

**Postsecondary Perkins Data Manual:**

**A Step-By-Step Guide for  
Data Extraction and Computation**

**For 2009-2010 Data Reporting  
Due to NDE September 15th**

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# Introduction

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires a continued federal and state commitment to performance measurement and accountability. Perkins IV builds on significant past efforts to evaluate and improve career and technical education. Perkins IV gives States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities. In return for that flexibility, Perkins IV established a rigorous State performance accountability system “to assess the effectiveness of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities” (sec. 113(a)).

As such, this document was designed to function as a step-by-step instruction manual for extracting, compiling, and submitting the required Performance Indicators for Nebraska’s postsecondary educational institutions that receive funding from the Carl D. Perkins Career and Technical Education Act of 2006. The Performance Indicator framework was developed by United States Department of Education’s Office of Vocational and Adult Education (OVAE), in cooperation with states, the United States Department of Labor, and stakeholder organizations to achieve two major objectives:

1. To create a common reference format to discuss the components of Perkins accountability.
2. To establish performance measurement approaches for the Performance Indicators.

The framework is intended to define state performance measurement approaches for each indicator to ensure sufficient rigor and comparability among state performance accountability systems. Further, the framework is intended to define performance and data collection approaches that can be easily integrated into state and local performance management systems to support continuous program improvement.



# Table of Contents

Performance Indicator Framework and Data Year Table.....	4
CTE Participants.....	5
CTE Concentrators.....	8
1PI – Technical Skill.....	9
2PI – Credential, Certificate, or Degree.....	14
3PI – Student Retention or Transfer.....	20
4PI – Student Placement.....	26
5PI – Nontraditional Participation.....	30
5P2 – Nontraditional Completion.....	33
Glossary.....	37
Appendix A.....	41
Appendix B.....	42

For each section of this document, information unique to that particular Performance Indicator is provided. Information includes:

- A definition of the Performance Indicator under investigation
- A step-by-step guide detailing how to derive population counts under investigation
- Details noting where, precisely, on the Perkins Data Reporting Form to insert Performance Indicators and Subindicators derived during the step-by-step process

Further, a color coded system is utilized to distinguish between Performance Indicators. The colors used throughout this guide are also utilized in the Postsecondary Perkins Performance Data worksheet (Excel Spreadsheet) - each worksheet tab is color coded appropriately.

## Icon Legend

Throughout this document, a series of icons appear as part of the step-by-step directions provided for each Performance Indicator. Each icon denotes a specific “action step” required at that point during the data extraction/computation process. Explanations for each icon are provided below.



This icon signifies the need to input data into the Postsecondary Perkins Performance Data Worksheet (Excel Spreadsheet).



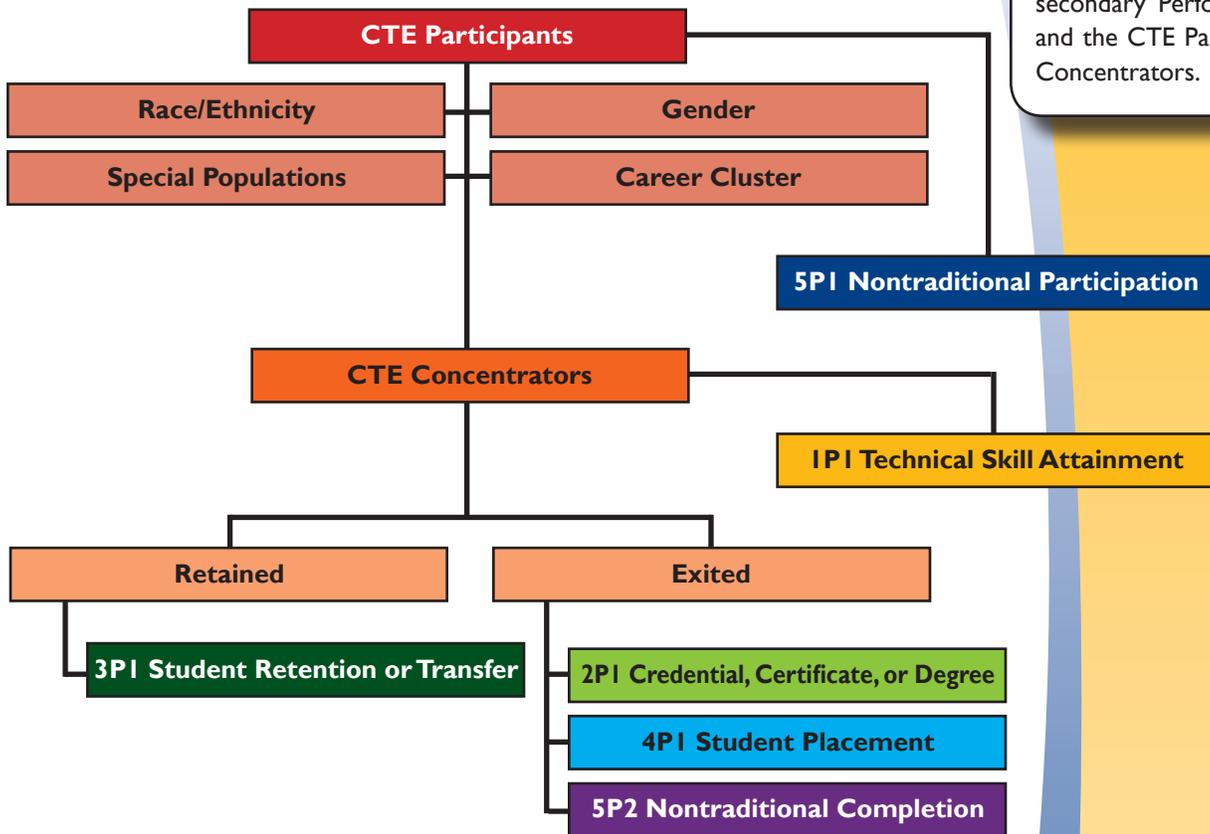
This icon signifies the need to save the information at this specific step in the data extraction process.



This icon signifies the need to go back and capture previously calculated information.



## Carl D. Perkins Postsecondary Accountability Performance Indicator Framework



This graphic represents the relationship between the Perkins Postsecondary Performance Indicators and the CTE Participants and CTE Concentrators.

## Carl D. Perkins Postsecondary Accountability Performance Indicator Targeted Data Years

Targeted Data Years	
Core Indicator	Data Year
IPI	2009 - 2010
2PI	2008 - 2009
3PI	2008 - 2009
4PI	2008 - 2009
5PI	2009 - 2010
5P2	2009 - 2010

This table reflects the appropriate Data Year needed to calculate the corresponding Performance Indicators.



## Step-By-Step Data Extraction Process:

1. Begin by selecting all students registered for credit within the 2009-2010 academic year.
2. Exclude lab courses.
3. Exclude courses NOT passed, i.e. exclude those NOT earning an A, B, C, D, or Pass.
4. Exclude courses NOT weighted 1.5 or 2.0.
5. Exclude duplicates.



The remaining population of students shall be considered your CTE Participants GRAND TOTAL.

6. Now, break out the CTE Participants GRAND TOTAL population into Male and Female counts.



Input these data elements using the **CTE Participants Worksheet** at cells 3A and 4A.

7. Next, break out the CTE Participants GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **CTE Participants Worksheet** at cells 6A – 11A if you are using 1977 Standards OR cells 13A – 20A if you are using 1997 Standards (preferred).

8. Now, break out the CTE Participants GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **CTE Participants Worksheet** at cells 22A, 24A, 25A, and 26A, respectively.

9. Break out your CTE Participant GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell Grant and BIA codes from your institution's student data system.



Input this data element using the **CTE Participants Worksheet** at cell 23A.

## CTE Participants

### Definition:

A postsecondary student who has earned one (1) or more credits in a 1.5 or 2.0 weighted course (in any CTE program area).

Line	Population	Number of Postsecondary Students
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	

1977  
1997

The graphic above highlights step 7.



10. Now, derive the CTE Participants NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institution that are nontraditional by gender.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

11. Next, using the CTE Participants GRAND TOTAL population, remove ALL students enrolled in programs that are nontraditional.




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This population of students derived from the CTE Participants Grand Total population will represent the SPI Denominator Grand Total.

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12. Now, using the CTE Participants GRAND TOTAL population, remove ALL students enrolled in programs that are nontraditional for males (identified above).

13. From this population, remove all MALE students.




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This population of students, male CTE Participants taking courses considered nontraditional for their gender, represents only a portion of the CTE Participants NONTRADITIONAL ENROLLEES – this population represents only part one (1) of the nontraditional enrollee definition.

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14. Next, using the CTE Participants GRAND TOTAL population, remove ALL students enrolled in programs that are nontraditional for females (identified above).

15. From this population, remove all FEMALE students.




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This population of students, female CTE Participants taking courses considered nontraditional for their gender, represents only a portion of the CTE Participants NONTRADITIONAL ENROLLEES – this population represents only part two (2) of the nontraditional enrollee definition.

