

## PERKINS CORE PERFORMANCE INDICATOR INSTRUCTIONS

Federal Definition of a CTE Concentrator: a postsecondary/adult student who: (1) completes at least 12 academic or CTE credits (excluding developmental) within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate or a degree; or (2) Completes a short-term CTE program sequence of less than 12 credits that terminates in an industry-recognized credential, a certificate, or a degree.

**Federal Definition of a CTE Participant:** a post-secondary/adult student who has earned one (1) or more credits in any CTE program area. The CTE Participant cohort is used to report 5P1 only.

### Technical Clarifications/Additional Guidelines:

CTE Concentrators must have been enrolled at some point during the reporting year and be in a CTE (career and technical education) DECLARED PROGRAM.

At least 12 non-developmental credits, applicable to a CTE program, must have been earned as of the beginning of the reporting year (i.e., July 1).

Short term CTE program completers have to have completed/earned the credential sometime during the reporting year. The criteria requiring 12 credits earned previous to the reporting year are not applicable to these students.

CTE Participants must be enrolled at some point during the reporting year, be in a CTE DECLARED PROGRAM, and have earned at least one non-developmental credit by the end of the reporting year (i.e. June 30).

All core indicators must be reported at the CIP code level by gender, ethnicity, special population's category AND TECH PREP.

### Definitions of Additional Terms Used

Reporting Year: The data year you are reporting on is the previous fiscal year, beginning July 1 and ending June 30

Examples of Previous and Reporting Year

**Previous Reporting Year** = July 1, 2009-June 30, 2010

**Reporting Year** = July 1, 2010-June 30, 2011

**CIP Code:** Classification of instructional program code. CIP codes for each program offered by each community college are listed in the program inventory submitted the previous year. The program inventory can be found at <http://www.michigancc.net/data/sd/pi.aspx>.

**CTE Complete:** A CTE Concentrator who has completed a degree or certificate AND had an official award conferred by the college, in any CTE program area. All completers are, by definition,

concentrators.

**Leaver:** A student who is no longer enrolled in any postsecondary institution.

**Non-Traditional:** Used for reporting core indicators 5P1 and 5P2. Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The basis for identifying non-traditional programs is the National Alliance for Partnerships in Equality (NAPE) crosswalk. Non-traditional designations for each program offered by each community college are listed in the program inventory submitted the previous year. The program inventory can be found at <http://www.michigancc.net/data/sd/pi.aspx>.

**Special Populations:** In addition to reporting core indicators at the program CIP code level for total CTE students by gender and ethnicity, core indicators must be reported by each of the following special population categories:

Definitions for special populations can be searched at:  
<http://michigancc.net/resources/def/dictionary.aspx> .

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
  - Displaced homemakers
- Individuals with limited English proficiency
- Tech Prep students (where applicable)

**postsecondary education tech prep student** - the term 'postsecondary education tech prep student' means a student who— (a) has completed the secondary education component of a tech prep program; and (b) has enrolled in the postsecondary education component OR RELATED COMPONENT AS DEFINED BY CAREER CLUSTER of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(b).

**secondary education tech prep student** - the term 'secondary education tech prep student' means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.

**tech prep program** - the term 'tech prep program' means a tech prep program described in section 203(c).

**tech prep student** - a student who has completed the secondary component of a tech prep program and has enrolled in the postsecondary component of a related program as defined by career cluster.

## **Perkins Core Performance Indicator Instructions 1P1: Technical Skill Attainment**

**Federal Definition:**

**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

**Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.

NOTE: For this core indicator only, report the total number of students passing/failing assessments taken during the reporting year by the CIP code of the assessment. In other words, some assessment scores will be available for students who are not in your CTE Concentrator cohort or who are not in the program for which they completed an assessment. Verify that individuals with assessment scores completed appropriate coursework at your college.

