

AIM CDE-101-E1 Report Documentation

Instructions for Running the AIM CDE-101-E1 Report



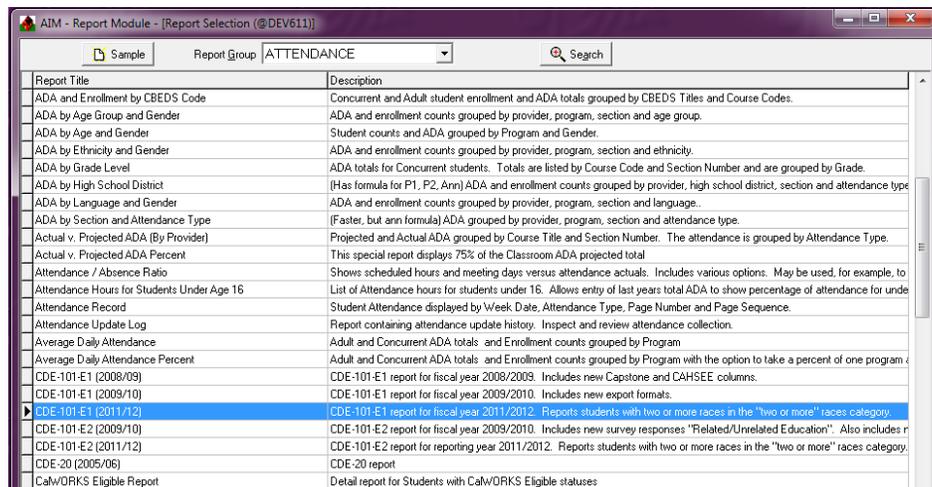
CDE-101-E1 Report Documentation

Table of Contents

Introduction.....	2
Latest CDE-101-E1 Report Features.....	3
Accessing the Perkins Data System Web Page.....	4
Adult Students.....	5
Concurrent Students.....	8
Important Data Requirements for the Report.....	13
Before You Run the Report.....	14
Running the Report.....	15
Exporting Data (Adult / Secondary / Survey)	18
Conclusion.....	23
Appendix A: Data File Format, Secondary ROP.....	24
Appendix B: Data File Format, Adult.....	29

Introduction

Harris School Solutions is pleased to bring you the CDE-101-E1 report for your use. The latest version of the report in AIM is titled: CDE-101-E1 (2011/12). The report name changes only when the state changes their requirements. We keep previous versions of the report available in case you want to compare previous year data to a more recent report.



You will use the data from your E1 report to either electronically transfer the data into the CDE Perkins Data System web page or you could also hand-enter the data onto the website. The data is due to the CDE, no later than October 15 each year.

Running a specialized report such as this will take some time. We estimate that it should take you an hour or two to understand the report options and the overall process for running the report and entering the data. It may then take some additional hours to set the CBEDS codes and other course and setup options. It may also take some additional hours (or days) to enter any missing student grades, 12th grade grade-levels, 12th grade concurrent statuses, and/or High School Diploma statuses.

You may need to run the report several times, and cross-check the results against your attendance reports, before you will feel comfortable with the results. The report is tuned for performance, but may take about 10 minutes to run for the entire school for one year. (The report requires less time to run, if you are filtering down to one provider, course, CBEDS code, and/or program.)

The California Department of Education's Perkins website can be found at:

<http://www.cde.ca.gov/ci/ct/pk/>

All Perkins contacts are found here: <http://www.cde.ca.gov/ci/ct/pk/contacts.asp>

Latest CDE-101-E1 Report Features (last updated for 2011/2012)

We make the latest changes to the report and name it as the 2011/12 version. It runs with the following rules for multiple ethnicity student records:

- * Hispanic Ethnicity takes precedence over any race. E.g. a Hispanic / White student would be counted as Hispanic and would not be counted as White.
- * Races are reported only for non-Hispanic students.
- * For a student with a single race, it is reported in the appropriate race category.
- * For a student with two or more races, it is reported in the "two or more" races category.
- * In the export formats, there is no category for "two or more" races. The export format coming from the CDE, and have no control of, lacks the required category. In the export formats, we export a non-Hispanic student with two or more races to the "unknown/other" category.

Previous changes include:

1) The CDE created a new electronic format to accept E1 data. We (Harris) have modified the E1 report to include a new option to export to the required CDE format. The CDE format is a tab-delimited format. (See appendices A and B, in this document, for more information on the format.) There are actually two export formats, one for Secondary ROP students and one for Adult students. The E1 report, as in prior years, will also run as a printed report, so that you can easily inspect the report output, and verify your numbers. The electronic format relieves the users of hand-entering the data onto the CDE web page. However, it is still possible to hand-enter data on the CDE web page. If you have a small number of CBEDS codes (only a few pages of data), then it may be easier to hand-enter the data.

After running the report and creating the export file, you will then upload the data to the Perkins Data System web site (<http://www2.cde.ca.gov/Perkins/logon.aspx> PIN required). To upload the files, follow the instructions on the Perkins Data System web site. The CDE automatically processes uploaded files once per day at 2:45 AM. Check the website any time after that time, to view the results of the prior day's upload. (See a later section in this document for detailed instructions.)

2) To facilitate creation of the Perkins Follow-Up Survey (for the E2 report), we have included an option in the E1 report to export a list of completers. We modified the AIM survey build process, so that it will accept the list of completers as an additional filter. The use of the completer-list should allow you to create a survey batch that more exactly matches the E1 report.

3) The report includes two columns for Tech Prep courses. The first column asks for the count of those students who have received Post-Secondary (college) credit while taking a high school class. The second column asks for the count of those students who have received "Industry-recognized certification or licensure" at the completion of their course work. Neither of these columns applies to non-tech-prep courses. The first column applies only to secondary students (not adults). We include appropriate student statuses in the AIM system to allow you to identify students for these two new columns.

Accessing the Perkins Data System Web Page

It is helpful to familiarize yourself with the web page, prior to running the report, so that you can understand the report output.

You will submit (hand-enter or electronically upload) the data from the report onto the Perkins Data System web page. The Perkins Data System web page can be found at the following link <http://www2.cde.ca.gov/Perkins/logon.aspx>

Note that the CDE has provided a fairly complete instruction document. The document is available here <http://www.cde.ca.gov/ci/ct/pk/>.

As per the document, an electronic PIN is required to input or upload data. The PIN can be obtained by sending an e-mail request to perkins@cde.ca.gov. Please include the LEA's county district number and the name, telephone number and e-mail address of the local contact person.

On the Perkins Data System web page, you will first select whether you are entering Adult counts or Secondary counts. Adult schools will enter exclusively on the Adult page, for both Adult and Concurrent students. ROPs will enter their Adult students on the Adult page and the Concurrent student on the Secondary page.

If you are hand-entering data, then for each CBEDS code, you will enter one page of data. The CDE treats each CBEDS code as a "course" even though you may have multiple different courses falling under one CBEDS code. You will first "Add a New Course" and then choose the CBEDS cluster area and the CBEDS code. A blank page will then pop-up to allow you to enter the enrollment counts for the CBEDS code that you had selected.

If you are electronically uploading data, then the adult schools will upload one file only (treating all concurrent students as adult students). However, the ROPs will upload one file in the adult format for adult students; and another file in the secondary format for concurrent students (two files in total).

Adult Students

The instructions for adult students are as follows.

If you are entering data for Adult students, you will enter counts for the “Total Participants”, “Total Concentrators”, “Concentrators in a Capstone Course,” “Capstone Concentrators Who Took an End of Program Assessment,” “Capstone Concentrators Who Passed an End of Program Assessment,” and “Capstone Concentrators Receiving an Industry Recognized Certificate, License or Degree.”

The above counts correspond to columns A, B, C, D, E, and I on the AIM report. Columns E1, E2, F, G, and H on the report, are grayed-out and are not used for Adult students.

