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AUTHOR Fadale, LaVerna M.; Zhao, Peisheng
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ABSTRACT

As required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA), a project was undertaken to develop an accountability system for New York State equity programs funded under sections 221 and 222 of the VATEA. This document profiles the resulting accountability system and serves as a guide for program staff implementing the system at secondary and postsecondary institutions. The report is divided into five sections, the first of which presents an overview of the program and provides sections 221 and 222 of the VATEA. Section 2 features a general description of the equity accountability system (EAS), indicating that expected outcomes are divided into three general categories: (1) institutional-related outcomes, including equal access and equitable education, ongoing collaborative efforts, increased persistence and completion in programs, and increased placement; (2) program- or client-related outcomes, including improvement of personal/coping skills, academic skills, availability of support services, and acquisition of marketable skills/competencies; and (3) specialized services, events, and short-term activities providing access to a variety of single contact services. Section 3 features the forms and materials used in the EAS, including the interim report form, instructions for completing the EAS final report form, and a completed sample final report form. Section 4 features samples of forms and materials regarding demographic information, activity/event registration and records, a log of services provided, and participant feedback and tracking. Finally, section 5 provides user manuals for client- and program-based computer databases and a selected list of resources. (MAB)

GUIDEBOOK FOR EQUITY ACCOUNTABILITY SYSTEM:

ED356012

Sex Equity Single Parent/Displaced Homemaker/ Single Pregnant Women Programs

Prepared by

Two-Year College Development Center
University at Albany

for

Vocational Sex Equity Coordinator
Office of Continuing Education
New York State Education Department

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1992-93 EDITION

GUIDEBOOK FOR EQUITY ACCOUNTABILITY SYSTEM:

**Sex Equity
Single Parent/Displaced Homemaker/
Single Pregnant Women Programs**

**Dr. LaVerna M. Fadale
Dr. Peisheng Zhao**

**Two-Year College Development Center
University at Albany**

in cooperation with

**Vocational Sex Equity Coordinator
Office of Continuing Education
and
Bureau of Postsecondary Grants Administration
New York State Education Department**

1992-93 Edition

ACKNOWLEDGMENTS

This Guidebook is the result of a project undertaken by the Two-Year College Development Center, University at Albany, in cooperation with the Vocational Sex Equity Coordinator, Office of Continuing Education, and Bureau of Postsecondary Grants Administration, New York State Education Department. The major goal of this project is the development of an accountability system for New York State equity programs funded under Sections 221 and 222, Vocational and Applied Technology Education Act, 1990. This document profiles that accountability system and serves as a guide to its use for program staff at secondary and postsecondary institutions across New York State.

We wish to express our appreciation to all who have participated and contributed in some way to the system's development. A special thank you is due to the members of the Project Steering Committee and to those who piloted the system, identified later in the text. Without their commitment to the effort, their cooperation and input, the development of this equity accountability system would not have been possible.

*Dr. LaVerna M. Fadale
Project Director
Two-Year College Development Center
University at Albany*

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and Bureau of Postsecondary Grants Administration,
New York State Education Department*

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I. INTRODUCTION AND OVERVIEW

**Carl D. Perkins Vocational and Applied Technology Education Act
of 1990 (Sections 221-223)**

Rationale for the System

Overview of System

Carl D. Perkins Vocational and
Applied Technology Education Act of 1990

Subpart 1 - Programs to Provide
Single Parents, Displaced Homemakers,
and Single Pregnant Women with Marketable
Skills and to Promote the Elimination
of Sex Bias

Section 221. Programs for Single Parents, Displaced Homemakers
and Single Pregnant Women

states that

a) "...each State shall use the amount reserved...only to--

(1) provide, subsidize, reimburse, or pay for preparatory services, including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;

(2) make grants to eligible recipients for expanding preparatory services and vocational education services when the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

(3) make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

(4) make preparatory services and vocational education more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or

(5) provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling.

- b) Waiver of Age Limit. The administrator appointed under section III(b)(1) may waive the requirement with respect to age limitations...whenever the administrator determines that the waiver is essential to meet the objectives of this section."

Section 222. Sex Equity Programs

states that

- a) "...each State shall use the amount reserved...only for--
- (1) programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;
 - (2) preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families;
 - (3) support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation.
- b) Waiver of Age Limit. The administrator appointed under section III(b)(1) may waive the requirement with respect to age limitations...whenever the administrator determines that the waiver is essential to meet the objectives of this section."

Section 223. Evaluation of Programs states that "the administrator (Sec. III(b)(1))...shall develop procedures for the collection from eligible recipients, including community-based organizations, that receive funds...of data appropriate to the individuals served in order to permit evaluation of the effectiveness of such programs as required by section III(b)(1)(L)."

I. INTRODUCTION AND OVERVIEW

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA) requires that a statewide accountability system be functional for all vocational programs receiving funding. This includes the grant-supported single parent/displaced homemaker/single pregnant women and sex equity programs under Sections 221 and 222. The intent of the legislation is to use the information for program improvement only, with no punitive provisions. This guidebook describes the system developed by the project titled, "Project Accountability: Single Parent/Displaced Homemaker/Single Pregnant Women and Sex Equity Programs," undertaken by the Two-Year College Development Center, University at Albany in cooperation with the Vocational Sex Equity Coordinator, Office of Continuing Education and the Bureau of Postsecondary Grants Administration, New York State Education Department. The system developed will form the basis of accountability for programs funded from VATEA Sections 221 and 222 in New York State, and may in the future interact with the state's core standards and measures.

The State Education Department is establishing core standards and measures for the whole of VATEA-funded programs. The accountability system for Single Parent and Sex Equity programs is consistent with the statewide effort and appropriate to the populations targeted in Sections 221 and 222 of the legislation. Essentially these programs provide the support needed by these populations in order to achieve career goals, to become employable and/or attain skills to continue education/training.

Rationale for the System

The rationale underlying the Equity Accountability System includes the following assumptions.

1. Long-range goals reflect Sections 221 and 222 of VATEA legislation:
 - To reduce sex bias and stereotyping in vocational education programs
 - To make preparatory services and vocational education programs more accessible to SP/DH/SPW
 - To enable SP/DH/SPW to gain self-sufficiency through higher wage technical or nontraditional employment
 - To enable girls and women aged 14-25 to make career decisions that lead toward ability to support themselves and their families (VATEA requirement)
2. Twelve comprehensive outcomes reflect long-range goals
3. The 12 outcomes are divided into three categories:
 - A) Institutional-related - outcomes linked to institution-wide factors and draw upon comprehensive data sources
 - B) Program-related - outcomes which are associated with the core or client-centered program/project objectives and activities for which VATEA funds were received. Only those outcomes directly related to project objectives must be addressed
 - C) Specialized/short-term related - outcomes which result

from the supplemental, short-term, drop-in, single contact or special events often associated with funded programs

4. The 12 outcomes are meant to be comprehensive and inclusive; any one program, therefore, should be concerned only with those outcomes, or parts thereof, that relate directly to local programs
5. System addresses only programs funded under VATEA Sections 221 and 222
6. The Outline provides a comprehensive structure for ongoing accountability of equity programs; and consists of performance measures for the 12 outcomes, standards for the measures, alternative data sources and personnel responsible
7. Although the system does not require a standard data collection process at the program level, one is available upon request. Programs may use existing strategies, request the available program, or develop other techniques to collect requested data
8. Only cumulative program data which require totals are requested by system
9. The system imposes minimal burden on local staff
10. System documents program commitment to prepare targeted populations for successful careers with high wage/promotion potential
11. System provides for data to be aggregated, analyzed and interpreted accurately and fairly
12. The system is designed to document the effectiveness of a program and/or achievement of objectives
13. Information collected as part of system is to be used for program improvement with no intent of punitive implications

Overview of System

The basis for the system is the Equity Accountability Outline for Single Parent/Displaced Homemaker/Single Pregnant Women (SP/DH/SPW) and Sex Equity (SE) programs. The Outline identifies outcomes, performance measures, standards and alternative data sources. It has been developed from a review of best practices with assistance from a project steering committee whose membership and representation includes:

Postsecondary Representatives

Pat Powers Burdick, Director of Admissions, Cayuga County Community College
Virginia Felleman, Director, Continuing Education/Occupational Studies, Cazenovia College

Lynne Sheren, Coordinator, Gender Equity Project, Orange County
Community College
Linda Silverman, Director, ACCESS for Women, New York City
Technical College
Virginia Taylor, Director of Cooperative Education, Niagara County
Community College

Secondary/Big Five and Adult Representatives

Otto Behrens, Director, Occupational Education, Putnam-Northern
Westchester BOCES
Michael Irwin, Coordinator, Assessment and Placement Services, Onondaga-
Madison Adult Center
Richard Rivers, Director, Adult Continuing Education and Occupational
Education, Cattaraugus-Allegany BOCES
Nancy Sager, Project Director, Sex Equity and Single Parents;
James Bigsby, Vice Principal, Central Tech-Voc Center, Syracuse

Private Agency Representative

Rosemary Agonito, Consultant, Gender Equity and Employment-
Training, New Futures Enterprises, Syracuse

State and Agency Representatives

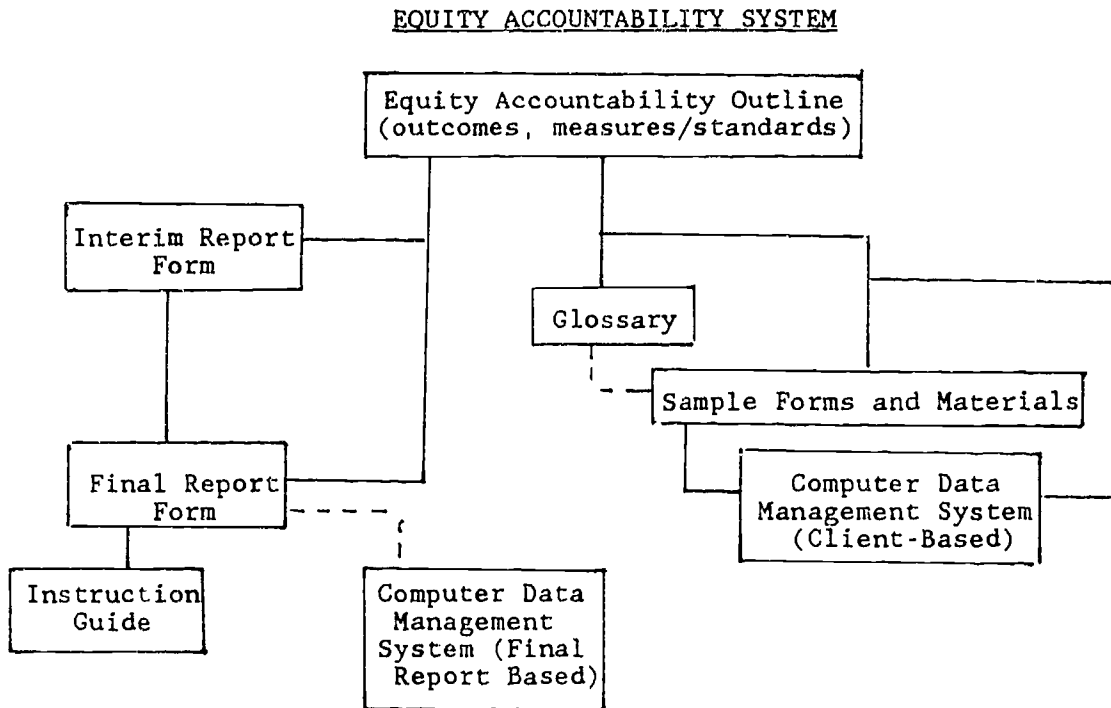
Sandra McGarraugh, Coordinator, New York State Occupational
Education Equity Center, Latham
Anne Rua, Job Training Partnership Council, Albany
Mary Alane Wiltsie, Counselor, JTPA, Columbia-Greene Community
College
Mary Ann Etu, Ex-officio Member, Sex Equity Coordinator, New York
State Education Department
Michael King, Ex-officio Member, Supervisor, Bureau of Post-
secondary Grants Administration, New York State Education
Department
Bert Smith, Secondary Occupational Education, New York State
Education Department
Deborah Vogel, Director, State Assembly Task Force on Women
and Minorities

In addition to input and guidance provided by the Steering Committee, a series of four informal hearings were held during January, 1992 in the New York City, Albany, Syracuse and Buffalo areas. This provided an opportunity for interested personnel and staff members from institutions and agencies to comment, make suggestions and recommendations regarding the outline while in the developmental stage. The system was pilot-tested by the following individuals at eight sites during Spring 1992.

John B. Adams/Brenda Fryson, New York City Board of Education
Marlene Arno, Erie Community College/North, Williamsville
Virginia Felleman, Cazenovia College, Cazenovia
Mary Lou Palumbo, Community College of the Finger Lakes,
Canandaigua
Nancy Sager, Central Technical Vocational Center, Syracuse
Lynne Sheren, Orange County Community College, Middletown

Linda Silverman, ACCESS for Women, New York City Technical
College, Brooklyn
Janet MacKillop, Southern Westchester BOCES II, Valhalla

The outcomes and feedback from the pilot testing were used as the basis for final revisions and changes to the forms and materials constituting the system. The following model depicts the Equity Accountability System.



II. EQUITY ACCOUNTABILITY SYSTEM: GENERAL DESCRIPTION

Implementation Steps of the Equity Accountability System

Assistance Available

Glossary - System Format Terms; Other Related Terms;

Legislative Terms

Equity Accountability Outline Outcomes, Performance

Measures, Standards, Data Source

A. Institutional-Related Outcomes

B. Program (Core/Client Centered) Related Outcomes

**C. Specialized/Short-term/Single Contact Related
Outcomes**

II. EQUITY ACCOUNTABILITY SYSTEM: GENERAL DESCRIPTION

The basis of the accountability system for SP/DH/SPW and SE programs is the Equity Accountability Outline developed as part of project activities (page 14). It is not expected that any one program respond to all 12 outcomes identified in the outline. Only those directly related to a local program should be addressed by any one project. In the same manner, the column of Data Sources identifies a variety of information sources from which to make a selection for use in collecting the requested data.

The outcomes are divided into the three general categories, program and short-term activities. The content of the outcomes are subsequently summed by category:

A. Institutional-Related Outcomes

1. Equal access & equitable education
2. Ongoing collaborative efforts
3. Awareness of equity issues
4. Reduction of disproportionate enrollment
5. Increased persistence & completion in NT programs
6. Increased placement

B. Program (Core/Client Centered) Related Outcomes

7. Improvement of personal/coping skills
8. Upgrading of academic skills
9. Availability of support services
10. Achievement appropriate to individual goals
11. Acquisition of marketable skills/competencies

C. Specialized Services/Events/Short-term Activities Drop-in Single Contact Related Outcomes

12. Access to a variety of services

The following sample reflects the format of the outline:

<u>Outcomes</u>	<u>Performance Measures</u>	<u>Personnel Responsible (X)</u>	<u>Standards</u>	<u>Data Source</u>
8. Pre-vocational preparatory and support services including upgrading of academic skills are provided	Participants who complete preparatory stage will show improvement in academic skills to successfully participate in selected program	Students, faculty/staff	100% of preparatory levels completers demonstrate improved academic skills	GPA, course grades pre-post testing & faculty reports

The system requires completion of two forms -- an Equity Accountability Interim Report and an Equity Accountability Final Report. The Interim Report consists, primarily, of open-ended questions designed to update at mid-year. The Final Report is formatted in four sections consisting of short-answer multi-questions that requests required key data from programs supported by sex-equity and single parents/displaced homemaker/single pregnant women funds.

No one program will have to respond to every question -- only those related to program objectives. Because the form is based on the Equity

Outline, items are coded to the 12 outcomes. The outcomes in turn are coded in the outline for relevancy to Sex Equity or Single Parent/Displaced Homemaker/Single Pregnant Women programs. The three categories of outcomes are not distinct. Some programs may find that items from all three categories are program appropriate.

All requested data are cumulative, requiring program totals. No individual client/participant data are sought, therefore, programs with case management systems need only provide totals. For those programs with no system yet in place, refer to Part IV and V of this document. In Part IV, samples of forms and possible approaches are provided as references to help systematically collect data during the program year. Part V includes information regarding a computer-based process available upon request.

Implementation Steps of the Equity Accountability System

1. Select those outcomes from the Equity Accountability Outline that directly relate to the goals/objectives set for your program. Bear in mind that the outcomes are comprehensive in scope and most programs will relate to a specific aspect of the broader outcome.
2. Identify those items within the appropriate parts of the Final Accountability Report Form that request data relevant to the outcomes selected in Step 2. For guidance in selection of items, refer to page 15.
3. Determine the sources that are needed to provide data requested by items selected in Step 3. For information not available from institutional or other existing sources, refer to page Part IV for possible additional data collection strategies and materials.
4. Collect information systematically throughout program year. Use feedback to revise or adjust program for greater effectiveness on an ongoing basis. At mid-point of the program year (January), complete and submit the Interim Report to Sex Equity Coordinator, New York State Education Department.
5. Continue data collection and use of feedback received through close of the program year. When completed submit the Equity Accountability Final Report to Sex Equity Coordinator, New York State Education Department.
6. If you prefer to provide the requested data on a computer disk, refer to Part V, titled Database User Manuals, of this guidebook. Two guides are provided: one for collection of requested program data and another for data collection on a client-by-client basis, for which program disks are available upon request.

Assistance Available (1992-1993)

As one activity of the project, titled EQUITY ACCOUNTABILITY: SINGLE PARENTS/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN AND SEX EQUITY, the Two-Year College Development Center, University at Albany, will provide assistance and support for implementation of the Equity Outline and data collection. In

addition to scheduled regional and statewide workshops/conferences, project staff will respond to individual concerns regarding the collection of data for programs funded under VATEA Sections 221 and 222. The nature of the concern will determine the most effective response strategy, such as telephone consultation, site visitation, a targeted local or regional training session, coordination of appropriate consultant or technical assistance services, referral/coordination of working with a peer from a nearby program and other arrangements as appropriate. For assistance contact project staff (LaVerna M. Fadale, Peisheng Zhao) at (518) 442-5590.

Several members of the Project Steering Committee have volunteered to respond by telephone to questions and concerns regarding the Equity Accountability System. Their familiarity with not only the forms and materials but with rationale and intent of the system is an asset which they are willing to informally share. This is in addition to the assistance available from project staff. For your convenience, we have listed the names, phone numbers and organizations of Steering Committee members.