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16. Now, combine the CTE Participants nontraditional enrollees populations from part one (1) and part two (2) in order to calculate the CTE Participant NONTRADITIONAL ENROLLEES.

## Definition:

A postsecondary student who has earned one (1) or more credits in a 1.5 or 2.0 weighted course (in any CTE program area).



Input this data element using the **CTE Participants Worksheet** at cell 27A. This population will also be utilized as the 5PI Numerator and should be placed in the **5PI Nontrad. Partic. Worksheet** at cells 3B and 4B.

17. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the CTE Participants GRAND TOTAL into a TECH PREP count.



Input this data element using the **CTE Participants Worksheet** at cell 28A.

**Note:** Some career cluster program areas offer courses not weighted 1.5, 2.0 (e.g. Early Childhood Development, Education & Training, etc.). Where possible, these areas would be included in the count for participation if the institution offers a major in this area.

## Definition:

A postsecondary student who has earned one (1) or more credits in a 1.5 or 2.0 weighted course (in any CTE program area).

Line	Population	Number of Postsecondary Students
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	

◀ Tech Prep

The graphic above highlights step 17.



**Note:** A portion of the reporting related to concentrators is required in the framework of the sixteen career cluster areas. A crosswalk for the clusters and the CIP codes associated with the clusters is available at: <http://www.nde.state.ne.us/nce/postsecondary.html>.

## Step-By-Step Data Extraction:

1. Start with the CTE Participants GRAND TOTAL list generated previously.
2. Exclude anyone with NO major by accident.
3. Exclude anyone who has not completed at least 12 credits within a single CTE program sequence.



The remaining population of students derived from the CTE Participants GRAND TOTAL group shall be considered only a portion of the CTE Concentrators Grand Total - this population represents only part one (1) of the CTE Concentrator definition.

4. Next, identify all students that have completed a short-term CTE program sequence of less than 12 semester credits that ultimately resulted in the receipt of an industry-recognized credential, certificate, diploma, or degree from the current reporting year (2009-2010).



This population of students shall be considered only a portion of the CTE Concentrators Grand Total - this population represents only part two (2) of the CTE Concentrator definition.

5. Now, combine the CTE Concentrator populations from part one (1) and part two (2) in order to calculate the CTE Concentrators TOTAL UNDUPLICATED.



This data element will also be the GRAND TOTAL Denominator for Performance Indicator **IPI Technical Skill Worksheet** at cell IB.

6. Finally, break out the CTE Concentrator TOTAL UNDUPLICATED population by gender for each area of concentration:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology, & Communications
- Business Management and Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Math
- Transportation, Distribution, & Logistics



Input these data elements using **CTE Concentrators Worksheet** at cells 2A – 17A for Males and cells 2B – 17B for Females.

### Definition:

A postsecondary student who:

(1) has earned at least 12 academic or CTE semester credits (18 quarter credits) within a single CTE program sequence that is comprised of 12 or more academic and technical semester credits (18 quarter credits) that ultimately results in an award of an industry-recognized credential, a certificate, diploma, or a degree;

OR

(2) has completed a short-term CTE program sequence of less than 12 semester credit (18 quarter credit) that ultimately results in an industry-recognized credential, a certificate, diploma, or a degree.

**Note:** This does not include non-credit certification programs.

Line	Career Cluster Areas	Gender		Total
		A	B	
		Males	Females	
1	TOTAL UNDUPLICATED	0	0	0
2	Agriculture, Food & Natural Resources			0
3	Architecture & Construction			0
4	Arts, A/V Technology & Communications			0
5	Business Management & Administration			0
6	Education & Training			0
7	Finance			0
8	Government & Public Administration			0
9	Health Sciences			0
10	Hospitality & Tourism			0
11	Human Services			0
12	Hospitality & Tourism			0
13	Law, Public Safety & Security			0
14	Manufacturing			0
15	Marketing			0
16	Science, Technology, Engineering & Mathematics			0
17	Transportation, Distribution & Logistics			0

The graphic above highlights step 6.



This performance indicator (IPI) measures the percentage of CTE Concentrators that have met technical skill attainment.

# IPI – Technical Skill Attainment

## IPI - DENOMINATOR

### Step-By-Step Data Extraction:

1. Start with your CTE Concentrators TOTAL UNDUPLICATED population derived in the prior section. This population will serve as the IPI Denominator GRAND TOTAL.



This population was calculated as the result of step 5 from the **CTE Concentrators** section.

2. Now, break out the IPI Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **IPI Technical Skill Worksheet** at cells 3B and 4B.

3. Next, break out the IPI Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **IPI Technical Skill Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

4. Now, break out the IPI Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data elements using the **IPI Technical Skill Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

5. Break out the IPI Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell Grant and BIA codes from your institution's student data system.



Input this data element using the **IPI Technical Skill Worksheet** at cell 23B.

### IPI - Denominator Definition:

The number of CTE concentrators during the reporting year, i.e. 2009-2010.

Line	Population	A	
		Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaii or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Nontraditional Enrollees		
28	Tech Prep		

Male  
Female

The graphic above highlights step 2.



6. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

7. Next, using the IPI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

8. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the IPI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

9. Next, using the IPI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

10. From this population, remove all FEMALE students.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the IPI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

11. Now, combine the IPI Nontraditional Enrollee populations from part one (1) and part two (2) in order to calculate the final IPI Nontraditional Enrollees.



Input this data element using the **IPI Technical Skill Worksheet** at cell 27B.

## IPI - Denominator Definition:

The number of CTE concentrators during the reporting year, i.e. 2009-2010.

Line	Population	A		B	
		Number of Students in the Numerator	Number of Students in the Denominator	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL		0		0
2	GENDER				
3	Male				
4	Female				
5	RACE/ETHNICITY* (1977 Standards)				
6	American Indian or Alaskan Native				
7	Asian or Pacific Islander				
8	Black (not Hispanic)				
9	Hispanic				
10	White				
11	Unknown				
12	RACE/ETHNICITY* (1997 Revised Standards)				
13	American Indian or Alaska Native				
14	Asian				
15	Black or African American				
16	Hispanic/Latino				
17	Native Hawaii or Other Pacific Islander				
18	White				
19	Two or More Races				
20	Unknown				
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES				
22	Individuals With Disabilities (ADA)				
23	Economically Disadvantaged				
24	Single Parents				
25	Displaced Homemakers				
26	Limited English Proficient				
27	Nontraditional Enrollees				
28	Tech Prep				

Nontrad Enrollees

The graphic above highlights step 11.

# IPI – Technical Skill Attainment

12. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the IPI Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **IPI Technical Skill Worksheet** at cell 28B.

## IPI - NUMERATOR

### Step-By-Step Data Extraction:

1. Start with your IPI Denominator GRAND TOTAL population generated in the previous section



This figure is located in **IPI Technical Skill Worksheet** at cell 1B.

2. From this population, exclude all students with a GPA below 2.000 in a CTE program area. This GPA is calculated using only 1.5 or 2.0 weighted courses in the CTE concentration area.



The remaining population represents the IPI Numerator GRAND TOTAL.

3. Now, break out the IPI Numerator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **IPI Technical Skill Worksheet** at cells 3A and 4A.

4. Next, break out the IPI Numerator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **IPI Technical Skill Worksheet** at cells 6A – 11A if you are using 1977 Standards OR cells 13A – 20A if you are using 1997 Standards (preferred).

5. Now, break out the IPI Numerator GRAND TOTAL into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

### IPI - Numerator Definition:

Number of CTE concentrators who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year, i.e. 2009-2010.

Line	Population	Number of Students in the Numerator
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	

Special Pops

The graphic above highlights step 5.



**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **IPI Technical Skill Worksheet** at cells 22A, 24A, 25A, and 26A, respectively.

6. Break out your IPI Numerator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell Grant and BIA codes from your institution's student data system.



Input this data element using the **IPI Technical Skill Worksheet** at cell 23A.

7. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

8. Next, using the IPI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

9. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the IPI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

10. Next, using the IPI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

## IPI - Numerator Definition:

Number of CTE concentrators who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year, i.e. 2009-2010.

Line	Population	Number of Students in the Numerator
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	

Econo. Disadv.

The graphic above highlights step 6.



11. From this population, remove all FEMALE students.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the IPI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

12. Now, combine the IPI Nontraditional Enrollee populations from part one (1) and part two (2) in order to calculate the final IPI Nontraditional Enrollees.



Input this data element using the **IPI Technical Skill Worksheet** at cell 27A.

13. Finally, it is your option to calculate the TECH PREP count, some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the IPI Numerator GRAND TOTAL into a TECH PREP count.



Input this data element using the **IPI Technical Skill Worksheet** at cell 28A.

## IPI – Technical Skill Attainment

### IPI - Numerator Definition:

Number of CTE concentrators who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year, i.e. 2009-2010.