***PLEASE ONLY INCLUDE THOSE STUDENTS THAT COULD BE DEFINED AS CONCENTRATORS AT YOUR COMMUNITY COLLEGE.***

### **Technical Clarifications/Additional Guidelines:**

1. The U. S. Department of Education recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. It is also recognized that not all community colleges will offer all of the same programs.
2. Students who take third-party technical skills assessment are considered to have met the CTE Concentrator criteria.
3. To view the proposed timeline for reporting technical skills assessments by CIP, visit the Perkins folder under [www.michigancc.net](http://www.michigancc.net) (MCCNET website). This timetable lists the CIP codes for which data must be included by year.
4. If a student retakes an assessment during the reporting year, the student should only be counted once and the latest result used in the calculation for 1P1.

### **Methodology:**

1. Collect the following data for students who took a third-party assessment during the reporting year.
  - First Name
  - Last Name
  - Identifying Data (to match assessment records with student records to query Special Populations data, etc.
  - CIP code of assessment taken
  - Date assessment taken
  - Pass / Fail score for assessment taken
2. Include unduplicated student assessments taken during the reporting year. Note: you may have students who graduated the previous reporting year, but who took assessments in the current reporting year. For this core indicator only, include those student records even though they may not be in your CTE Concentrator cohort.
3. Report the number of students by CIP code who took assessment by gender, ethnicity, special population category AND TECH PREP. (Denominator)
4. Report the number of students by CIP code that passed assessment by gender, ethnicity, special population category AND TECH PREP. (Numerator)

### Examples:

- Student A, Student B and Student C were identified as having taken the state certification exam in nursing. Student A DID NOT pass. Student A, B, and C are included in the denominator. Only student B and C (those who passed) are in the 1P1 numerator.
- Student D completed a Cisco networking certificate in the winter semester of the reporting year. However, the Cisco testing entity will not release information of any kind to XYZ Community College. Consequently, student data is not available for this program. Student D is not included in the numerator or denominator of the 1P1 core indicator.
- Student E took a state certification exam in nursing during fall semester of the reporting year, but did not pass. The student retook the exam in the winter/spring and did pass. Student E is counted in both the numerator and the denominator only once.
- Student F took a state certification exam for pharmacy technician. Her student record shows her program of study (major) to be biology (not a CTE program). This student is counted in the numerator and denominator under the CIP code for pharmacy technician.

### Formula:

**Numerator:** Number of CTE concentrators who passed the technical skill assessments during the reporting year;

Divided by:

**Denominator:** Number of CTE concentrators who took the technical skill assessments during the reporting year.

### Perkins Core Performance Indicator Instructions 2P1: Credential, Certificate, or Degree

**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year (July 1- June 30) and left postsecondary education during the reporting year (July 1 - June 30).

**Denominator:** Number of CTE concentrators who left postsecondary education (leaver) during the reporting year (July 1 - June 30).

### Technical Clarification/Additional Guidelines:

Of those in the CTE Concentrator Cohort that left postsecondary education during the reporting year, how many received an industry-recognized credential, a certificate or a degree during the reporting year.

A “leaver” is defined as a student who is no longer enrolled in any postsecondary institution. Do not include students in the 2P1 denominator who are still enrolled at your institution or another postsecondary institution. “Leavers” will be determined by comparing the reporting year data with the subsequent fall enrollment data.

Students who did not receive an award (i.e., certificate or degree) from your College, but did receive an industry-recognized credential can be counted in the 2P1 core indicator if data are available directly from the credentialing entity.

To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. State data records will be coded to indicate which method has been used.

### **Preferred Method:**

The National Student Clearinghouse offers Student Tracker services for an annual fee. If you are using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (second or third week of October). This allows more time for member institutions to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

OR:

Optional Method:

Conduct a leaver survey to determine whether or not the student actually left postsecondary education. A leaver survey is different from the follow-up survey which only surveys those students that received an award.

Of those that left postsecondary education as defined above, include a question that asks whether or not they are currently enrolled or going to school at any other postsecondary institution.

Non respondents are excluded from the calculations in both the numerator and denominator.

## **Perkins Core Performance Indicator Instructions 3P1: Student Retention or Transfer**

**Numerator:** Number of CTE Concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year (July 1-June 30) and who were enrolled in postsecondary education at your institution during the previous reporting year (July 1- June 30).

