Secondary CTE Data Workshop

Division of Career and Adult Education

Agenda

- Data Reporting 101
- Reporting of Industry Certifications and Occupational Completion Points (OCPs)
- Overview of Perkins Performance Calculations
- Identifying Reporting Issues and Improving Performance
- Wrap-up and Final Questions

Key Contacts

Reporting Requirements and Data Elements

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CAPE and Industry Certifications

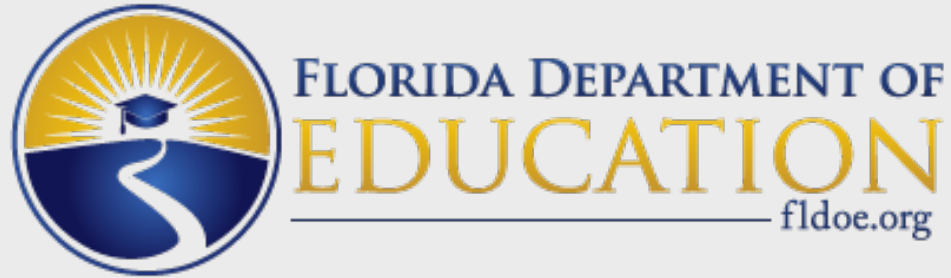Sean Friend

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Data Reporting and Submission Issues

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Data Reporting 101

2015-16 Data Reporting Schedule – Education Information and Accountability Services (EIAS)

Survey	Survey Week	Required Load Date	System Closes
Survey 5*		July 29, 2016	February 24, 2017

*Mid October– Data pulled for school grades, Perkins, and CAPE report

2016-17 Data Reporting Schedule – EIAS

Survey	Survey Week	Required Load Date	System Closes
Survey 2	October 10, 2016 – October 14, 2016	October 28, 2016	March 31, 2017
Survey 3	February 6, 2017 – February 10, 2017	February 24, 2017	July 31, 2017
Survey 5*		July 28, 2017	February 23, 2018

*Mid-October – Data pulled for school grades, Perkins, and CAPE report

2016-17 Registration Windows – Career and Professional Education (CAPE)

- High School Academies
  - Mid-August to Mid-September, 2016

- Middle School Academies
  - Mid-September to Mid-October, 2016

- Career-themed Courses
  - Mid-October to November, 2016 and February, 2017

* Information on specific dates is sent under separate cover.

2016-17 CAPE Industry Certification Funding List Timeline

- **March 5, 2016**: Preliminary CAPE Industry Certification Funding List is released and window to submit requests for an addition to the CAPE Industry Certification Funding List opens

- **June 15, 2016**: Recommendations for CAPE Digital Tool Certificates and new certifications to be recommended for the CAPE Industry Certification Funding List are released

- **August 1, 2016**: Final CAPE Industry Certification Funding List is released

2016-17 Perkins Schedule

- Local Agreed Upon Performance Levels (LAUPL) Tool for 2016-17 reporting year
  - Late spring, 2016
  - Acceptance of Local Targets
  - Completion of Program Improvement Plans

- Perkins – Technical Skills Attainment (TSA) Linkage Request Window for the 2016-17 reporting year
  - Late spring, 2016

* Information on specific dates is sent under separate cover.

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How the data are used

Federal uses for data

- Carl D. Perkins Grant

State uses for data

- Legislative reports

- K-12 Florida Education Finance Program (FEFP)

- Florida Education & Training Placement Information Program (FETPIP) Annual Outcomes Report

- CAPE funding and accountability purposes

- School grades

Best Practices of Review

- It is your district's responsibility to report complete and accurate data to the state within the specified timeframes

- Develop a comprehensive data review process involving key stake holders, including MIS and program staff

- Review data before and after transmission to the state

- Report early in the survey to allow sufficient time for review and corrections

- *What are your district's current data quality review procedures?*

Local Review Process

- Meet with your data staff

- Create a schedule for the review of data before each submission period closes

- Include historical data in your review

- Request a list of validation reports from your data staff

- Choose the reports that you will review

- Discuss new validation report ideas with your data office

The Necessity of Locally Generated Reports

- Performance reports from the state will ALWAYS be significantly lagged

- Secondary CTE reports are only available at the end of the year from Survey 5 reporting window