Line	Population	A Number of Students in the Numerator
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	

← Tech Prep

The graphic above highlights step 13.

*This performance indicator (2PI) measures the percentage of CTE Concentrators that graduated with a diploma, degree, certificate, or credential.*

## 2PI – Credential, Certificate, or Degree

### 2PI - DENOMINATOR

#### Step-By-Step Data Extraction:

1. Begin by calculating the CTE Concentrators TOTAL UNDUPLICATED count from the previous reporting year (2008 – 2009).



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You will need to go back a year to capture this information, or retrieve the CTE Concentrator list developed and saved from the previous reporting year.

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2. To calculate this population, start with all students registered for credit during the 2008 – 2009 academic year.
3. Exclude lab courses.
4. Exclude courses NOT passed, i.e. exclude those NOT earning an A, B, C, D, or Pass.
5. Exclude courses NOT weighted 1.5 or 2.0.
6. Exclude students with NO major by accident.
7. Exclude students who did not complete at least 12 credits in this term.
8. Exclude students taking academic transfer courses.



---

The remaining population of students shall be considered only a portion of the CTE Concentrators Grand Total - this population represents only part one (1) of the CTE Concentrator definition.

---

9. Next, identify all students that have completed a short-term CTE program sequence of less than 12 semester credits that ultimately resulted in an industry-recognized credential, certificate, diploma, or degree from the previous reporting year (2008 - 2009).



---

This population of students shall be considered only a portion of the CTE Concentrators Grand Total - this population represents only part two (2) of the CTE Concentrator definition.

---

10. Now, combine the CTE Concentrator populations from part one (1) and part two (2) in order to calculate the 2008 - 2009 CTE Concentrators TOTAL UNDUPLICATED.



---

This data element will serve as the CTE Concentrator TOTAL UNDUPLICATED count from the previous academic year (2008-2009).

---

11. Now, exclude from the 2008 – 2009 CTE Concentrators TOTAL UNDUPLICATED population those students who attempted a CTE course during the 2009 - 2010 reporting year.

#### 2PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year.



## 2PI – Credential, Certificate, or Degree



The remaining population of students shall be considered your 2PI Denominator GRAND TOTAL.

12. Now, break out the 2PI Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **2PI Cred. Cert. Degree Worksheet** at cells 3B and 4B.

12. Next, break out the 2PI Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **2PI Cred. Cert. Degree Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

13. Now, break out the 2PI Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **2PI Cred. Cert. Degree Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

14. Break out the 2PI Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 23B.

15. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

### 2PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year.

Line	Population	A		B	
		Number of Students in the Numerator	Number of Students in the Denominator	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL		0		0
2	GENDER				
3	Male				
4	Female				
5	RACE/ETHNICITY* (1977 Standards)				
6	American Indian or Alaskan Native				
7	Asian or Pacific Islander				
8	Black (not Hispanic)				
9	Hispanic				
10	White				
11	Unknown				
12	RACE/ETHNICITY* (1997 Revised Standards)				
13	American Indian or Alaska Native				
14	Asian				
15	Black or African American				
16	Hispanic/Latino				
17	Native Hawaii or Other Pacific Islander				
18	White				
19	Two or More Races				
20	Unknown				
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES				
22	Individuals With Disabilities (ADA)				
23	Economically Disadvantaged				
24	Single Parents				
25	Displaced Homemakers				
26	Limited English Proficient				
27	Nontraditional Enrollees				
28	Tech Prep				
29	DISAGGREGATE INDICATORS				
30	Credential				
31	Certificate				
32	Degree				

← Econo. Disadv.

The graphic above highlights step 14.



## 2PI – Credential, Certificate, or Degree

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

16. Next, using the 2PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

17. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the 2PI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

18. Next, using the 2PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

19. From this population, remove all FEMALE students.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the 2PI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

20. Now, combine the 2PI Nontraditional Enrollee populations from part one(1) and part two (2) in order to calculate the final 2PI Nontraditional Enrollees.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 27B.

21. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 2PI Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 28B.

### 2PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who left postsecondary education during the current reporting year.

Line	Population	A B	
		Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaii or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficiency		
27	Nontraditional Enrollees		
28	Tech Prep		
29	DISAGGREGATE INDICATORS		
30	Credential		
31	Certificate		
32	Degree		

← Tech Prep

The graphic above highlights step 21.



.....  
**2PI - NUMERATOR**

**Step-By-Step Data Extraction:**

1. Start with your 2PI Denominator GRAND TOTAL population generated in the previous section.



This figure is located in **2PI Cred. Cert. Degree Worksheet** at cell 1B.

2. From this population, exclude all students who did not receive an award (credential, certificate, or degree) from your institution during the previous academic year, i.e. 2008-2009.



The remaining population of students shall be considered your 2PI Numerator GRAND TOTAL and will also be used as the Denominator for the Disaggregate Indicators located in **2PI Cred. Cert. Degree Worksheet** at cells 30B, 31B, and 32B.

3. Now, break out the 2PI Numerator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **2PI Cred. Cert. Degree Worksheet** at cells 3A and 4A.

4. Next, break out the 2PI Numerator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **2PI Cred. Cert. Degree Worksheet** at cells 6A – 11A if you are using 1977 Standards OR cells 13A – 20A if you are using 1997 Standards (preferred).

5. Now, break out the 2PI Numerator GRAND TOTAL into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **2PI Cred. Cert. Degree Worksheet** at cells 22A, 24A, 25A, and 26A, respectively.

**2PI - Numerator  
Definition:**

The number of CTE concentrators from the previous reporting year who received an industry-recognized credential, certificate, diploma, or a degree during the previous reporting year.



6. Break out your 2PI Numerator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 23A.

7. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

8. Next, using the 2PI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

9. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the 2PI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

10. Next, using the 2PI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

11. From this population, remove all FEMALE students.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the 2PI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

## 2PI – Credential, Certificate, or Degree

### 2PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who received an industry-recognized credential, certificate, diploma, or a degree during the previous reporting year.

Line	Population	A Number of Students in the Numerator
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	
29	DISAGGREGATE INDICATORS	
30	Credential	
31	Certificate	
32	Degree	

← Nontrad Enrollees

The graphic above highlights step 7.



12. Now, combine the 2PI Nontraditional Enrollee populations from part one(1) and part two (2) in order to calculate the final 2PI Nontraditional Enrollees.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 27A.

13. It is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 2PI Numerator GRAND TOTAL into a TECH PREP count.



Input this data element using the **2PI Cred. Cert. Degree Worksheet** at cell 28A.

14. Finally, disaggregate the 2PI Numerator GRAND TOTAL for the following subindicators:

- a. Degree
- b. Credential
- c. Certificate

**Note:** The sum total of Credential, Certificate, and Degree in the Numerator of column A should equal the GRAND TOTAL Numerator of Column A.

RANK OF RIGOR	
Graduation Citation	Example
Degree	A.A., A.A.S., etc.
Credential	1 Year, Diploma
Certificate	Short-Term Programs

**Note:** If multiple graduation citations are earned by a single student during the reporting year, use the rank of rigor matrix above and report only the highest citation given. If two or more of the same graduation citations of the same rank are received by a single student during the reporting year, report only one citation.

## 2PI – Credential, Certificate, or Degree

### 2PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who received an industry-recognized credential, certificate, diploma, or a degree during the previous reporting year.

Line	Population	A Number of Students in the Numerator
1	GRAND TOTAL	0
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	
29	DISAGGREGATE INDICATORS	
30	Credential	
31	Certificate	
32	Degree	

← Tech Prep

The graphic above highlights step 13.



This performance indicator (3PI) measures the percentage of CTE Concentrators that did NOT graduate, that remained enrolled in post-secondary education (either in their original postsecondary institution or transferred to another 2- or 4-year).

## 3PI – Student Retention or Transfer

### 3PI - DENOMINATOR

#### Step-By-Step Data Extraction:

1. Begin by using the 2008-2009 CTE Concentrators TOTAL UNDUPLICATED count created in the previous section.



This population was calculated as a result of step 10 from the **2PI Denominator** section.

2. From the 2008-2009 CTE Concentrators TOTAL UNDUPLICATED count, exclude those students who graduated with a credential, certificate, or diploma during the 2008 – 2009 academic year.



The remaining population of students shall be considered your 3PI Denominator GRAND TOTAL.

3. Now, break out the 3PI Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **3PI Retention Transfer Worksheet** at cells 3B and 4B.

4. Next, break out the 3PI Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **3PI Retention Transfer Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

5. Now, break out the 3PI Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.

#### 3PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who did not earn an industry-recognized credential, certificate, diploma or degree in the previous reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaii or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Nontraditional Enrollees		
28	Tech Prep		
29	SUBINDICATORS		
30	Retention		
31	Transfer		

} 1977  
} 1997

The graphic above highlights step 4.





