

# Perkins V Data Presentation

Overview of Process Needed to Prepare CLNA Workbook Template

# Introduction – Obtaining Special Pops Values

- This presentation involves an overview of the preparation of values in response to the questions posed in the CLNA on Chart 7b: Access and Equity.
- To perform the tasks outlined herein, you will need MS Excel, your formatted CTEA data in the Excel spreadsheet for upload (also you can download a copy of your previously uploaded data anytime using IDEX), and internet access to obtain the Non-traditional Crosswalk table.

# Chart 7b: Access and Equity – OVERVIEW

*Partial View of Form for Illustration*

## Chart 7b: Access and Equity

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COMPLETION RATE (IDENTIFY BY SPECIFIC PROGRAM)	GAPS (IDENTIFY BY SPECIFIC PROGRAM)

# Special Populations

Special Population Categories are:

- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a (a) member of the armed forces and (b) on active duty.

# Special Populations (continued)

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Single parents, including single pregnant women
- Out-of-workforce individuals
- Individuals preparing for non-traditional fields

# Overview of Process and Procedure

- This presentation is an overview of the process of calculating the needed rates to complete Chart 7b
- A much longer, detailed powerpoint is available, describing the process and procedure in a step-by-step, 'cookbook' fashion

# Chart 7b: Access and Equity – OVERVIEW

## *Partial View of Form for Illustration*

Provide program level data for enrollment and completion rates for Perkins V special populations. An individual should only be counted once per population, please include them in each category for which they qualify.

Special Populations	ENROLLMENT RATE (IDENTIFY BY SPECIFIC PROGRAM)	COMPLETION RATE (IDENTIFY BY SPECIFIC PROGRAM)
Individuals with <u>disabilities</u>		
Individuals from economically disadvantaged families, including low-income youth and adults		
Individuals preparing for non-traditional fields		
Single parents, including single pregnant women		

# CLNA Chart 7b: Access and Equity

- This form requests information on special populations, for example, English learners, the homeless, foster youth, individuals with disabilities, single parents, and individuals preparing for non-traditional fields
- Rates are requested, for both concentrators and completers, separated by program
- An external table must be referenced to complete the section of the chart for individuals preparing for non-traditional fields

# Program Level Data for Special Populations

*Partial View of Form for Illustration*

Chart 7b: Access and Equity			
Provide program level data for enrollment and completion rates for Perkins V special populations. An individual should only be included in enrollment data if they meet concentrator status. If a			
Special Populations	ENROLLMENT RATE (IDENTIFY BY SPECIFIC PROGRAM)	COMPLETION RATE (IDENTIFY BY SPECIFIC PROGRAM)	GAP
Individuals with disabilities			

***An individual should only be included in enrollment data if they meet concentrator status.***  
ALSO, if an individual meets the definition for more than one special population, please ***include them in each category for which they qualify.***

# Two Separate Calculation Groups

- Calculations will be divided into 2 groups based on procedure for calculating. There will be a total of 9 Special populations to be calculated. The first eight are in group one.
- Group Two consists of one item, STUDENTS PREPARING FOR NON-TRADITIONAL FIELDS, which requires the calculation of two rates, and use of an external table

- Group 1
  - Individuals with Disabilities
  - Economically Disadvantaged
  - Single parent
  - Out of workforce
  - English Learners
  - Homeless
  - Youth Foster Care
  - Youth-parents in Armed forces
  
- Group 2
  - Nontraditional

# Concentrators and Completers Groups, and CTEA-1 and CTEA-2 groups

- Separate calculations will be made for these subdivisions:
  - CTEA-1 and CTEA-2
  - Concentrators and Completers
- 
- So a school with both CTEA-1 and CTEA-2 students will require four separate tables, with Concentrator and Completer tables for inclusion on the CTEA-1 master table and the CTEA-2 master table

# Concentrators and Completers

- Must be concentrators
  - CTEA-1 must have  $\geq 12$  credit hours
  - CTEA-2 must have  $\geq 100$  contact hours
    - OR
- Must be a Completer
  - Receivers of degrees or certificates of completion or professional licensure
- You need 2 copies of data in Excel, 1 for Concentrators and 1 for Completers, for each CTEA type
  - In Excel, Call up spreadsheet and File Save as spreadsheets
    - Name one ending in -concentrators
    - Name one ending in -completers

# Overview of Procedure Steps

- The first step uses Excel filters to create separate files for concentrators and completers.
- Next, reporters are given the choice of two separate methods to calculate the special populations' rates, using either Excel filters or Excel pivot tables.
- The filters method is easier than pivot tables, but also more prone to error.