- Not all useful data are reported to the state

- Timely local response to student performance data feedback is critical

- The timeliest and most granular performance data will always come from local data systems

Best Practices of Review: After Transmission

Utilize reports at Northwest Regional Data Center (NWRDC)

- The edit reports identify records that failed to load to the database

- The validation and exception reports check for reasonable values and matching records across formats for records that successfully posted to the database

- Additional mainframe reports which may be useful can be found in the Student Survey Checklist (see section related to survey 5) at http://fldoe.org/core/fileparse.php/7574/urlt/0100006-appr.pdf

- Accessible by district MIS

Best Practices of Review: After Transmission

Utilize secondary CTE Survey 5 reports available from the Community College and Technical Center Management Information Systems (CCTCMIS) Restricted Hub

- Enrollments and OCPs by district, by school, by program, and by school and program

- Industry certifications by district, by certification, by Career and Technical Education (CTE) program, and if no CTE program reported

- Validation summary

- The reports are accessible by district Reports Coordinators and other users registered by the district for Restricted Hub access
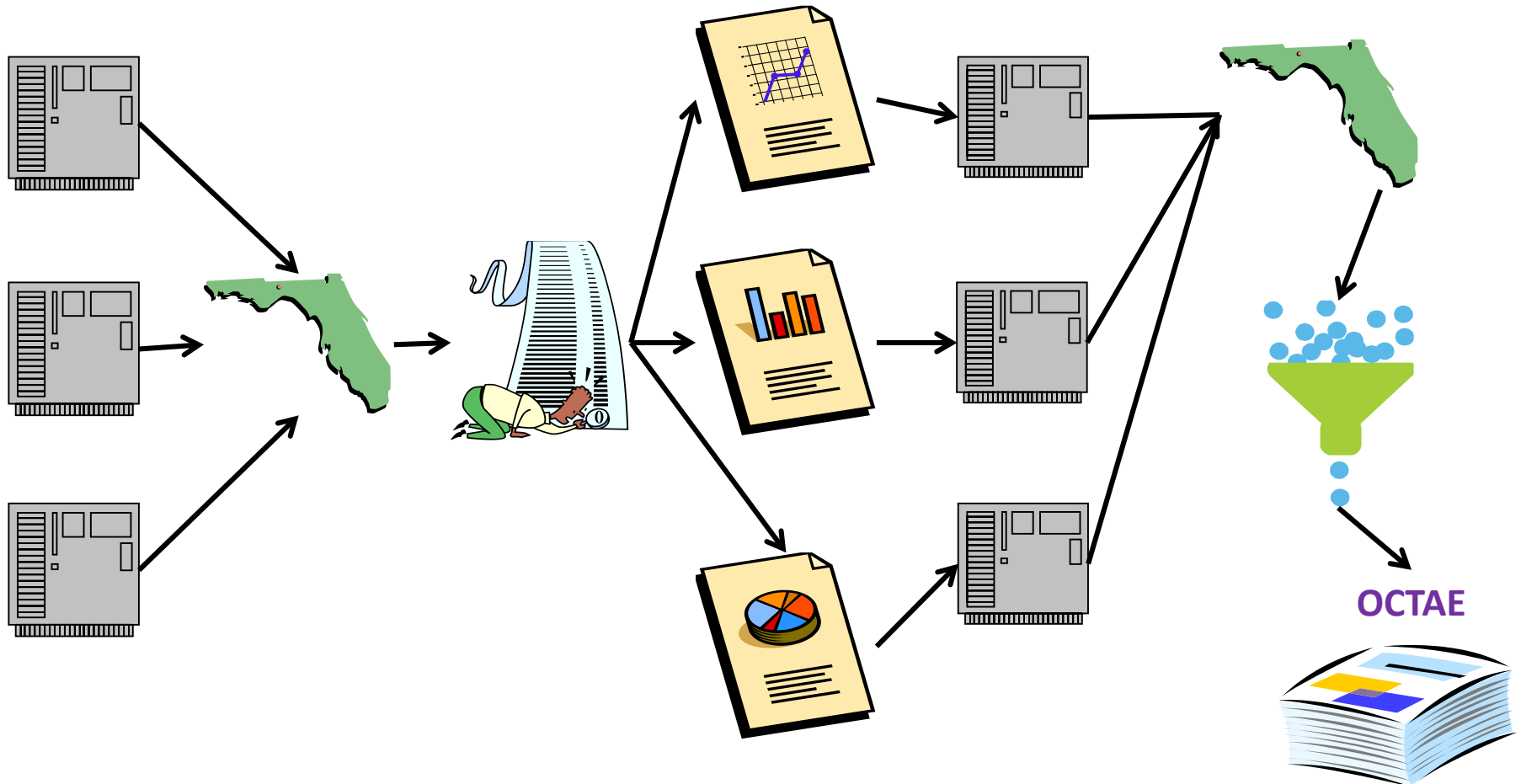
The Data Process- Local to State