Input these data using the **3PI Retention Transfer Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

6. Break out the 3PI Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 23B.

7. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

8. Next, using the 3PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

9. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the 3PI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

10. Next, using the 3PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

11. From this population, remove all FEMALE students.

## 3PI – Student Retention or Transfer

### 3PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who did not earn an industry-recognized credential, certificate, diploma or degree in the previous reporting year.

## 3PI – Student Retention or Transfer



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the 3PI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

12. Now, combine the 3PI Nontraditional Enrollee populations from part one(1) and part two (2) in order to calculate the final 3PI Nontraditional Enrollees.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 27B.

13. It is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 3PI Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 28B.

## 3PI - NUMERATOR

### Step-By-Step Data Extraction:

1. Begin by using the National Student Clearinghouse to identify retention and transfer students.
2. Send the 3PI GRAND TOTAL Denominator file to the Clearinghouse to process records; they will send back a matching file for deriving the 3PI Numerator data using “Student Tracker”.
3. Once the matching file from the National Student Clearinghouse is received, exclude those students that were not identified at a Postsecondary Institution.



The remaining population of students shall be considered your 3PI Numerator GRAND TOTAL. This data element will also represent the denominator for both the RETENTION and TRANSFER subindicators found in the **3PI Retention Transfer Worksheet** at cells 30B and 31B.

4. Now, break out the 3PI Numerator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **3PI Retention Transfer Worksheet** at cells 3A and 4A.

### 3PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who did not earn an industry-recognized credential, certificate, diploma or degree in the previous reporting year.

### 3PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year, i.e. 2009-2010.



# 3PI – Student Retention or Transfer

5. Next, break out the 3PI Numerator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **3PI Retention Transfer Worksheet** at cells 6A – 11A if you are using 1977 Standards OR cells 13A – 20A if you are using 1997 Standards (preferred).

6. Now, break out the 3PI Numerator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **3PI Retention Transfer Worksheet** at cells 22A, 24A, 25A, and 26A, respectively.

7. Break out the 3PI Numerator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 23A.

8. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

## 3PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year, i.e. 2009-2010.

Line	Population	Number of Students in the Numerator
1	GRAND TOTAL	
2	GENDER	
3	Male	
4	Female	
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	
14	Asian	
15	Black or African American	
16	Hispanic/Latino	
17	Native Hawaii or Other Pacific Islander	
18	White	
19	Two or More Races	
20	Unknown	
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	
23	Economically Disadvantaged	
24	Single Parents	
25	Displaced Homemakers	
26	Limited English Proficient	
27	Nontraditional Enrollees	
28	Tech Prep	
29	SUBINDICATORS	
30	Retention	
31	Transfer	

← Econo. Disadv.

The graphic above highlights step 7.



## 3PI – Student Retention or Transfer

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

9. Next, using the 3PI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

10. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the 3PI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

11. Next, using the 3PI Numerator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

12. From this population, remove all FEMALE students.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the 3PI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

13. Now, combine the 3PI Nontraditional Enrollee populations from part one(1) and part two (2) in order to calculate the final 3PI Nontraditional Enrollees.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 27A.

14. It is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 3PI Numerator GRAND TOTAL into a TECH PREP count.



Input this data element using the **3PI Retention Transfer Worksheet** at cell 28.

### 3PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year, i.e. 2009-2010.



15. Finally, disaggregate the 3PI Numerator GRANDTOTAL for the following subindicators:

- a. Retention
- b. Transfer

**Note:** The sum total of Retention and Transfer in the Numerator of column A should equal the GRAND TOTAL Numerator of Column A.

## 3PI – Student Retention or Transfer

### 3PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year, i.e. 2009-2010.



This performance indicator (4PI) measures the percentage of CTE Concentrators graduates employed in work, military, or apprenticeships.

## 4PI – Student Placement

### 4PI - DENOMINATOR

#### Step-By-Step Data Extraction:

1. Begin by using the 2008 – 2009 CTE Concentrators TOTAL UNDUPLICATED count.



This population was calculated as a result of step 10 from the **2PI Denominator** section.

2. From the 2008 – 2009 CTE Concentrators TOTAL UNDUPLICATED count, remove those students who graduated with a credential, certificate, or diploma during the 2008 – 2009 academic year.



This population of students derived from the previous academic year population shall be considered your 4PI Denominator GRAND TOTAL. This data element will also represent the denominator for the AP-RENTICESHIP, EMPLOYMENT, and MILITARY disaggregate indicators found in the **4PI Placement Worksheet** at cells 30B - 32B.

3. Now, break out the 4PI Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **4PI Placement Worksheet** at cells 3B and 4B.

4. Next, break out the 4PI Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **4PI Placement Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

5. Now, break out the 4PI Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- Individuals with Disabilities (ADA)
- Single Parents
- Displaced Homemakers
- Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.

#### 4PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who left postsecondary education with a credential, certificate, degree, or diploma during the previous reporting year, i.e. 2008-2009.

Line	Population	A B	
		Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaska Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaiian or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Nontraditional Enrollees		
28	Tech Prep		
29	DISAGGREGATE INDICATORS		
	Apprenticeship		

Male  
Female

The graphic above highlights step 3.





Input these data using the **4PI Placement Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

6. Break out the 4PI Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **4PI Placement Worksheet** at cell 23B

7. Now, derive the NONTRADITIONAL ENROLLEES count. Begin by identifying all majors/programs at your institutions that are nontraditional by gender. To start, identify which programs are nontraditional for males and which are nontraditional for females.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

**Note:** The main CIP Codes nontraditional for males and females are noted below. For a complete listing of CIP Codes nontraditional by gender, please see the Nontrad. CIP Code guides located at <http://www.education.ne.gov/nce/Postsecondary.html>.

Males		Females	
51.XXXX	Health	01.XX	Agriculture
12.XXXX	Cosmetology	15.X	Manufacturing
52.XXXX	Clerical	04.0X	Architecture
		03.0	Conservation
		46.X	Construction
		14.X	Engineering
		11.X	Information Technology
		49.X	Transportation
		48.XX	Machining

8. Next, using the 4PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for males.

9. From this population, remove all MALE students.



This population of students, males taking courses considered nontraditional for their gender, represents only a portion of the 4PI Nontraditional Enrollees – this population represents only part one (1) of the nontraditional enrollee definition.

10. Next, using the 4PI Denominator Grand Total population, remove ALL students enrolled in programs that are nontraditional for females.

11. From this population, remove all FEMALE students.

## 4PI - Denominator Definition:

The number of CTE concentrators from the previous reporting year who left postsecondary education with a credential, certificate, degree, or diploma during the previous reporting year, i.e. 2008-2009.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaiian or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Nontraditional Enrollees		
28	Tech Prep		
29	DISAGGREGATE INDICATORS		
30	Apprenticeship		

Econo. Disadv.

The graphic above highlights step 6.



This population of students, females taking courses considered nontraditional for their gender, represents only a portion of the 4PI Nontraditional Enrollees – this population represents only part two (2) of the nontraditional enrollee definition.

12. Now, combine the 4PI Nontraditional Enrollee populations from part one(1) and part two (2) in order to calculate the final 4PI Nontraditional Enrollees.



Input this data element using the **4PI Placement Worksheet** at cell 27B.

13. It is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 4PI Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **4PI Placement Worksheet** at cell 28B.

## 4PI - NUMERATOR

### Step-By-Step Data Extraction:

1. Begin by using the Coordinating Commission for Postsecondary Education (CCPE) Workforce Investment Act (WIA) Unemployment Insurance (UI) Wage Match process to identify placement students. Detailed information concerning this process can be found at: <http://www.ccpe.state.ne.us/WiaMmbr/>.

**Note:** The template requires race/ethnicity, gender, and special population designations.

2. Send the 4PI GRAND TOTAL Denominator count to the CCPE to process records using the UI Wage Matching Template found at: <http://www.education.ne.gov/nce/Postsecondary.html> - they will send back a matching file to complete the 4PI Numerator data.

3. Once the UI Wage Match file is received from CCPE, the file should be formatted in aggregate to complete the numerator.



Input these data elements using the **4PI Placement Worksheet** in the appropriate cells.

### 4PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who were placed or retained in employment, or placed in military service or apprenticeship programs during the 2nd quarter following the program year in which they left postsecondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2009 would be assessed between October 1, 2009 and December 31, 2009).

4. Finally, disaggregate the 4PI Numerator GRANDTOTAL for the following subindicators:

- a. Apprenticeship
- b. Employment

**Note:** Currently, only employment information is provided via the WIA Wage Match Process. Therefore, disaggregate counts for the 4PI Numerator categories “Apprenticeship” and “Military” will be zero (0). Cell 31A should reflect, identically, the 4PI Numerator GRAND TOTAL figure found in cell 1A.

- c. Military

**Note:** The sum total of “Apprenticeship,” “Employment,” and “Military” in the Numerator in column A should equal the GRAND TOTAL Numerator of column A.

