP that is classified as Nontraditional based on the student's gender.

2P1- Is derived from students enrolled as a CTE Concentrator.

Note, 3P1 and 2P1 share the same denominator, total number of CTE Concentrators enrolled.

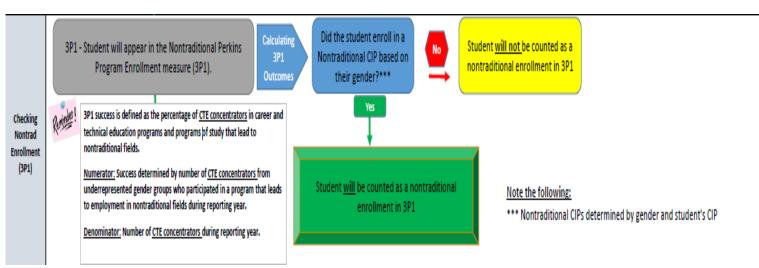1P1- Is derived from CTE concentrators earning a certificate/diploma in 2P1.

Note, 1P1's denominator is the same as 2P1's numerator.

All data is derived from the A1- Annual Student Enrollment and Completion Data submission and the AC- Annual Course Data submission.
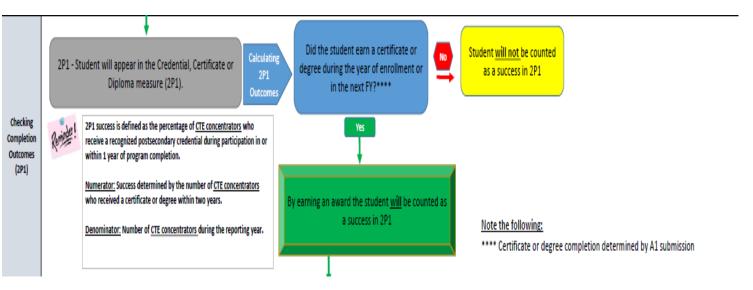
3P1 NONTRADITIONAL ENROLLMENT

3P1 Nontraditional enrollment is calculated using the primary enrollment CIP reported through A1 item 16. If the CIP associated with the student's enrollment curriculum prefix and number is nontraditional for the student's gender the record is counted in the numerator. The denominator is the total number of CTE concentrators enrolled.
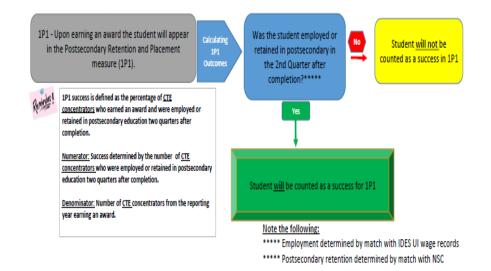
2P1 CREDENTIAL ATTAINMENT

2P1 success is determined by checking for a completion in A1 items 39, 42 or 45. These items collect the degree code of the student's first three completions. Additionally, the completion type variable (A1 Item 35) must also be associated with code 1 - Graduate Completer. The denominator is the total number of CTE Concentrators enrolled.

1P1 POSTSECONDARY PLACEMENT

1P1 success is determined by checking for subsequent employment (via a data match with the Illinois Department of Employment Security) and subsequent post-secondary enrollment with the National Student Clearinghouse in the 2nd Quarter post completion. The denominator is the total number of CTE concentrators earning a certificate/diploma.

Checking Post-Completion Employment and Education (1P1)

1P1 - Upon earning an award the student will appear in the Postsecondary Retention and Placement measure (1P1).

Calculating 1P1 Outcomes

Was the student employed or retained in postsecondary in the 2nd Quarter after completion?*****

No → Student will not be counted as a success in 1P1

Yes → Student will be counted as a success for 1P1

1P1 success is defined as the percentage of CTE concentrators who earned an award and were employed or retained in postsecondary education two quarters after completion.

Numerator: Success determined by the number of CTE concentrators who were employed or retained in postsecondary education two quarters after completion.

Denominator: Number of CTE concentrators from the reporting year earning an award.

Note the following:
***** Employment determined by match with IDES UI wage records
***** Postsecondary retention determined by match with NSC

SPECIAL POPULATIONS

Subgroup / Special Population - Source Information

Calculating Measures	Source	Item(s) #	Description
Race / Ethnicity	A1	105 - 112	These items provide a breakout for each individual race/ethnicity group.
Gender	A1	19	This is the item used to report gender.
Disadvantaged Status	A1	24	This is the item used to determine the economically disadvantaged subgroup. Codes 1 and 3 of this variable are used to determine this group.
Youth who are in/Have Aged out of the Foster Care System	A1	132	Collection started in FY19. This is the item used to determine youth who are in or have aged out of the foster care system. This refers to an individual 21 or younger for whom the Illinois Department of Children and Family Services is currently or was previously legally responsible.
Disability Status	A1	22	This is the item used to determine disability subgroup. All codes are used except the "0" code.
English Language Learner	A1	23	Prior to FY19 this variable was titled Limited English Proficient. This item is used to determine the English Learner subgroup.
Homeless Individuals	A1	131	Collection started in FY19. This is the item used to determine totals for the homeless individuals subgroup.
Youth w/ Parent in Armed Forces AND on Active Duty	A1	133	Collection started in FY19. This item is used to determine subgroup of youth with parents on active duty in the armed forces.
Single Parent	A1	84	This item is used to determine the subgroup for single parents.
Out-of-Workforce Individual	A1	85	Collection for this item started in FY19. Prior to this the variable collected was titled Displaced Homemaker. This is used to determine the Out-of-Workforce subgroup.

RESOURCES

▪Perkins Data Dashboard website and login info:
https://www.iccb.org/pods2/

  ▪ Username = ICCBPerkinsV

  ▪ Password= perkvbeta_202104#

▪ICCB CTE Perkins Guidelines and Application website:
https://www.iccb.org/cte/perkins/perkins-guidelines/

▪Perkins V Measure Flowchart: https://www.iccb.org/cte/wp-content/uploads/2021/03/Perkins-V-Measure-and-Subgroup-Source-Information-v20210315.pdf

CONTACT INFORMATION

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