**Denominator:** Number of CTE Concentrators who were enrolled in postsecondary education in the previous reporting year and who did not earn an industry- recognized credential, a certificate, or a degree in the previous reporting year (July 1- June 30).

### **Technical Clarification/Additional Guidelines:**

For this Core Indicator, you will create your denominator from the previous year CTE Concentrators

### **Example (Restated):**

Of the number of CTE Concentrators who were enrolled in the 2008-09 year and did not earn an award during 2008-09, how many remained enrolled in their original postsecondary institution during 2009-10 or transferred to another 2- or 4-year postsecondary institution during 2009-10.

To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. State data records will be coded to indicate which method has been used.

### **Preferred Method:**

The National Student Clearinghouse offers Student Tracker services for an annual fee. If using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (second or third week of October). This allows more time for member institutions to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

OR:

Optional Method: Conduct a leaver survey to determine whether or not the student actually left postsecondary education. A leaver survey is different from the follow-up survey which only surveys those students that received an award.

Of those that left postsecondary education as defined above, include a question that asks if the student is going to school at any other postsecondary institution or not currently enrolled.

Non respondents are excluded from the calculations in both the numerator and denominator.

Example of Previous and Reporting Year

**PREVIOUS REPORTING YEAR = July 1, 2009-June 30, 2010**

**REPORTING YEAR = July 1, 2010-June 30, 2011**

### **Instructions**

1. Determine your previous year CTE Concentrator cohort.
  2. Remove students who received an industry-recognized credential, certificate or degree as of the end of the previous year.
  3. Take that group and compare it to the Enrollment Files from your current reporting year.
  4. For those who do not appear in the current enrollment file, submit their names to Student Tracker and identify whether they are enrolled at another institution. If the student did not receive an award then he/she is included in the population – Include them in denominator – Group A
  5. Compare Group A with current year enrollment data: a) WAS the student still enrolled at your college? Include the student in both the numerator and denominator
- b) WAS the student enrolled at another college/university as verified via Student Tracker? Include the

student in both the numerator and denominator.

c) WAS the student no longer enrolled in postsecondary education? - Exclude from the numerator but include the student in the denominator.

### Examples:

Student A, Student B, Student C, and Student D, were identified as CTE concentrators enrolled at XYZ Community College during the previous reporting year.

Student A did not receive an award in the previous reporting year but was attending another postsecondary education during the reporting year via Student Tracker. That student is counted in both the numerator and denominator.

Student B did not earn an award during the previous reporting year, did not re-enroll at your institution and WAS NOT FOUND IN STUDENT TRACKER. Student B would be counted in the denominator but not in the numerator.

Student C earned an Associate degree during the previous reporting year. Do not include this student in either the denominator or the numerator.

Student D did not earn an award during the previous reporting year and did enroll in your institution in the reporting year. This student is counted in the denominator and the numerator.

### Formula

**Numerator:** Number of CTE Concentrators enrolled in previous year CTE cohort and did not receive an award during the previous reporting year and (1) remained enrolled in their original postsecondary institution or (2) transferred to another postsecondary institution during the reporting year;

Divided by:

**Denominator:** Number of previous reporting year CTE Concentrators that did not earn an award during the previous reporting year.

## Perkins Core Performance Indicator Instructions 4P1: Student Placement

**Numerator:** Number of CTE Concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (e.g., unduplicated placement status for CTE concentrators who graduated by June 30 would ideally be assessed between October 1 and December 31).

**Denominator:** Number of CTE Concentrators who left postsecondary education during the reporting year.

### Technical Clarifications/Additional Guidelines

Of those students (CTE Concentrators) who left postsecondary education during the reporting year, the number that were placed in (1) employment, (2) military service, or (3) apprenticeship training.