### 4PI - Numerator Definition:

The number of CTE concentrators from the previous reporting year who were placed or retained in employment, or placed in military service or apprenticeship programs during the 2nd quarter following the program year in which they left postsecondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2009 would be assessed between October 1, 2009 and December 31, 2009).

# 5PI – Nontraditional Participation

This performance indicator (5PI) measures the proportion of CTE Participants taking a class that is nontraditional for their gender compared to all students taking a class in an area classified as nontraditional.

## 5PI - DENOMINATOR

### Step-By-Step Data Extraction:

1. Start with your CTE Participant Nontraditional population generated in the Participants section of this document. This population will serve as the 5PI Denominator Grand Total .



This **population** was calculated as a result of step 11 from the **CTE Participants** section.

2. Now, break out the 5PI Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **5PI Nontrad. Partic. Worksheet** at cells 3B and 4B.

3. Next, break out the 5PI Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **5PI Nontrad. Partic. Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

4. Now, break out the 5PI Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **5PI Nontrad. Partic. Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

5. Break out the 5PI Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **5PI Nontrad. Partic. Worksheet** at cell 23B.

### 5PI - Denominator Definition:

The number of CTE participants from the current reporting year who participated in a program that leads to employment in nontraditional fields during the current reporting year, i.e. 2009 – 2010.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaii or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Each Prep		

1977  
1997

The graphic above highlights step 3.

# NCE

Nebraska Career Education

6. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 5PI Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **5PI Nontrad. Partic. Worksheet** at cell 28B.

## 5PI - NUMERATOR

### Step-By-Step Data Extraction:

1. Begin by using the population list created in the CTE Participation section of this document deriving NONTRADITIONAL STUDENTS found within the **CTE Participants Worksheet** at cell 27A.

This **population** was calculated as a result of step 16 from the **CTE Participants** section.



This population of students derived from the CTE Participants NONTRADITIONAL STUDENTS group shall be considered your 5PI Denominator GRAND TOTAL.

2. Now, break out the 5PI Numerator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **5PI Nontrad. Partic. Worksheet** at cells 3B and 4B.

3. Next, break out the 5PI Numerator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **5PI Nontrad. Partic. Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

4. Now, break out the 5PI Numerator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.

### 5PI - Numerator Definition:

The number of CTE participants from the current reporting year **from underrepresented gender groups** who participated in a program that leads to employment in nontraditional fields during the current reporting year, i.e. 2009 – 2010.





Input these data using the **5PI Nontrad. Partic. Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

5. Break out the 5PI Numerator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **5PI Nontrad. Partic. Worksheet** at cell 23B.

6. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 5PI Numerator GRAND TOTAL into a TECH PREP count.



Input this data element using the **5PI Nontrad. Partic. Worksheet** at cell 27B.

## 5PI – Nontraditional Participation

### 5PI - Numerator Definition:

The number of CTE participants from the current reporting year **from underrepresented gender groups** who participated in a program that leads to employment in nontraditional fields during the current reporting year, i.e. 2009 – 2010.

Line	Population	A		B	
		Number of Students in the Numerator	Number of Students in the Denominator	Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0		
2	GENDER				
3	Male				
4	Female				
5	RACE/ETHNICITY* (1977 Standards)				
6	American Indian or Alaskan Native				
7	Asian or Pacific Islander				
8	Black (not Hispanic)				
9	Hispanic				
10	White				
11	Unknown				
12	RACE/ETHNICITY* (1997 Revised Standards)				
13	American Indian or Alaska Native				
14	Asian				
15	Black or African American				
16	Hispanic/Latino				
17	Native Hawaii or Other Pacific Islander				
18	White				
19	Two or More Races				
20	Unknown				
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES				
22	Individuals With Disabilities (ADA)				
23	Economically Disadvantaged				
24	Single Parents				
25	Displaced Homemakers				
26	Limited English Proficient				
27	Tech Prep				

◀ Tech Prep

The graphic above highlights step 6.

Nebraska Career Education

This performance indicator (5P2) measures the percentage of gender nontraditional Concentrators that graduated.

## 5P2 – Nontraditional Completion

### 5P2 - DENOMINATOR

#### Step-By-Step Data Extraction:

1. Begin by using the CTE Concentrator TOTAL UNDUPLICATED population list derived in the CTE Concentrators section of this document.



This population was calculated as a result of Step 5 of the **CTE Concentrator** section of this document.

2. Remove those students that were awarded an industry-recognized credential, a certificate, diploma, or a degree in nontraditional program for either gender during the reporting year.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.



This population of students derived from the CTE Concentrator TOTAL UNDUPLICATED group shall be considered your 5P2 Denominator GRAND TOTAL.

3. Now, break out the 5P2 Denominator GRAND TOTAL population into Male and Female counts.



Input these data elements using the **5P2 Nontrad. Comp. Worksheet** at cells 3B and 4B.

4. Next, break out the 5P2 Denominator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **5P2 Nontrad. Comp. Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

5. Now, break out the 5P2 Denominator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.

#### 5P2 - Denominator Definition:

The number of CTE concentrators from the current reporting year who completed a program that leads to employment in nontraditional fields during the current reporting year, i.e. 2009 – 2010.

Line	Population	A B	
		Number of Students in the Numerator	Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaska Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY* (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawai or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Tech Prep		

Male  
Female

The graphic above highlights step 3.

# NCE

Nebraska Career Education



Input these data using the **5P2 Nontrad. Comp. Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

6. Break out the 5P2 Denominator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **5P2 Nontrad. Comp. Worksheet** at cell 23B.

7. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 5P2 Denominator GRAND TOTAL into a TECH PREP count.



Input this data element using the **5P2 Nontrad. Comp. Worksheet** at cell 28B.

## 5P2 - NUMERATOR

### Step-By-Step Data Extraction:

1. Start with the 5P2 Denominator GRAND TOTAL population generated in the previous section.



This population, the 5P2 Denominator GRAND TOTAL, can be found at the **5P2 Nontrad. Comp. Worksheet** at cell 1B.

2. Next, using the 5P2 Denominator GRAND TOTAL population, remove ALL students enrolled in programs that are nontraditional for males.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

3. From this population, remove all MALE students.



This population of students, male CTE Concentrators completing a program considered nontraditional for their gender, represents only a portion of the 5P2 Numerator – this population represents only part one (1) of the 5P2 numerator definition.

4. Next, using the 5P2 Denominator GRAND TOTAL population, remove ALL students enrolled in programs that are nontraditional for females.

### 5P2 - Numerator Definition:

The number of CTE concentrators from the current reporting year **from underrepresented gender groups** who completed a program that leads to employment in non-traditional fields during the current reporting year, i.e. 2009 – 2010.



These are the **programs** previously identified during step 10 of the **CTE Participants** section.

5. From this population, remove all FEMALE students.



This population of students, female CTE Concentrators completing a program considered nontraditional for their gender, represents only a portion of the 5P2 Numerator – this population represents only part two (2) of the 5P2 Numerator definition.

6. Now, combine the 5P2 Numerator populations from part one (1) and part two (2) in order to calculate the 5P2 Numerator Grand Total.



Input these data elements using the **5P2 Nontrad. Comp. Worksheet** at cells 3B and 4B.

7. Next, break out the 5P2 Numerator GRAND TOTAL population into RACE/ETHNICITY counts. You may also want to sort by ETHNIC DESCRIPTIONS to get a list of codes and descriptions for each ethnicity.



Input these data elements using the **5P2 Nontrad. Comp. Worksheet** at cells 6B – 11B if you are using 1977 Standards OR cells 13B – 20B if you are using 1997 Standards (preferred).

8. Now, break out the 5P2 Numerator GRAND TOTAL population into SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES counts for the following subindicators:

- a. Individuals with Disabilities (ADA)
- b. Single Parents
- c. Displaced Homemakers
- d. Limited English Proficient

**Note:** For definitions of the aforementioned student categories see the glossary portion of this document.



Input these data using the **5P2 Nontrad. Comp. Worksheet** at cells 22B, 24B, 25B, and 26B, respectively.

9. Break out the 5P2 Numerator GRAND TOTAL population into the ECONOMICALLY DISADVANTAGED count using the financial aid Pell and BIA Grant codes from your institution's student data system.



Input this data element using the **5P2 Nontrad. Comp. Worksheet** at cell 23B.

10. Finally, it is your option to calculate the TECH PREP count. Some institutions denote within their student data systems once a student has ever participated as a Tech Prep student; these students are then assigned a code that is not removed. Use this information to break out the 5P2 Numerator GRAND TOTAL into a TECH PREP count.

## 5P2 – Nontraditional Completion

### 5P2 - Numerator Definition:

The number of CTE concentrators from the current reporting year from **underrepresented gender groups** who completed a program that leads to employment in non-traditional fields during the current reporting year, i.e. 2009 – 2010.