# Excel Filters Method of Calculation

- The filters method is essentially a process of elimination, by first selecting the program using the CIP code associated with it and filtering down to only students in that program, and then filtering the special population category under study, arriving at a 'set' of all for example single parents in a particular program.
- This method is applied to the first eight special population categories.
- For the ninth category, students preparing for non-traditional fields, an external table, the 'Non-Traditional Crosswalk,' is used to determine which programs are considered 'non-traditional' for one gender.

# Group 2 Process – Nontraditional Fields

- The next steps are to (1) determine if the program of study represented by the CIP code is ‘non-traditional,’ and if so, to (2) determine which gender is non-traditional.
- Complete this process for each CIPCODE, and we use a table from the internet to make these determinations, termed the Non-traditional Crosswalk. Here is the link:

[Nontraditional Occupations Crosswalk | National Alliance for Partnerships in Equity \(napequity.org\)](#)

# 2020 Non-traditional Crosswalk snips

CIP 6 2020	CIP Title 2020	Example of an Associated Occupation for which the Program Prepares Students	Female	Male	% Female Employed 2019	% Male Employed 2019
51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other.	Registered nurses	N	Y	89	11
51.3901	Licensed Practical/Vocational Nurse Training.	Licensed practical and licensed vocational nurses	N	Y	90.8	9.2
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide.	Nursing, psychiatric, and home health aides	N	Y	88.3	11.7
51.3999	Practical Nursing, Vocational Nursing and Nursing Assistants, Other.	Licensed practical and licensed vocational nurses	N	Y	90.8	9.2
51.9999	Health Professions and Related Clinical Sciences, Other.	NO MATCH				

CIP 6 2020	CIP Title 2020	Example of an Associated Occupation for which the Program Prepares Students	Female	Male	% Female Employed 2019	% Male Employed 2019	Rec Clust No.
12.0414	Master Aesthetician/Esthetician.	Miscellaneous personal appearance workers	N	Y	85.6	14.4	9
12.0500	Cooking and Related Culinary Arts, General.	Chefs and head cooks	Y	N	21.9	78.1	9
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	Chefs and head cooks	Y	N	21.9	78.1	9
12.0502	Bartending/Bartender.	Bartenders	N	N	53	47	9
12.0503	Culinary Arts/Chef Training.	Chefs and head cooks	Y	N	21.9	78.1	9

# Pivot Table Method of Calculation

- The pivot table method uses Excel's tool for quickly building tables. If you have never used pivot tables before, you might want to stick with the filters method. For those familiar with pivot tables, this method is perhaps quicker and less prone to error.
- The pivot table method allows one to build a table very quickly, using programs as rows (CIP codes represent programs), and special populations' categories as columns, and a proficient operator could create one table (a very busy one!) with almost all values for one Chart7b table. So this method is much faster than the filters method.

# Final Issues and Requirements

- At the end of the process, rates are calculated for each program.
- Rate of participation=number of students in special category/number of students in that program
- For example, for each program the rate of participation is determined as the number of non-traditional students 12, divided by the number of students in that program, 65, for a rate of 18 percent.
- Rates are expressed as percentages.

# Summary and Conclusion

- In summary, this method using Excel to gain the values needed for CLNA Chart 7b is a bit of effort, but it is a fairly simple process, mainly requiring concentration and focus during tedious manipulations
- The non-traditional participation calculation seems daunting but is manageable by moving through it step-by-step
- Performing many manipulations offers the risk of introducing error, and tedium is an enemy of accuracy.
- With two methods offered, the data reporter should find one they feel comfortable using to calculate these needed values.