Classroom → **School** → **LEA** → **Validation** → **Final Transmission**
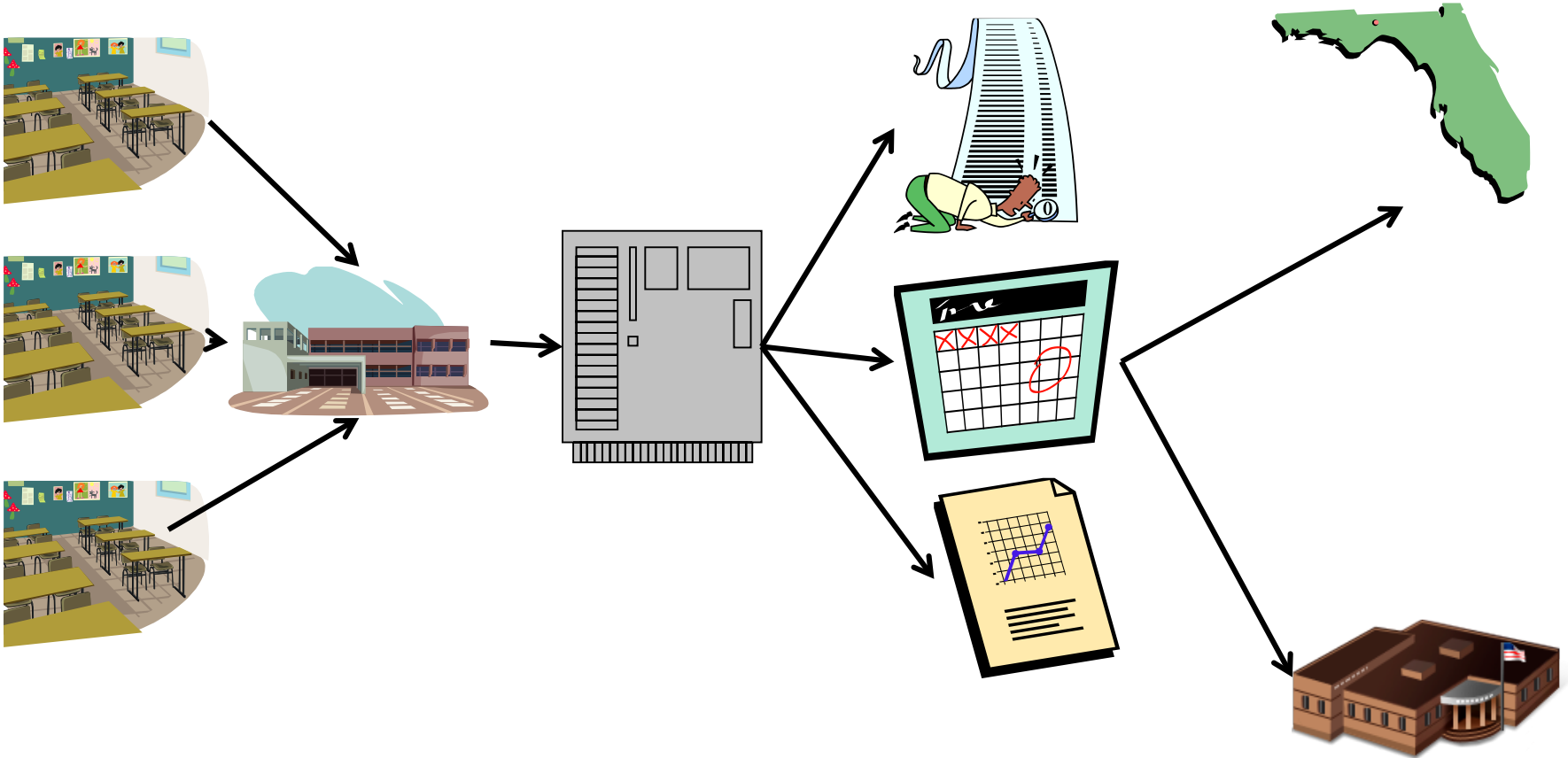
The Data Process- State to Final Report