<u>Name and Organization</u>	<u>Telephone</u>
Rosemary Agonito, New Futures Enterprises, Syracuse	315-469-3902
Otto Behrens, Putnam-Northern Westchester BOCES	914-245-2700
Patricia Powers Burdick, Cayuga County Community College	315-255-1743
Virginia Felleman, Cazenovia College	315-655-8419
Michael Irwin, Onondaga-Madison Adult Center	315-451-6054
Sandra McGarraugh, New York State Occupational Education Equity Center	518-786-3211
Richard Rivers, Cattaraugus-Allegany BOCES	716-372-8293
Nancy Sager/James Bigsby, Central Tech-Voc Center, Syracuse	315-435-4300
Lynne Sheren, Orange County Community College	914-341-4585
Linda Silverman, New York City Technical College	718-260-5730
Virginia Taylor, Niagara County Community College	716-731-3271
Mary Alane Wiltsie, Columbia-Greene Community College	518-828-4181
Mary Ann Etu, Ex-officio Member, New York State Education Department, Sex Equity Coordinator	518-474-3973
Michael King, Ex-officio Member, New York State Education Department, Bureau of Postsecondary Grants Administration	518-474-5705
Bert Smith, Secondary Occupational Education, NYSED	518-474-0585

Glossary

System Format Terms

Equity Accountability Outline -- details of the accountability system for programs funded by VATEA under Sections 221, 222. Consists of long-range goals and grid with columns denoting:

Outcomes - anticipated results (institutional, program, single event) from sex equity and/or SP/DH/SPW programs

Performance Measures - factors that serve as an indicator of outcome achievement

Standards - anticipated level of achievement of performance measure

Data Source - alternative sources from which requested information may be obtained or available

Other Related Terms

Students, faculty/staff, program curriculum, program management, administration - identifies primary locus of performance measure

Participants - individuals involved in activities/services that reflect intent of program

Number Served - participants in program, in one or more activities and/or receiving information, support services and/or materials

High wage/promotion potential employment - jobs which provide opportunities for advancement and a livable wage/salary level

Career programs - programs that prepare students with the skills needed for successful employment

Legislative Terms

1. Displaced Homemaker: An individual who has worked as an adult without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or on the income of a relative but is no longer supported by such income; is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under Part A of Title V of the Social Security Act within two years of the parent's application for assistance under this Act; is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or satisfied the foregoing criteria and is criminal offender.

2. Single Parent: An individual who is not married or who is legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.

3. Special Populations: Individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

4. Nontraditional Career Programs: Any vocational program in which fewer than 25 percent of the students enrolled are either female or male resulting in gender-disproportionate enrollment. Nontraditional students are those students who select to enter a career program nontraditional for their gender.

5. Disadvantaged: Individuals having economic or academic disadvantages who require special services and assistance in order to succeed in career programs. Included are individuals who are members of economically disadvantaged or migratory families, have limited English proficiency and/or have dropped out of secondary schools.

6. Disabled: Individuals with a physical or mental impairment that substantially limits one or more major life activities.

7. Criminal Offenders: Individuals in correctional institutions.

8. Supportive Services: Includes counseling, English language instruction, child care, and special aids designed to assist students who are economically disadvantaged, students of limited English proficiency, and students with disabilities to succeed in the vocational education program of their own choice.

- This accountability outline addresses only those programs funded under VATEA Sections 221 and 222.
- THE 12 OUTCOMES ARE MEANT TO BE COMPREHENSIVE AND INCLUSIVE. ANY ONE PROGRAM, THEREFORE, WILL BE CONCERNED ONLY WITH THOSE OUTCOMES DIRECTLY RELATED TO THEIR RESPECTIVE PROGRAM. IN ADDITION, IT IS EXPECTED THAT ALL PROGRAMS WILL RESPOND TO THE ITEMS RELATED TO THE INSTITUTION AS A WHOLE.
- The 12 outcomes are divided into three categories in this outline:
 - A. Institutional-related - outcomes linked to institution-wide factors and draw upon comprehensive data sources.
 - B. Program-related - outcomes which are associated with the core or client-centered program/project objectives and activities for which VATEA funds were received. Only those outcomes directly related to project objectives must be addressed.
 - C. Specialized/short-term related - outcomes which result from the supplemental, short-term, drop-in, single contact or special events often associated with funded programs.
- Outcomes #5 and #6 (institutional) have elements that are program-related, and may actively involve the program manager and administrator in collection of data and accountability activities.
- * designates project action withheld pending State VATEA core standards and performance measures.

EQUITY ACCOUNTABILITY OUTLINE (VATEA) - SP/DP/SPW and Sex Equity Programs (Sec 221, 222)

- Long-Range Goals:
- To reduce sex bias and stereotyping in vocational education programs
 - To enable SP/DH/SPW to gain self-sufficiency through higher wage technical or nontraditional employment
 - To make preparatory services and vocational education programs more accessible to SP/DH/SPW
 - To enable girls and women aged 14-25 to make career decisions that lead toward ability to support themselves and their families (VATEA requirement)

Outcomes	Performance Measures					Standards	Data Source
	Students	Fac/Staff	Prog. Cntrl	Prog. Mgmt	Admns.		
A. INSTITUTIONAL-RELATED OUTCOMES							
1. All students, including special needs populations, have equal access and equitable education in vocational programs of their choice						<ul style="list-style-type: none"> a. Policies identified b. Goals exist in writing c. Appropriate/flexible schedules exist 	<ul style="list-style-type: none"> College-school catalog Use frequency of statement on institutional literature VATEA Local Plan Review of institutional strategic planning document and priorities Program Intake Form VATEA Local Plan Program enrollment rates by target population Program Intake Form Frequency of close-outs as per counseling/advising/registration records/student complaints Documented frequency of use - service log
Code: SE SP/DH/ SPW							
d. Marketing/outreach activities exist for targeted populations that assures awareness/access to programs						d. At least one activity per programmatic year	Marketing and outreach responsibilities are identified in appropriate job descriptions of staff Activity/Event log
e. Progress toward gender balanced enrollment profile						e. Increase of nontraditional enrollment	Enrollment records/data
f. Demographic profile of students/participants						f. Descriptive/demographic data profile reflect the range of special populations	Program Intake Form

Outcomes	Performance Measures	Students	Fac/Staff	Prog. Cntr.	Prog. Memt.	Admins.	Standards	Data Source
2. Ongoing collaborative efforts exist among educational institutions, business, industry, community and community-based agencies	a. Programs have established advisory committees, referral network and other formal collaborative working relationships with community agencies that are representative of service area				x	x	a. Groups meet at least once each programmatic year	Meeting schedule/agenda/minutes reports Membership listings Activity/Event log Referrals Log
	b. Craft/advisory committees report on graduates' capabilities on the job				x	x	b. Feedback given at least once each program year	Generic employer survey Anecdotal information
Code: SE SP/DH/ SPW	c. Gender balance among male/female representatives of community, business and industry in program development and advisory committee roles				x	x	c. Membership reflects gender make-up of service area	Events checklist/activity log
	d. Participation in area consortia or community groups				x	x	d. Number of links through consortia/ community groups	Agenda/minutes of meetings
3. Administrators, faculty, staff are aware/knowledgeable of equity issues	a. Inservice activities are devoted to equity issues and increased knowledge of issues		x	x			a. 50% of career faculty participate in equity-related inservice activities during an academic year, and become knowledgeable of the issues	Activity/Event Log Activity evaluation/feedback Follow-up student survey (as part of course evaluation) Observations, professional judgment
	b. Students and faculty/staff demonstrate awareness and positive attitudes toward men/women enrolled/interested in non-traditional career programs		x				b. 100% of those involved are more aware of the issues and their own roles	Student attitude survey/interviews (as part of course evaluation) (Pre-post) student career-related decisions and actions taken Faculty/staff observation and professional judgment; anecdotal data and feedback Curricula and program outlines "Climate" survey - pre-post or survey
Code: SE SP/DH/ SPW								

Outcomes	Performance Measures	Students	Fac/Staff	Prog. Curr.	Prog. Mgmt.	Admins.	Standards	Data Source
4. Reduction of disproportionate enrollment in secondary/adult postsecondary career programs Code: SE	a. Purposeful recruitment activities for students for specific or targeted nontraditional programs		x				a. Once per program year	Local enrollment records Recruitment activity reports
	b. Goal of reducing disproportionate gender enrollments is institutional priority					x	b. At least one criteria within long-range planning	Review of institutional strategic planning document and priorities
	c. Admissions and program staff demonstrate awareness and understanding of NT enrollment institution goal		x				c. All materials/presentations address nontraditional program alternatives	Review of recruitment materials a. J strategies Professional judgment NTS recruitment and program materials
	d. Disproportionate enrollment is an agenda item with each career advisory committee					x	d. One session per program year	Agenda and minutes of sessions
	e. Operational linkages exist among institutions and agencies with pool of potential NT students					x	e. One contact per program year per agency/institution	Staff/activity records
5. Increased persistence and completion by men/women in nontraditional career programs Code: SE	a.*Completion rate or positive optional outcomes for students enrolled in nontraditional enrollments in career programs	x					a.*Negotiation of standards with grant that are reasonable and reflect local economic conditions and characteristics of target population	*Institutional performance records Graduation rates
	b. Annual generic increase of non-traditional enrollments in career programs	x					b. Annual increase negotiated to reflect local economic conditions and characteristics of target population	College enrollment records
	c.*Students considering non-traditional careers upgrade/remediate technical and academic skills to acceptable performance levels	x					c.*Negotiation of standards with grant that are reasonable and reflect local economic conditions and characteristics of target population	*Completion rate of nontraditional students in remedial/preparatory courses *Competence in application of skills in subsequent credit courses as indicated by grades

Outcomes	Performance Measures	Students	Fac/Staff	Prog. Cntr.	Admns.	Standards	Data Source
6. Increased placement of men/women successfully completing nontraditional career programs in upward mobile nontraditional employment situations. apprenticeships or further education Code: SE	d. Nontraditional students have equal access to support and assessment services a.*Placement rate in appropriate positions for students successfully completing nontraditional career programs b. Placements in positions with promotion and/or high wage potential	x	x		x	d. 100% of students in need are reasonable and sensitive to local conditions characteristic of target population and historical placement trends of program/institution *Negotiate local standards that are reasonable and sensitive to local conditions characteristic of target population and historical placement trends of program/institution	Student use log/frequency Services offered compared to NT student schedules *Graduate follow-up
7. SP/DH/SPH will improve the personal/coping skills necessary for independence, self-sufficiency and decision-making Code: SP/DH/SPH	a. Participants in SP/DH programs will be prepared to make appropriate career/life decisions b. Participants will complete an individualized employment plan	x				a. 100% of program participants show improvement b. 100% completion rate of individualized employment plan	Professional judgment/observation Participant feedback survey Instructor judgment/professional observation Anecdotal evidence Student evaluation Individualized client file materials/profiles
8. Pre-vocational preparatory and support services, including up-grading of academic skills are provided Code: SE SP/DH/ SPH	a. Participants who complete preparatory stage will show improvement in academic skills to successfully participate in selected program	x	x			c. 100% of preparatory levels completers demonstrate improved academic skills	GPA, course grades, pre-post testing Faculty reports

Outcomes	Performance Measures	Students	Fac/Staff	Prog. Curr.	Prog. Mgmt.	Admin.	Standards	Data Source
9. Students/clients are not impeded by lack of child care, transportation or related enabling service Code: SE SP/DH/SPW	a. Child care, transportation, dependent care, or other services are provided or subsidized						a. All that have need	Daily service log
10. Students will successfully complete the level of vocational education or training appropriate to individual goals Code: SE SP/DH SPW	a.*Students will enroll in formal educational and training programs appropriate to their goals b.*Students will be academically eligible to progress in their chosen program c.*Students will successfully complete selected course of study	x					a.*75% of students b.*50% of students c.*50% of students or At a rate comparable or higher (?%) than the institution's general retention/success rate	*Enrollment data - Institution Educational goals as reported/shared by individual students *GPA/other academic success indicators Continuing enrollment profile *Student follow-up GPA/completion rates

Outcomes	Performance Measures	Students	Fac/Staff	Prog. Cntr.	Prog. Mgmt.	Admins.	Standards	Data Source
11. Students in formal vocational programs will acquire marketable skills/competencies for careers appropriate to individual goals	a.*Students will obtain employment related to their field	x	x				a.*At a rate comparable or higher (%) to institutional placement rate	Graduate/participant/employee follow-up survey
	b.*Placements will be in positions with promotion and high wage potential	x	x				b.*The State general VATEA placement Standard	Anecdotal information Graduate/participant/employee follow-up survey Employer feedback as possible, including anecdotal and generic-type data
	c.*Employees will be judged as capable of performing position responsibilities	x					c. At a rate comparable or higher (%) to institutional placement rate	Graduate/participant/employee follow-up survey
							*The State general VATEA placement standard	Employer feedback as possible, including anecdotal and generic-type data
							d. 90% will be employed at least 60 days duration	Graduate/participant/employee follow-up survey
							a. Available to all interested/in need	Numbers continuing in employment
								Frequency of participation Numbers in attendance Contacts Anecdotal information Program agendas Program/Event Log/Registration

Code: SE
SP/DH/SPW

*Project action withheld pending State VATEA core standards and performance measures, implementation and analysis.

III. FORMS AND MATERIALS FOR THE EQUITY ACCOUNTABILITY SYSTEM

Selecting Appropriate Data-Report Items
Equity Accountability Interim Report Form
Instructions: Equity Accountability Final Report Form
Equity Accountability Final Report Form
Completed Sample Equity Accountability Final Report Form

III. FORMS AND MATERIALS FOR THE EQUITY ACCOUNTABILITY SYSTEM

This section contains the materials and data forms upon which the Equity Accountability System operates. Program staff providing the requested data will need the forms and materials that are subsequently included:

- Interim Report Form
- Instructions: Final Report Form
- Final Report Form
- Sample: Final Report Form

Selecting Appropriate Data/Report Items

The Interim Report form has an open-ended question format. The majority of questions should be appropriate for all equity programs to complete at midpoint of the program year or as designated by the Sex Equity Coordinator's office.

The content of the Final Report form is comprehensive using a short-answer, multi-question format divided into four sections. Because of its comprehensiveness only items related to program objectives should be completed by any one program.

In addition to the Instructions and Sample, and in order to provide further help in the selection of items appropriate to each program, a cross reference between the 12 outcomes and the items constituting the Final Report, categorized by SE and SP/DH/SPW is provided. At times some items can be appropriate to both areas, depending on scope of program objectives. In other instances an item is more clearly related to either SE or SP/DH/SPW program objectives.

The Glossary and Outline should also be used in determining the items most appropriate to specific programs. Definitions in the glossary include both general and system terms. The definitions for the general terms are based on the glossary distributed by the New York State Education Department as part of FY '93 Request for Proposals. The Outline profiles each outcome offering not only measures and standards but also suggests sources from which information can be collected.

During the process of item selection, program staff may find opportunities to investigate supplemental information beyond or tangential to program objectives that enhance outcomes or broaden scope of impact. Such supplemental information is welcomed if program staff find a benefit in collecting/sharing it.

The following table is offered as a tool to help in the selection of Final Report items. The items are listed to show relationship to the outcomes identified by the Equity Outline (pages 15-19). Once the appropriate outcomes (that reflect your project) are determined, the Cross Reference Tool should facilitate item selection. It is suggested that the Sample Form (pages 42-53) be reviewed concurrently with reading the Instructions (pages 26-29), and referring to the following item-by-item Cross Reference.

Cross Reference: Final Report Items and Outcomes

<u>Outcomes</u>	<u>Final Report Items SE Programs</u>	<u>Final Report Items SP/DH/SPW Programs</u>
1. Equal access & equitable education	II.1a, II.1b, II.1f, III.1a-b, III.2e	II.1a, II.1b, II.1f, III.1a-b III.2e
2. Ongoing collaborative efforts	II.1f	II.1f
3. Awareness of equity issues	II.1e	II.1e
4. Reduction of disproportionate enrollment	II.1a, II.1b, II.1f, III.1a-b, III.2e	
5. Increased persistence & completion in NT programs	II.1a-d	
6. Increased placement	II.1b, III.2b	II.1b, III.2b
7. Improvement of personal coping skills		II.1b, III.1a-b
8. Upgrading of academic skills	I.2b, III.1a-b, III.2a, III.2e	I.2b, III.1a-b, III.2a, III.2e
9. Availability of support services	III.1a-b, III.2a	III.1a-b, III.2a
10. Achievement appropriate to individual goals	II.1b, III.2b	II.1b, III.2b
11. Acquisition of marketable skills/competencies	III.1a-b, III.2c-d	III.1a-b, III.2c-d
12. Access to a variety of services	IV.1a-b	IV.1a-b

NOTE: All programs are requested to provide information for the institutional-related outcomes only once regardless of the number of projects at any one agency/institution.

EQUITY ACCOUNTABILITY INTERIM REPORT FORM

**Funded Projects for Single Parents,
Displaced Homemakers, Single Pregnant Women and Sex Equity**

VATEA Sections 221 and 222

Directions: Complete a separate accountability interim report for each program type (VATEA) or distinct project operated at your institution. Duplicate as necessary. This report is due January 30 of each year.

1. Program Type: Single parents/Displaced homemaker/Single pregnant women
 Sex equity

VATEA Grant Number: _____ Funding level: \$ _____

Type: Vo-Tec Center/BOCES Public Secondary School
 Two-year college Educational Opportunity Center

Institution/Agency: _____

Contact Person: _____

Project Title: _____

Number currently being served: Single parents
 Displaced homemakers
 Single pregnant women
 Nontraditional/sex equity

Total number currently being served: Male Female

2. General Program Profile: (Attach additional sheets as needed.)

a) Briefly summarize the purpose of your current project.

- b) Of the activities planned, briefly describe progress to date (example: Of 35 participants, 22 are demonstrating growth in decision making/management skills.) Attach anecdotal or supplemental information that helps describe achievements up to this time.
- c) Briefly describe any unintended outcomes that have occurred to date.
- d) Briefly discuss any challenges that have been encountered up to this time, and solutions or approaches to address them.
- e) Describe any "mid-course adjustments" or program/project redirections undertaken or indicated.
- f) Is technical assistance needed? Yes No
If yes, describe specifically:
- g) Other comments:

INSTRUCTIONS: EQUITY ACCOUNTABILITY FINAL REPORT (SECTIONS 221 & 222)

GENERAL DIRECTIONS

The Equity Accountability Final Report consists of four parts.

- I. -- **General Project Information: Management Information and Project Profile** -- is to be completed by all VATEA projects funded under Sections 221 and/or 222. A report should be filed for each distinct project.
- II. -- **Agency Demographics: Institutional Related Items** -- focuses upon equity and access to preparation with potential for higher wage/promotion potential employment. Project coordinators funded under either Section 221 or 222 should be able to respond to the items in this section even if not specifically required by project objectives. This section should be completed once only per institution regardless of the number of projects.
- III. -- **Project Demographics: Project (Core/Client-Centered) Related Items: Participant Profile and Program Outcomes** -- is to be completed for all projects with objectives that require participation on a long-term multi-client/multi-contact and/or ongoing basis. Respond only to those questions that relate directly to your respective project. Duplicate forms as needed.
- IV. -- **Specialized/Short-Term/Single Contact-Activity Demographics** -- is to be completed for projects with objectives that include supplemental, short-term, drop-in, single contact or special events. Duplicate forms as needed.

(For details, refer to section/item directions and to the sample of a completed report.)