An Adult School will report both Concurrent and Adult students, as if they were all Adult students. You use the “Count Concurrent as Adult” option on the report to accomplish that.

An ROP will report Adult students and Concurrent students separately. To run the report for Adult students, use the “Adult/Concurrent” option on the report and select the Adult students.

Column A “Total Participants”: The Adult Participants are students who were enrolled in a CTE course in the reporting year, and who have completed 20 or more hours in the course. The Perkins document states that there is a 150-hour requirement, but this does not apply to adult students. Please contact the Perkins office if you have questions regarding that rule.

For the adult students, you will enter a “-1” on the “Min Hours in Sequence for Participants” option on the report. This causes the report to ignore the option. Instead, the report will use the default rule which is 20 hours in the course.

Column B “Total Concentrators”: Concentrators on the report are Participants who are enrolled in a Concentrator course. Note, in AIM you will mark all Concentrator courses as such, on the course screen. We can apply a SQL script if you like, to mark all your courses as Concentrator courses. For a forum section, each course may be separately marked Concentrator or Non-Concentrator. Note that any course marked as Capstone will be treated as a Concentrator course, even if the Concentrator flag was not set.

As stated above, hour restrictions do not apply to adult students, beyond the default rule of 20 hours in the course. For the adult students, you will enter a “-1” on the “Min Hours in Sequence for Concentrators” option on the report. This causes the report to ignore the option, instead using the default rule which is 20 hours in the course.

The “Max Hours Percentage Threshold” option is a special option which may optionally be used for long-duration multi-year courses, where a student may progress from introductory to concentrator status; all within the same course (same course code, across multiple years). The

default value -1 causes the report to ignore the option. If you enter any positive value between 0 and 100, then the report will count the student as a concentrator, if the course itself is marked concentrator, and if the total hours in the course for the student, is equal to or greater than the Maximum Attendance (on the course screen) multiplied by the threshold number divided by 100.

Note that the remaining columns for the Adult Report are concerned exclusively with Capstone students. This differs from the Secondary Report, which has different columns that pertain to Capstone, Concentrator and/or 12th Grade students.

Column C “Concentrators in a Capstone Course”: Capstone Concentrators are Concentrator Students who are enrolled in a Capstone Course. In AIM, you will mark the Capstone courses as such. We can apply a SQL script if you like, to mark all your courses as Capstone courses.

Column D “Capstone Concentrators Who Took an End of Program Assessment”: For Adult students, Column D = Column C. We make the assumption that all Capstone students are tested in some form (final exam or end-of-program skill assessment).

Column E “Capstone Concentrators Who Passed an End of Program Assessment” (the Completers): For Adult Capstone students, we treat them as if they have passed the end-of program assessment, if they have met any criterion which indicates completion. We have three options on the report that you can use to indicate completion (Competencies Assigned, Completer Code, and/or Passing Grade). Note that the Passing Grade option excludes the D grades, but includes any other passing grade.

Columns E1, E2, F, G, and H: Not applicable to Adult students. For adult students, Column F = Column C, number of Capstone concentrators.

Column I “Capstone Concentrators Receiving an Industry Recognized Certificate, License or Degree”: This is the final column in the report for Adult students. We count a student in Column I, if we count him in Column F (= Column C, Capstone concentrators), and if he has an AIM status which indicates that he has received the Certificate, License or Degree.

In the AIM setup area, we have a place where you can associate student statuses to reporting categories. We show an example here:

General Setup | Course/Section | Student

Employee Type | General | Scan Prefs | Special Report Status | Zip Codes | eCM Access

Report Title: CDE 101 E-1

Status Groups for CDE 101 E-1

Group Title	Sort Order
Total Migrant	7
▶ Diploma/Credential	8
Post-Secondary Credit	9
Industry-Cert/License	10

Status Codes for Diploma/Credential

Status Code
▶ Adult Credential
High School Diploma

In the above example, the two statuses “Adult Credential” and “High School Diploma” are associated with the reporting category “Diploma/Credential,” which is the final column on the report. If any adult student has either of those two statuses effective as of the report end date (which is usually equal to the fiscal year end date), and if that student was a Capstone concentrator, then that student would be counted in this final column.

Employee Type | General | Scan Prefs | Special Report Status | Zip Codes | eCM Access

Report Title: CDE 101 E-1

Status Groups for CDE 101 E-1

Group Title	Sort Order
Total Migrant	7
Diploma/Credential	8
Post-Secondary Credit	9
▶ Industry-Cert/License	10

Status Codes for Industry-Cert/License

Status Code
▶ Industry-Cert/License

Similarly, if the adult student had the Industry-Cert/License status set (see above), then he would (also) be counted in the final column on the report. Industry-Cert/License is a new status, created for this year's report, and primarily pertains to Secondary students.

From a practical perspective, it may be your policy to issue every adult-completer a credential. If so, then you may wish to ignore the numbers in the final column, and instead simply enter the numbers from the completer column into the final column, when you enter the data onto the web page. (If you are exporting, and if you want all adult capstone concentrators to count as if they have the credential, then add the "Adult" student status to the Industry-Cert/License group above.

(See a later section in this document for instructions on how to export adult students.)

Concurrent Students

There are two newer columns on the report, for concurrent students, relating to Tech Prep courses.

If you are entering data for Concurrent students, you will enter counts for "Total Participants," "Total Concentrators," "Concentrators in a Capstone Course," "Capstone Concentrators Receiving C or Better," "Capstone Concentrators Receiving Post-Secondary Credit," "Capstone Concentrators Receiving Industry Recognized Certification or Licensure," "Total 12th Grade Concentrators," "12th Grade Concentrators CAHSEE English Proficient (380)," "12th Grade Concentrators CAHSEE Math Proficient (380) and 12th Graders Receiving a Diploma, GED, or Equivalent.

The above counts correspond to columns A, B, C, E, E1, E2, F, G, H, and I on the AIM report. Column D on the report is grayed-out and is not used for Concurrent Students.

An Adult School will report both Concurrent and Adult students, as if they were all Adult students. You use the "Count Concurrent as Adult" option on the report to accomplish that. (See the previous section for a discussion of how to run the report for the Adult students.)

An ROP will report Adult students and Concurrent students separately. (To run the report for Adult students, see the prior section.) To run the report for Concurrent students, use the "Adult/Concurrent" option on the report and select the Concurrent students. This section deals only with the Concurrent Students.

Column A "Total Participants": A secondary CTE participant is a student who has completed the equivalent of a conventional 50-minute class taken five times a week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE sequence or program.

As such, we are interested in concurrent students who were enrolled in a CTE course in the reporting year or any prior year, and who have achieved 150 or more hours in the sequence.

We interpret “Perkins Program Sequence” to mean any collection of courses in a CBEDS career cluster. We are not concerned with the order in which the courses are taken. In AIM, you can create your own CBEDS clusters and move CBEDS codes from one cluster to another.

However, no CBEDS code may belong to more than one cluster. We recommend that you place all closely related courses, into one CBEDS cluster. Note there is nothing that would prevent you from moving all CBEDS codes to a single cluster; however, in doing so you may stretch the definition of a sequence.

For the concurrent students, you will enter a “150” on the “Min Hours in Sequence for Participants” option on the report. This causes the report to exclude any student with fewer than 150 hours in the CBEDS career cluster.