LEA → State → Validation → Reports → LEA → State

OCTAE

Summary Data Reports Available to Districts

Report #	Report Title	Summary of the Report	Access to the Report
F71082	Number of Students Who Took/Passed an Industry Certification By School, Industry Certification and Grade Level	Includes all certifications attempted and earned on the CAPE Industry Certification Funding List for all students including those students not enrolled in a career-themed course. Disaggregated by district, school, and grade level.	Upon district request
F71431	Funding-Eligible Number of Students Who Took/Passed an Industry Certification By School and Industry Certification	Includes all certifications attempted and earned on the CAPE Industry Certification Funding List for all funding-eligible students. Disaggregated by district and school.	Static
F71432	Funding-Eligible Number of Students Who Took/Passed an Industry Certification By School, Course and Industry Certification	Includes all certifications attempted and earned on the CAPE Industry Certification Funding List for all funding-eligible students. Disaggregated by district, school and course.	Static
F71015	Career & Professional Academies Enrollment	Number of students enrolled in CAPE academies. Disaggregated by district, school, and academy.	Upon district request
F71018	Career and Professional Academy Membership	Number of students enrolled in CAPE academies. Disaggregated by district.	Upon district request
F71081	Career & Professional Academies Enrollment by Grade and School	Number of students enrolled in CAPE academies. Disaggregated by district, school, and grade level.	Upon district request
F71166	Perkins Eligible Industry Certification By Grade and School	Includes all certifications attempted and earned that are Perkins eligible for all students including those students not enrolled in a career-themed course. Disaggregated by district, school, and grade level.	Upon district request

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Summary Data Reports Available to Districts

Report #	Report Title	Summary of the Report	Access to the Report
F71102	List of Students Funded (3rd and 4th Calculations) for Industry Certifications on the CAPE Industry Certification Funding List by Student	Includes all students funded on the CAPE Industry Certification Funding List. Disaggregated by district, school, student ID and grade level.	Static
F71297	List of Students Funded (3rd and 4th Calculations) for Industry Certifications on the CAPE Industry Certification Funding List by Student and Certification	Includes all students funded on the CAPE Industry Certification Funding List. Disaggregated by district, school, student ID, grade level and certification.	Static
F71171	List of Students Attempting Industry Certifications on the CAPE Industry Certification Funding List	Includes all certifications attempted and earned on the CAPE Industry Certification Funding List for all students including those students not enrolled in a career-themed course. Disaggregated by district, school, student ID and grade level.	Upon district request
F71415	List of Students Funded for Industry Certifications on the CAPE Industry Certification Funding List by Student and Certification	Includes all students funded on the CAPE Industry Certification Funding List. Disaggregated by district, school, student ID, grade level and certification. This is a just-in-time report.	Upon district request