SPECIFIC INSTRUCTIONS

The specific instructions follow the items in the order presented within each part of the Final Report Form. Directions for each item are subsequently provided. Any items not discussed are assumed to be self-explanatory. The focus of each item is provided to help in the choice of appropriate items to complete for your project.

I. General Project Information

- I.1 **Management Information Section:** Identify your institution/agency and check the appropriate type. Supply your VATEA grant number, VATEA source or program type. All programs funded under Sections 221 and 222 must be categorized as Single Parent/Displaced Homemaker/Single Pregnant Women or Sex Equity. Identify the total of targeted populations and total numbers served during the current program year. Indicate the amount of your grant

or funding level, rounded to the nearest dollar. All projects will provide the requested information in this section.

- I.2 General Profile of Project Section:** Items in I.2 through IId are self-explanatory. All programs should complete this section. Attach additional sheets as needed.

II. Agency Demographics

- II.1. Institutional Related Items:** The items in this section are generally related to the institution as a whole. Outcomes requested are linked to institutional-wide factors and may draw upon comprehensive data sources. The information in this section also has implications for other item categories. Projects funded under Section 221 or Section 222 should be able to respond to the items in this section even if not specifically required by your project objectives. This section need be completed once only per institution regardless of the number of projects. Also, data for institutional-related items may be readily available from a centralized source resulting in additional information about equity issues in New York State.

- Item II.1a:** Supply the number of females and males for current and previous project years who are enrolled in credit-bearing career programs nontraditional to gender. Indicate the appropriate program code for each enrollee. The codes are provided within the item.
- Item II.1b:** Respond to the question based on known information or as available from centralized sources. Limit the identification of program areas to four with the greatest numbers of nontraditional students at your institution, and indicate the number and gender of nontraditional students. No one program area will have both male and female as nontraditional students. Indicate or estimate the total enrollment within the career programs identified.
- Item II.1c:** When identifying the three program areas which have shown the increase of nontraditional enrollment as a direct result of your project, indicate the growth by frequency, such as +3 female students.
- Item II.1d:** Indicate the rating code that reflects the awareness/positive level of students, faculty and staff toward men and women in nontraditional career programs at your institution as you perceive it from your professional judgment, observations and anecdotal information.
- Item II.1e:** Indicate the rating code that you perceive to most accurately reflect each of the seven items.

Item II.1f: Supply the number of times that equity issues are known to have been addressed during the current program year.

III. Project Demographics

III.1. Project (Core/Client-Centered) Related Items (Participant Profile): The items in this section relate to the core- or client-centered program, the project objectives and activities for which VATEA funds were received. Participants for this section are defined as those individuals who are enrolled for long-term, multi-contact, or on an ongoing basis.

Items III.1a and b: For those program enrollees with whom you have long-term or multi-contact, supply the number of participants for each category.

Item III.1c: Supply the number of male and female participants in the current and previous program years who are known to have achieved the skills or capabilities indicated.

III.2. Project (Core/Client-Centered) Related Items (Program Outcomes): The items in this section relate to the outcomes of the core program, the project objectives/activities for which VATEA funds were received. Only those outcomes directly related to program objectives must be addressed.

Item III.2a: For each service offered indicate the number of activities held and the total number (unduplicated count) served by that service category.

Item III.2b: Supply the number of project participants for each of the status indicators for current and preceding program years. For participants employed full-time and part-time, indicate the numbers employed in related and non-related fields.

Item III.2c: Supply the number of females and males from current and previous program years receiving indicated wages per hour, with/without benefits, specifically health benefits.

Item III.2d: Self-explanatory

Item III.2e: Self-explanatory

IV. Specialized, Short-Term, Single Contact Activity Demographics

IV.1 Specialized/Short-Term/Single Contact Related Items: The two items (a, b) in this section relate only to supplemental, short-term, drop-in, single contact or

special events which are often associated with funded projects.

Item IV.1a: Combine data for all short-term activities held during the program year, estimate the number of participants by appropriate level and population using the codes for level and population that appear with the item.

Item IV.1b: If information is available that helps describe the outcomes or results of short-term activities, summarize and/or attach supplemental materials as appropriate.

EQUITY ACCOUNTABILITY FINAL REPORT (1992-1993)

**Programs/Projects for Single Parents/Displaced Homemakers/
Single Pregnant Women and Sex Equity**

VATEA Sections 221, 222 VATEA

I. GENERAL PROJECT INFORMATION

Directions: All projects complete sections I and II. A separate report should be filed for each funded project. Provide information as requested.

I.1 MANAGEMENT INFORMATION:

Program Type: _____ (1=Single Parent/Displaced Homemaker/Single Pregnant Women, 2=Sex Equity)

VATEA Grant Number: _____ **Funding level:** \$ _____

Agency Type: _____ (1=BOCES/VoTec Center, 2=Two-Year College, 3=Public School, 4=Educational Opportunity Center, 5=Other)

Institution/Agency: _____

Contact Person: _____

Project Title: _____

	<u>Female</u>	<u>Male</u>	
Number Served:	_____	_____	Single Parents
(as appropriate)	_____	_____	Displaced Homemakers
	_____	_____	Single Pregnant Women
	_____	_____	Nontraditional Students/Sex Equity

Total Number Served: _____ F
_____ M

II. AGENCY DEMOGRAPHICS

Directions: Section II consists of items that are related to the institution as a whole. Projects funded under Section 221 or 222 should be able to respond to the items in this section even if not specifically required by your project objectives.

NOTE: [OC]=Outline Code, items are coded to 12 major outcomes identified in Accountability Outline.

II.1 INSTITUTIONAL RELATED ITEMS

- a) Indicate the number of project participants enrolled in career programs (credit-bearing) nontraditional to their gender. Code each program with the number from the category provided. [OC: A1, B4, B5]

<u>Program Codes:</u>	<u>Number Females</u>		<u>Number Males</u>	
	<u>Previous</u>	<u>Current</u>	<u>Previous</u>	<u>Current</u>
	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>
1) _____	_____	_____	_____	_____
2) _____	_____	_____	_____	_____
3) _____	_____	_____	_____	_____
4) _____	_____	_____	_____	_____

Program Codes:

1=agriculture, 2=horticulture, 3=natural resources, 4=business, 5= marketing, 6=office technologies, 7=computer information services, 8=telecommunications, 9=nursing, 10=other allied health, 11=human services, 12=child care, 13=criminal justice/security, 14=technical education, 15=engineering, 16=trade/industrial, 17=construction technologies, 18=foods, 19=home economics, 20=culinary arts, 21=cosmetology, 22=auto mechanics, 23=drafting, 24=architectural drawing, 25-other: _____

- b) In terms of your institution as a whole, are you aware of which career programs currently have the greatest numbers of nontraditional students enrolled? (in terms of gender). ____ (1=Yes, 2=No) [OC: A5]

If yes, please identify the four program areas with the greatest numbers enrolled:

<u>Program Area(s)</u>	<u>Numbers</u>		<u>Total Enrollment</u>
	<u>Female</u>	<u>Male</u>	
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____

c) As a direct result of your project, has the number of students enrolled in nontraditional programs at your institution increased since last year? _____
 (1=Yes, 2=No, 3=Don't Know) [OC: A5]

If yes, identify the three program area(s) showing the greatest increase and indicate the growth in numbers (e.g., +3 female students).

<u>Program Area(s)</u>	<u>Male</u>	<u>Female</u>
	<u>Growth</u>	
1)	_____	_____
2)	_____	_____
3)	_____	_____

d) Based on professional judgment/observations and anecdotal information, to what extent do students, staff and faculty at your institution generally demonstrate awareness and positive/negative attitudes toward men/women in nontraditional career programs? [OC: A3]

<u>Code</u>	<u>Code</u>	<u>Code</u>
Students _____	Staff _____	Faculty _____

(Codes: 0=Don't know, 1=Greatly aware and positive, 2=Somewhat aware and positive, 3=Neutral, 4=Somewhat aware and negative, 5=Greatly aware and negative)

e) Based on institutional records, your professional judgment/observation, informal feedback and anecdotal information, to what extent are the following available at your institution? [OC: A1, A2, A4, A5, B9]

- | | <u>Code</u> |
|--|-------------|
| 1) Policy statements assuring accessibility to all students | _____ |
| 2) Institutional documents include goals to serve individuals with special needs | _____ |
| 3) Reasonable and flexible class/lab schedules exist to promote access | _____ |
| 4) Gender balanced membership of program development and advisory committees | _____ |
| 5) Linkages with institution/agencies having potential pool of non-traditional students | _____ |
| 6) Positive climate exists for achieving nontraditional career goals | _____ |
| 7) Coordination of services and support throughout institution to facilitate pursuit of individual goals | _____ |

(Codes: 0=Don't know, 1-Not available, 2=Somewhat available, 3=Widely available)

f) Indicate the number of times equity issues were addressed during a program year at the following: [OC: A2, 3]

- _____ Advisory/craft/committee meetings
- _____ Meetings/collaborative activities with community-based organizations and agencies
- _____ Inservice sessions addressing equity issues, including disproportionate enrollment, sexual harrassment, classroom and institutional environment

.....

III. PROJECT DEMOGRAPHICS

Directions: Each project funded under Sections 221 and/or 222 for a multi-client /multi-contact, long-term, ongoing program requires a separate section III. The items in section seek data related to the core or client-centered program, and to the objectives activities/outcomes for which VATEA funds were received.

Project Demographics consists of two sections, items in III.1 focus on participant-related data, in III.2 on program outcomes.

NOTE: [OC]=Outline Code, items coded to major outcomes of Accountability Outline.

.....

III.1 PROJECT (CORE/CLIENT-CENTERED) RELATED ITEMS (Participant Profile)

- a) Indicate number of program participants by gender for each category:
 [OC: B7-11, A1, A4]

	<u>Female</u>	<u>Male</u>	<u>Total</u>		
<u>Gender:</u>	_____	_____	_____		
<u>Age:</u>	<u>Female</u>	<u>Male</u>	<u>Ethnicity</u>	<u>Female</u>	<u>Male</u>
< Under 14	_____	_____	American Indian/ Alaskan Native	_____	_____
14-17	_____	_____	Asian/Pacific		
18-21	_____	_____	Islander	_____	_____
22-25	_____	_____	Black, Non-		
26-29	_____	_____	Hispanic	_____	_____
30-54	_____	_____	Hispanic	_____	_____
55-59	_____	_____	White, Non-		
60-64	_____	_____	Hispanic	_____	_____
> 65/above	_____	_____		_____	_____

b) Indicate number of program participants for each category: [OC: B7, A1]

<u>Marital Status:</u>	<u>Age of Children:</u>	<u>Age of Other Dependents:</u>
Single _____	< 5 _____	< 20 _____
Married _____	5-12 _____	21-55 _____
Widowed _____	13-18 _____	> 55 _____
Divorced _____	> 18 _____	Total _____
Separated _____	Total _____	

Public Support Recipients: _____ Criminal Offenders: _____
 Disabled: _____

<u>Education</u>	<u>Employment Status at Entry:</u>
Some high school _____	Employed full-time _____
High school graduate _____	Employed part-time _____
Some college _____	Seeking employment _____
College graduate _____	Unemployed _____
	In training/education _____
	Unknown _____

<u>Income:</u>			
<u>Hourly</u>	<u>Part-time (<35 hrs/wk)</u>	<u>Full-time (>35 hrs/wk)</u>	<u>Total</u>
< \$4.25 per hr.	_____	_____	_____
\$4.25-\$6.00	_____	_____	_____
\$6.01-\$7.00	_____	_____	_____
\$7.01-\$8.00	_____	_____	_____
\$8.01-\$10.00	_____	_____	_____
\$10.01-\$12.00	_____	_____	_____
\$12.01-\$15.00	_____	_____	_____
> \$15.00 per hr.	_____	_____	_____

c) Indicate the number of male and female participants in the program/project who have achieved the following: [OC: A1, A4, A5, A6, B7, B8, B10]

<u>Female</u>			<u>Male</u>	
<u>Previous Year</u>	<u>Current Year</u>		<u>Previous Year</u>	<u>Current Year</u>
_____	_____	1) Capability to make career life decisions appropriate to goals	_____	_____
_____	_____	2) Completion of individualized employment plan	_____	_____
_____	_____	3) Completion of preparatory remedial needs allowing successful application in selected career program	_____	_____
_____	_____	4) Successful graduation or completion of selected course of study	_____	_____

III.2 PROJECT (CORE/CLIENT-CENTERED) RELATED ITEMS (Program Outcomes)

a) Indicate the number of activities per each service offered and a non-duplicative count of total numbers served for each: [OC: B7, B8, B9]

<u>Service</u>	<u>Number of Activities</u>	<u>Total Number Served</u>
Outreach recruitment	_____	_____
Personal counseling (includes medical, legal, nutrition)	_____	_____
Career/education counseling	_____	_____
Vocational skills training	_____	_____
Academic skills remediation	_____	_____
Preparatory services	_____	_____
Job development/placement	_____	_____
Child care	_____	_____
Dependent care	_____	_____
Intake/orientation	_____	_____
Assessment and testing	_____	_____
Life skills development	_____	_____
Pre-employment preparation	_____	_____
Supportive services	_____	_____
Transportation	_____	_____
Inservice/staff development	_____	_____
Other: _____	_____	_____

b) Indicate the number of project participants for each of the following at the close of the current and preceding program years: [OC: B10, A6]

	<u>Current Program Year</u>	<u>Preceding Program Year</u>
Employed FT (35/+ hrs/wk)	_____	_____
- related to field	_____	_____
- not related to field	_____	_____
Employed PT (<35 hrs/wk)	_____	_____
- related to field	_____	_____
- not related to field	_____	_____
Seeking employment	_____	_____
In training/education	_____	_____
Completed training/education	_____	_____
Not employed	_____	_____

(continued next page)

Dropped out _____

Unknown _____

Other: _____

_____	_____
_____	_____
_____	_____

c) Of the jobs held by project participants (previous and current program years), indicate the number receiving each of the following wage levels with or without benefits, specifically health benefits: [OC: B11, A6]

<u>Female</u>		<u>With Benefits</u>	<u>Male</u>	
<u>Program Year</u>	<u>Program Year</u>		<u>Previous</u>	<u>Current</u>
<u>Previous</u>	<u>Current</u>		<u>Previous</u>	<u>Current</u>
_____	_____	< \$4.25 per hr	_____	_____
_____	_____	\$4.25 - \$6.00 per hr	_____	_____
_____	_____	\$6.01 - \$7.00 per hr	_____	_____
_____	_____	\$7.01 - \$8.00 per hr	_____	_____
_____	_____	\$8.01 - \$10.00 per hr	_____	_____
_____	_____	\$10.01 - \$12.00 per hr	_____	_____
_____	_____	\$12.01 - \$15.00 per hr	_____	_____
_____	_____	> \$15.00 per hr	_____	_____

<u>Female</u>		<u>Without Benefits</u>	<u>Male</u>	
<u>Program Year</u>	<u>Program Year</u>		<u>Previous</u>	<u>Current</u>
<u>Previous</u>	<u>Current</u>		<u>Previous</u>	<u>Current</u>
_____	_____	< \$4.25 per hr	_____	_____
_____	_____	\$4.25 - \$6.00 per hr	_____	_____
_____	_____	\$6.01 - \$7.00 per hr	_____	_____
_____	_____	\$7.01 - \$8.00 per hr	_____	_____
_____	_____	\$8.01 - \$10.00 per hr	_____	_____
_____	_____	\$10.01 - \$12.00 per hr	_____	_____
_____	_____	\$12.01 - \$15.00 per hr	_____	_____
_____	_____	> \$15.00 per hr	_____	_____

d) Number of previous program year participants who are employed in positions with promotion/high wage potential: _____ [OC: B11, A6]

e) In rank order, identify the three most successful outreach strategies (such as television, brochures, word-of-mouth, etc.) used during the current program year: [OC: B8, A1, A4]

1) _____

2) _____

3) _____

IV. SPECIALIZED, SHORT-TERM, SINGLE CONTACT ACTIVITY DEMOGRAPHICS

Directions: The items in this section are related to projects or project activities that are short-term, single-contact or specialized, and for which detailed participant information is not feasible.

Note: [OC]=Outline Code, items coded to 12 major outcomes identified in Accountability Outline.

IV.1 SPECIALIZED/SHORT-TERM/SINGLE CONTACT RELATED ITEMS

- a) By combining your information for specialized/short-term/single activities during the course of your program year, estimate the number of female and male project participants by appropriate level and population using the codes indicating level and population (example: The code for postsecondary general population is A1). [OC: A3, C12]

	<u>Number Served</u>		
	<u>Female</u>	<u>Male</u>	<u>Code</u>
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____
9)	_____	_____	_____
10)	_____	_____	_____

Level Codes:

A=postsecondary, B=secondary 9-12, C=middle middle school 5-8, D=out-of-school youth, E=adults, F=parents, G=others

Population Codes:

1=general population, 2=economically disadvantaged, 3=educationally disadvantaged, 4=minority heritage, 5=disabled, 6=single parent, 7=displaced homemaker, 8=single pregnant women, 9=criminal offenders, 10=pregnant and parenting teens.

- b) Summarize any available information or outcome data related to short-term activities that help describe achievements. Attach additional sheets/ supplemental materials as appropriate.

EQUITY ACCOUNTABILITY FINAL REPORT (1992-1993)

S A M P L E

I. GENERAL PROJECT INFORMATION

Directions: All projects complete sections I and II. A separate report should be filed for each funded project. Provide information as requested.

I.1 MANAGEMENT INFORMATION:

Program Type: 1 (1=Single Parent/Displaced Homemaker/Single Pregnant Women, 2=Sex Equity)

VATEA Grant Number: 412-50042-1426 Funding level: \$15,439

Agency Type: 2 (1=BOCES/VoTec Center, 2=Two-Year College, 3=Public School, 4=Educational Opportunity Center, 5=Other)

Institution/Agency: Lenroc Community College

Contact Person: John Smith

Project Title: Increasing Equity

	<u>Female</u>	<u>Male</u>	
Number Served:	<u> </u>	<u> </u>	Single Parents
(as appropriate)	<u>13</u>	<u> </u>	Displaced Homemakers
	<u> </u>	<u> </u>	Single Pregnant Women
	<u>10</u>	<u>2</u>	Nontraditional Students/Sex Equity

Total Number Served: 23 F
2 M

I.2 GENERAL PROFILE OF PROJECT: (Attach additional sheets if necessary)

- a) Briefly summarize what your project intended to accomplish this program year.**

Project intent: to increase awareness of selected faculty/staff (technologies/support services) regarding issues of gender access and equitable education, and to increase awareness and access of disadvantaged women to nontraditional career paths.

- b) Of the activities planned for the current program year, describe any that were not achieved and reasons why not.**

The inservice sessions were offered as special events as the schedule of regular department meetings did not allow sufficient time.

- c) Describe any unintended outcomes that occurred during the current program year.**

Interested faculty/staff from outside targeted program/service areas attended the sessions and are willing to work within respective areas to address gender access/equity.

- d) Describe program outcomes. Attach anecdotal or other supplemental information that helps describe program successes. Include at least two individual success stories.**

Services and support available to nontraditional students in 2-3 program areas.