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator
1	GRAND TOTAL	0	0
2	GENDER		
3	Male		
4	Female		
5	RACE/ETHNICITY* (1977 Standards)		
6	American Indian or Alaskan Native		
7	Asian or Pacific Islander		
8	Black (not Hispanic)		
9	Hispanic		
10	White		
11	Unknown		
12	RACE/ETHNICITY** (1997 Revised Standards)		
13	American Indian or Alaska Native		
14	Asian		
15	Black or African American		
16	Hispanic/Latino		
17	Native Hawaii or Other Pacific Islander		
18	White		
19	Two or More Races		
20	Unknown		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		
22	Individuals With Disabilities (ADA)		
23	Economically Disadvantaged		
24	Single Parents		
25	Displaced Homemakers		
26	Limited English Proficient		
27	Tech Prep		

Special Pops

The graphic above highlights step 8.



Input this data element using the **5P2 Nontrad. Comp. Worksheet** at cell 28B.

## 5P2 – Nontraditional Completion

### 5P2 - Numerator Definition:

The number of CTE concentrators from the current reporting year **from underrepresented gender groups** who completed a program that leads to employment in non-traditional fields during the current reporting year, i.e. 2009 – 2010.

## Glossary

Race and Ethnicity Categories (1977 Standards)	
Definitions of Terms	Notes/Approaches
<b>American Indian or Alaskan Native</b> – A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.	The initial decision related to Race and Ethnicity reporting was to default to the method used by the institutions to report IPEDS data sets. Since the meeting it has been determined that for purposes of federal reporting only one methodology can be used for reporting per state for both secondary and postsecondary. The issue creates a problem for institutions that have already transitioned to the 1997 Standards (preferred). Additional guidance is supposed to be forthcoming, but for purposes of reporting during this baseline year. The institution should continue to plan to use the categories available for the institution.
<b>Asian or Pacific Islander</b> – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent including, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.	
<b>Black (not Hispanic)</b> – A person having origins in any of the Black racial groups of Africa.	
<b>Hispanic</b> – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.	
<b>White (not Hispanic)</b> – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.	
<b>Race and/or Ethnicity Unknown</b> – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.	

**Note:** This is the final reporting year that 1977 Standards will be accepted.

<b>Race and Ethnicity Categories (1997 Standards [preferred])</b>	
<b>Definitions of Terms</b>	<b>Notes/Approaches</b>
<b>American Indian or Alaskan Native</b> – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.	The initial decision related to Race and Ethnicity reporting was to default to the method used by the institutions to report IPEDS data sets. Since the meeting it has been determined that for purposes of federal reporting only one methodology can be used for reporting per state for both secondary and post-secondary. The issue creates a problem for institutions that have already transitioned to the 1997 Standards (preferred). Additional guidance is supposed to be forthcoming, but for purposes of reporting during this baseline year. The institution should continue to plan to use the categories available for the institution.
<b>Asian</b> – A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	
<b>Black or African American</b> – A person having origins in any of the Black racial groups of Africa.	
<b>Hispanic or Latino</b> – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.	
<b>Native Hawaiian or Other Pacific Islander</b> – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	
<b>White</b> – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	
<b>Two or More Races</b> – A person belonging to two or more racial groups.	
<b>Race and/or Ethnicity Unknown</b> – A postsecondary student only who does not self-identify a race and/or ethnicity on a local information collection.	

**Note:** Only the 1997 Standards will be used in future reporting years.



## Special Populations and Other Student Categories

Definitions of Terms	Notes/Approaches
<p><b>Displaced Homemaker:</b> An individual who—</p> <p>(A) (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and</p> <p>(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>	<p>The mechanism for capturing this data is self report (either through the enrollment application or through the request for services).</p>
<p><b>Economically Disadvantaged:</b> Individuals from economically disadvantaged families, including foster children.</p>	<p>The use of Pell Eligible is the means for determining Economically disadvantaged.</p>
<p><b>Individual with Limited English Proficiency:</b> A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—</p> <p>(A) whose native language is a language other than English; or</p> <p>(B) who lives in a family or community environment in which a language other than English is the dominant language.</p>	<p>Limited English Proficiency is identified through is identified through enrollment in ESL courses or through enrollment application of identification about English as 1st (or primary) language.</p>
<p><b>Individual with a Disability:</b> The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA)). Under section 3(2) of the ADA, the term “disability” means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.</p>	<p>The application of ADA is related to postsecondary students. A determination of a documented disability (through request for services or other approved process) is the methodology used to determine this status in Nebraska.</p>

Special Populations and Other Student Categories continued on the following page.



**Special Populations and Other Student Categories (continued)**

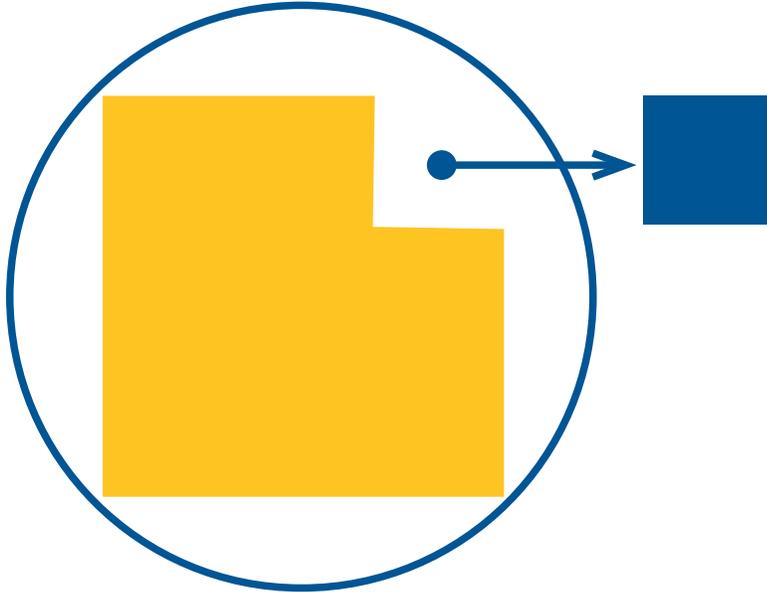
Definitions of Terms	Notes/Approaches
<p><b>Migrant Status:</b> The term “migrant status” as used in section 1111(h)(1)(C)(i) of the ESEA is not defined; however, the Department strongly encourages a State to use the same definition of “migrant status” as a State uses in its annual State report card and as approved in its Consolidated State Accountability Workbook.</p>	<p>The migrant status only applies to Secondary schools.</p>
<p><b>Nontraditional Fields:</b> Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>	<p>The use of the national crosswalk to determine the Fields considered non-traditional are used.  <a href="http://www.edcountability.net/quality/crosswalks.cfm">http://www.edcountability.net/quality/crosswalks.cfm</a></p>
<p><b>Single parents:</b> The term “single parents” includes single pregnant women.</p>	<p>Use of information on the FAFSA is determined the mechanisms for identification of this population. Also, self reporting or request for services has been identified as approaches for identification</p>
<p><b>Special populations:</b> The term “special populations” means—</p> <ul style="list-style-type: none"> <li>(A) individuals with disabilities;</li> <li>(B) individuals from economically disadvantaged families, including foster children;</li> <li>(C) individuals preparing for non-traditional fields;</li> <li>(D) single parents, including single pregnant women;</li> <li>(E) displaced homemakers; and</li> <li>(F) individuals with limited English proficiency.</li> </ul>	
<p><b>Tech Prep:</b> The term “tech prep” means—</p> <p>Students that have participated in a tech prep articulation process between secondary and postsecondary.</p>	<p>Tech Prep is NOT a required subcategory for reporting data in Nebraska, but may be reported if institutions desire.</p>



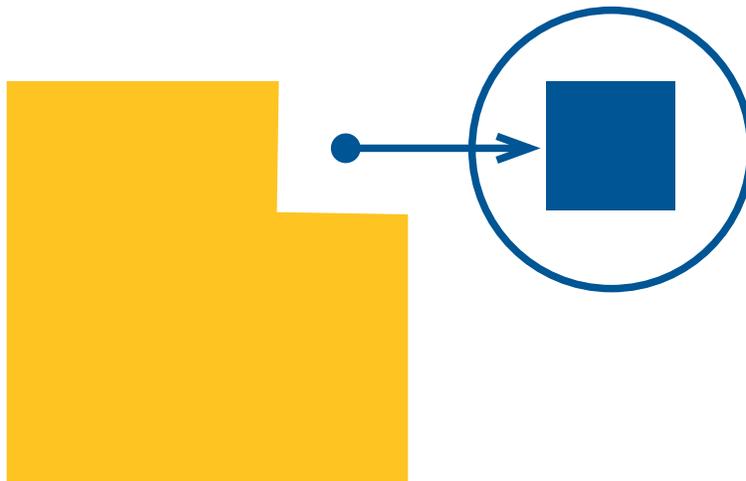
## Appendix A

For a clarification of terms relating to the data extraction and computation process, please note the following.