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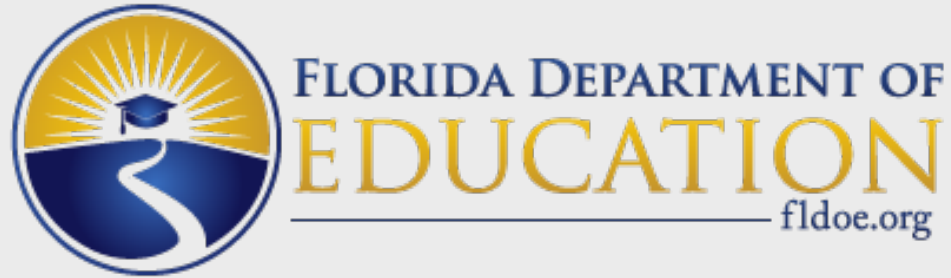## Data Reports on Funding Calculation – Student Level

- **F71102** – Includes the following:
  - Student ID
  - First Name
  - Last Name
  - District of Instruction
  - School of Instruction
  - Proportional distribution of FTE (for students enrolled in multiple districts)

Data Reports on Funding Calculation – Student Level

- **F71297** – Includes the following elements:
  - Student ID
  - First Name
  - Last Name
  - District of Instruction
  - School of Instruction
  - Industry Certification ID
  - Year Earned
  - Grade level
  - Course Number
  - Funding Weight
  - Estimated proportional share of total funding weight

How to Access the Data Reports

1. Log on to Northwest Regional Data Center

2. Select Option 2 – NWRCICC

3. Select Option 1 – SDCM (Student Component Menu)

4. Select Option 26 – RRPT (Reports for Request)

5. Request any of the reports on the menu

Reporting of Occupational Completion Points and Industry Certifications

What is an Industry Certification?

A voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

(a)   Within an industry that addresses a critical local or statewide economic need;

(b)   Linked to an occupation that is included in the workforce system's targeted occupation list; or

(c)   Linked to an occupation that is identified as emerging.

Where can we find them?

EIAS (Appendix Z):

http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-appendz.xls

CAPE Industry Certification Funding List:

http://www.fldoe.org/academics/career-adult-edu/industry-certification/secondary.stml

Perkins TSA Inventories:

http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/carl-d-perkins-resources.stml

What are the lists?

CAPE Industry Certification Funding List	CAPE Digital Tools	Perkins Technical Skills Attainment (TSA) Inventories
• List of certifications eligible for performance funding under the CAPE Act • Must be an industry certification or licensure • Adopted annually by the State Board of Education as the CAPE Industry Certification Funding List • Students must be reported earning the certification in a registered career-themed course in order to be eligible for performance funding • CAPE Acceleration Industry Certifications are those certifications that articulate for 15 or more college credit hours	• For elementary and middle grades students • Up to 15 certificates in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; coding • Adopted annually by the State Board of Education as part of the CAPE Industry Certification Funding List • Do not articulate for college credit	• List of certifications, licensures, and assessments linked with specific Career and Technical Education (CTE) programs • Based on requests received during an annual review window • Must require 150 hours of instruction in the program in which it is being requested

Types of Certifications/Certificates on the CAPE Industry Certification Funding List

Listing on CAPE ICFL	Statute	Brief description
CAPE Digital Tool Certificates	s. 1003.4203(3) s. 1008.44(b)	• For elementary and middle grades students • Up to 15 certificates in the following areas: word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; coding • Do not articulate for college credit
CAPE Industry Certifications	s. 1003.4203(4) s. 1008.44(a)	• For students in Grades 6 through 12
CAPE Acceleration Industry Certifications	s. 1003.4203(5)(b) s. 1008.44(e)	• Certifications with 15 or more college credit hours

Link to current CAPE Industry Certification Funding List:
http://fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml

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Rule 6A-6.0573, Industry Certification Process Current Test Administration Procedures

- To report industry certifications, the following procedures must be followed for all written examinations:
  - Exam is not proctored by the individual providing the direct instruction for the industry certification or certificate, except under extremely limited conditions.
    - If only one individual is approved by the certifying agency as a proctor, the teacher may proctor the exams and must be independently monitored by a second individual who does not provide direct instruction for the industry certification content to the individuals taking the test(s).
  - Exam questions are delivered in a secure manner and paper-based tests are not available to the proctor for an extended period of time.
  - Exam is scored by certifying agency (cannot be scored by anyone at the district).
  - Exam is administered in accordance with the certifying agency procedures.
  - Exam must not have been administered more than 3 times during the academic year with a minimum of **20** days between test administrations.