II. AGENCY DEMOGRAPHICS

Directions: Section II consists of items that are related to the institution as a whole. Projects funded under Section 221 or 222 should be able to respond to the items in this section even if not specifically required by your project objectives.

NOTE: [OC]=Outline Code, items are coded to 12 major outcomes identified in Accountability Outline.

II.1 INSTITUTIONAL RELATED ITEMS

- a) Indicate the number of project participants enrolled in career programs (credit-bearing) nontraditional to their gender. Code each program with the number from the category provided. [OC: A1, B4, B5]

<u>Program Codes:</u>	<u>Number Females</u>		<u>Number Males</u>	
	<u>Previous Year</u>	<u>Current Year</u>	<u>Previous Year</u>	<u>Current Year</u>
1) <u>15</u>	<u>2</u>	<u>2</u>	_____	_____
2) <u>24</u>	<u>3</u>	<u>1</u>	_____	_____
3) <u>9</u>	_____	_____	<u>1</u>	_____
4) <u>6</u>	_____	_____	<u>2</u>	<u>3</u>

Program Codes:

1=agriculture, 2=horticulture, 3=natural resources, 4=business, 5= marketing, 6=office technologies, 7=computer information services, 8=telecommunications, 9=nursing, 10=other allied health, 11=human services, 12=child care, 13=criminal justice/security, 14=technical education, 15=engineering, 16=trade/industrial, 17=construction technologies, 18=foods, 19=home economics, 20=culinary arts, 21=cosmetology, 22=auto mechanics, 23=drafting, 24=architectural drawing, 25-other: _____

- b) In terms of your institution as a whole, are you aware of which career programs currently have the greatest numbers of nontraditional students enrolled? (in terms of gender). 1 (1=Yes, 2=No) [OC: A5]

If yes, please identify the four program areas with the greatest numbers enrolled:

<u>Program Area(s)</u>	<u>Numbers</u>		<u>Total Enrollment</u>
	<u>Female</u>	<u>Male</u>	
1) <i>Agriculture</i>	<u>4</u>	<u> </u>	<u>23</u>
2) <i>Office Technologies</i>	<u> </u>	<u>2</u>	<u>64</u>
3) <i>Architectural Drawing</i>	<u>4</u>	<u> </u>	<u>19</u>
4) <i>Nursing</i>	<u> </u>	<u>5</u>	<u>34</u>

c) As a direct result of your project, has the number of students enrolled in nontraditional programs at your institution increased since last year? 1
(1=Yes, 2=No, 3=Don't Know) [OC: A5]

If yes, identify the three program area(s) showing the greatest increase and indicate the growth in numbers (e.g., +3 female students).

<u>Program Area(s)</u>	<u>Male Growth</u>	<u>Female Growth</u>
1) <i>Agriculture</i>	<u> </u>	<u>+2</u>
2) <i>Nursing</i>	<u>+3</u>	<u> </u>
3) <i>Architectural Drawing</i>	<u> </u>	<u>+1</u>

d) Based on professional judgment/observations and anecdotal information, to what extent do students, staff and faculty at your institution generally demonstrate awareness and positive/negative attitudes toward men/women in nontraditional career programs? [OC: A3]

<u>Code</u>	<u>Code</u>	<u>Code</u>
Students <u>3</u>	Staff <u>4</u>	Faculty <u>2</u>

(Codes: 0=Don't know, 1=Greatly aware and positive, 2=Somewhat aware and positive, 3=Neutral, 4=Somewhat aware and negative, 5=Greatly aware and negative)

e) Based on institutional records, your professional judgment/observation, informal feedback and anecdotal information, to what extent are the following available at your institution? [OC: A1, A2, A4, A5, B9]

	<u>Code</u>
1) Policy statements assuring accessibility to all students	<u>2</u>
2) Institutional documents include goals to serve individuals with special needs	<u>3</u>
3) Reasonable and flexible class/lab schedules exist to promote access	<u>2</u>
4) Gender balanced membership of program development and advisory committees	<u>1</u>
5) Linkages with institution/agencies having potential pool of non-traditional students	<u>2</u>
6) Positive climate exists for achieving nontraditional career goals	<u>2</u>
7) Coordination of services and support throughout institution to facilitate pursuit of individual goals	<u>1</u>

(Codes: 0=Don't know, 1-Not available, 2=Somewhat available, 3=Widely available)

f) Indicate the number of times equity issues were addressed during a program year at the following: [OC: A2, 3]

- 2 Advisory/craft/committee meetings
- 3 Meetings/collaborative activities with community-based organizations and agencies
- 2 Inservice sessions addressing equity issues, including disproportionate enrollment, sexual harrassment, classroom and institutional environment

III. PROJECT DEMOGRAPHICS

Directions: Each project funded under Sections 221 and/or 222 for a multi-client /multi-contact, long-term, ongoing program requires a separate section III. The items in section seek data related to the core or client-centered program, and to the objectives activities/outcomes for which VATEA funds were received.

Project Demographics consists of two sections, items in III.1 focus on participant-related data, in III.2 on program outcomes.

NOTE: [OC]=Outline Code, items coded to major outcomes of Accountability Outline.

III.1 PROJECT (CORE/CLIENT-CENTERED) RELATED ITEMS (Participant Profile)

a) Indicate number of program participants by gender for each category:
[OC: B7-11, A1, A4]

	<u>Female</u>	<u>Male</u>	<u>Total</u>		
<u>Gender:</u>	<u>23</u>	<u>2</u>	<u>25</u>		
<u>Age:</u>	<u>Female</u>	<u>Male</u>		<u>Ethnicity</u>	<u>Female</u> <u>Male</u>
< Under 14	_____	_____		American Indian/ Alaskan Native	_____ _____
14-17	_____	_____		Asian/Pacific Islander	_____ _____
18-21	_____	_____		Black, Non- Hispanic	_____ _____
22-25	<u>5</u>	_____		Hispanic	<u>4</u> _____
26-29	<u>6</u>	_____		Hispanic	_____ _____
30-54	<u>12</u>	_____		White, Non- Hispanic	_____ _____
55-59	_____	<u>2</u>			<u>19</u> <u>2</u>
60-64	_____	_____			
> 65/above	_____	_____			

b) Indicate number of program participants for each category: [OC: B7, A1]

<u>Marital Status:</u>	<u>Age of Children:</u>	<u>Age of Other Dependents:</u>
Single	< 5	< 20
Married <u>4</u>	5-12 <u>11</u>	21-55 <u>1</u>
Widowed <u>6</u>	13-18 <u>5</u>	> 55 <u>4</u>
Divorced <u>12</u>	> 18 <u>10</u>	Total <u>5</u>
Separated <u>3</u>	Total <u>29</u>	

Public Support Recipients: 8 Criminal Offenders: --
 Disabled: 1

<u>Education</u>	<u>Employment Status at Entry:</u>
Some high school <u>2</u>	Employed full-time <u>2</u>
High school graduate <u>9</u>	Employed part-time <u>8</u>
Some college <u>10</u>	Seeking employment <u>2</u>
College graduate <u> </u>	Unemployed <u> </u>
	In training/education <u>12</u>
	Unknown <u> </u>

<u>Income:</u>	<u>Part-time (<35 hrs/wk)</u>	<u>Full-time (>35 hrs/wk)</u>	<u>Total</u>
<u>Hourly</u>			
< \$4.25 per hr.	<u> </u>	<u> </u>	<u> </u>
\$4.25-\$6.00	<u>4</u>	<u>2</u>	<u>6</u>
\$6.01-\$7.00	<u>4</u>	<u> </u>	<u>4</u>
\$7.01-\$8.00	<u> </u>	<u> </u>	<u> </u>
\$8.01-\$10.00	<u> </u>	<u> </u>	<u> </u>
\$10.01-\$12.00	<u> </u>	<u> </u>	<u> </u>
\$12.01-\$15.00	<u> </u>	<u> </u>	<u> </u>
> \$15.00 per hr.	<u> </u>	<u> </u>	<u> </u>

c) Indicate the number of male and female participants in the program/project who have achieved the following: [OC: A1, A4, A5, A6, B7, B8, B10]

<u>Female</u>			<u>Male</u>	
<u>Previous Year</u>	<u>Current Year</u>		<u>Previous Year</u>	<u>Current Year</u>
<u>21</u>	<u>20</u>	1) Capability to make career life decisions appropriate to goals	<u>3</u>	<u> </u>
<u>17</u>	<u>18</u>	2) Completion of individualized employment plan	<u>2</u>	<u>2</u>
<u> </u>	<u>2</u>	3) Completion of preparatory remedial needs allowing successful application in selected career program	<u> </u>	<u> </u>
<u> </u>	<u> </u>	4) Successful graduation or completion of selected course of study	<u> </u>	<u> </u>

III.2 PROJECT (CORE/CLIENT-CENTERED) RELATED ITEMS (Program Outcomes)

a) Indicate the number of activities per each service offered and a non-duplicative count of total numbers served for each: [OC: B7, B8, B9]

<u>Service</u>	<u>Number of Activities</u>	<u>Total Number Served</u>
Outreach recruitment	<u>3</u>	<u>72</u>
Personal counseling (includes medical, legal, nutrition)	<u>23</u>	<u>23</u>
Career/education counseling	<u>5</u>	<u>20</u>
Vocational skills training	<u> </u>	<u> </u>
Academic skills remediation	<u>1</u>	<u>2</u>
Preparatory services	<u>3</u>	<u>11</u>
Job development/placement	<u> </u>	<u> </u>
Child care	<u>1</u>	<u>13</u>
Dependent care	<u> </u>	<u> </u>
Intake/orientation	<u>1</u>	<u>23</u>
Assessment and testing	<u>3</u>	<u>23</u>
Life skills development	<u> </u>	<u> </u>
Pre-employment preparation	<u>4</u>	<u>21</u>
Supportive services	<u> </u>	<u> </u>
Transportation	<u>1</u>	<u>11</u>
Inservice/staff development	<u> </u>	<u> </u>
Other: _____	<u> </u>	<u> </u>

b) Indicate the number of project participants for each of the following at the close of the current and preceding program years: [OC: B10, A6]

	<u>Current Program Year</u>	<u>Preceding Program Year</u>
Employed FT' (35/+ hrs/wk)	<u>2</u>	<u>2</u>
- related to field	<u> </u>	<u>2</u>
- not related to field	<u>2</u>	<u>0</u>
Employed PT (<35 hrs/wk)	<u>8</u>	<u>10</u>
- related to field	<u>6</u>	<u>9</u>
- not related to field	<u>2</u>	<u>1</u>
Seeking employment	<u> </u>	<u> </u>
In training/education	<u>12</u>	<u>17</u>
Completed training/education	<u> </u>	<u> </u>
Not employed	<u> </u>	<u>2</u>

(continued next page)

Dropped out _____ 4
 Unknown _____ 2
 Other: _____

c) Of the jobs held by project participants (previous and current program years), indicate the number receiving each of the following wage levels with or without benefits, specifically health benefits: [OC: B11, A6]

<u>Female</u>		<u>With Benefits</u>	<u>Male</u>	
<u>Program Year</u>	<u>Program Year</u>		<u>Program Year</u>	<u>Program Year</u>
<u>Previous</u>	<u>Current</u>		<u>Previous</u>	<u>Current</u>
_____	_____	< \$4.25 per hr	_____	_____
<u>5</u>	<u>4</u>	\$4.25 - \$6.00 per hr	_____	<u>2</u>
<u>5</u>	<u>3</u>	\$6.01 - \$7.00 per hr	<u>3</u>	_____
<u>2</u>	_____	\$7.01 - \$8.00 per hr	_____	_____
_____	_____	\$8.01 - \$10.00 per hr	_____	_____
_____	_____	\$10.01 - \$12.00 per hr	_____	_____
_____	_____	\$12.01 - \$15.00 per hr	_____	_____
_____	_____	> \$15.00 per hr	_____	_____

<u>Female</u>		<u>Without Benefits</u>	<u>Male</u>	
<u>Program Year</u>	<u>Program Year</u>		<u>Program Year</u>	<u>Program Year</u>
<u>Previous</u>	<u>Current</u>		<u>Previous</u>	<u>Current</u>
_____	_____	< \$4.25 per hr	_____	_____
_____	_____	\$4.25 - \$6.00 per hr	_____	_____
_____	<u>1</u>	\$6.01 - \$7.00 per hr	<u>2</u>	_____
<u>3</u>	_____	\$7.01 - \$8.00 per hr	_____	_____
_____	_____	\$8.01 - \$10.00 per hr	<u>1</u>	_____
_____	_____	\$10.01 - \$12.00 per hr	_____	_____
_____	_____	\$12.01 - \$15.00 per hr	_____	_____
_____	_____	> \$15.00 per hr	_____	_____

d) Number of previous program year participants who are employed in positions with promotion/high wage potential: _____ 2 _____ [OC: B11, A6]



e) In rank order, identify the three most successful outreach strategies (such as television, brochures, word-of-mouth, etc.) used during the current program year: [OC: B8, A1, A4]

1) word of mouth

2) TV

3) posters

IV. SPECIALIZED, SHORT-TERM, SINGLE CONTACT ACTIVITY DEMOGRAPHICS

Directions: The items in this section are related to projects or project activities that are short-term, single-contact or specialized, and for which detailed participant information is not feasible.

Note: [OC]=Outline Code, items coded to 12 major outcomes identified in Accountability Outline.

IV.1 SPECIALIZED/SHORT-TERM/SINGLE CONTACT RELATED ITEMS

- a) By combining your information for specialized/short-term/single activities during the course of your program year, estimate the number of female and male project participants by appropriate level and population using the codes indicating level and population (example: The code for postsecondary general population is A1).
[OC: A3, C12]

<u>Number Served</u>		
<u>Female</u>	<u>Male</u>	<u>Code</u>

1)	<u>50</u>	<u>5</u>	<u>E1</u>
2)	<u>1</u>	<u>6</u>	<u>A3</u>
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____
9)	_____	_____	_____
10)	_____	_____	_____

Level Codes:

A=postsecondary, B=secondary 9-12, C=middle middle school 5-8, D=out-of-school youth, E=adults, F=parents, G=others

Population Codes:

1=general population, 2=economically disadvantaged, 3=educationally disadvantaged, 4=minority heritage, 5=disabled, 6=single parent, 7=displaced homemaker, 8=single pregnant women, 9=criminal offenders, 10=pregnant and parenting teens.

- b) Summarize any available information or outcome data related to short-term activities that help describe achievements. Attach additional sheets/ supplemental materials as appropriate.

IV. SAMPLE FORMS AND MATERIALS

Demographic Information
Activity/Event Registration
Activity/Event Record
Services Provided Log
Participant Feedback
Participant Tracking
Sample Forms

IV. SAMPLE FORMS AND MATERIALS

Some programs do not have access to a data pool or a data collection system. Others may want to change existing forms. This section of the guidebook is a resource of materials that may be used by program staff planning to initiate or revise their systems in order to collect the data requested on the Interim and Final Report forms discussed in previous sections. The materials in this resource section are designed to reflect reporting requirements but can be adjusted to fit local needs.

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The samples are based on the assumption that the program coordinator/administrator has matched program goals with outcomes from the **Equity Accountability Outline**, and that relevant items from the Final Report form have been identified in order to determine what data are needed. The sample materials are described by type and purpose of forms provided.

Demographic Information - Page 58

A sample Intake Form is provided that may be used to collect demographic data. It can be used to collect not only participant characteristics but also information to incorporate into program implementation and planning. Depending on your clientele, the form can be administered as a questionnaire or as the basis for an intake interview. Optimally these data should be collected within the initial two weeks of entry into the program.

Activity/Event Registration - Page 60

The **Program/Event/Activity Registration Form** is designed to collect information about participation in single events as well as on-going activities. The form may be transferred to a card format for easy storage. The questions provide introductory information about participants that may be useful in planning future efforts. The form can become part of the registration process for the event or distributed in a folder with collection at closure.

Activity/Event Record - Page 61

An **Activity/Event Log** is provided to help maintain an on-going record of program activities and/or events. This one-page sheet is intended to be used to record major characteristics of program activities. The sample format suggests an on-going record of dates, titles, locations, individuals involved, fees and other information useful in both program planning and evaluation.

Services Provided Log - Page 62

A **Daily Service Log** is included as a method of maintaining an on-going record of services used by individuals on a daily basis, and summed each month. The information will help program staff accurately track the extent of usage of various services. The services identified on the form are samples only and do not include long term services such as child care, transportation and

job placement. The program director may choose to maintain a record of all or only key program components, or to incorporate available auxiliary services. A sign-in sheet for distinct services/activities may also be used as an alternative or supplement to the log.

Participant Feedback - Pages 63 - 69

Four sample survey forms have been included that are designed to collect feedback from participants at various time points:

The Participant Feedback Survey is a one-page form which can be used at any time throughout the program. It is designed to help identify strengths and weaknesses of the program, thereby providing opportunity to adjust and help insure greater program effectiveness. Program staff may wish to administer this survey periodically, with the addition or substitution of targeted questions appropriate to the time of distribution and the program. It may also be used as a basis for group discussion, a strategy to gather participant opinions systematically throughout the program. This approach allows staff to receive timely and useful feedback toward enhancing the quality of services.

A Participant Feedback Quick Form is also included. This is designed primarily for use with single events or activities, and reflects the purposes for the above Survey form.

The Program Non-Completers Survey is intended to be used with individuals who do not complete the program. It provides a method of identifying their future plans as well as reasons for leaving. Program staff may administer this survey immediate to the individual's departure or at a later date. It may be mailed to the participant's home address or it may be used as the basis for a telephone interview as appropriate to the local program. Use of it as an interview tool could, in some cases, elicit a greater number of qualitative responses.

The Follow-up Survey is designed to assess the overall effectiveness of the program by requesting data related to outcomes, decisions and actions taken by participants. The Follow-up Survey can be used as most appropriate to the program, or at a time to reflect a standard set by the State Education Department (such as 90 days). Choices include immediately upon program completion, three months/six months after completion, or one year or more after completion. These data will provide information about placement, type of job and advancement opportunities of jobs held. Program staff may wish to add questions or tailor items to reflect the specific program. For example, it may be useful to know the exact process individuals used in obtaining the job, who was helpful and/or perhaps some elaboration on career/educational plans since completion of the program. The form does not have to be

used in its entirety. Items may be selected, others added or revised as appropriate to program.

Participant Tracking - Page 70

The Individual Participant Tracking Sheet has been designed to help the program director in maintaining an on-going account of feedback received and data collection activities completed by individual participants as well as entry and exit from the program. If this form is selected for use, it is suggested that it be maintained for all participants as it results in a profile of clientele participation.

