**Data Analysis of All Curriculum CTE Students by Performance Indicator  
Directions**

**Overview:**

Per Perkins V section 134(c)(2)(A) the Comprehensive Local Needs Assessment must include:

“An evaluation of the performance of the students served by the [community colleges] with respect to state determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

NCCCS has begun collecting statewide data for each special population, but not all have been collected for long enough to create data for analysis. To date, the data includes students with disabilities, students who are economically disadvantaged, students who identify as a minority race or ethnicity, and students in nontraditional field programs. (see definitions below for each category). As more data is received, more fields will be included in these charts.

Charts have been developed for each college using current, available data. For some categories on the graph, there is no statewide data. It may be possible to obtain the data from your Institutional Research office. Since this is an internal review, low numbers may still be useful to your analysis. However, this data is not available from the state-level public dashboards. Specifically:

* If there is an asterisk (\*) next to a race, ethnicity, or gender, then there are fewer than 20 students in the data and the data is suppressed on the state-level public dashboards.
* Data for single parent/pregnant women, out of workforce, and English learners are not currently collected in Colleague.
* Since race and ethnicity tend to be suppressed for many colleges, it was decided to combine American Indian/Alaskan, Asian, Hawaiian/Pacific Islander, Multiple, and Unknown numbers when further subdividing by gender into a category titled “Other/Unknown race” (those other than Black and White).

Details on how each indicator is calculated is on the “Metric Details” tab in the dashboards at <https://www.nccommunitycolleges.edu/analytics/dashboards/cte-perkins-v-summary>

**Directions:**

Review charts for 1P1, 2P1, and 3P1 to determine gaps in performance compared to the state and the college’s negotiated levels of performance for each indicator. Additionally, noteworthy differences in performance between subpopulations should be identified.

Write a list of gaps by performance indicator (template provided) and upload it to the Comprehensive Local Needs Assessment course in NCPerkins. There is a separate link for this submission in a section titled “Performance Indicator Data Analysis”.

**Definitions:**

**1P1: Postprogram Placement**: The percentage of CTE Concentrators who completed a CTE program of study during the previous reporting year, who remain enrolled in postsecondary education or are placed in employment during the subsequent fall semester.

**2P1: Earned Recognized Postsecondary Credential**: The percentage of CTE Concentrators who received a recognized postsecondary credential (Certificate, Diploma, and/or Associate Degree) during the reporting year.

**3P1: Nontraditional Program Concentration**: The percentage of nontraditional CTE Concentrators in programs of study that are nontraditional for their gender.

**Special Populations (Perkins V Section 3(48)**

1. **Individuals with disabilities**– At the postsecondary level this data is available from your college disability services office and includes students who self-identify that they have a disability and meet the eligibility criteria in Section 504 of the Rehabilitation Act.   
   See <https://www2.ed.gov/about/offices/list/ocr/transition.html> for information on 504 requirements at the postsecondary level.
2. **Individuals from economically disadvantaged families,** including low-income youth and adults – Currently identified for data reporting purposes as students receiving Pell grants.
3. **Individuals preparing for non-traditional fields** - Identified by students preparing for curriculum CTE Programs identified by the National Alliance for Partnerships in Equity (NAPE) as nontraditional occupations (last updated in 2020).   
   See <https://napequity.org/nontraditional-occupations-crosswalk/>
4. Individuals who identified as a **minority** race or ethnicity - Minority races are defined as Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native. <https://nces.ed.gov/pubs2008/2008156.pdf> page iii, footnote 1 and also the US Census footnote says minority is defined “as any race and ethnicity combination other than non-Hispanic and White.” And <https://www.census.gov/library/visualizations/2021/comm/employer-firms.html>
5. **Single parents, including single pregnant women** – Not currently collected in Colleague Individual with a dependent child or children who is unmarried, widowed or divorced and not remarried.
6. **Out-of-workforce Individuals** – Not currently collected in Colleague.Out-Of-Workforce is defined in Perkins V Section 3(36) as
   1. An individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
   2. An individual who –

(i)(I) has worked primarily without renumeration to care for a home and family, and for that reason has diminished marketable skills; or

(II) 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 such title; and

(ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

1. **English Learners**– Not currently collected in Colleague. Students whose primary language is not English, and they have difficulty communicating effectively in English.
2. **Homeless individuals** described in section 725 of the McKinney-Vento Homeless Assistance Act– Only evaluated at the secondary level, though colleges are encouraged to serve this population.
3. **Youth who are in or have aged out of, the Foster Care System** – Only evaluated at the secondary level, though colleges are encouraged to serve this population.
4. **Youth with a parent who is a member of the armed forces and is on active duty** – Only evaluated at the secondary level, though colleges are encouraged to serve this population.