Rule 6A-6.0573, Industry Certification Process Test Administration Procedures

- It is the district's responsibility to track the number of days between test administrations and the total test administrations.

- Certification exams administered that do NOT adhere to the required test administration procedures cannot be reported to the state for funding or any other purpose.

- Requirements apply to all written exams given.

- For non-CAPE Assessments, Licensures and Certifications, districts must adhere to the same test administration requirements in 2015-16.

Data Reporting Guidelines: CAPE Industry Certifications/Acceleration Industry Certifications

- Must be reported with a course number

- Must report on all industry certifications taken/attempted (not just successes), including those taken in dual enrollment courses

- Report the final student outcome on the Industry Certification Outcome data element

- Format allows a certification code to be reported with more than one course (state will unduplicate records for funding and performance accountability)

Data Reporting Guidelines: CAPE Industry Certifications/Acceleration Industry Certifications

- Must be reported in the year they were earned
  - Prior year reporting is allowed in limited circumstances
- Must not report an industry certification outcome of "P" for a student in more than one year
- Reporting limited to students in grade 6-12

Data Reporting Guidelines: CAPE Digital Tool Certificates

- Reporting limited to students in grades K-8

- All elementary school certificates are reported with a course number of "0000000"

- Middle grades students taught in a course setting should be reported with a course number
  - If the digital tool instruction cannot be linked to a particular course, "0000000" may be used for the course number

- Prior year reporting is not allowed

Data Reporting Guidelines: CAPE Digital Tool Certificates

- Students who earn additional FTE membership for a CAPE Digital Tool certificate may not use the previously funded examination to satisfy the requirements for earning a CAPE Industry Certification (s. 1011.62(1)(o), F.S.).
  - Ex: MICRO801 (MOS – Excel) may not be used toward the MICRO069 bundle

Data Reporting for 2015-16 CAPE Innovation Courses

- Only applies to districts offering the AP Microeconomics Innovation Course

- Does not need to be registered as a Career Themed Course (CTC)

- Data reporting guidelines are available here:
  - http://fldoe.org/academics/career-adult-edu/cape-secondary/innovation.stml

Data Reporting for 2015-16 CAPE Innovation Courses

- How is the additional FTE calculated for students in CAPE Innovation Courses?
  - Only one additional FTE will be calculated for a student, depending upon which performance outcomes are met.
    - Students who meet the performance expectations for the Advanced Placement (AP) exam only will be funded under the FEFP provisions related to the AP program.
    - Students who complete all of the performance expectations for the CAPE Innovation Course will only be funded under the CAPE funding provisions.
  - Students will not generate funding under both the AP and CAPE Innovation provisions.

Industry Certifications – Additional Information

- Industry Certification Identifier
  - 8-digit unique alphanumeric code assigned to each industry certification, digital tool certificate, licensure, and assessment
  - The first five characters are alphabetic and are used to identify the agency which issues the certification
    - Example: MICRO= Microsoft

      AMDDA= American Design Drafting Association
  - The last three characters are numeric and are assigned to a specific certification or licensure
    - CAPE Digital Tools- The numeric value always begins with an eight
    - Example: PROSO801- ICT- Database Essentials

- Published as Appendix Z in the EIAS Handbook

- For 2015-16, all reported certifications must meet the test administration requirements in Rule 6A-6.0573, F.A.C.