There is an option on the report regarding the computation of attendance hours in the Perkins Program Sequence. This is a special purpose option and not many schools or agencies would use this option. The “Count Credits as Hours” option allows you to specify one or more fiscal years, where credits-earned may take the place of attendance. By way of example, here is the rule: Assume that we have a student enrolled in course 123444 section 456777 in fiscal year 2009 belonging to CBEDS cluster “Information Technology”. Assume further that the student has received a passing grade of B in the section (any grade C- or higher would do), and that the student has received 5 units of credits-earned in the section. Assume further that the course is marked with 10 units for the max-credits, and 150 hours for the Maximum Attendance. If the student has exactly zero recorded hours of attendance in the section, and if the “Count Credits as Hours” option includes fiscal year 2009, then the student would be treated “as if” he had $5.0 / 10.0 * 150.0 = 75$ hours of attendance in that section. This 75-hour quantity would be added to any other attendance found for that student in the same CBEDS cluster (across any other courses or years). You must specify the year(s) in which the substitution is to be performed. Similarly, for any student who has even one hour of recorded attendance in the section, then no substitution is performed. Finally, the student must have a passing grade entered, in addition to a positive number of credits, or no substitution is performed.

Column B “Total Concentrators”: A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours **or** credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. By the definition of a Perkins CTE sequence, any sequence has a minimum of 300 hours. As such, 50% of a sequence has a minimum of 150 hours. As such, any Secondary Participant could in theory be counted as a Concentrator, assuming that the participants have at least 150 or more hours.

On the report, we count any concurrent participant as a concentrator, if he is registered into a concentrator course, and if he meets the hourly limits as specified in the three options described next. We can apply a SQL script if you like, to mark all your courses as Concentrator courses.

For the “Min Hours in Sequence for Concentrators” option, enter a -1 to cause the report to ignore the option. In this case, any Participant who is enrolled in a concentrator course will be counted as a concentrator. Enter a positive number to cause the report to count as concentrators those students having the specified number of hours (or greater) in the Perkins Program Sequence. In other words, students having fewer hours in the sequence would not be counted as concentrators.

The “Max Hours Percentage Threshold” option is a special option which may optionally be used for long-duration multi-year courses, where a student may progress from introductory to concentrator status; all within the same course (same course code, across multiple years). The default value -1 causes the report to ignore the option. If you enter any positive value between 0 and 100, then the report will count the student as a concentrator, if the course itself is marked concentrator, and if the total hours in the course for the student, is equal to or greater than the Maximum Attendance (on the course screen) multiplied by the threshold number divided by 100.

Column C “Concentrators in a Capstone Course”: Capstone Concentrators are Concentrator Students who are enrolled in a Capstone Course. In AIM, you will mark the Capstone courses as such. We can apply a SQL script if you like, to mark all your courses as Capstone courses.

Column D: Not applicable to Concurrent students.

Column E “Capstone Concentrators Receiving C or Better:” We call this the “Capstone Passed” column on the AIM report. Students counted in Column C (Capstone Students), who have demonstrated any evidence of completion. We have three options on the report that you can use to indicate completion (Competencies Assigned, Completer Code, and/or Passing Grade). Although the web page says “C or better”, in fact we count students who have received competencies or students who have received a completer-code, if the report options are specified that way. Note that the Passing Grade option excludes the D grades, but includes any other passing grade.

Column E1 “Capstone Concentrators Receiving Post-Secondary Credit:” This is a new column for this year (2009/2010) and pertains only to Tech Prep courses. Basically, the CDE uses this column to count high-school students who have received college-credit for their high school tech-prep class. In AIM, we have a new student status “Post-Secondary Credit” to track these students. (See the following picture.) You can also add your own statuses to this reporting group. To count a student in this column, the course must be marked as Tech Prep, the student must have been counted in the prior column “Capstone Concentrators”, and the student must have the new “Post-Secondary Credit” status.

General Setup | Course/Section | Student

Employee Type | General | Scan Prefs | Special Report Status | Zip Codes | eCM Access

Report Title: CDE 101 E-1

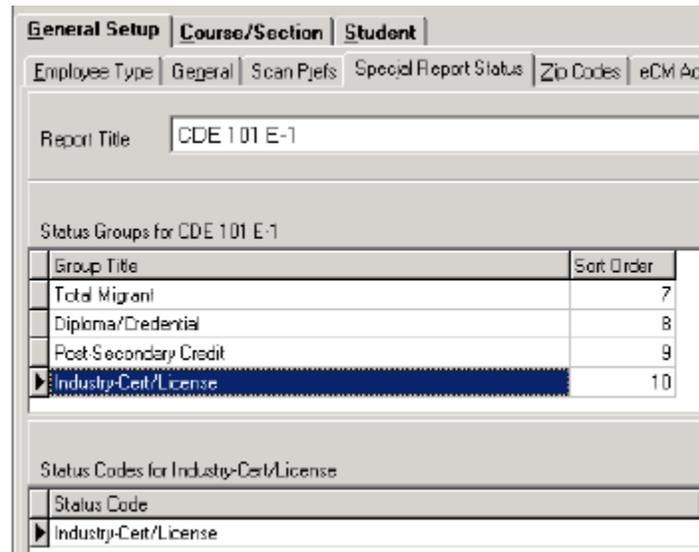
Status Groups for CDE 101 E-1

Group Title	Sort Order
Total Migrant	7
Diploma/Credential	8
▶ Post-Secondary Credit	9
Industry-Cert/License	10

Status Codes for Post-Secondary Credit

Status Code
▶ Post-Secondary Credit

Column E2 “Capstone Concentrators Receiving Industry Recognized Certification or Licensure:” This is a new column for this year (2009/2010) and pertains only to Tech Prep courses. Basically, the CDE uses this column to count high-school students who have Industry Recognized Certification for their high school tech-prep class. In AIM, we have a new student status “Industry-Cert/License” to track these students. (See the following picture.) You can also add your own statuses to this reporting group. To count a student in this column, the course must be marked as Tech Prep, the student must have been counted in the prior column “Capstone Concentrators”, and the student must have the new “Industry-Cert/License” status. Unlike adult students, where column E2 “Post-Secondary Credit” is equal to column I “Degree or Cert”, for concurrent students, these two columns are different—Column I is for the 12th Grade High School Diploma; whereas column E2 refers to a special certification or recognition which occurs independently of the high school diploma.



Column F “Total 12th Grade Concentrators”: For concurrent students, Column F is any 12th grade concentrator. For concurrent students, capstone and completion statuses are not relevant to this column. Note that we also treat 13th graders (e.g. “super seniors”) as if they are in the 12th grade.

To compute the grade level (for this column and all columns on the report) we use the high school grad-year. 12th and 13th graders for reporting-year 14/15 correspond to grad-years 2015 and 2014, respectively.

Column G “12th Grade Concentrators CAHSEE English Proficient (380)”: For concurrent students, Column G is any 12th grade concentrator receiving a score of 380 or above on the CAHSEE English test. Capstone and completion statuses are not relevant to this column. CAHSEE tests are recorded in the AIM test scores area. ROPs are not required to report CAHSEE data. However, if you are an ROP reporting on behalf of your district, then you will report CAHSEE data, on the district page. We now import CAHSEE scores with the K12 Import—if your district can provide the data to you, then we can import it into AIM. The test must be labeled with “CAHSEE” for the test-name and one of “ENGLISH”, “ENGL”, or “ELA” for the subject. If more than one CAHSEE English test is recorded (across any test years), then we use the highest score. Note: if you are reporting for the district, then the AIM system must include the district CTE students and sections. In this case, you would typically run the report twice, as follows. Using a filter, you would run the report once to pick up the district-funded sections/courses, and then once again to pick up the ROP-funded sections/courses. Students, who were registered on both sides, may possibly be counted once on each side (for a given CBEDS code) and this is OK.

Column H “12th Grade Concentrators CAHSEE Math Proficient (380)”: For concurrent students, Column H is any 12th grade concentrator receiving a score of 380 or above on the

CAHSEE Math test. Capstone and completion statuses are not relevant to this column. The test must be labeled with “CAHSEE” for the test-name and “MATH” for the subject. If two or more scores are present (across any test years), then we use the highest score. As with the CAHSEE English test above, ROPs are not required to report CAHSEE scores, but may do so if reporting on behalf of the district.