SAMPLE: PROGRAM INTAKE FORM

Program: _____ Institution: _____

Intake Date: _____ Staff member: _____

A. Name _____	C. Phone () _____
B. Social Security #/ ID number _____	D. Emergency phone () _____
E. Address _____	
Street	Apartment Number
City/State	ZIP
	County

1. Heard about program from: _____ referral, identify agency/individual:
 _____ newspaper
 _____ radio, TV
 _____ brochure, flyer, church bulletin
 _____ friend
 _____ relative
 _____ teacher, counselor
 _____ other: _____

2. Assistance needed to achieve goals:

_____ transportation	_____ job placement
_____ child care	_____ financial aid/management
_____ dependent care	_____ short-term training
_____ personal direction/development/counseling	_____ self-confidence/support network
_____ education/long-term training	_____ family support
_____ job training/experience/exploration	_____ housing
	_____ legal
	_____ other: _____

3* Special needs: _____ disabled _____ economically disadvantaged
 _____ displaced homemaker _____ nontraditional student
 _____ displaced worker _____ educationally disadvantaged
 _____ single pregnant woman _____ criminal offender

4. Comments/observations/questions appropriate to local program and participant:

5. Age _____ <14 _____ 26-40 _____ 56-65
 _____ 15-25 _____ 41-55 _____ >65

6. Birthdate ____ / ____ / ____ 7. Gender _____ Male _____ Female
 mo. da. yr.

*Refer to Glossary for definition of terms.

8. Marital status _____ single _____ married _____ widowed/divorced/
separated

9. Ethnicity _____ Native American _____ Hispanic
_____ Asian/Pacific Islander _____ White, Non-Hispanic
_____ Black, Non-Hispanic

10. Number of children _____ Number of dependents _____
Ages _____ < 5 years Ages _____ < 20 years
_____ 5-12 years _____ 21-55 years
_____ 13-18 years _____ > 55 years
_____ > 18 years

11. Educational level: _____ some high school _____ high school graduate/GED
_____ some college _____ college graduate

12. Income level: _____ < \$4.25/per hour _____ \$8.01-\$10.00
_____ \$4.25-\$6.00 _____ \$10.01-\$12.00
_____ \$6.01-\$7.00 _____ \$12.01-\$15.00
_____ \$7.01-\$8.00 _____ > \$15.00/per hour

Benefits additional? _____ Yes _____ No

13. Sources of income: _____ salary, employment _____ AFDC
_____ Social Security _____ other public assistance
_____ child support/ _____ VA
_____ alimony/maintenance _____ other: _____

14. Employment status at entry:

_____ employed full-time _____ unemployed
_____ employed part-time _____ in training/education
_____ seeking employment _____ other: _____

15. Employment/volunteer record:

Dates	Total Years	Name/Type Company	Duties/ Responsibilities	Reason(s) for Leaving
a)				
b)				
c)				

Last earned hourly wage/weekly salary: \$ _____

SAMPLE

PARTICIPANT FEEDBACK SURVEY

Directions: To help us continue to improve the program,
please complete the following items as indicated.

Program: _____ Institution: _____

A. In general, how satisfied were/are you with program activities and services?

very satisfied		somewhat satisfied		not satisfied
5	4	3	2	1

B. Indicate how satisfied you are/were with each program, service or activity in which you participated.

	<u>very satisfied</u>		<u>somewhat satisfied</u>		<u>not satisfied</u>	<u>did not use</u>
counseling	5	4	3	2	1	0
testing/assessment	5	4	3	2	1	0
referrals to other agencies/services	5	4	3	2	1	0
child care/ dependent care	5	4	3	2	1	0
transportation	5	4	3	2	1	0
academic/career instruction	5	4	3	2	1	0
training session/ workshops/ conferences	5	4	3	2	1	0
job search/ placement	5	4	3	2	1	0

C. Which of the program services/components is most useful to your goals?

D. Which is least useful? _____

E. Other comments, suggestions or reactions:

Thank you.

SAMPLE

PARTICIPANT FEEDBACK QUICK FORM

Directions: To help us continue to improve the program, please complete the following items as indicated.

Activity/Event: _____

Institution/Program: _____

1. In general, how satisfied were/are you with the activity/event?

Very satisfied		Somewhat satisfied		Not satisfied
5	4	3	2	1

2. What part of the activity/event was most useful to your personal/career goals?

3. What do you feel should have been addressed but was not by the activity/event to make it more useful to your goals?

4. Will you come to another program activity/event?

____ Yes ____ No ____ Maybe

Explain: _____

5. Other comments, suggestions or reactions:

THANK YOU.

SAMPLE

PROGRAM NON-COMPLETER SURVEY

Program: _____

Institution: _____

Date: _____

Directions: Please help us improve our program by sharing
information about your reasons for not completing
the program.

A. Which of the following contributed to your decision to leave the program?

- _____ lack of financial resources to continue classes
- _____ found a job
- _____ increased number of hours at work
- _____ not able to arrange for child care
- _____ lacked sufficient transportation
- _____ not sure what to take for classes
- _____ not sure of what career I want
- _____ had problems succeeding in classes
- _____ health related problems
- _____ personal/family concerns
- _____ program was not helping me
- _____ other (describe) _____

B. What are you planning to do in the future?

- _____ return to school
- _____ look for employment
- _____ look for another job
- _____ stay home and raise my family
- _____ not sure
- _____ other (describe) _____

C1. Are you currently pursuing more education: _____ Yes _____ No

If yes, where, and what is your program: _____

2. Are you currently employed: _____ Yes _____ No

If yes, what is job title: _____

D. How could the program be changed to assist others like yourself complete the program? _____

E. Other comments/suggestions: _____

Thank you.

SAMPLE

PARTICIPANT FOLLOW-UP SURVEY

Program: _____ Institution: _____

Date: _____ Current Participation Status:

- _____ recently completed program
- _____ 3 months (90 days) after program
- _____ 6 months after program
- _____ 12 months or more after program

Directions: Respond as appropriate.

Name: (optional) _____

Program enrollment date(s): _____

1. Of the services provided by this program, check those which have proved to be most valuable and least valuable in achieving your goals.

	<u>Most Valuable</u>	<u>Least Valuable</u>
counseling	_____	_____
testing/assessment	_____	_____
referrals	_____	_____
child/dependent care	_____	_____
transportation	_____	_____
job training/education	_____	_____
academic classes/remediation	_____	_____
workshops/conferences	_____	_____
support groups	_____	_____
other: _____	_____	_____
_____	_____	_____

2. What institutions have you attended since completing the program?

- | | |
|---------------------------------|------------------------------------|
| _____ high school/vo-tec center | _____ four year college/university |
| _____ two-year college | _____ graduate school |

3. Indicate which of the following degrees/diplomas you have earned since completing the program.

_____ high school diploma _____ Associate degree
_____ GED _____ Bachelor degree
_____ Postsecondary certificate _____ Other (describe) _____

4a. Are you currently employed? _____ yes _____ no
If yes, is it related to instruction received? _____ yes _____ no

b. Job title: _____
_____ full-time _____ part-time _____ other

c. Identify employer: _____

d. How long with this employer? _____ months

5a. What is your hourly wage, including benefits?

_____ <\$4.25	_____ \$8.01 - \$10.00
_____ \$4.25 - \$6.00	_____ \$10.01 - \$12.00
_____ \$6.01 - \$7.00	_____ \$12.01 - \$15.00
_____ \$7.01 - \$8.00	_____ >\$15.00 per hour

b. Benefits received include:

_____ health insurance _____ retirement plan _____ other _____
_____ life insurance _____ disability insurance _____ none/DK

6. Generally, how satisfied are you with:

a) your job	_____ very satisfied	b) your wage/	_____ very satisfied
	_____ satisfied	salary level	_____ satisfied
	_____ not satisfied		_____ not satisfied

7a. Which of the following best describes your current job? .

- manufacturing (such as working in factory)
- service occupations (such as child care, hair care, dry cleaning)
- health occupations (such as medical technician, nursing, therapist, emergency medical technician)
- technical occupations (such as electronics, robotics, mechanics, welding, drafting)
- clerical occupations (such as secretarial, word processing, court reporting)
- marketing occupations (such as retailing, interior design, sales, tourism)
- business occupations (such as real estate, finance, banking)
- computer and information occupations (such as data processing, programming, data entry)
- other: (please describe) _____

b. Is your job considered nontraditional for your gender?

Yes No Don't know

Explain: _____

8a. Are you planning or currently enrolled in an educational/training program?

Yes Not yet Planning to No plans to do so
 Admittance in process Don't know

b. If yes/ planning at what level?

Vo-Tec Center program four-year college/university degree program

Adult/continuing education

two-year college degree/certificate program Apprenticeship

Other: _____

c. In what career area are you interested/preparing:

9. In what ways has the program made a difference in your life?
(check all that are appropriate and comment)

_____ educational/training opportunities: _____

_____ employment opportunities: _____

_____ financial opportunities: _____

_____ personal growth opportunities: _____

_____ other: _____

10a. To what extent has your career goal been achieved at this time?

_____ completely achieved _____ on my way to its achievement
_____ not at all

b. Has the extent of goal achievement caused you to reconsider your
career direction? _____ Yes _____ No _____ Don't know

If yes, explain how: _____

c. How do you assess your current level of self-sufficiency?

_____ Dependent _____ Somewhat but not
_____ on others _____ totally dependent _____ Independent

Explain: _____

d. Do you feel better about yourself than when you enrolled in the program?

_____ Yes _____ No _____ Somewhat

Explain: _____

Thank you.

V. DATABASE USER MANUALS

**Computer-Based Program for Equity Accountability -
Database User Manual A; Client Based**
**Computer-Based Program for Equity Accountability -
Database User Manual B; Program Based**

Selected Resource List

V. DATABASE USER MANUALS

Program staff may prefer to use computer-based programs to collect and/or submit data for Single Parent/Displaced Homemaker/Single Pregnant Women and Sex Equity programs. Two database user manuals are subsequently included. At the current time, both require a copy of dBase IV version 1.1 or higher installed on the hard disk of an IBM compatible microcomputer. Programs that can be used without any database software are being developed. They will be ready for use at the regional workshops and available upon request thereafter.

The database described in Manual A is designed to assist in maintaining records/data on an individual participant, or case-by-case, basis. It allows retrieval of data for reporting and for local use in planning, revising and assessing programs. This computer-based program will be found most useful by staff wishing to maintain the on-going collection of data using a computer.

The database described in Manual B is designed to provide the data requested by the Vocational Sex Equity Coordinator, Office of Continuing Education, State Education Department. It is also designed for reporting program data by the local agencies on a disk rather than filling in the Final Report Form by hand. The database printout mirrors the Final Report Form. The program is available as an alternative for program staff preferring to use a disk.

Both manuals state purpose, define requirements, provide directions for installation and use of the database. They also illustrate menu formats and furnish the codes for data entry in the format of the report form.

COMPUTER BASED PROGRAM FOR EQUITY ACCOUNTABILITY

**NEW YORK STATE PROGRAMS
FOR SINGLE PARENTS, DISPLACED HOMEMAKERS,
SINGLE PREGNANT WOMEN AND SEX EQUITY**

**DATABASE USER MANUAL A
(CLIENT BASED)**

Purpose

This database was designed to assist in record keeping for programs for single parents, displaced homemakers, single pregnant women and sex equity in the New York State. The data entered can be retrieved and used to produce summarized data for reports as needed by the State Education Department or retrieved for local use and program improvement.

Requirements

The database requires that users have a copy of dBASE IV version 1.1 or higher installed on the hard disk of an IBM or IBM-compatible microcomputer (the use of MS-DOS is assumed). The dBASE IV program files should be in a directory called \DBASE.

As the database is a relational database, each client must have a unique identification number.

The database program without dBASE software is being developed. They will be ready for use at the regional workshops and available upon request thereafter.

Description of the Manual

The database manual consists of four parts, Using the Database Program, The Program Menu Description, Data Entry Codebook and Sample Reports. The first part, Using the Database Program, tells how to install and start the database. This part will be changed when the database program without dBASE software is ready for use. The second part, Program Menu Description, describes details for using the database program. The third part, The Data Entry Codebook, lists all the fields and codes used in the database. It serves as a code reference book for accurate data entry and gives a total picture of what has been covered. The last part, The Sample Reports, provides examples of report formats which can be generated by the database program.

USING THE DATABASE PROGRAM

Installation

Installation of the database is quite easy.

1. Put the database program disk into **A:** drive.
2. From the **A:** drive, type **INSTALL** and follow the directions.
(If you use **B:** drive, put database program disk into **B:** drive and from the **B:** drive, type **INSTALL**.)

The installation will automatically create a subdirectory called **C:\DBASE\CLIENT** on your **C:** drive and copies all the appropriate files into this subdirectory. At the same time, a batch file called **CL.BAT** has been created.

Using the Database

The database for the programs of single parent/ displaced homemaker/single pregnant women/sex equity has been given the name **CLIENT** and it is designed using the dBASE IV application software.

For the dBASE IV user, instead of what you normally do to start the dBASE program, you need to type the code **CL** from your **C:** drive and press **<Enter>** to start the dBASE program. Your existing dBASE program may be set to bring you either to the dBASE dot prompt screen or dBASE system menu screen.

If your existing dBASE program brings you to the dBASE dot prompt, simply type; **do client** and press **<Enter>**. The welcome screen of the database program will appear and you are in the program now. Follow the instructions to bring up the main menu. Enter, edit, browse your data or generate necessary reports. The program is basically menu driven and self explanatory.

If your existing dBASE program brings you to the dBASE system menu screen which is also called dBASE IV Control Center, you may press the **Esc** key to exit to the dBASE dot prompt. Do the same as above; 1. Type **do client**. and press **<Enter>**. 2. Follow the instructions. The details of how to use the program are provided in the following section.

PROGRAM MENU DESCRIPTION

The program is basically menu driven and self explanatory. The main menu is a bar menu which consists of four submenus; **Input**, **Browse/Edit**, **Report** and **Exit**. You can tell which submenu you are in by using the left or right arrow key to move the cursor on the four items in the bar menu. Each submenu pops up on whichever item the cursor is placed. The menu screen format is presented in Figure 1. The basic keys used in this program are described on page 82.

Fig. 1 The Main Menu Screen Format

Input	Browse/Edit	Report	Exit
<p style="text-align: center;">The</p> <p>1) Data</p> <p>---</p> <p>---</p> <p>---</p>	<p style="text-align: center;">The Brows</p> <p>1) Data E</p> <p>2) Client</p> <p>3) Depend</p> <p>4) Job In</p> <p>5) End Pr</p> <p>6) Client</p> <p>7) Academ</p> <p>8) Servic</p> <p>9) Progra</p> <p>10) Single (SP/DH)</p>	<p style="text-align: center;">Th</p> <p>1) Pr</p> <p>2) Cl</p> <p>3) Re</p> <p>4) Jo</p> <p>5) En</p> <p>6) Ma</p> <p>7) Academic Program Information</p> <p>8) Service Summary Report</p> <p>9) Program Achievement Report</p> <p>10) Single Program Summary Report (SP/DH/SPW/SE)</p>	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">The Exit Menu</p> <p>1) Exit to dBASE</p> <p>2) Exit to DOS</p> </div>

To Input

To input individual client data, choose **Input** submenu. The screen format has been provided in Fig. 2. **Input** submenu has only one item, **Data Entry Form**. This form includes all the information needed to generate reports. It takes up four screens. The screen format is presented in Figure 3. Use cursor or <Enter> key to move from one item to the other. As the cursor lies on each item, a message at the bottom of each screen appears to instruct you how to put in the data. In Figure 3 the ♦ symbol stands for the cursor position and the description at the bottom of each screen is about the item the cursor is placed on. All the data will be saved when you reach the end of the form and press the <Enter> key. To edit client's data later, choose **Browse/Edit** submenu from the main menu and pick up the item of **Data Editing Form**. The same form will appear for you to edit.

The description of the basic cursor movement keys are provided on page 82.

Fig. 2 The Input Menu Screen Format

Input	Browse/Edit	Report	Exit
--------------	--------------------	---------------	-------------

<p style="text-align: center;">The Input Menu</p> <p>1) Data Entry Form</p> <p>Note: This is the only form needed to enter data for an individual client. For Editing or browse data, please choose Browse/Edit option.</p>
--

To Browse or Edit

To browse or edit individual client data, choose **Browse/Edit** submenu. The submenu has been provided in Fig. 4. The sample screen format is presented in Fig. 5. Check Entry Code Book on page 82 for number interpretation in each column. For the cursor movement in the browse format, refer to page 81.

Fig. 4 The Browse/Edit Menu Screen Format

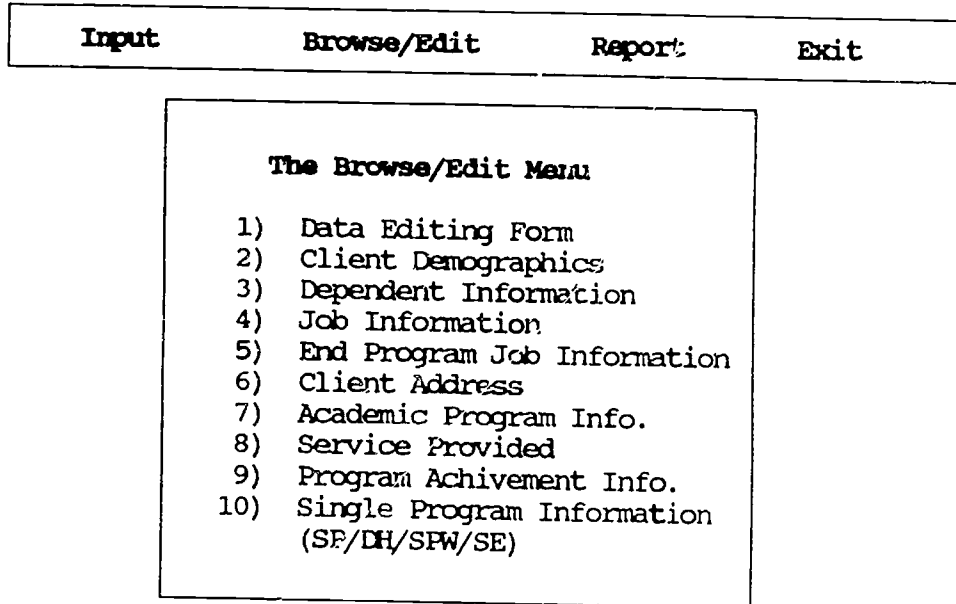


Fig. 5 The Sample Browse Screen Format

ID_NO	INAME	GENDER	AGE	BIRIHY	EDUCATN	MSTATUS	DISABLED
100001	Smith	2	6	53	2	4	2
100002	Hernandez	1	3	71	1	1	2
100003	Ramirez	2	4	67	2	1	2
100004	Perilla	1	4	68	2	1	2
100005	Orellana	2	3	73	3	2	2

To Generate Reports

To generate report, choose **Report** submenu. The submenu consists of 10 options. The screen format has been provided in Fig. 6 and sample summary reports have been provided at the end of this database manual.

Fig. 6 The Report Menu Screen Format

Input	Browse/Edit	Report	Exit
--------------	--------------------	---------------	-------------

The Report Menu

- 1) Program Summary Report
- 2) Client Demographics Report
- 3) Report on Dependent Info.
- 4) Report on Job Information
- 5) End Program Job Information
- 6) Mailing address
- 7) Academic Program Info.
- 8) Service Summary Report
- 9) Program Achievement Report
- 10) Single Program Summary Report (SP/DH/SPW/SE)

Leaving the Database

1. To quit

To leave the database after you have done, simply press the **Esc** key to go to the main menu. Choose the **Exit** submenu. There are two options in this menu, **Exit to dBASE IV** and **Exit to DOS**. Pick the one you prefer.