2015-16 Reporting – Industry Certification Format

- Required for 2015-16 Survey 5 reporting
  - All industry certification information has been removed from the CTE Student Course Schedule Format

- Documentation for the format has been posted here:
  - http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2015-16-student-info-system/industry-certification.stml

- Data Reporting Edits are available here:
  - http://www.fldoe.org/core/fileparse.php/12026/urlt/1516ic.pdf

- Requires course level reporting on industry certifications attempted and earned, with the exception of Digital Tool Certificates (see edits for details on reporting requirements)

2015-16 Reporting – Industry Certification Format

- Multiple certifications can be reported associated with a course, as separate records

- Prior year reporting allowed
  - Student A completed the course as a Junior but wasn't eligible to sit for the certification until their Senior year

- For any certifications reported with a secondary CTE course number for the current year, there must be a matching enrollment on CTE Student Course Schedule

- Industry Certification Identifier Data Element
  - http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-140462.pdf

- Industry Certification Outcome Data Element
  - http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-140500.pdf

Common Reporting Issues: Industry Certifications

- Invalid codes on Industry Certification Identifier

- Time lag between enrollment and certification

- Same certification, different outcomes

- Failure to register Career Themed Courses (CTCs)

- Failure to request TSA linkages

Activity 1-Part 1:

Identifying Low Performing Programs for Improvement

Occupational Completion Points and Industry Certifications

- Review the purple pages for a list of certifications for your agency by school

- Review the white, legal pages for a history of industry certification pass rates.

What is an Occupational Completion Point?

- A group of competencies or skills for a specific occupation

Where can we find them?

- If a program has at least one OCP associated with it, there will be a chart of the series of courses that lead to it on the curriculum framework.

- For example: Environmental Resources (8113000)

OCP	Course Number	Course Title
A	8106810	Agriscience Foundations 1
	8106850	Agriculture Biotechnology 2
	8113010	Environmental Resources 3
	8113020	Environmental Resources 4

- Appendix S of the WDIS Handbook is a list of OCPs by course and includes an indication if the OCP is considered terminal and if the program is considered non-traditional

  http://www.fldoehub.org/CCTCMIS/wdis/Pages/WDIS.aspx

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Reporting of Occupational Completion Points

- Should be reported once a student has met all the competencies that lead to that OCP.

In the example below, a student can be reported with OCP *A* once they have met the competencies for both Electronic 1 and Electronic 2

OCP	Course Number	Course Title
A	8730010	Electronic 1
	8730020	Electronic 2

- Reported on the CTE Student Course Schedule with the data element
  - Career and Technical Education /Adult General Education Completion Point Code

- Included in the Perkins Technical Skills Attainment measure

Common Questions:
Occupational Completion Points

Is an OCP tied to "passing" a class?

OCPs, identified in the curriculum frameworks, represent a specific set CTE instructional standards and benchmarks that are annually approved by the State Board of Education. Local school districts have the responsibility of teaching the standards and benchmarks in courses. As such they are responsible for selecting the appropriate curriculum, planning the instruction (lesson plans, instructional calendars, etc.), appropriately assessing the instruction <u>and setting policy for final course grade calculation/determination</u>

What are OCPs used for?

The state uses OCPs as a proxy measure for technical skill attainment (both secondary and postsecondary) for Perkins federal accountability measures. At the local level, districts use OCPs (postsecondary) to calculate completion rates for institutional accreditation and to comply with federal financial aid gainful employment regulations. Also at the local level (secondary and postsecondary), OCP certificates are presented to students to demonstrate knowledge, skills and abilities to potential employers.

What documentation must I maintain locally to support any OCPs reported?

Determination and documentation of student mastery of standards/benchmarks associated with an OCP are at the discretion of the district. Examples of local documentation might include interim and formative assessment outcomes (theory/practical), industry certification outcomes, copies of certificates awarded, etc.

Common Reporting Issues: Occupational Completion Points

- Systems that have been automatically programmed to assign OCPs
  - OCP is assigned once the student takes the last course in series
  - Student didn't pass one or more courses required to report an OCP
- Lack of familiarity with the frameworks
- Missing OCPs

Activity 1 Methodology:

Identifying Low Performing Programs for Improvement
Occupational Completion Points and Industry Certifications

- The following standard reports were used for the activity and can be accessed on the CCTCMIS SharePoint restricted folders under All Common Documents:
  - 06_1314_1415_SECCTEENROLL_OCP_BY_DISTRICT_BY_VPC (SharePoint)
  - 10_IndustryCertificationsByDistrictProgIndCert1415(SharePoint)
  - TSA Inventories with program and certification (DCAE Website)