Column I “12th Graders Receiving a Diploma, GED, or Equivalent”: This is the final column on the report for Concurrent students. We count a student in Column I, if he is in the 12th grade, and if he is a 12th grade concentrator (column F), and if he has an AIM status which indicates that he has received the Certificate, License or Degree. (See the prior section regarding Adult students for an explanation of the AIM statuses.)

Only courses set with a CBEDS code are included on the report. We can run a SQL script to identify courses with no CBEDS code.

Important Data Requirements for the Report

If you are an Adult school or an ROP, you may wish for us to update your courses in the reporting fiscal year to mark all courses as Concentrator courses. We can run a SQL statement on your database to accomplish this. A student will not be counted as a concentrator on the report, unless he is enrolled in a concentrator course. (There is one exception. Any capstone course is automatically considered a concentrator course, even if not marked as a concentrator course.)

Similarly, if you are an Adult school or an ROP, you may wish for us to update your courses in the reporting fiscal year to mark all courses as Capstone courses. We can run a SQL statement on your database to accomplish this. A student will not be counted as a Capstone student on the report, unless he is enrolled in a Capstone course.

If you are an ROP, you may wish for us to update your Highest Degree Earned field on the student screen. We can set all Concurrent 12th Grade Students to High School Diploma, and then you can remove those students who did not receive a high school diploma. As before, we will run a SQL statement on your database to accomplish this. Any 12th grade concurrent student, who has the High School Diploma status, will show up on the report as a 12th grade diploma student. Note that the Adult schools will not report 12th grade information, and so this step is not necessary for Adult schools.

Note that Harris School Solutions will not remove the old report from your system, as you may wish to compare the old report to the new report. You may remove or hide the old report yourself, in the Report Configuration screen (from within AIM)

Before You Run the Report

Check the following setup items before running the report:

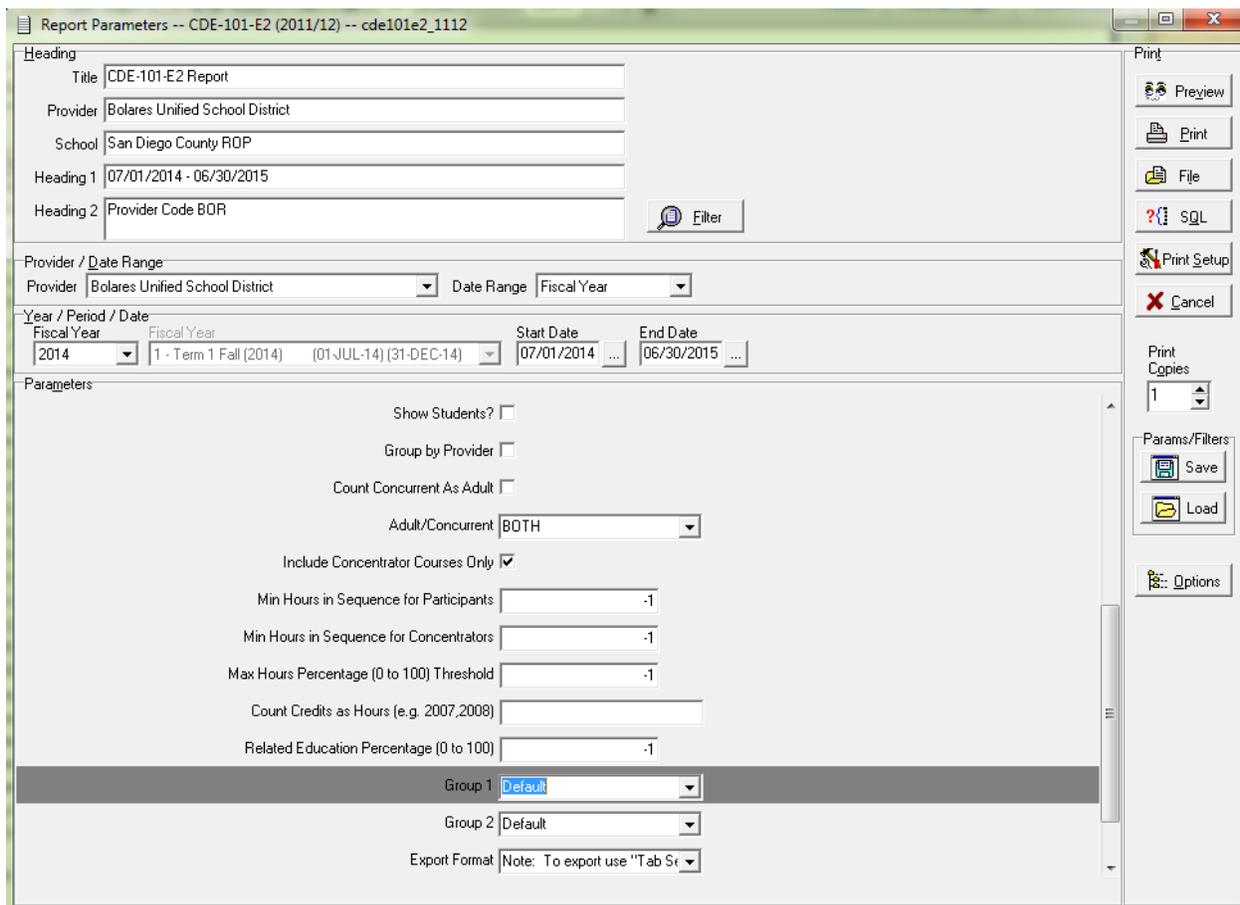
- (a) CBEDS codes must be up-to-date in your database.
- (b) The non-traditional column selections should be present in the AIM – Setup – Course/Section – CBEDS screen if you wish to see this data on the report.
- (c) All courses must be assigned to a CBEDS code. Otherwise, the course in question will not show up on the report.
- (d) All concentrator courses should be marked as such. Otherwise, none of your students will show as concentrators.
- (e) All capstone courses should be marked as such. Otherwise, none of your students will show as capstone completers.
- (f) All Tech Prep courses should be marked as such. Otherwise, the two new tech-prep columns (for concurrent students) will not show data.
- (g) Completing students need to have been issued a grade or competencies or been marked as a completer in the registration area.
- (h) If you are an ROP and are reporting 12th grade completer counts, then you must mark all 12th grade students as 12th graders, and they must have a concurrent status which is active sometime in the fiscal year (sometime between the report start date and report end date).
- (i) If you are an ROP and are reporting 12th grade diploma counts, then you will use the Highest Degree Earned status, to indicate High School Diploma. The High School Diploma status must have an effective date range that overlaps the report end date (6/30 of the reporting year). Otherwise, the student will not be counted as having a diploma. We have a SQL script that will mark all 12th grade concurrent students, with a specific diploma effective date. You may then " or delete any of those status from the Student – Student Status screen to indicate a non-diploma, for students who did not graduate from high school.
- (j) If you are an ROP and reporting concurrent student counts for Tech Prep statuses (postsecondary credit and industry-recognized certification), then you must mark the appropriate statuses in AIM. As with the High School Diploma status above, the same rules for date ranges apply to the Tech Prep statuses. The Tech Prep statuses must be effective as of the report end date (6/30).
- (k) If you are an Adult school and are reporting credential counts (in particular, if you are the taking credential counts to be different than the completer counts), then you will need to set the Adult Credential status for all those students. The date ranges work the same as the Highest Degree status above.
- (l) On the Setup/General Setup/Special Report Status screen, when selecting the CDE-101-E1 report, we map the special population categories, to the various student statuses that you track in your database. These are setup by default, with the AIM default student statuses. However, if you have custom student statuses in your database (the "Other" statuses), and if the custom statuses represent special population students, then you will want to ensure that the status in question is placed into the proper CDE-101-E1 reporting category. We can help you with this process if you have any questions about it.