- A leaver is defined as a student who is no longer enrolled in any postsecondary institution. Do not include award recipients or other CTE Concentrators who are still enrolled at your institution, at another postsecondary institution as identified by the National Student Clearinghouse Student Tracker service, or enrolled at another postsecondary institution that does upload student data to the National Student Clearinghouse as indicated by survey responses. Also, do not include students identified as leavers who indicate via survey responses that they are not employed and are not seeking employment.
- This indicator measures leavers – the fact that the student may have had an award conferred (a “graduate”) does not automatically mean that the student is a leaver.

### **Methodology:**

1. There is a one year delay in reporting results for this core indicator to allow time to conduct the necessary surveys. Consequently, you report survey data collected from CTE Concentrators from the previous reporting year.
2. To identify potential leavers, compare your CTE Concentrator cohort for the prior reporting year to your fall enrollment. It is advantageous to wait until after your institution’s drop / add period is over.
3. Students retained in postsecondary education (i.e., students still enrolled at your college or found to be enrolled at another postsecondary institution) need not be surveyed.
4. To identify students who have left your institution, but are enrolled at another postsecondary institution, one of the following methods may be used. State data records will be coded to indicate which method has been used.

### **Student Tracker (Preferred Method):**

The National Student Clearinghouse offers Student Tracker services for an annual fee. If using Student Tracker, it is advantageous to wait as long as possible to upload your file of potential leavers to Student Tracker (i.e., the second or third week of October). This allows more time for institutions that subscribe to the service to upload their enrollment data and increases the likelihood that more of your potential leavers are identified as students attending another postsecondary institution.

- OR -

### **Survey (Optional Method):**

Include in your leaver survey must include a question that asks whether or not the student is currently enrolled at any other college or university. A leaver survey is different from the follow-up survey, which only surveys those students who received an award. Only students who indicate that they are no longer enrolled in any postsecondary institution should be included in your 4P1 data. Non-respondents are excluded from both the numerator and denominator.

The following standardized survey questions should be included as part of your leaver survey (4P1



Data Collection Survey):

1. I am currently enrolled at XYZ Community College. (If this item is selected, do not include in the numerator or denominator.)
2. I am currently enrolled at another college or university. (If this item is selected, do not include in the numerator or denominator.)
3. I am not currently enrolled at any college or university. (If this item is selected, the respondent is a leaver and must be included in the denominator unless the "I am unemployed, but not seeking employment" item is also selected.)
4. Are you currently participating in an apprenticeship program? (If "yes" is selected, include in the numerator.)
5. What is your current employment status?
6. I am employed (includes self-employment). (If this item is selected, include in the numerator and the denominator ;)
7. I am serving in the military (If this item is selected, include in the numerator and the denominator ;)
8. I am unemployed and seeking employment (if this item is selected, include in the denominator ONLY ;)
9. I am unemployed, but not seeking employment (if this item is selected, do not include in the numerator or denominator.)
10. If a student selects both apprenticeship AND employment, report them (unduplicated) as employed.

Per federal guidelines, surveys should be conducted during the second quarter after the student left postsecondary education (i.e., graduated). For example, students who graduated by June 30 should be surveyed between October 1 and December 31. However, as graduation dates and survey resources vary by institutions, schedule surveys to collect 4P1 data based on your institution's graduation date(s) and available institutional resources. For example, you may survey fall leavers between April 1 and June 30; winter leavers between September 1 and November 30; and summer leavers between October 1 and December 31.

### Examples:

Student A, Student B, Student C, Student D, Student E, and Student F were identified as CTE Concentrators enrolled at XYZ Community College during the prior reporting year.

1. Student A did not receive an award (graduate) in the prior reporting year and did not return to XYZ Community College in the following fall semester. When the college received its return file from Student Tracker, Student A was not identified as a student attending another postsecondary institution that subscribes to Student Tracker. Consequently, Student A was identified as a potential leaver and was sent a survey. Student A responded to the survey and indicated that she is not attending another postsecondary institution and is employed.
2. Student A would be counted in the numerator and the denominator of core indicator 4P1
3. Student B did not graduate in the prior reporting year and did not return to XYZ Community College the following fall. When the college received its return file from Student Tracker, Student B was not identified as a student attending another postsecondary institution. Consequently,