**Exclude** ⇒ the remaining population of students



**Remove** ⇒ this population of students



## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### IPI Numerator



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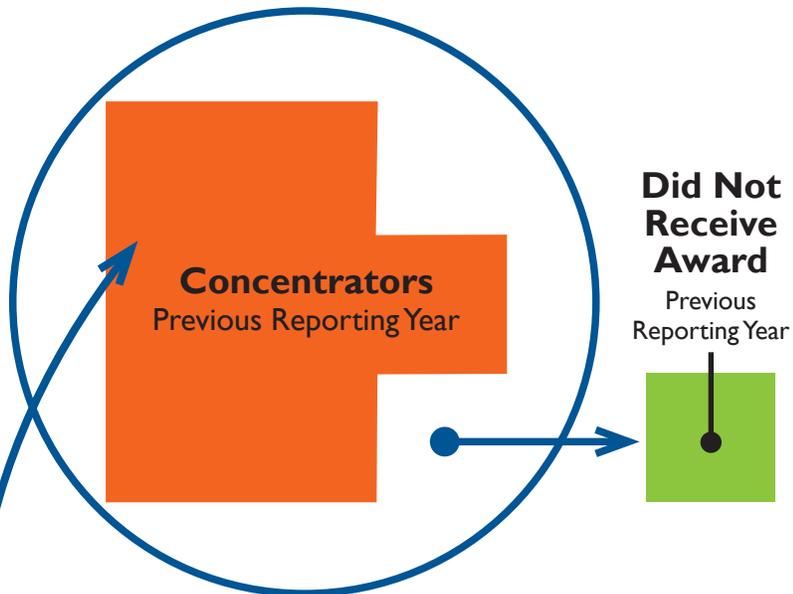
### IPI Denominator



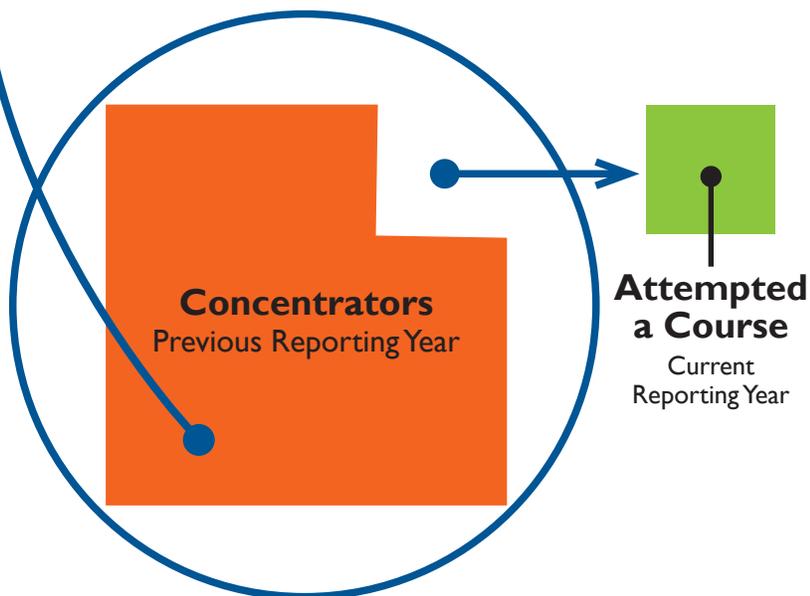
## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### 2PI Numerator



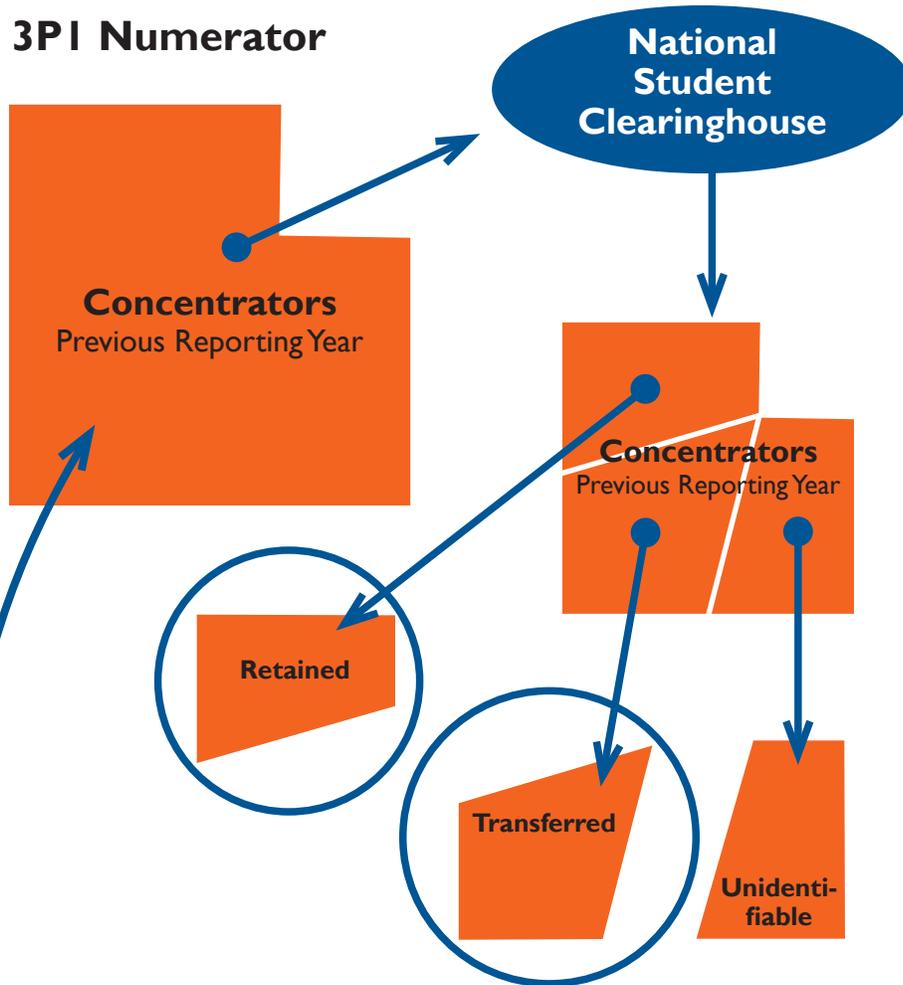
### 2PI Denominator



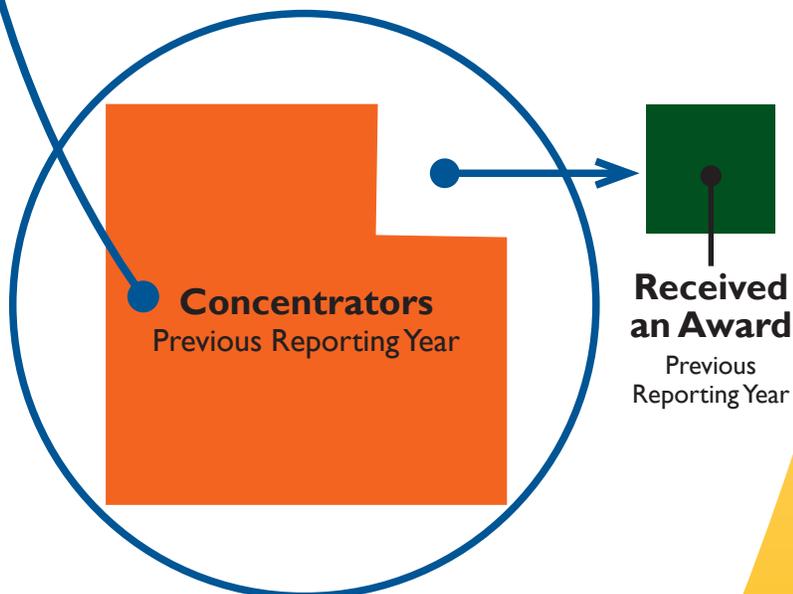
## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### 3PI Numerator