Running the Report

The report is accessed from the report module as with any other AIM report.

Go to the ATTENDANCE group then select the report. The report has the title "CDE-101-E1 (2011/12)". Since the CDE can change this report from year to year, we explicitly indicate the last year the report was changed in the report title.

The report parameter screen will come up with the following information:



The screenshot shows the 'Report Parameters' window for 'CDE-101-E2 (2011/12)'. The window is divided into several sections:

- Heading:** Title (CDE-101-E2 Report), Provider (Bolares Unified School District), School (San Diego County ROP), Heading 1 (07/01/2014 - 06/30/2015), and Heading 2 (Provider Code BOR).
- Provider / Date Range:** Provider (Bolares Unified School District) and Date Range (Fiscal Year).
- Year / Period / Date:** Fiscal Year (2014), Fiscal Year (1 - Term 1 Fall (2014)), Start Date (07/01/2014), and End Date (06/30/2015).
- Parameters:**
 - Show Students?
 - Group by Provider
 - Count Concurrent As Adult
 - Adult/Concurrent: BOTH
 - Include Concentrator Courses Only
 - Min Hours in Sequence for Participants: -1
 - Min Hours in Sequence for Concentrators: -1
 - Max Hours Percentage (0 to 100) Threshold: -1
 - Count Credits as Hours (e.g. 2007,2008):
 - Related Education Percentage (0 to 100): -1
 - Group 1: Default
 - Group 2: Default
 - Export Format: Note: To export use "Tab S...

On the right side, there is a 'Print' panel with options: Preview, Print, File, SQL, Print Setup, Cancel, Print Copies (set to 1), Save, Load, and Options.

Date Range Selection: For the date range, you should select the proper reporting fiscal year. The start and end dates will appear similar to the picture for that year. The dates control which sections and students will be included in the report. The report will include any sections whose scheduled meeting dates fall within the date range selected. (To limit to the fiscal year in which the section was assigned, use a Fiscal Year filter.) The report will include any students who were enrolled at any time within the date ranges selected.

The report shows "unduplicated" counts. If a student is enrolled in more than one section for the same course, within the fiscal year, then the student will only be counted one time. However, if a student is enrolled in two courses, in the same fiscal year, even if belonging to the same CBEDS code, then that student will be counted twice.

The duplication removal process occurs prior to Report Module filter selections being applied, so it is independent of filter selections.

Provider Selection: If your database only includes one provider, then you can select that one provider. If your database contains multiple providers, and if you are running the report as an administrative user so that you have access to all providers, then you may select "Any or Selected" to run the report for the entire agency.

The first time you run the report, you may wish to filter down to a single course or CBEDS code, to better understand the output, before running the "real" thing. You can use the Filter screen to filter down to a single course or CBEDS code, or any other filters.

Report Options: The "Group by Provider" option is a useful analysis tool for schools running multiple providers. If you select this option, then the report will be broken up so that enrollment counts for each provider will be separated. When submitting data to the CDE, you will typically not run with this option selected as you will be interested in the overall counts for the agency. If your database includes only one provider, then this option does nothing.

Other report options are discussed in [Adult Students](#) (page 5) and [Concurrent Students](#) (page 8) sections above.

Summary Options:

Report options "Group 1" and "Group 2" allow you to summarize the data on the report in different ways.

To run the report normally (so that you can send your data to the CDE), these two grouping options should be set to "Default" and "Default" respectively.

However, to analyze your data, you may wish to re-organize the report output in different ways. In this case, you would set the grouping options to some selection other than the default.

It is not necessary to set both of the grouping options. You may find it useful to set Group 1 to some non-default value, and then set Group 2 to the default value. In this case, the report will organize according to the first group and the second group will do nothing.

For example, if you set Group 1 to "Program" and Group 2 to "Zip Code", then you will see the report data summarized first according to Program and then according to Zip Code.

The available selections under each option are as follows:

Default: For Group 1, the Default selection means to run the report as it runs normally. The report will summarize according to the provider, the adult/concurrent status, and the CBEDS code. For Group 2, the Default selection means to summarize under Group 1 only.

Summary: If Group 1 = Summary, then all the data on the report will summarize to a single page. If Group 2 = Summary, then the report will summarize according to Group 1 only.

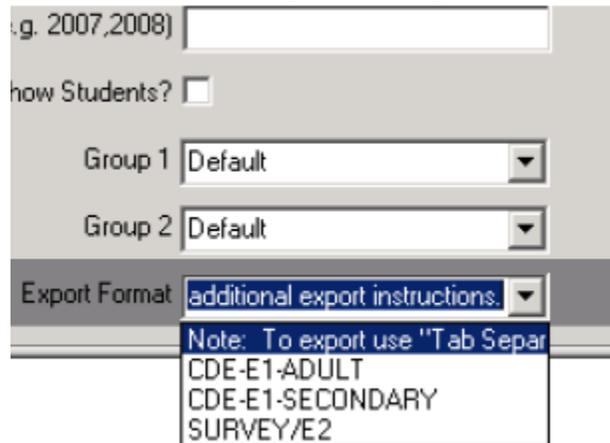
Career Cluster: The high-level grouping of CBEDS codes.

All the remaining grouping selections are self-explanatory. To experiment, select a few Sections in the Report Module Filter (so that the report runs fast). Then try a few combinations. You should find the results fairly easy to understand. The students are simply summed up in different ways.

Next, to export the data for importing into the state website, or for producing a list of students to use for the E2 survey, continue to the next page.

Exporting Data (Adult / Secondary / Survey)

The “Export Format” field controls how the report will export data.



Select the first option “*Note: To export use...*” to print the report normally with no export.

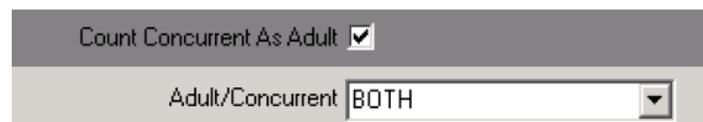
Adult Export Format

Select the second option “**CDE-E1-ADULT**” to export the report in the 158-column CDE format for Adult students. (See [Appendix B: Data File Format, Adult](#) for the file-layout.)

When exporting adult students, you would either filter to the Adult students as follows **for ROP reporting**:



or use the “Count Concurrent as Adult” option as follows **for Adult School reporting**:



After Selecting the Export options, then Preview the report as normal, producing output which looks something like the following:

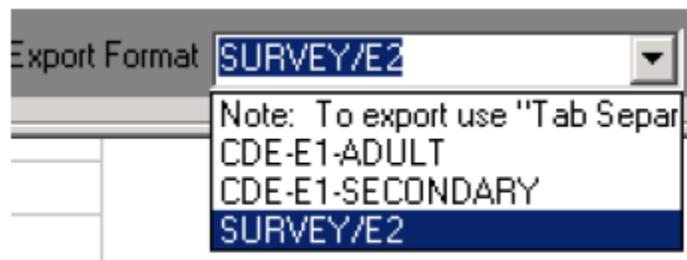
Select the file and process it as you did before with the adult export. If you then open the file using a text editor, you will see that the file has the proper tab-separated format, and there are no extra lines or quotes.

Finally, upload the file to the CDE as per CDE instructions.