4. Student B was identified as a potential leaver and was sent a survey.
5. Student B responded to the survey and indicated that he is attending a private university.
6. Student B is not counted in the numerator or the denominator of core indicator 4P1 since he did not leave postsecondary education.
7. Student C did not graduate in the prior reporting year and did not return to XYZ Community College the following fall. When the College received its return file from Student Tracker, Student C was identified as a student attending another postsecondary institution.
8. Student C does not need to be surveyed and is not counted in the numerator or the denominator of core indicator 4P1 since she is still enrolled in postsecondary education.
9. Student D did not graduate in the prior reporting year and did not return to XYZ Community College the following fall semester. When the College received its return file from Student Tracker, Student D was not identified as a student attending another postsecondary institution. Thus, Student D was identified as a potential leaver and was sent a survey. Student D did not respond to the survey.
10. Student D is not included in the numerator or the denominator of core indicator 4P1 (nonrespondents are not included).
11. Student E was awarded a certificate from XYZ Community College during the prior reporting year and is still enrolled at XYZ Community College in the following fall semester.
12. Since Student E is still enrolled in postsecondary education, she does not need to be surveyed and is not included in the numerator or the denominator for 4P1.
13. Student F was awarded an Associates degree at XYZ Community College during the prior reporting year. She did not return in following fall. When the college received its return file from Student Tracker, Student F was not identified as a student attending another postsecondary institution. Student F was identified as a potential leaver and was sent a survey. Student F responded to the survey and indicated that she is attending a university.
14. Student F is still enrolled in postsecondary education and is not included in the numerator or the denominator for 4P1.
15. Student G did not receive an award (graduate) in the prior reporting year and did not return to XYZ Community College in the following fall semester. When the college received its return file from Student Tracker, Student G was not identified as a student attending another postsecondary institution that subscribes to Student Tracker. Student G was identified as a potential leaver and was sent a survey. Student G responded to the survey and indicated that she is not attending another postsecondary institution and is NOT employed and IS NOT SEEKING EMPLOYMENT.
16. Student G would not be counted in the numerator or the denominator of core indicator 4P1.
17. Student H received an award conferred and is not enrolled anywhere – these students are leavers.

**Formula:**

**Numerator:** Number of CTE Concentrators identified as leavers and who answered that they were either: (1) employed, (2) in the military or (3) in an apprenticeship program via a survey

Divided by:

**Denominator:** Number of CTE Concentrators identified as leavers who answered the survey

– (minus) the number of leavers who indicated that they were “not employed AND not seeking employment”

## Instructions for Completing Year-End Program Participant Report

### PURPOSE

These data are required to fulfill reporting requirements of the Carl D. Perkins Career and Technical Education Act of 2006. The Consolidated Annual Report requires states to report on the number of participants by gender and career cluster. Data are collected on CTE Concentrators for Core Indicators #1P1 (Technical Skill Attainment), Core Indicator #2P1 (Credential, Certificate, or Degree), Core Indicator #3P1 (Student Retention and Transfer), Core Indicator #4P1 (Student Placement), and Core, Indicator #5P2 (Non-Traditional Completion).

#### Definition of CTE Concentrator:

*(Federal)* A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

*(MCCDEC)* A student officially enrolled in a CTE program who: (1) has completed at least 12 credits in non-developmental courses that apply to a program area; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

### INSTRUCTIONS

I. **PERIOD OF REPORT:** July 1, 2010 through June 30, 2011.

#### II. COMPLIANCE - SUPPORTING DOCUMENTS

Each institution should keep supporting documents available for a possible desk audit for at least five years after the submission date. Federal funding could be jeopardized if any institution or the Michigan Department of Workforce Agency is found to be in noncompliance with Federal law. This report is organized according to the six-digit CIP code as reported on your Program Inventory. If you find a

program is omitted, you may add it to the report but be sure that it is also added to your Program Inventory, if applicable. Review your current Program Inventory for accuracy in order to avoid such omissions next year.