2. To backup

To backup your database, insert a formatted disk in drive **A**. At **DOS** prompt, type;

COPY C:\DBASE\CLIENT\CLIENT.* A:*.* and press **< Enter >**.

If drive **B** is used, replace **A:** with **B:**.

Label your disk, and send to appropriate office/agency if needed.

Notes on Using the Menu:

- 1) Always wait until the computer stops running.
- 2) In most cases, **Esc** key can be used to leave any operation.
- 3) The status line at the bottom of each screen provides important information about each item that the cursor is placed on in entry/editing format.

Basic Keys Used in the Database

- TAB** The **TAB** key moves the cursor from one field to the next.
- SHIFT TAB** **SHIFT TAB** moves the cursor in reverse, from one field to the previous field.
- ARROW KEYS** The **ARROW** keys move the cursor in different directions. The **horizontal** arrow keys move normally within any field, and may be used as the **TAB** or **SHIFT TAB** keys to cross over into the next or previous field.
The **vertical** arrow keys are handy for moving between fields as the **TAB** or **SHIFT TAB** keys.
- HOME** The **HOME** Key will move to the first field in **browse** format and to the first letter within each field in **data entry/editing form**.
- END** The **END** key moves the cursor to the last field in **browse** format and to the last letter within each field in **data entry/editing form**.
- PAGE UP** The **PAGE UP** Key moves one computer screen up.
- PAGE DOWN** The **PAGE DOWN** Key moves one computer screen down.
- F10** The **F10** key opens the **DATABASE** menu in both **data entry editing form and browse format**. The menu can be used to blank, delete records, organize records and go to the record you specify.

DATA ENTRY CODEBOOK

(Client Based)

I. GENERAL INFORMATION

Field Name	Space	Comments
SSN	9	Enter the client's social security number.
Lname	15	Enter the client's last name.
Fname	15	Enter the client's first name.
Mname	1	Enter the client's middle name initial.
Intake	8	Enter the date the intake form was completed (e.g 01/01/92).
Category	1	This is a choice field. Enter a number. 1-Single parents 2-Displaced homemaker 3-Single pregnant woman 4-Sex equity 5-Other
ID_NO	6	Enter a unique ID number for each client.

II. PARTICIPANT DEMOGRAPHICS

Field Name	Space	Comments
Address	35	Enter the address.
City	12	Enter the city name.
State	2	You may enter "NY" or simply press the Return key and the program will default to "NY".

Zip	6	Enter the 5-digit zip code.
Phone	10	Enter the phone number with area code. (e.g. 123-456-7890).
Gender	1	This is a choice field. 1=F and 2=M
Birthyr	2	Enter the last 2 digits of the year.
Age	1	This is a choice field. Enter a number. 1-13 and younger 2-14 to 17 3-18 to 21 4-22 to 25 5-26 to 29 6-30 to 54 7-55 to 59 8-60 to 64 9-65 and older
Ethnic	1	This is a choice field. Enter a number. 1-American Indian/Alaskan Native 2-Asian/Pacific 3-Black, Non-Hispanic 4-Hispanic 5-White, Non-Hispanic
Disabled	1	Enter a number: 1-Yes and 0-No This field defaults to No.
Offender	1	Enter a number for criminal offenders. 1-Yes and 0-No This field defaults to No.
Mstatus	1	This is a choice field for marital status. Enter a number. 1-Single 2-Married 3-Widowed 4-Divorced 5-Separated
Children	2	Total number of children at home.
Child1	2	Children under 5 year old.
Child2	2	Children b/w age 5 to 12.
Child3	2	Children b/w age 13 to 18.
Child4	2	Children above 18 years old

Dependrt	2	Total number of dependents at home.
Depend1	2	Dependents under 20 years old
Depend2	2	Dependent between age 21 to 55
Depend3	2	Dependent at age 56 or above
Support	1	Enter a number for the client whose primary income is from public assistance. 1-Yes and 0-No
Educatn	1	This is a choice field. Enter a number. 1-Some high school 2-High school graduate 3-Some college 4-College graduate
Employmt	1	This is a choice field. Enter a number. 1-Employed full-time 2-Employed part-time 3-Seeking employment 4-Unemployed 5-In training/Education 6-Unknown
Income	1	This is a choice field. Enter a number. 1-Less than \$4.25 per hour 2-\$4.25-\$6.00 per hour 3-\$6.01-\$7.00 per hour 4-\$7.01-\$8.00 per hour 5-\$8.01-\$10.00 per hour 6-\$10.01-\$12.00 per hour 7-\$12.01-\$15.00 per hour 8-More than \$15.00 per hour

III. PROGRAM SERVICES RECEIVED

Field Name	Space	Comment
Multi-contact Services:		Enter number of contacts in each of the field if any listed multi-contact services received.
Outreach	3	Outreach/Recruitment
Pers_cns	3	Personal counseling (includes medical, legal, nutrition)
Career_C	3	Career/Education counseling
Skill_tr	3	Vocational skills training
Acad_skl	3	Academic skills remediation
Prepare	3	Preparatory services
Job_devp	3	Job Development/Placement
Child_ca	3	Child care
Depnd_ca	3	Dependent care
Orientat	3	Intake/Orientation
Assesmnt	3	Assessment and testing
Life_skl	3	Life skills development
Premp_tr	3	Pre-employment preparation
Sup_Serv	3	Supportive Services
Transprt	3	Transportation
Inserv	3	Inservice/staff development
McOther	3	Other services
Mcmemo		This is a memo field. Comment on the services if needed. Press Ctrl/Home keys together. Specify other services.
Program Information:		
Sources	2	This is a choice field. Enter a number if the client learn the program from one of the following sources. 1-Brochure; 2-Newspaper 3-Supermarket/laundry; 4-Employers; 5-Institutional newspaper, catalog; 6-Radio; 7-Social services; 8-Church; 9-Previous participant; 10-Friend/relative; 11-Job service 12-Professionals; 13-Other services.
Smemo		This is a memo field. Press Ctrl/Home keys together. Specify other sources if number 13 is entered.

IV PROGRAM PARTICIPATION/OUTCOMES

Field Name	Space	Comment
Career Programs:		
Career	2	This is a choice field. Enter a number if the client was enrolled in programs and/or training by general area in the following categories. Program Code: 1-agriculture, 2-horticulture, 3-natural resources, 4-business, 5-marketing, 6-office technologies, 7-computer information services, 8-telecommunications, 9-nursing, 10-other allied health, 11-human services, 12-child care, 13-criminal justice/security, 14-technical education, 15-engineering technology, 16-trade/industrial, 17-construction technologies, 18-foods, 19-home economics, 20-culinary arts, 21-cosmetology, 22-auto mechanics, 23-drafting, 24-architectural drawing, 25-other
Cmemo		Memo field. Specify other areas if code Number 25 is entered.
Achievement:		
		Enter a number for the client who have achieved the following. 1=Yes, 0=No.
Achiv1	1	Capability to make career/life decisions appropriate to goals
Achiv2	1	Completion of individualized employment plan
Achiv3	1	Completion of preparatory/remedial needs allowing successful application in selected career program
Achiv4	1	Successful graduation or completion of selected course of study
Achive	1	Other achievements
Acmeno		Memo field. Specify other achievements if Number 6 is entered.

Complt 1 This is a choice field. Enter a number.
1-completed training/education 2-dropped
out

Pclient 1 Enter a number for the client who were
Enrolled in your program prior to this
program year. 1-Yes 2-No

Employment at the End of Program:

Endc 1 This is a choice field. Enter a number
indicating the client status at the
close of current program year.

Endp 1 This is a choice field. Enter a number
indicating the client status at the
close of previous program year.

- 1-Employed full-time (35+ hours)
- 2-Employed part-time (<35 hours)
- 3-Seeking employment
- 4-In training/Education
- 5-Unemployed
- 6-Drop-out
- 7-Unknown

Related Field Employment:

Related 1 Enter a number for the client who was
employed in a field related to his/her
area of study. 1-Yes; 0-No

Promotion:

Promoted 1 Enter a number for the client who was
employed in position with promotion/
high wage potential. 1-Yes 0-No

Job Categories:

Jobc 2 This is a choice field. Enter a code
number of the following job categories at
the close of current program year.

Jobp 2 This is a choice field. Enter a code
number of the following job categories at
the close of previous program year.

Job Categories:

1-agriculture, 2-horticulture, 3-natural resources, 4-business, 5-marketing, 6-office technologies, 7-computer information services, 8-telecommunications 9-nursing, 10-other allied health, 11-human services, 12-child care, 13-criminal justice/security, 14-technical education, 15 engineering technology, 16-trade/industrial, 17-construction technologies, 18-foods, 19-home economics, 20-culinary arts, 21-cosmetology, 22-auto mechanics, 23-drafting, 24-architectural drawing, 25-other

Memo field. Specify other category.

Jmemo

Wage Level:

Wagec 1

This is a choice field. Enter a code number of the following categories for the client whose wage level or its equivalent benefits received at the close of current program year.

Wagep 1

This is a choice field. Enter the code number of the following categories for the client whose wage level or its equivalent benefits received at the close of previous program year.

- 1-Less than \$4.25 per hour
- 2-\$4.25-\$6.00 per hour
- 3-\$6.01-\$7.00 per hour
- 4-\$7.01-\$8.00 per hour
- 5-\$8.01-\$10.00 per hour
- 6-\$10.01-\$12.00 per hour
- 7-\$12.01-\$15.00 per hour
- 8-More than \$15.00 per hour

Benefitc 1

1=With the benefit and 0=Without benefit For the current program year.

Benefitp 1

1=With the benefit and 0=Without benefit for the previous program year.

SAMPLE REPORTS

Sample Report 1.

PROGRAM SUMMARY REPORT

New York State Programs for Single Parent, Displaced Homemaker, Single Pregnant Woman and Sex Equity

Page No. 1
Report Date: 03/06/87

ID Number Last Name First Name Entry Date Gender Birth Year

Program Type: Single Parents

Table with 6 columns: ID Number, Last Name, First Name, Entry Date, Gender, Birth Year. Rows include Hernandez, Perilla, and Orellana.

Total clients in this program: 3

ID Number Last Name First Name Entry Date Gender Birth Year

Program Type: Sex Equity

Table with 6 columns: ID Number, Last Name, First Name, Entry Date, Gender, Birth Year. Rows include Smith, Ramirez, and Impert.

Total clients in this program: 3

SUMMARY:

Total Participants in this Agency: 6

Code:

Gender 1 = Female 2 = Male



CLIENT DEMOGRAPHICS REPORT

New York State Programs for Single parent, Displaced
Homemaker, Single Pregnant Woman and Sex Equity

Page No. 1
Report Date: 09/25/92

ID_NO	LAST NAME	PROGRAM	GEN- DER	BIRTH AGE	ETHNI- CITY	EDUCA- TION	MARITAL STATUS	DIS- ABLED	OFFEN- DERS	
100002	Hernandez	1	1	6	57	3	2	1	0	0
100006	Impert	4	1	3	69	3	1	5	1	0
100005	Orellana	1	2	6	53	2	4	4	0	0
100004	Perilla	1	2	4	79	5	2	4	0	0
100003	Ramirez	4	1	6	59	3	1	1	0	0
100001	Smith	4	1	6	53	2	4	1	0	0

Codes and Frequency:

Code	Frequency	Code	Frequency
Program			
1 = Single Parents		2 = Displaced Homemaker	
3 = Single pregnant Woman		4 = Sex Equity	
5 = Other			
Gender			
1 = Female.....	4	2 = Male.....	2
Age			
1 = <14.....	0	2 = 14 - 17.....	0
3 = 18 - 21.....	1	4 = 22 - 25.....	1
5 = 26 - 29.....	0	6 = 30 - 54.....	4
7 = 55 - 59.....	0	8 = 60 - 64.....	0
9 = >64.....	0		
Ethnicity			
1 = Indian/Alaskan.....	0	2 = Asian/Pacific.....	2
3 = Black.....	3	4 = Hispanic.....	0
5 = White.....	1		
Education			
1 = Some High School...	2	2 = High Sch. Graduate..	2
3 = Some College.....	0	4 = College Graduate....	2
Marital Status			
1 = Single.....	3	2 = Married.....	0
3 = Widowed.....	0	4 = Divorced.....	2
5 = Seperated.....	1		
Disabled			
1 = Yes.....	1	0 = No	
Offender			
1 = Yes.....	0	0 = No	

Client Dependent Information

New York State Programs for Single Parent, Displaced
Homemaker, Single Pregnant Woman and Sex Equity

Page No. 1
Report Date: 03/06/87

ID_NO	Last Nname	First Name	Program	Children	Dependent	Support
100002	Hernandez	Roberto	1	3	0	1
100006	Impert	Jean Wilner	4	1	0	1
100005	Orellana	Ramon	1	2	1	0
100004	Perilla	Maria	1	2	0	0
100003	Ramirez	Esthela	4	0	0	0
100001	Smith	John	4	1	0	0
Total:				9	1	2

Codes:

- Program
1 = Single Parent 2 = Displaced Homemaker
3 = Single Pregnant Woman 4 = Sex Equity 5 = Other
- Public Support
1 = Yes 0 = No

Sample Report 4.

Client Employment and Income Status
At the Beginning of the Program

New York State Programs for Single Parent, Displaced Homemaker
Single Pregnant Woman and Sex Equity

Page No. 1
Report Date: 09/25/92

ID_NO	Last Name	Middle Initial	First Name	Program	Employment	Income
Client Seeking Employment:						
100002	Hernandez	T	Roberto	1	3	2
100006	Impert	U	Jean Wilner	4	3	0
Total Clients in this Group:						2
Client Seeking Employment:						
100005	Orellana	J	Ramon	1	1	8
Total Clients in this Group:						1
Client Employed Full-time:						
100004	Perilla		Maria	1	2	2
Total Clients in this Group:						1
Client Employed Part-time:						
100003	Ramirez		Esthela	4	3	0
100001	Smith	J	John	4	3	8
Total Clients in this Group:						2
Program Total:			6			

ID_NO	Last Name	Middle Initial	First Name	Program	Employment	Income
-------	-----------	----------------	------------	---------	------------	--------

Codes and Frequency:

Code	Frequency	Code	Frequency
Program:			
1 = Single Parent		2 = Displaced Homemaker	
3 = Single Pregnant Woman		4 Sex Equity	
5 = Other			
Employment:			
1 = Employed Full-time		2 = Employed Part-time	
3 = Seeking Employment		4 = Unemployed	
5 = In Training/Education		6 = Unknown	
Income:			
1 = <\$4.25.....	0	2 = \$4.25 - \$6.00.....	2
3 = \$6.01 - \$7.00.....	0	4 = \$7.01 - \$8.00.....	0
5 = \$8.01 - \$10.00.....	0	6 = \$10.01 - \$12.00.....	0
7 = \$12.01 - \$15.00.....	0	8 = >\$15.00.....	2

Sample Report 5.

Client Employment and Income Status
At the End of the Program

New York State Programs for Single Parent, Displaced Homemaker
Single Pregnant Woman and Sex Equity

Page No. 1
Report Date: 09/25/92

ID_NO	Last Name	Program	Employed		Promoted		Wages		Benefit		Job Category		
			C	P	Related	C	P	C	P	C	P		
100002	Hernandez		1	1	2	1	0	2	3	1	1	18	18
100006	Impert		4	1	0	1	0	4	0	1	0	4	0
100005	Orellana		1	1	1	1	1	8	8	1	1	14	14
100004	Perilla		1	1	2	1	0	2	4	1	0	21	18
100003	Ramirez		4	1	3	1	0	6	0	1	0	6	0
100001	Smith		4	1	0	1	1	8	0	0	0	2	2

Client Employed Full-time:

Total Clients in the group: 6

Grand Total (Client): 6

Total clients who were employed in field related to the study: 6
Total clients who were promoted: 2

ID_NO	Last Name	Program	Employed		Promoted Related	Wages		Benefit		Job Category	
			C	P		C	P	C	P	C	P

Codes and Frequency: (C = Current Year, P = Previous Year)

Program:

- 1 = Single Parent
- 2 = Displaced Homemaker
- 3 = Single Pregnant Woman
- 4 = Sex Equity
- 5 = Other

Employment:

- 1 = Employed Full-time
- 2 = Employed Part-time
- 3 = Seeking Employment
- 4 = Unemployed
- 5 = In Training/Education
- 6 = Unknown

Job Category:

- 1 = Agriculture
- 2 = Horticulture
- 3 = Natural Resources
- 4 = Business
- 5 = Marketing
- 6 = Office Tech.
- 7 = Computer Information
- 8 = Telecommunication
- 9 = Nursing
- 10 = Other Allied Health
- 11 = Human Services
- 12 = Child Care
- 13 = Criminal Justice
- 14 = Tech. Education
- 15 = Engineering Tech.
- 16 = Trade/Industrial
- 17 = Construction Tech.
- 18 = Foods
- 19 = Home Economics
- 20 = Culinary Arts
- 21 = Cosmetology
- 22 = Auto Mechanics
- 23 = Drafting
- 24 = Architec. Drawing
- 25 = Other

Code:	Frequency	Code	Frequency
Wages (Current Year)			
1 = <\$4.25.....	0	2 = \$4.25 - \$6.00.....	2
3 = \$6.01 - \$7.00.....	0	4 = \$7.01 - \$8.00.....	1
5 = \$8.01 - \$10.00.....	0	6 = \$10.01 - \$12.00.....	1
7 = \$12.01 - \$15.00.....	0	8 = >\$15.00.....	2

Wages (Previous Year)			
1 = <\$4.25.....	0	2 = \$4.25 - \$6.00.....	0
3 = \$6.01 - \$7.00.....	1	4 = \$7.01 - \$8.00.....	1
5 = \$8.01 - \$10.00.....	0	6 = \$10.01 - \$12.00.....	0
7 = \$12.01 - \$15.00.....	0	8 = >\$15.00.....	1

Promotion:

- 1 = Yes
- 2 = No

Job Related:

- 1 = Yes
- 6 = No

Benefits:

- 1 = Yes (current)
- 5 = No (Previous)
- 2 = No (Previous)

CLIENT MAILING LIST

Programs for Single Parent, Displaced Homemaker
Single Pregnant Woman and Sex Equity