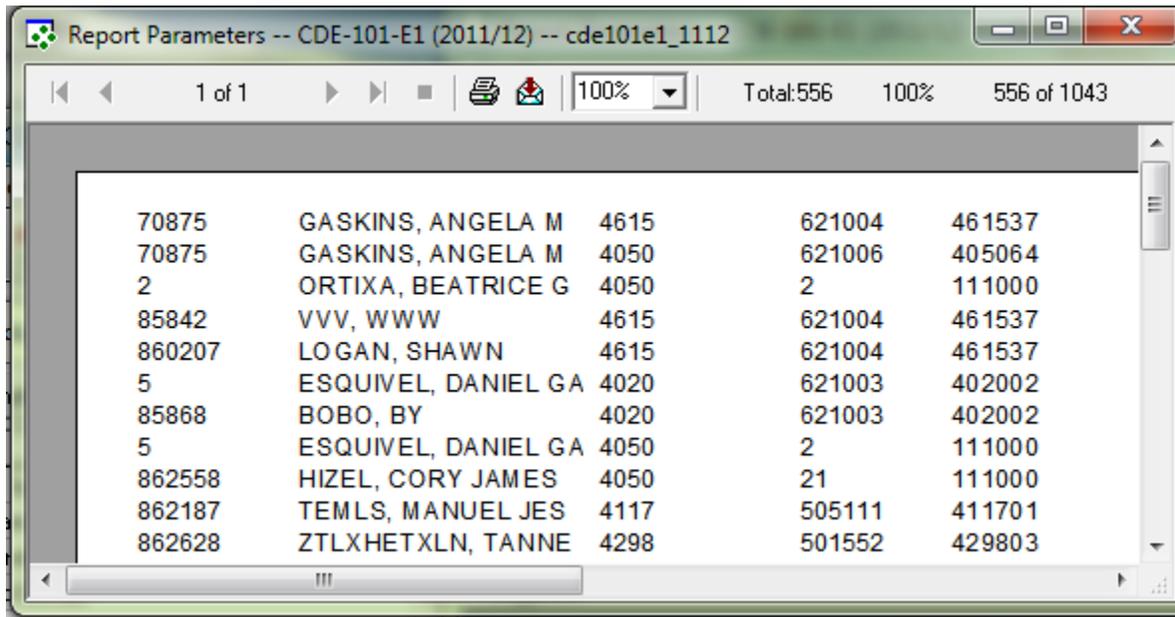
Survey/E2 Export Format

To facilitate creation of the Perkins Follow-Up Survey (for the E2 report), we have included an option in the E1 report to allow you to export a list of completers. We modified the AIM survey build process, so that it will accept the list of completers, as an additional filter, when building the survey batches. The use of the completer-list should allow you to create a survey batch that more exactly matches the E1 report. In this manner, you can survey only those students who belong on the E2 report.

To produce the completer list, select the third export option “Survey/E2”:



Then preview the report. Only the completers show in the list.



ID	Name	School Code	District	Another ID
70875	GASKINS, ANGELA M	4615	621004	461537
70875	GASKINS, ANGELA M	4050	621006	405064
2	ORTIXA, BEATRICE G	4050	2	111000
85842	VVV, WWW	4615	621004	461537
860207	LOGAN, SHAWN	4615	621004	461537
5	ESQUIVEL, DANIEL GA	4020	621003	402002
85868	BOBO, BY	4020	621003	402002
5	ESQUIVEL, DANIEL GA	4050	2	111000
862558	HIZEL, CORY JAMES	4050	21	111000
862187	TEMLS, MANUEL JES	4117	505111	411701
862628	ZTLXHETXLN, TANNE	4298	501552	429803

Then, export with the Tab-separated text format. For this export, you do not need to use the “AIM_E1_Format_Tool.exe” utility, although it will not hurt to do so.

You will save the resulting text file for future use for the E2 report. When the time comes to generate a list of students for your follow-up survey, the text file is used as an additional filter in the E2 Survey Build process. In effect, when you build the survey, you will build for all (or nearly all) the students, and then use the export file to filter down to just the E1 completers.

Conclusion

Harris School Solutions has made our best effort to produce a report that meets all the state requirements, and has the options that you need to make it work right for you.

Harris School Solutions is ready to help you to perform the necessary installation, setup and training, so that you can achieve a good result with this report.

Appendix A: Data File Format, Secondary ROP

This table was taken from CDE documentation; available on the Perkins Data System web page. The file format is a tab-delimited text format. Blank lines and quotes are not allowed. Fields specific to Tech Prep courses, must be output as blank for a non-tech prep course (zeroes not acceptable, in that case).

<i>Data element description</i>	<i>Data Type</i>
Course Code (CBEDS Code)	C
Tech Prep	C
Total Participants Male American Indian or Alaskan Native	N
Total Concentrators Male American Indian or Alaskan Native	N
Concentrators in Capstone Course Male American Indian or Alaskan Native	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male American Indian or Alaskan Native	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male American Indian or Alaskan Native	N
Concentrators in Capstone course receiving a "C" or better Male American Indian or Alaskan Native	N
Total 12th Grade Concentrators Male American Indian or Alaskan Native	N
12th Graders receiving a Diploma, GED or equivalent Male American Indian or Alaskan Native	N
Total Participants Female American Indian or Alaskan Native	N
Total Concentrators Female American Indian or Alaskan Native	N
Concentrators in Capstone Course Female American Indian or Alaskan Native	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female American Indian or Alaskan Native	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female American Indian or Alaskan Native	N
Concentrators in Capstone course receiving a "C" or better Female American Indian or Alaskan Native	N
Total 12th Grade Concentrators Female American Indian or Alaskan Native	N
12th Graders receiving a Diploma, GED or equivalent Female American Indian or Alaskan Native	N
Total Participants Male Asian	N
Total Concentrators Male Asian	N
Concentrators in Capstone Course Male Asian	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Asian	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Asian	N
Concentrators in Capstone course receiving a "C" or better Male Asian	N
Total 12th Grade Concentrators Male Asian	N
12th Graders receiving a Diploma, GED or equivalent Male Asian	N
Total Participants Female Asian	N
Total Concentrators Female Asian	N
Concentrators in Capstone Course Female Asian	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Asian	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Asian	N
Concentrators in Capstone course receiving a "C" or better Female Asian	N
Total 12th Grade Concentrators Female Asian	N
12th Graders receiving a Diploma, GED or equivalent Female Asian	N
Total Participants Male Black or African American	N
Total Concentrators Male Black or African American	N
Concentrators in Capstone Course Male Black or African American	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Black or African American	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Black or African American	N
Concentrators in Capstone course receiving a "C" or better Male Black or African American	N
Total 12th Grade Concentrators Male Black or African American	N
12th Graders receiving a Diploma, GED or equivalent Male Black or African American	N

Total Participants Female Black or African American	N
Total Concentrators Female Black or African American	N
Concentrators in Capstone Course Female Black or African American	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Black or African American	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Black or African American	N
Concentrators in Capstone course receiving a "C" or better Female Black or African American	N
Total 12th Grade Concentrators Female Black or African American	N
12th Graders receiving a Diploma, GED or equivalent Female Black or African American	N
Total Participants Male Hispanic or Latino	N
Total Concentrators Male Hispanic or Latino	N
Concentrators in Capstone Course Male Hispanic or Latino	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Hispanic or Latino	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Hispanic or Latino	N
Concentrators in Capstone course receiving a "C" or better Male Hispanic or Latino	N
Total 12th Grade Concentrators Male Hispanic or Latino	N
12th Graders receiving a Diploma, GED or equivalent Male Hispanic or Latino	N
Total Participants Female Hispanic or Latino	N
Total Concentrators Female Hispanic or Latino	N
Concentrators in Capstone Course Female Hispanic or Latino	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Hispanic or Latino	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Hispanic or Latino	N
Concentrators in Capstone course receiving a "C" or better Female Hispanic or Latino	N
Total 12th Grade Concentrators Female Hispanic or Latino	N
12th Graders receiving a Diploma, GED or equivalent Female Hispanic or Latino	N
Total Participants Male Native Hawaiian or Other Pacific Islander	N
Total Concentrators Male Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone Course Male Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course receiving a "C" or better Male Native Hawaiian or Other Pacific Islander	N
Total 12th Grade Concentrators Male Native Hawaiian or Other Pacific Islander	N
12th Graders receiving a Diploma, GED or equivalent Male Native Hawaiian or Other Pacific Islander	N
Total Participants Female Native Hawaiian or Other Pacific Islander	N
Total Concentrators Female Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone Course Female Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone course receiving a "C" or better Female Native Hawaiian or Other Pacific Islander	N
Total 12th Grade Concentrators Female Native Hawaiian or Other Pacific Islander	N
12th Graders receiving a Diploma, GED or equivalent Female Native Hawaiian or Other Pacific Islander	N
Total Participants Male White	N
Total Concentrators Male White	N
Concentrators in Capstone Course Male White	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male White	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male White	N
Concentrators in Capstone course receiving a "C" or better Male White	N
Total 12th Grade Concentrators Male White	N
12th Graders receiving a Diploma, GED or equivalent Male White	N