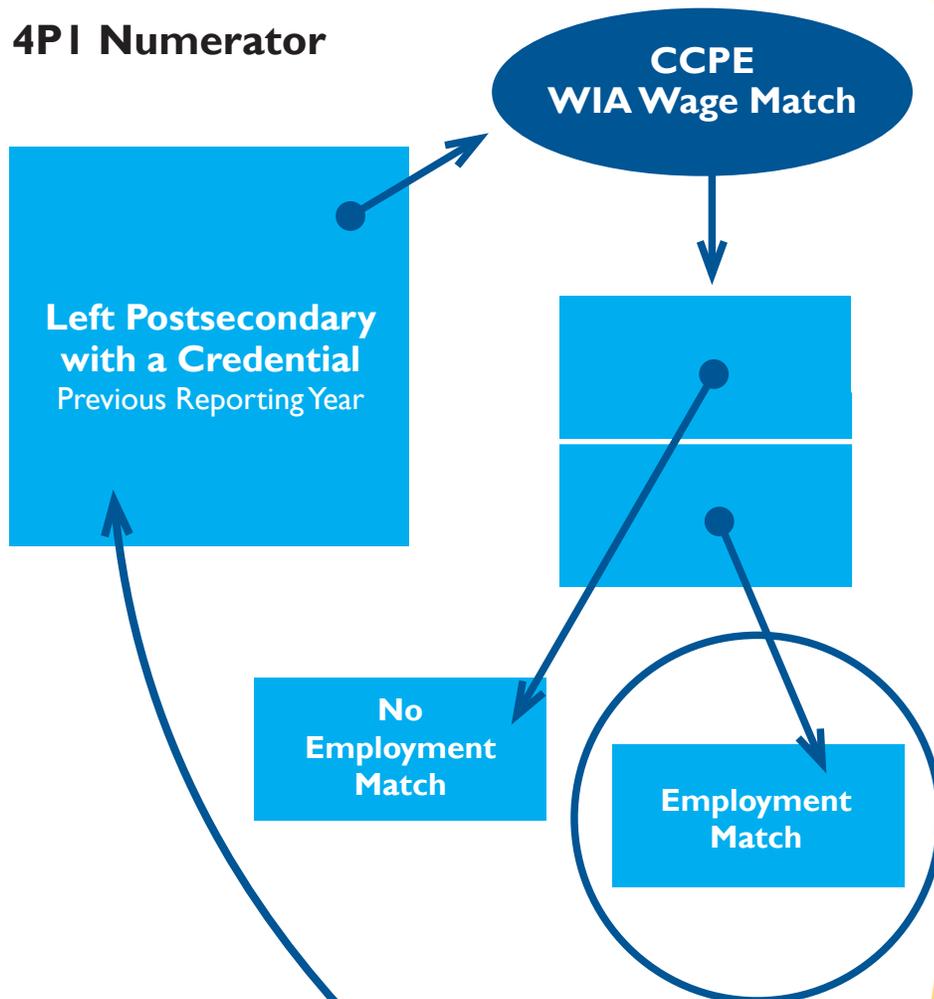
### 3PI Denominator



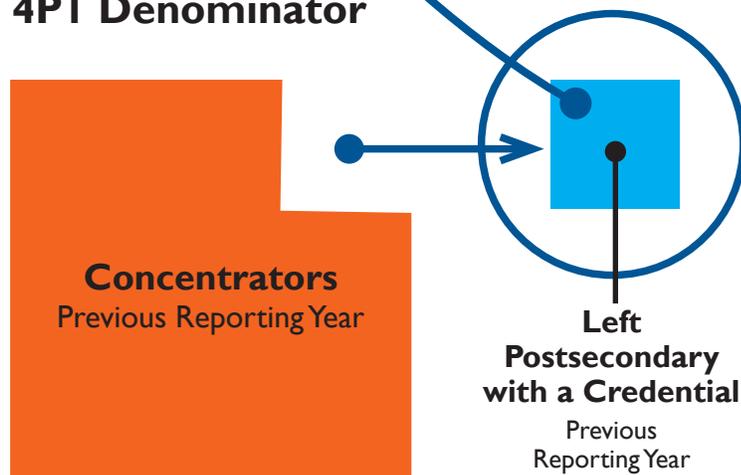
## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### 4PI Numerator



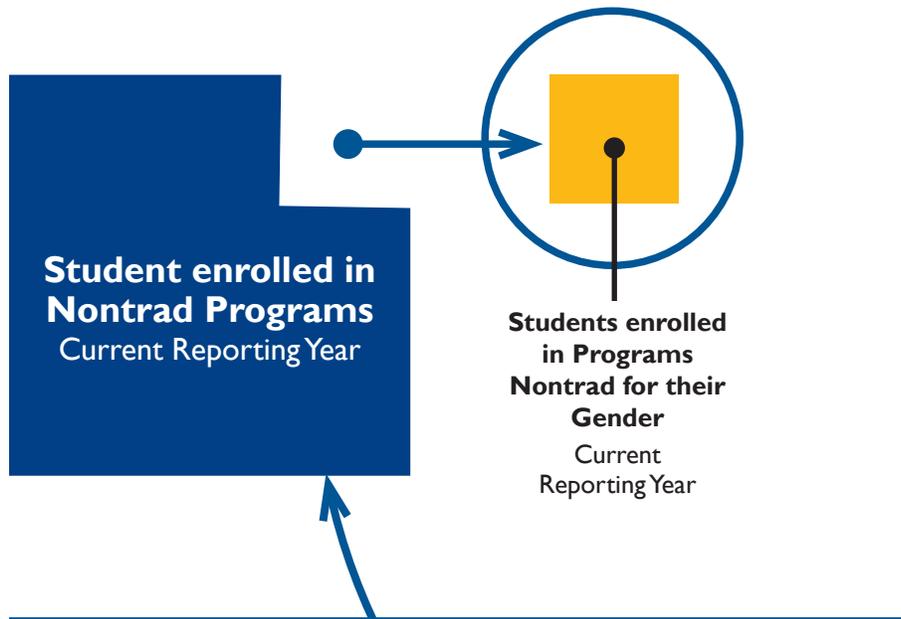
### 4PI Denominator



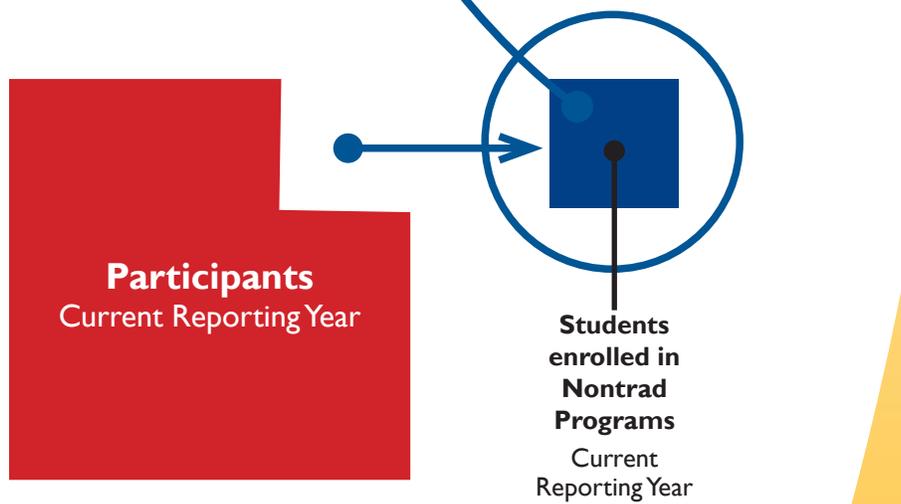
## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### 5PI Numerator



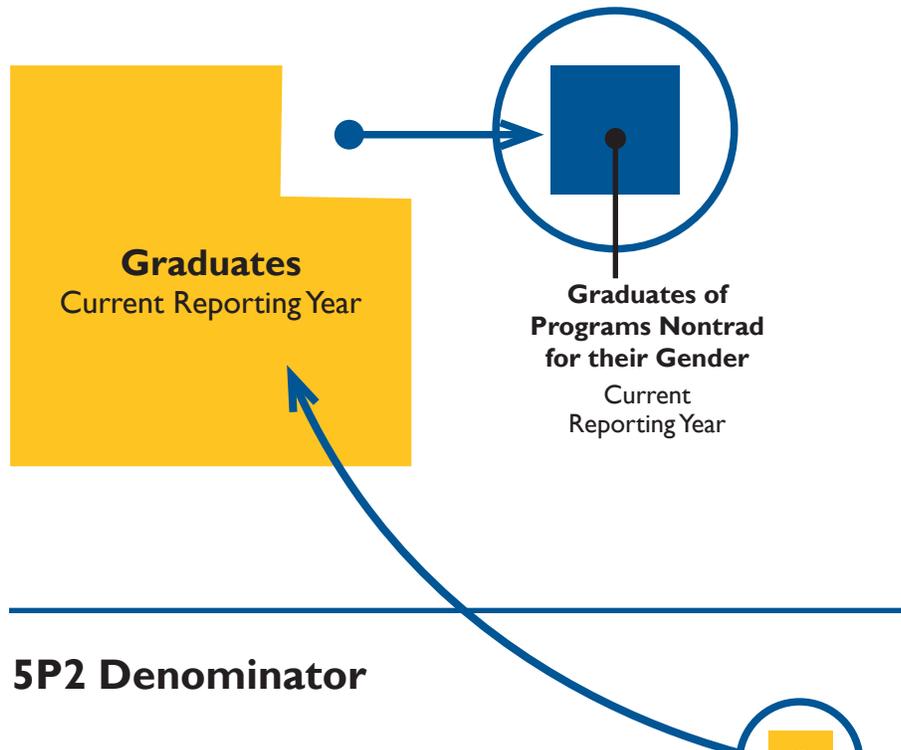
### 5PI Denominator



## Appendix B

For a clarification of the data extraction and computation process for performance indicators, please note the following.

### 5P2 Numerator



### 5P2 Denominator