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03/06/87

Ms. Hernandez, Roberto
135 Western Ave.
Albany, NY 12203

Ms. Impert, Jean Wilner
255 Urban Ave.
Westbury, NY 115

Mr. Orellana, Ramon
59 North Allen St.
Albany, NY 12203

Mr. Perilla, Maria
508 Hudson Ave.
Albany, NY 12222

Ms. Ramirez, Esthela
333 Washington Ave.
Troy, NY 12222

Ms. Smith, John
328 Winne Place #3
Glenmont, NY 120

Academic Program Information

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Date: 03/06/87

ID_NO	Last Name	First Name	Program Type	Outreach Services Used
<u>Career Program Type: 4</u>				
100002	Hernandez	Roberto	4	3
Additional Information (From the Memo Fields):				
100005	Orellana	Ramon	4	8
Additional Information (From the Memo Fields):				
100006	Impert	Jean Wilner	4	10
Additional Information (From the Memo Fields):				
Total Client in the Program:				3
<u>Career Program Type: 6</u>				
100003	Ramirez	Esthela	6	1
Additional Information (From the Memo Fields):				
100004	Perilla	Maria	6	11
Additional Information (From the Memo Fields):				
Total Client in the Program:				2
<u>Career Program Type: 12</u>				
100001	Smith	John	12	12
Additional Information (From the Memo Fields):				
Total Client in the Program:				1
Total Client in all the career Programs:				6

ID_NO	Last Name	First Name	Program Type	Outreach Services Used
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=====

Codes:

Career Program Type:

1 = Agriculture	2 = Horticulture	3 = Natural Resources
4 = Business	5 = Marketing	6 = Office Tech.
7 = Computer Info.	8 = Telecommunication	9 = Nursing
10 = Allied Health	11 = Human Services	12 = Child Care
13 = Criminal Justice	14 = Technical Ed.	15 = Engineering Tech.
16 = Trade/Industrial	17 = Construction Tech.	18 = Foods
19 = Home Economics	20 = Culinary Arts	21 = Cosmetology
22 = Auto Mechanics	23 = Drafting	24 = Architec. Drawing
25 = Other		

Outreach Services:

1 = Brochure	2 = Newspaper	3 = Supermarket
4 = Employers	5 = Inst. Newspaper	6 = Radio
7 = Social Services	8 = Church	9 = Previous Client
10 = Friend/Relative	11 = Job Service	12 = Professionals
13 = Other Services		

SUMMARY REPORT ON SERVICES PROVIDED

New York State Programs for Single Parent, Displaced Homemaker, Single Pregnant Woman and Sex Equity

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 Report Date: 03/06/87

Services: (See the code explanation at the bottom)
 ID_No Last Name 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 Total

Program for Single Parent

(Frequency Data)

100002 Hernandez	4	0	0	0	0	0	0	0	0	0	0	4	0	0	5	0	30	43
100005 Orellana	0	0	0	0	0	0	0	5	0	0	4	0	0	3	0	0	1	13
100004 Perilla	0	0	0	0	2	1	0	0	0	4	0	5	0	0	0	0	0	12
Subtotal:	4	0	0	2	0	1	0	5	4	4	9	1	3	5	0	31	68	

Program for Sex Equity

(Frequency Data)

100006 Impert	2	0	0	0	0	0	0	1	0	0	0	5	0	0	0	0	0	8
100003 Ramirez	3	0	0	0	5	7	0	6	0	0	4	0	0	0	0	0	0	25
100001 Smith	3	3	0	3	3	3	3	0	3	3	3	3	3	0	3	0	3	39
Subtotal:	8	3	0	3	8	10	3	7	3	3	7	10	0	3	0	3	72	

- Codes: 1 = Outreach/Recruitment 2 = Personal Counseling
 3 = Career/Education Counseling 4 = Vocational Skill Training
 5 = Academic Skills Remediation 6 = Preparatory Services
 7 = Job Development/Placement 8 = Child Care
 9 = Dependent Care 10 = Intake/Orientation
 11 = Assessment and Testing 12 = Life Skills Development
 13 = Pre-employment Preparation 14 = Supportive Services
 15 = Transportation 16 = Inservice/Staff Development
 17 = Other

Total: (Check the codes provided above)

Codes:	Frequency	Codes	Frequency
1.....	12	2.....	3
3.....	0	4.....	3
5.....	10	6.....	11
7.....	3	8.....	12
9.....	3	10.....	7
11.....	11	12.....	17
13.....	3	14.....	3
15.....	8	16.....	0
17.....	34		
Total Services Provided:			140

COMPUTER BASED PROGRAM FOR EQUITY ACCOUNTABILITY

NEW YORK STATE PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN AND SEX EQUITY

DATABASE USER MANUAL B (PROGRAM BASED)

Purpose

This database management system was designed for the State Education Department to collect data statewide for single parent, displaced homemaker, single pregnant woman and sex equity programs. The data entered can be retrieved and used to generate annual summary report as needed by the State Education Department.

It was also designed for reporting program data by the local agencies on a disk rather than filling in the Equity Accountability Final Report Form by hand.

Requirements

The database requires that users have a copy of dBASE IV version 1.1 or higher installed on the hard disk of an IBM or IBM-compatible microcomputer (the use of MS-DOS is assumed). The dBASE IV program files should be in a directory called \DBASE.

As the database is a relational database, each agency must have an unique identification number for each program. The identification number is the last six digits of your VATEA grant number plus the program type number specified in the data entry codebook.

The database system without dBASE software is being developed. They will be ready for use at the regional workshops and available upon request thereafter.

Description of the Manual

The database manual consists of two parts, Using the Database, and the Data Entry Codebook. The first part, Using the Database, describes how to install, use and leave the database. It also gives the description of the basic keys used in the database. The second part, Data Entry Codebook, lists all the fields and codes used in the database system and serves as a code reference book for accurate data entry.

This database system is a relational database which consists of three separate databases. The design was based on the Equity Accountability Final Report Form. The first database covers the first and second section of the Final Report Form. The second database covers the participant profile part of the third section of the Form and the third database covers the rest of the Final Report Form. The Data Entry Codebook gives a total picture of what has been covered and how each entry should be coded for future data management.

USING THE DATABASE

Installation

The installation of the database is quite easy. You simply type **INSTALL** from the **A:** drive after insert the disk into drive **A:** and follow the instruction. (If you use **B:** drive, type **INSTALL** from the **B:** drive and follow the instruction.)

The installation will automatically creates a subdirectory called **C:\DBASE\EQUITY** on your **C:** drive and copies all the appropriate files into this subdirectory. At the same time, a batch file called **EQ.BAT** has been created.

There is an alternative in the installation of the database. Instead of typing **INSTALL**, you may follow the following steps to install the database system.

- a) At DOS prompt (It usually looks like this: **C:**), type; **MD\EQUITY** and press **<Enter>**
- b) Insert database disk into drive A.
- c) At DOS prompt, type;
COPY A:\EQUITY*.* C:\EQUITY*.* and press **<Enter>**
There should be a space before **A:** and **C:**.
For 5.25 floppy disk user, use the same command twice because the program files are in two disks.
(If you have inserted disk into drive B, you need to type; **COPY B:\EQUITY*.* C:\EQUITY*.*** instead.)
- d) At DOS prompt, please also type;
COPY A:EQ.BAT C:\DBASE*.*

Using the Database

The database for the programs of single parent/ displaced homemaker/single pregnant women/sex equity has been given the name **EQUITY** and it is designed using the dBASE IV application software.

For the dBASE IV user, instead of what you normally do to start the dBASE program, you need to type the code **EQ** from your **C:** drive and press **<Enter>** to start the dBASE program. Your existing dBASE program may be set to bring you either to the dBASE dot prompt screen or dBASE system menu screen.

If your existing dBASE program brings you to the dBASE dot prompt, simply type; **do equity** and press **<Enter>**. The welcome screen of the database program will appear and you are in the program now. Follow the instructions to bring up the main menu. Enter, edit, browse your data or generate necessary reports.

If your existing dBASE program brings you to the dBASE system menu screen which is also called dBASE IV Control Center, you may press the **Esc** key to exit to the dBASE dot prompt. Do the same as above; 1. Type **do equity**. and press **<Enter>**. 2. Follow the instructions. The main menu will come up.

The program is basically menu driven and self explanatory. The main menu is a bar menu which consists of four submenus; **Input, Browse/Edit, Report and Exit**. You can tell which submenu you are in by using the left or right arrow key to move the cursor on the four items in the bar menu. Each submenu pops up on whichever item the cursor is placed. To input data, choose **Input** submenu and complete three input entry forms for generating a complete Equity Accountability Final Report Form. Each input entry form mirrors certain sections in the Equity Accountability Final Report Form. To browse or edit your data, choose **Browse/Edit** submenu. The same three forms can be used for editing and there are three other choices for data browsing. To input, browse or edit, the bottom status line provides more instruction for each entry wherever the cursor moves to. The basic keys used in this database system are described at the end of this section. To generate reports, use **Report** submenu which consists of three reports in correspondence to the three databases. The total output makes a complete Equity Accountability Final Report requested by the Sex Equity Coordinator's Office, State Education Department.

Leaving the Database

1. To quit

To leave the database after you have finished, simply press the **Esc** key to go to the main menu. Choose **Exit** submenu. There are two options in this menu, **Exit to dBASE IV** and **Quit to DOS**. Pick the one you prefer.

2. To backup

To backup your database, insert a formatted disk in drive **A**. At **DOS** prompt, type;

```
COPY C:\DBASE\EQUITY\*.* A:*.* and press < Enter >.
```

If drive **B** is used, type;

```
COPY C:\DBASE\EQUITY\*.* B:*.* and press < Enter >.
```

Label your disk, and send to appropriate office/agency if needed.

Notes on Using the Menu:

- 1) Always wait until the computer stops running.
- 2) In most cases, **Esc** key can be used to leave any operation.
- 3) The status line at the bottom of each screen provides important information about each item that the cursor is placed on in entry/editing format.

Basic Keys Used in the Database

- TAB** The **TAB** key moves the cursor from one field to the next.
- SHIFT TAB** **SHIFT TAB** moves the cursor in reverse, from one field to the previous field.
- ARROW KEYS** The **ARROW** keys move the cursor in different directions. The **horizontal** arrow keys move normally within any field, and may be used as the **TAB** or **SHIFT TAB** keys to cross over into the next or previous field. The **vertical** arrow keys are handy for moving between fields as the **TAB** or **SHIFT TAB** keys.
- HOME** The **HOME** Key will move to the first field in **browse** format and to the first letter within each field in **data entry/editing form**.
- END** The **END** key moves the cursor to the last field in **browse** format and to the last letter within each field in **data entry/editing form**.
- PAGE UP** The **PAGE UP** Key moves one computer screen up.
- PAGE DOWN** The **PAGE DOWN** Key moves one computer screen down.
- F10** The **F10** key opens the **dBASE** menu in both **data entry editing form and browse format**. The menu can be used to blank, delete records, organize records and go to the record you specify.

DATA ENTRY CODEBOOK

DATABASE ONE: PROJECT INFORMATION AND AGENCY DEMOGRAPHICS

I. General Project Information

Field Name	Space	Comments
1. Management Information		
Name	35	Enter the name of the institution/agency.
VATEA	12	Enter VATEA grant number.
Type	1	This is a choice field. Enter a number. 1-BOCES/VoTec center 2-Two-Year college 3-Public school 4-Educational Opportunity Center 5-Other
Program	1	This is a choice field. Enter a number. 1-Single Parents/Displaced Homemaker/ Single Pregnant Woman 2-Sex Equity
		Single Parent Program
CsinF	5	Female participants.
CsinM	5	Male participants.
		Displaced Homemaker Program
OdisF	5	Female participants.
OdisM	5	Male participants.
		Single Pregnant Women Program
CpreF	5	Female participants.
CpreM	5	Male participants.
		Nontraditional/Sex Equity Program
CsexF	5	Female participants.
CsexM	5	Male participants
Client	5	Enter the total number of clients served.
ClientF	5	Total Females
ClientM	5	Total Males
Fund	6	Enter the total fund received for the program.

ContactL	35	Enter last name of the contact person.
ContactF	20	Enter first name of the contact person.
ID_NO	13	Enter the VATEA number plus the program number.

2. General Program Profile

Field Name	Space	Comments
Profile1		This is a memo field. Press Ctrl/HOME keys together. Briefly summarize what your project intended to accomplish this program year.
Profile2		Memo field. Of the activities planned for the current program year, describe any that were not achieved and reasons why not.
Profile3		Memo field. Describe any unintended outcomes that occurred during the current program year.
Profile4		Memo field. Attach anecdotal information that helps describe program outcomes and successes. Please include two individual success stories.

Note: For all the memo field, press **Ctrl** and **Home** keys together to open a window for entering data. When done, press **Ctrl** and **End** keys together to close the window. Any typed will be saved.

II. AGENCY DEMOGRAPHICS

Field Name	Space	Comments
Career Programs:		Enter the number of male and female participants enrolled in each career program nontraditional to their gender.
		Program Code: 1-agriculture, 2-horticulture, 3-natural resources, 4-business, 5-marketing, 6-office technologies, 7-computer information services, 8-telecommunications, 9-nursing, 10-other allied health, 11-human services, 12-child care, 13-criminal justice/security, 14-technical education, 15 engineering technology, 16-trade/industrial, 17-construction technologies, 18-foods, 19-home economics, 20-culinary arts, 21-cosmetology, 22-auto mechanics, 23-drafting, 24-architectural drawing, 25-other
Prgm1	2	Code the first program by the number specified in the category above. Enter total participants in the fields below.
Prgm1pf	5	Number of female in the previous year.
Prgm1pm	5	Number of male in the previous year.
Prgm1cf	5	Number of female in the current year.
Prgm1cm	5	Number of male in the current year.
Prgm2	2	Code the second program by the number specified in the category above.
Prgm2pf	5	Number of female in the previous year.
Prgm2pm	5	Number of male in the previous year.
Prgm2cf	5	Number of female in the current year.
Prgm2cm	5	Number of male in the current year.

Prgrm3	2	Code the third program by the number specified in the category above.
Prgrm3pf	5	Number of female in the previous year.
Prgrm3pm	5	Number of male in the previous year.
Prgrm3cf	5	Number of female in the current year.
Prgrm3cm	5	Number of male in the current year.
Prgrmo	2	Code other programs not listed in the category above.
Prgrmopf	5	Number of female in the previous year.
Prgrmopm	5	Number of male in the previous year.
Prgrmocf	5	Number of female in the current year.
Prgrmocm	5	Number of male in the current year.
Prgrmemo		Memo field. Specify other programs if there is any. Comment on your non-traditional program.

High Enrollment Programs: Indicate career programs currently having the greatest numbers of nontraditional (in terms of gender) students enrolled.

Enrolmnt	1	This is a choice field. Enter 1-Yes, 2-No
Enrolla1	35	Enter the first program area.
Enroll1F	5	Female in the first program.
Enroll1M	5	Male in the first program.
Enrolt1	5	Total enrollment.
Enrolla2	35	Enter the second program area.
Enroll2F	5	Female in the second program.
Enroll2M	5	Male in the second program.
Enrolt2	5	Total enrollment.
Enrolla3	35	Enter the third program area.
Enroll3F	5	Female in the third program.
Enroll3M	5	Male in the third program.
Enrolt3	5	Total enrollment.

Enrolla4	35	Enter other program area.
Enroll4F	5	Female in other program.
Enroll4M	5	Male in other program
Enrollt4	5	Total enrollment.

Year Increase: As a direct result of your program, has the number of students enrolled in nontraditional programs at your institution increased?

Increase	1	This is a choice field. Enter 1-Yes, 2-No and 3-Don't know. If yes, identify the program area(s) showing the increase and indicate the growth in numbers (example: +3).
----------	---	---

Area1_in	35	Name the first program area.
In_area1	5	Enter the No. of male students in area 1.
A1f	5	Enter the No. of female students.
Area2_in	35	Name the second program area.
In_area2	5	No. of male students in area 2.
A2f	5	No. of female students in area 2.
Area3_in	35	Name the third program area.
In_area3	5	No. of male students in area 3.
A3f	5	No. of female students in area 3
Areao_in	35	Name other program area(s).
In_other	5	No. of male students in other area(s).
A4f	5	No. of female students in other area(s).
In_memoa		Memo field. Comment if needed.

Awareness: Based on professional judgment/ observations and anecdotal information, indicate the extent to which the students, staff and faculty demonstrate awareness and positive/negative attitudes toward men/women in nontraditional career programs. Use the following code to enter in each field.

Codes:

0-Do not know
1-Greatly aware and positive
2-Somewhat aware and positive
3-Neutral
4-Somewhat aware and negative
5-Greatly aware and negative

Student	1	Enter the code.
Staff	1	Enter the code.
Faculty	1	Enter the code.

Availability: Based on institutional records, your professional judgment/observation, informal feedback and anecdotal information, indicate the extent to which the following are available at your institutions. Use the following codes to enter in each field.

Codes:

- 0-Do not know
- 1-Not available
- 2-Somewhat available
- 3-Widely available

Field Name	Space	Comment
Avail1	1	Policy statements assuring accessibility to all students.
Avail2	1	Institutional documents include goals to serve individuals with special needs.
Avail3	1	Reasonable and flexible class/lab schedules exist to promote access.
Avail4	1	Gender balanced membership of program development and advisory committees.
Avail5	1	Linkages with institutions/agencies having potential pool of nontraditional students.
Avail6	1	Positive climate exists for achieving nontraditional career goals.
Avail7	1	Coordination of services and support throughout institution to facilitate pursuit of individual goals.

Meetings:

Enter the number of times equity issues were addressed during a program year at your institution in the following.

Advisory	3	Advisory/craft committee meetings
Col_meet	3	Meeting/collaborative activities with community-based organizations and agencies
Inserve	3	Inservice sessions addressing equity issues, including disproportionate enrollment.
Mtother	3	Other meetings and activities.
Mtmemo		Memo field. Specify other activities.

DATABASE TWO: PARTICIPANT PROFILE

III: PROJECT DEMOGRAPHICS

Field Name Space Comments

1. Project Related Items (Participant Profile)

Gender:

Female	5	Enter the number of female participants.
Male	5	Enter the number of male participants.

Age: Enter the number of males and females in the following fields.

Female:

A13F	5	13 and younger
A14-17F	5	14 to 17
A18_21F	5	18 to 21
A22_25F	5	22 to 25
A26_29F	5	26 to 29
A30_54F	5	30 to 54
A55_59F	5	55 to 59
A60_64F	5	60 to 64
A65F	5	65 and older

Male:

A13M	5	13 and younger
A14-17M	5	14 to 17
A18_21M	5	18 to 21
A22_25M	5	22 to 25
A26_29M	5	26 to 29
A30_54M	5	30 to 54
A55_59M	5	55 to 59
A60_64M	5	60 to 64
A65M	5	65 and older

Ethnicity: Enter the number of males and females in the following fields.

Female:

IndianF	5	American Indian/Alaskan Native
AsianF	5	Asian/Pacific
BlackF	5	Black, Non-Hispanic

HispanF	5	Hispanic
WhiteF	5	White, Non-Hispanic

IndianM	5	Male: American Indian/Alaskan Native
AsianM	5	Asian/Pacific
BlackM	5	Black, Non-Hispanic
HispanM	5	Hispanic
WhiteM	5	White, Non-Hispanic

Marital Status:

Single	5	Enter the number of participants in the following fields. Single
Married	5	Married
Widowed	5	Widowed
Divorced	5	Divorced
Separate	5	Separated

The Age of Children:

Ch5	4	Enter the number of children in the following fields. Under 5
Ch5_12	4	5 to 12
Ch13_18	4	13 to 18
Ch18	4	Above 18
Children	5	Enter total number of children at home.