Total Participants Female White	N
Total Concentrators Female White	N
Concentrators in Capstone Course Female White	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female White	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female White	N
Concentrators in Capstone course receiving a "C" or better Female White	N
Total 12th Grade Concentrators Female White	N
12th Graders receiving a Diploma, GED or equivalent Female White	N
Total Participants Male Unknown / Other	N
Total Concentrators Male Unknown / Other	N
Concentrators in Capstone Course Male Unknown / Other	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Unknown / Other	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Unknown / Other	N
Concentrators in Capstone course receiving a "C" or better Male Unknown / Other	N
Total 12th Grade Concentrators Male Unknown / Other	N
12th Graders receiving a Diploma, GED or equivalent Male Unknown / Other	N
Total Participants Female Unknown / Other	N
Total Concentrators Female Unknown / Other	N
Concentrators in Capstone Course Female Unknown / Other	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Unknown / Other	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Unknown / Other	N
Concentrators in Capstone course receiving a "C" or better Female Unknown / Other	N
Total 12th Grade Concentrators Female Unknown / Other	N
12th Graders receiving a Diploma, GED or equivalent Female Unknown / Other	N
Total Participants Male Economic Disadvantaged	N
Total Concentrators Male Economic Disadvantaged	N
Concentrators in Capstone Course Male Economic Disadvantaged	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Economic Disadvantaged	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Economic Disadvantaged	N
Concentrators in Capstone course receiving a "C" or better Male Economic Disadvantaged	N
Total 12th Grade Concentrators Male Economic Disadvantaged	N
12th Graders receiving a Diploma, GED or equivalent Male Economic Disadvantaged	N
Total Participants Female Economic Disadvantaged	N
Total Concentrators Female Economic Disadvantaged	N
Concentrators in Capstone Course Female Economic Disadvantaged	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Economic Disadvantaged	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Economic Disadvantaged	N
Concentrators in Capstone course receiving a "C" or better Female Economic Disadvantaged	N
Total 12th Grade Concentrators Female Economic Disadvantaged	N
12th Graders receiving a Diploma, GED or equivalent Female Economic Disadvantaged	N
Total Participants Male Individuals w/ Disabilities	N
Total Concentrators Male Individuals w/ Disabilities	N
Concentrators in Capstone Course Male Individuals w/ Disabilities	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Individuals w/ Disabilities	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Individuals w/ Disabilities	N
Concentrators in Capstone course receiving a "C" or better Male Individuals w/ Disabilities	N
Total 12th Grade Concentrators Male Individuals w/ Disabilities	N
12th Graders receiving a Diploma, GED or equivalent Male Individuals w/ Disabilities	N
Total Participants Female Individuals w/ Disabilities	N
Total Concentrators Female Individuals w/ Disabilities	N

Concentrators in Capstone Course Female Individuals w/ Disabilities	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Individuals w/ Disabilities	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Individuals w/ Disabilities	N
Concentrators in Capstone course receiving a "C" or better Female Individuals w/ Disabilities	N
Total 12th Grade Concentrators Female Individuals w/ Disabilities	N
12th Graders receiving a Diploma, GED or equivalent Female Individuals w/ Disabilities	N
Total Participants Male Single Parent	N
Total Concentrators Male Single Parent	N
Concentrators in Capstone Course Male Single Parent	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Single Parent	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Single Parent	N
Concentrators in Capstone course receiving a "C" or better Male Single Parent	N
Total 12th Grade Concentrators Male Single Parent	N
12th Graders receiving a Diploma, GED or equivalent Male Single Parent	N
Total Participants Female Single Parent	N
Total Concentrators Female Single Parent	N
Concentrators in Capstone Course Female Single Parent	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Single Parent	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Single Parent	N
Concentrators in Capstone course receiving a "C" or better Female Single Parent	N
Total 12th Grade Concentrators Female Single Parent	N
12th Graders receiving a Diploma, GED or equivalent Female Single Parent	N
Total Participants Male Limited English Proficient	N
Total Concentrators Male Limited English Proficient	N
Concentrators in Capstone Course Male Limited English Proficient	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Limited English Proficient	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Limited English Proficient	N
Concentrators in Capstone course receiving a "C" or better Male Limited English Proficient	N
Total 12th Grade Concentrators Male Limited English Proficient	N
12th Graders receiving a Diploma, GED or equivalent Male Limited English Proficient	N
Total Participants Female Limited English Proficient	N
Total Concentrators Female Limited English Proficient	N
Concentrators in Capstone Course Female Limited English Proficient	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Limited English Proficient	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Limited English Proficient	N
Concentrators in Capstone course receiving a "C" or better Female Limited English Proficient	N
Total 12th Grade Concentrators Female Limited English Proficient	N
12th Graders receiving a Diploma, GED or equivalent Female Limited English Proficient	N
Total Participants Male Migrant	N
Total Concentrators Male Migrant	N
Concentrators in Capstone Course Male Migrant	N
Concentrators in Capstone course receiving post-secondary credit at the secondary level Male Migrant	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Male Migrant	N
Concentrators in Capstone course receiving a "C" or better Male Migrant	N
Total 12th Grade Concentrators Male Migrant	N
12th Graders receiving a Diploma, GED or equivalent Male Migrant	N
Total Participants Female Migrant	N
Total Concentrators Female Migrant	N
Concentrators in Capstone Course Female Migrant	N

Concentrators in Capstone course receiving post-secondary credit at the secondary level Female Migrant	N
Concentrators in Capstone course completed state or industry-recognized certification or licensure Female Migrant	N
Concentrators in Capstone course receiving a "C" or better Female Migrant	N
Total 12th Grade Concentrators Female Migrant	N
12th Graders receiving a Diploma, GED or equivalent Female Migrant	N

Appendix B: Data File Format, Adult

This table was taken from CDE documentation; available on the Perkins Data System web page. The file format is a tab-delimited text format. Blank lines and quotes are not allowed.