1. Report the TOTAL UNDUPLICATED NUMBER OF PARTICIPANTS who were enrolled in a program during the 2010-11 academic year.
2. Distribute participants by racial/ethnic group and gender.
3. Report Nonresident Aliens separately.
4. Report by Gender within Special Populations. Refer to the *Dictionary of Community College Terminology* for definitions.

### 5P1: Non-Traditional Participation

*The State will calculate this for you from your year-end program Participant file.*

#### Federal Definitions:

**CTE Participant:** A postsecondary/adult student who has earned one or more credits in any career and technical education (CTE) program area.

**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the report year.

**Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional field during the report year.

The following explains how it will be calculated:

The number of CTE participants in programs considered non-traditional for their gender can be calculated from the year-end program enrollment file; however, only those who have earned one or more credits in any career and technical education (CTE) program will be considered. The database has a code labeled "Non-Trad." All programs that are considered non-traditional have been coded with either a W (Nontraditional for Women) or an M (Non-traditional for Men). If a college enters a program, this field will be automatically updated with the correct Non-Traditional code. This code is based upon National Labor Statistics data provided by the federal government along with some state data.

The formula for determining this is as follows:

Number of women CTE participants in programs considered non-traditional for women (NTW) + number of men CTE participants in programs considered nontraditional for men (NTM).

NTW + NTM DOES NOT EQUAL Total CTE participants in Non-traditional programs WHO are NOT BEING COUNTED at this time: Men enrolled in those programs considered non-traditional for women and women enrolled in programs considered nontraditional for men.

The total = sum of ALL CTE PARTICIPANTS IN NON-TRADITIONAL PROGRAMS which then takes into account those men CTE participants in those programs considered nontraditional for women, women CTE participants in programs considered nontraditional for men, men CTE participants in programs considered non-traditional for men and women CTE participants in programs considered non-traditional for women.

**Example:**

College XYZ reports the following:

20 male CTE participants were enrolled in programs considered non-traditional for men 100  
female CTE participants were enrolled in programs considered non-traditional for men 100  
male CTE participants were enrolled in in programs considered non-traditional for women 10  
female CTE participants were enrolled in programs considered non-traditional for women  
NTW + NTM = 20 + 10 = 30 Total Non-traditional CTE participants = 20 + 100 + 100 + 10 =  
230 Percent enrolled in programs considered non-traditional for their gender = 30/230 =  
13.04% CTE Non-Traditional Participation: 13.04%

**CTE CONCENTRATOR COMPLETIONS**  
**NUMBER OF STUDENTS WHO RECEIVED**  
**AT LEAST ONE OCCUPATIONAL AWARD (UNDUPLICATED)**  
**(5P2: Nontraditional Completion Derived)**

**PURPOSE**

These data are collected as a requirement to fulfill the 5P2 Core Indicator, Non-Traditional Completion.

This information CANNOT BE DERIVED FROM the Awards Conferred Report since the Awards Conferred Report provides the number of awards conferred and NOT the number of students that received an award.

**REPORTING PERIOD:** July 1, 2010- June 30, 2011

**Instructions**

Report the total number of CTE Completers by CIP Code, race/ethnicity, gender, special populations and Tech Prep

Numerator: Number of CTE Concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the report year.

Denominator: Number of CTE Concentrators who completed a program that leads to employment in nontraditional fields during the report year.

## Formula

Number of men who completed a program considered nontraditional for their gender (NTM) + the number of women who completed a program considered nontraditional for their gender (NTW) divided by

Total number of all students who received an award in a nontraditional program

### Example:

XYZ Community College reports the following: 50 male CTE Completers (unduplicated) received awards in programs considered nontraditional for men 20 female CTE Completers (unduplicated) received awards in programs considered nontraditional for women

75 male CTE Completers (unduplicated) received awards in programs considered nontraditional for women

200 female CTE Completers (unduplicated) received awards in programs considered nontraditional for men

NTM = 50

NTW = 20

Total students that received an award in a program that was considered nontraditional for their gender = 50 + 20 = 70 Total students that received awards in nontraditional programs = 50 + 20 + 75 + 200 = 345

Percent students that received awards in nontraditional programs =  $70/345 = 20.28\%$