The Age of Dependent:

Dep20	4	Enter the number of dependents in the following fields. Under 20
Dep21_55	4	21 to 55
Dep56	4	56 and above
Depndnt	4	Enter total number of dependents at home.

Support	5	Enter the number of participant whose primary income is from public assistance.
---------	---	---

Disabled	5	Enter the number of disabled participants
----------	---	---

Offender	5	Enter the number of criminal offenders
----------	---	--

Education:

Ed_High	5	Enter the number of participants in the following fields. Some high school
Ed_Hsgr	5	High school graduate
Ed_Coll	5	Some college
Ed_Cogr	5	College graduate

Employment:

Enter the number of participants in the following fields.

Em_Full	5	Employed full-time
Em_Part	5	Employed part-time
Em_Seek	5	Seeking employment
Em_Unemp	5	Unemployed
Em_Train	5	In training/Education
Em_Unkwn	5	Unknown

Income:

Enter the number of participants in the following fields.

Income1	5	Under \$4.25
In1part	5	Part-time
In1full	5	Full-time
Income2	5	\$4.25-\$6.00
In2part	5	Part-time
In2full	5	Full-time
Income3	5	\$6.01-\$7.00
In3part	5	Part-time
In3full	5	Full-time
Income4	5	\$7.01-\$8.00
In4part	5	Part-time
In4full	5	Full-time
Income5	5	\$8.01-\$10.00
In5part	5	Part-time
In5full	5	Full-time
Income6	5	\$10.01-\$12.00
In6part	5	Part-time
In6full	5	Full-time
Income7	5	\$12.01-\$14.99
In7part	5	Part-time
In7full	5	Full-time
Income8	5	Above \$14.99
In8part	5	Part-time
In8full	5	Full-time

Achievement:

Enter the number of male and female participants in your program who have achieved the following.

Achive1F	5	Female: (Current Year) Capability to make career/life decisions appropriate to goals
Achive2F	5	Completion of individualized employment plan
Achive3F	5	Completion of preparatory/remedial needs allowing successful application in selected career program

Achive4F	5	Successful graduation or completion of selected course of study
		Male: (Current Year)
Achive1M	5	Capability to make career/life decisions appropriate to goals
Achive2M	5	Completion of individualized employment plan
Achive3M	5	Completion of preparatory/remedial needs allowing successful application in selected career program
Achive4M	5	Successful graduation or completion of selected course of study
		Female: (Previous Year)
Pachiv1F	5	Capability to make career/life decisions appropriate to goals
Pachiv2F	5	Completion of individualized employment plan
Pachiv3F	5	Completion of preparatory/remedial needs allowing successful application in selected career program
Pachiv4F	5	Successful graduation or completion of selected course of study
		Male: (Previous Year)
Pachiv1M	5	Capability to make career/life decisions appropriate to goals
Pachiv2M	5	Completion of individualized employment plan
Pachiv3M	5	Completion of preparatory/remedial needs allowing successful application in selected career program
Pachiv4M	5	Successful graduation or completion of selected course of study
Acmemoa		Memo field. Specify other achievements. Enter the total for females and males in current and previous year in the following fields.
AchivoF	5	Female in the current year.
AchivoM	5	Male in the current year.
AchivoF	5	Female in the previous year.
AchivoM	5	Male in the previous year.

DATABASE THREE: PROGRAM OUTCOME

III: PROJECT DEMOGRAPHICS (Continued....)

Field Name Space Comments

2. Project Related Items (Program Outcomes)

Multi-contact Services: Indicate the number of activities per each service offered and the total numbers served for each.

Activities		
Serve1	2	Outreach/Recruitment
serve2	2	Personal counseling (includes medical, , legal, nutrition)
Serve3	2	Career/Education counseling
Serve4	2	Vocational skills training
Serve5	2	Academic skills remediation
Serve6	2	Preparatory services
Serve7	2	Job Development/Placement
Serve8	2	Child care
Serve9	2	Dependent care
Serve10	2	Intake/Orientation
Serve11	2	Assessment and testing
Serve12	2	Life skills development
Serve13	2	Pre-employment preparation
Serve14	2	Supportive services
Serve15	2	Transportation
Serve16	2	Inservice/staff development
Serveo	2	Other services
Servmemo		Memo field. Specify other services.
Participants Served		
Outreach	5	Outreach/Recruitment
Pers_cns	5	Personal counseling (includes medical, legal, nutrition)
Career_c	5	Career/Education counseling
Voc_skil	5	Vocational skills training
Acad_skil	5	Academic skills remediation
Prepare	5	Preparatory services
Job_devp	5	Job Development/Placement
Child_ca	5	Child care
Depnd_ca	5	Dependent care
Orientat	5	Intake/Orientation
Assesmnt	5	Assessment and testing
Lif_skil	5	Life skills development

Pretrain	5	Pre-employment preparation
Sup_serv	5	Supportive services
Transprt	5	Transportation
Inserve	5	Inservice/staff development
McOther	5	Other services
Mcmemo		This is a memo field. Specify other services.

End Employment:

Enter the number of participants for the following status indicators at the close of both current and previous program years in the following fields.

End Full	5	Current Program Year:
Re_F	5	Employed full-time (35+ hours)
Re_notF	5	Full-time, field related
End Part	5	Full-time, field not related
Re_P	5	Employed part-time (<35 hours)
P_notP	5	Part-time, field related
E_Seek	5	Part-time, field not related
E_Train	5	Seeking employment
E_Cmpl	5	In training/Education
E_Unemp	5	Completed training/education
E_Drop	5	Unemployed
E_Unkwn	5	Dropped out
		Other or unknown

Endp_Ful	5	Previous Program Year:
Re_pf	5	Employed full-time (35+ hours)
Re_notpf	5	Full-time field related
Endp_Prt	5	Full-time field not related
Re_pp	5	Employed part-time (<35 hours)
Re_notpp	5	Part-time field related
Ep_Seek	5	Part-time field not related
E_Train	5	Seeking employment
E_Cmpl	5	In training/Education
E_Unemp	5	Completed training/education
E_Drop	5	Unemployed
E_Unkwn	5	Dropped out
		Other or unknown

**Wage Level:
(With benefits)**

Enter the number of participants whose wage level and its equivalent benefits received are at the following categories.

W_425F	5
W_600F	5

Female in the Current Program Year:

Less than \$4.25 per hour
\$4.25 to \$6.00 per hour

W_700F	5	\$6.01 to \$7.00 per hour
W_800F	5	\$7.01 to \$8.00 per hour
W_900F	5	\$8.01 to \$10.00 per hour
W_10F	5	\$10.01 to \$12.00 per hour
W_12F	5	\$12.01 to \$15.00 per hour
W_14F	5	More than \$15.00 per hour

Male in the Current Program Year:

W_425M	5	Less than \$4.25 per hour
W_600M	5	\$4.25 to \$6.00 per hour
W_700M	5	\$6.01 to \$7.00 per hour
W_800M	5	\$7.01 to \$8.00 per hour
W_900M	5	\$8.01 to \$10.00 per hour
W_10M	5	\$10.01 to \$12.00 per hour
W_12M	5	\$12.01 to \$15.00 per hour
W_14M	5	More than \$15.00 per hour

Female in the Previous Program Year:

WP_425F	5	Less than \$4.25 per hour
WP_600F	5	\$4.25 to \$6.00 per hour
WP_700F	5	\$6.01 to \$7.00 per hour
WP_800F	5	\$7.01 to \$8.00 per hour
WP_900F	5	\$8.01 to \$10.00 per hour
WP_10F	5	\$10.01 to \$12.00 per hour
WP_12F	5	\$12.01 to \$15.00 per hour
WP_14F	5	More than \$15.00 per hour

Male in the Previous program Year:

WP_425M	5	Less than \$4.25 per hour
WP_600M	5	\$4.25 to \$6.00 per hour
WP_700M	5	\$6.01 to \$7.00 per hour
WP_800M	5	\$7.01 to \$8.00 per hour
WP_900M	5	\$8.01 to \$10.00 per hour
WP_10M	5	\$10.01 to \$12.00 per hour
WP_12M	5	\$12.01 to \$15.00 per hour
WP_14M	5	More than \$15.00 per hour

Wage Level:
(Without benefits)

Enter the number of participants whose wage level received without benefits.

Female in the Current Program Year:

Wb425F	5	Less than \$4.25 per hour
Wb600F	5	\$4.25 to \$6.00 per hour
Wb700F	5	\$6.01 to \$7.00 per hour
Wb800F	5	\$7.01 to \$8.00 per hour
Wb900F	5	\$8.01 to \$10.00 per hour
Wb10F	5	\$10.01 to \$12.00 per hour
Wb12F	5	\$12.01 to \$15.00 per hour
Wb14F	5	More than \$15.00 per hour

		Male in the Current Program Year:
Wb425M	5	Less than \$4.25 per hour
Wb600M	5	\$4.25 to \$6.00 per hour
Wb700M	5	\$6.01 to \$7.00 per hour
Wb800M	5	\$7.01 to \$8.00 per hour
Wb900M	5	\$8.01 to \$10.00 per hour
Wb10M	5	\$10.01 to \$12.00 per hour
Wb12M	5	\$12.01 to \$14.99 per hour
Wb14M	5	More than \$14.99 per hour

		Female in the Previous Program Year:
WPb425F	5	Less than \$4.25 per hour
WPb600F	5	\$4.25 to \$6.00 per hour
WPb700F	5	\$6.01 to \$7.00 per hour
WPb800F	5	\$7.01 to \$8.00 per hour
WPb900F	5	\$8.01 to \$10.00 per hour
WPb10F	5	\$10.01 to \$12.00 per hour
WPb12F	5	\$12.01 to \$14.99 per hour
WPb14F	5	More than \$14.99 per hour

		Male in the Previous program Year:
WPb425M	5	Less than \$4.25 per hour
WPb600M	5	\$4.25 to \$6.00 per hour
WPb700M	5	\$6.01 to \$7.00 per hour
WPb800M	5	\$7.01 to \$8.00 per hour
WPb900M	5	\$8.01 to \$10.00 per hour
WPb10M	5	\$10.01 to \$12.00 per hour
WPb12M	5	\$12.01 to \$14.99 per hour
WPb14M	5	More than \$14.99 per hour

Promotion:

Promoted	5	Enter the number of previous program year participants who are employed in position with promotion/high wage potential.
----------	---	---

Successful Strategies:

In rank order, identify the three most successful outreach strategies (such as television, brochures, word-of-mouth, etc.) used during the current program year.

Rank1	35	First strategy
Rank2	35	Second strategy
Rank3	35	Third strategy
therRk		Memo field. Other strategies. Comment if needed.

IV. SPECIALIZED, SHORT TERM, SINGLE CONTACT ACTIVITY
DEMOGRAPHICS

Field Name Space Comments

1. Specialized/Short-Term/Single Contact Related Items

Level and Population: By combining your data for specialized/
short-term/single contact activities
during the course of your program year,
estimate and list the number of female
and male participants by appropriate
level and population using the codes
below. (e.g., Postsecondary general
population should be coded A1.)

Level Codes:

A-postsecondary; B-secondary 9-12;
C-middle school 5-8; D-out-of-school
youth; E-adults; F-Parents; G-others.

Population Codes:

1-general population; 2-economically
disadvantaged; 3-educationally
disadvantaged; 4-minority heritage;
5-disabled; 6-single parent; 7-displaced
homemaker; 8-single pregnant woman;
9-criminal offenders; 10-pregnant and
parenting teens.

Code1	3	Code 1.
List1F	5	Female in list 1.
List1M	5	Male in list 1.
Code2	3	Code number 2
List2F	5	Female in list 2.
List2M	5	Male in list 2.
Code3	3	Code number 3
List3F	5	Female in list 3.
List3M	5	Male in list 3.
Code4	3	Code number 4
List4F	5	Female in list 4.
List4M	5	Male in list 4.
Code5	3	Code number 5
List5F	5	Female in list 5.
List5M	5	Male in list 5.
Code6	3	Code Number 6
List6F	5	Female in list 6.
List6M	5	Male in list 6.
Code7	3	Code number 7.
List7F	5	Female in list 7.

List7M	5	Male in list 7.
Code8	3	Code number 8
List8F	5	Female in list 8.
List8M	5	Male in list 8.
Code9	3	Code number 9
List9F	5	Female in list 9.
List9M	5	Male in list 9.
Code10	3	Code number 10.
List10F	5	Female in list 10.
List10M	5	Male in list 10.
Summary		
Listmemo		Memo field. list other populations and describe achievements.

**COMPUTER BASED PROGRAM
FOR EQUITY ACCOUNTABILITY**

Amendment to the Database Manual A and B

Introduction:

The computer based program for equity accountability was designed using dBASE IV version 1.1. The program can be run without dBASE IV, but the installation of the program is different from the description given in the Database Manual A and B of the Guidebook for Equity Accountability. The procedure needs a dBASE runtime software to be installed in your computer. This software is now available, and will be sent upon request with the designed application program disk for the equity accountability system.

Installation Procedure:

The installation involves three steps.

1. Create a directory in your computer.

Turn on your computer. At DOS prompt, type;

md\<directory>

(The directory you create must be less than eight characters. All of the program files will be copied into this directory.)

2. Install dBASE IV runtime software.

Insert dBASE runtime disk 1 into drive **A**. Type from **A:** drive the following command; (If disk 1 is inserted into drive **B**, type from **B:** drive.)

rinstall c:\<directory>

The directory is the one you created in step 1. Follow the instructions appear on the screen. You will be instructed to insert the second runtime disk. Press the **Return** key and wait until the screen tells you that the installation is complete.

(For 3 1/2 disk drive, you will receive two diskettes for dBASE runtime software and one program file diskette. In step 2, two runtime software diskettes should be used. For 5 1/3 disk drive, you will receive three diskettes for dBASE runtime software and two program file diskettes. In this case, you will be instructed to use all three runtime software diskettes.)

3. Copy program files for equity accountability.

Insert program file diskette into A:. At DOS prompt, type;

```
copy a:*. * c:\<directory>\*. *
```

Again, the directory is the one you created in step 1. If you insert program file diskette into B: drive, type;

```
copy b:*. * c:\<directory>\*. *
```

Please note that there is a space before **c:** which in most cases stands for the computer hard drive. Wait until the computer stops running and the installation is complete. (If you have two program file diskettes for 5 1/3 disk drive, type the same command for the second diskette.)

Using the Database Program:

1. For **client-based** program application, type;

```
runtime client within your specified directory. *
```

(For detailed instruction of how to use the application, refer to the program menu description in **Database Manual A** of the Guidebook for Equity Accountability.)

2. For **program/project-based** program application, type;

```
runtime equity within your specified directory. *
```

(The application is similar to the client based program application. The program is basically menu driven and self explanatory. Please refer to **Database Manual B.**)

* The specified directory refers to the directory you have created during the installation procedure. If you are not in the specified directory when you start to use the application, at DOS prompt, you need to type; **cd\<directory>** to change to the specified directory.

For experienced computer users, the dBASE runtime software program files can be installed in a different directory. However, in using the application, you still need to be in the specified directory for the application files and set path to runtime software directory. You may type; **path=c:\<directory>**.

Leaving the Database

1. To quit

To leave the database after you have finished, simply press the **Esc** key to go to the main menu. Choose **Exit** submenu. There are two options in this menu, **Exit to dBASE IV** and **Quit to DOS**. Pick the one you prefer. As you are using dBASE runtime instead of dBASE IV original program, even you choose **Exit to dBASE IV**, the computer will bring you back to **DOS**.

2. To backup

To backup your database, insert a formatted disk in drive **A**. At **DOS** prompt, type;

```
COPY C:\<directory>\EQ*.* A:*.* and press < Enter >.
```

If drive **B** is used, type;

```
COPY C:\<directory>\EQ*.* B:*.* and press < Enter >.
```

Label your disk, and send to appropriate office/agency if needed.

The backup procedure only copies program/project based program data for the annual final report for the equity accountability system. The client based program information is not requested at this time.

Notes on Using the Menu:

- 1) Always wait until the computer stops running.
- 2) In most cases, **Esc** key can be used to leave any operation.
- 3) The status line at the bottom of each screen provides important information about each item that the cursor is placed on in entry/editing format.

Basic Keys Used in the Database

- TAB** The **TAB** key moves the cursor from one field to the next.
- SHIFT TAB** **SHIFT TAB** moves the cursor in reverse, from one field to the previous field.
- ARROW KEYS** The **ARROW** keys move the cursor in different directions. The **horizontal** arrow keys move normally within any field, and may be used as the **TAB** or **SHIFT TAB** keys to cross over into the next or previous field.
The **vertical** arrow keys are handy for moving between fields as the **TAB** or **SHIFT TAB** keys.
- HOME** The **HOME** Key will move to the first field in **browse** format and to the first letter within each field in **data entry/editing form**.
- END** The **END** key moves the cursor to the last field in **browse** format and to the last letter within each field in **data entry/editing form**.
- PAGE UP** The **PAGE UP** Key moves one computer screen up.
- PAGE DOWN** The **PAGE DOWN** Key moves one computer screen down.
- F10** The **F10** key opens the **dBASE** menu in both **data entry editing form** and **browse format**. The menu can be used to blank, delete records, organize records and go to the record you specify.
- F2** The use of **F2** switches from **input form format** to **Browse format** in the **Input** submenu and it also switches from **Browse format** to **Edit Form format** in the **Browse/Edit** submenu.

Selected Resource List

Establishing Standards for Equity: A Suggested Model, Cheryl Fountain and Bette J. Soldwedel, University of North Florida, Jacksonville, Florida, Summer 1991.

Information Currently Being Collected on Sex Equity and Single Parents/ Displaced Homemaker Programs, National Alliance for Partnerships in Equity, October 1991.

Oregon Single Parent/Displaced Homemaker Programs, Database User's Manual, Bonnie Faddes and Dennis Deck, May 1988, Northwest Regional Educational Laboratory, Portland, Oregon.

Procedures Guides: Single Parent/Displaced Homemaker/Single Pregnant Women and Sex Equity, Equity Administration Office, Division of Vocational, Adult and Community Education, Florida Department of Education, 1992

Program Evaluation Handbook for the Single Parent/Homemaker Programs, Michigan Department of Education, Prepared by NETWORK, Wayne County in collaboration with Formative Evaluation Research Associates, Ann Arbor, Michigan.

Quality Indicators, Measures and Performance Standards, Larry Condelli, Pelanin Associates, Inc., 2030 M Street, N.W., Washington D.C. 2036, March 1992.

Requests for Proposals, Carl D. Perkins Vocational and Applied Technology Education Act of 1990, FY 1993, New York State Education Department, March 1992.

Systems of Performance Standards and Accountability for Vocational Education: Guidelines for Development, E. Gareth Hoachlander, National Center for Research in Vocational Education, University of California, Berkeley, CA, January 1991.