<i>Data element description</i>	<i>Data Type</i>
Course Code	C
Tech Prep	C
Total Participants Male American Indian or Alaskan Native	N
Total Concentrators Male American Indian or Alaskan Native	N
Concentrators in Capstone Course Male American Indian or Alaskan Native	N
Capstone Concentrators who took an end of program assessment Male American Indian or Alaskan Native	N
Capstone Concentrators who passed an end of program assessment Male American Indian or Alaskan Native	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male American Indian or Alaskan Native	N
Total Participants Female American Indian or Alaskan Native	N
Total Concentrators Female American Indian or Alaskan Native	N
Concentrators in Capstone Course Female American Indian or Alaskan Native	N
Capstone Concentrators who took an end of program assessment Female American Indian or Alaskan Native	N
Capstone Concentrators who passed an end of program assessment Female American Indian or Alaskan Native	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female American Indian or Alaskan Native	N
Total Participants Male Asian	N
Total Concentrators Male Asian	N
Concentrators in Capstone Course Male Asian	N
Capstone Concentrators who took an end of program assessment Male Asian	N
Capstone Concentrators who passed an end of program assessment Male Asian	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Asian	N
Total Participants Female Asian	N
Total Concentrators Female Asian	N
Concentrators in Capstone Course Female Asian	N
Capstone Concentrators who took an end of program assessment Female Asian	N
Capstone Concentrators who passed an end of program assessment Female Asian	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Asian	N
Total Participants Male Black or African American	N
Total Concentrators Male Black or African American	N
Concentrators in Capstone Course Male Black or African American	N
Capstone Concentrators who took an end of program assessment Male Black or African American	N
Capstone Concentrators who passed an end of program assessment Male Black or African American	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Black or African American	N
Total Participants Female Black or African American	N
Total Concentrators Female Black or African American	N
Concentrators in Capstone Course Female Black or African American	N
Capstone Concentrators who took an end of program assessment Female Black or African American	N
Capstone Concentrators who passed an end of program assessment Female Black or African American	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Black or African American	N
Total Participants Male Hispanic or Latino	N
Total Concentrators Male Hispanic or Latino	N
Concentrators in Capstone Course Male Hispanic or Latino	N
Capstone Concentrators who took an end of program assessment Male Hispanic or Latino	N
Capstone Concentrators who passed an end of program assessment Male Hispanic or Latino	N

Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Hispanic or Latino	N
Total Participants Female Hispanic or Latino	N
Total Concentrators Female Hispanic or Latino	N
Concentrators in Capstone Course Female Hispanic or Latino	N
Capstone Concentrators who took an end of program assessment Female Hispanic or Latino	N
Capstone Concentrators who passed an end of program assessment Female Hispanic or Latino	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Hispanic or Latino	N
Total Participants Male Native Hawaiian or Other Pacific Islander	N
Total Concentrators Male Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone Course Male Native Hawaiian or Other Pacific Islander	N
Capstone Concentrators who took an end of program assessment Male Native Hawaiian or Other Pacific Islander	N
Capstone Concentrators who passed an end of program assessment Male Native Hawaiian or Other Pacific Islander	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Native Hawaiian or Other Pacific Islander	N
Total Participants Female Native Hawaiian or Other Pacific Islander	N
Total Concentrators Female Native Hawaiian or Other Pacific Islander	N
Concentrators in Capstone Course Female Native Hawaiian or Other Pacific Islander	N
Capstone Concentrators who took an end of program assessment Female Native Hawaiian or Other Pacific Islander	N
Capstone Concentrators who passed an end of program assessment Female Native Hawaiian or Other Pacific Islander	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Native Hawaiian or Other Pacific Islander	N
Total Participants Male White	N
Total Concentrators Male White	N
Concentrators in Capstone Course Male White	N
Capstone Concentrators who took an end of program assessment Male White	N
Capstone Concentrators who passed an end of program assessment Male White	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male White	N
Total Participants Female White	N
Total Concentrators Female White	N
Concentrators in Capstone Course Female White	N
Capstone Concentrators who took an end of program assessment Female White	N
Capstone Concentrators who passed an end of program assessment Female White	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female White	N
Total Participants Male Unknown/Other	N
Total Concentrators Male Unknown/Other	N
Concentrators in Capstone Course Male Unknown/Other	N
Capstone Concentrators who took an end of program assessment Male Unknown/Other	N
Capstone Concentrators who passed an end of program assessment Male Unknown/Other	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Unknown/Other	N
Total Participants Female Unknown/Other	N
Total Concentrators Female Unknown/Other	N
Concentrators in Capstone Course Female Unknown/Other	N
Capstone Concentrators who took an end of program assessment Female Unknown/Other	N
Capstone Concentrators who passed an end of program assessment Female Unknown/Other	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Unknown/Other	N
Total Participants Male Economic Disadvantaged	N
Total Concentrators Male Economic Disadvantaged	N
Concentrators in Capstone Course Male Economic Disadvantaged	N
Capstone Concentrators who took an end of program assessment Male Economic Disadvantaged	N
Capstone Concentrators who passed an end of program assessment Male Economic Disadvantaged	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Economic Disadvantaged	N
Total Participants Female Economic Disadvantaged	N

Total Concentrators Female Economic Disadvantaged	N
Concentrators in Capstone Course Female Economic Disadvantaged	N
Capstone Concentrators who took an end of program assessment Female Economic Disadvantaged	N
Capstone Concentrators who passed an end of program assessment Female Economic Disadvantaged	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Economic Disadvantaged	N
Total Participants Male Individuals w/Disabilities	N
Total Concentrators Male Individuals w/Disabilities	N
Concentrators in Capstone Course Male Individuals w/Disabilities	N
Capstone Concentrators who took an end of program assessment Male Individuals w/Disabilities	N
Capstone Concentrators who passed an end of program assessment Male Individuals w/Disabilities	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Individuals w/Disabilities	N
Total Participants Female Individuals w/Disabilities	N
Total Concentrators Female Individuals w/Disabilities	N
Concentrators in Capstone Course Female Individuals w/Disabilities	N
Capstone Concentrators who took an end of program assessment Female Individuals w/Disabilities	N
Capstone Concentrators who passed an end of program assessment Female Individuals w/Disabilities	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Individuals w/Disabilities	N
Total Participants Male Single Parent	N
Total Concentrators Male Single Parent	N
Concentrators in Capstone Course Male Single Parent	N
Capstone Concentrators who took an end of program assessment Male Single Parent	N
Capstone Concentrators who passed an end of program assessment Male Single Parent	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Single Parent	N
Total Participants Female Single Parent	N
Total Concentrators Female Single Parent	N
Concentrators in Capstone Course Female Single Parent	N
Capstone Concentrators who took an end of program assessment Female Single Parent	N
Capstone Concentrators who passed an end of program assessment Female Single Parent	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Single Parent	N
Total Participants Male Displaced Homemakers	N
Total Concentrators Male Displaced Homemakers	N
Concentrators in Capstone Course Male Displaced Homemakers	N
Capstone Concentrators who took an end of program assessment Male Displaced Homemakers	N
Capstone Concentrators who passed an end of program assessment Male Displaced Homemakers	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Displaced Homemakers	N
Total Participants Female Displaced Homemakers	N
Total Concentrators Female Displaced Homemakers	N
Concentrators in Capstone Course Female Displaced Homemakers	N
Capstone Concentrators who took an end of program assessment Female Displaced Homemakers	N
Capstone Concentrators who passed an end of program assessment Female Displaced Homemakers	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Displaced Homemakers	N
Total Participants Male Limited English Proficient	N
Total Concentrators Male Limited English Proficient	N
Concentrators in Capstone Course Male Limited English Proficient	N
Capstone Concentrators who took an end of program assessment Male Limited English Proficient	N
Capstone Concentrators who passed an end of program assessment Male Limited English Proficient	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Limited English Proficient	N
Total Participants Female Limited English Proficient	N
Total Concentrators Female Limited English Proficient	N

Concentrators in Capstone Course Female Limited English Proficient	N
Capstone Concentrators who took an end of program assessment Female Limited English Proficient	N
Capstone Concentrators who passed an end of program assessment Female Limited English Proficient	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Limited English Proficient	N
Total Participants Male Migrant	N
Total Concentrators Male Migrant	N
Concentrators in Capstone Course Male Migrant	N
Capstone Concentrators who took an end of program assessment Male Migrant	N
Capstone Concentrators who passed an end of program assessment Male Migrant	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Male Migrant	N
Total Participants Female Migrant	N
Total Concentrators Female Migrant	N
Concentrators in Capstone Course Female Migrant	N
Capstone Concentrators who took an end of program assessment Female Migrant	N
Capstone Concentrators who passed an end of program assessment Female Migrant	N
Total Capstone concentrators receiving an industry recognized certificate, license or degree Female Migrant	N