- For analysis purposes the following programs were excluded from the shared report:
  1. Middle school only
  2. Programs with no reportable OCPs and no TSA Linkages
  3. Non-job preparation programs
  4. Additional select programs such as diversified career technology and vocational employability

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Activity 1 – Part 2:

Identifying Low Performing Programs for Improvement
Occupational Completion Points and Industry Certifications
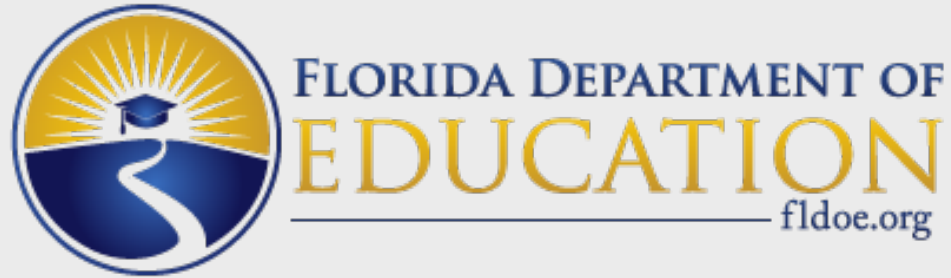
- Please use the <mark>dark yellow</mark> pages in your packet to review.

- This report includes the following 2014-15 data
  - Enrollment (Report 06)
  - OCPs reported for that program (Report 06)
  - Number of certification attempts (Report 10)
  - Number of Certifications earned (Report 10)
  - Certification Pass rate (Calculated)
  - TSA Linkages- Count of the number of eligible codes associated with that program on the secondary inventory
  - Number of OCPs in the Program- Total number of OCPs associated with the secondary CTE program

Activity 1 – Part 2:

Identifying Low Performing Programs for Improvement
Occupational Completion Points and Industry Certifications

- Here are some things to look for:

    - What are some instances where a program had no reported OCPs or industry certifications?

    - What are some instances where there was a low pass rate on industry certifications?

- What are three specific strategies you can incorporate into your local level review that may address these issues and improve performance?

Overview of Perkins Performance Calculations

Carl D. Perkins, Career and Technical Education Act of 2006 (Perkins IV)

- Federal Program to support and career and technical skills of secondary education students who elect to enroll in career and technical education programs

- 2015-16 Secondary Allocation*= $26,272,726

- States are required to develop valid and reliable measures for each core indicator of performance in order to measure the performance of Florida's CTE students.

- Local agencies that do not meet 90% of a local agreed upon performance level on any of the core indicators of performance must complete a Program Improvement Plan

* Pending Revised Allocation

Perkins Local Secondary Funding Distribution

- The formula includes the following:
  - 30% allocated to local educational agencies (LEAs) based on the number of 5- to 17-year olds who reside in school districts
  - 70% allocated to LEAs based on the number of 5- to 17-year olds in districts below the poverty line, based on data collected under Elementary and Secondary Education Act (ESEA)

- Implementation Guide: Business Rules and Allocation Chart

- Agency performance does not impact funding distribution

What is a...

- **PARTICIPANT?**
  - A secondary student with 1 or more credits in any CTE program

- **CONCENTRATOR?**
  - A secondary student with 3 or more credits in a single CTE program –OR– 2 credits in a CTE program that is only 2 credits long

- **COMPLETER?**
  - A senior CTE concentrator who attained 1) a standard high school diploma, 2) a General Education Development (GED) credential or Adult High School diploma, or 3) a proficiency credential, certificate or degree, in conjunction with a secondary school diploma.

Reporting Measures- Secondary

	1S1- Academic Attainment- Reading/Language Arts	1S2- Academic Attainment- Mathematics	2S1- Technical Skill Attainment
Numerator	Concentrators who have exited the system in the reporting year and met the passing score on the statewide high school reading/language arts assessment	Concentrators who have exited the system in the reporting year and met the passing score on the statewide high school math assessment	Concentrators who have earned an industry certification or passed a valid assessment, or earned an eligible Occupation Completion Point
Denominator	Concentrators who have exited the system in the reporting year and took the statewide high school reading/language arts assessment	Concentrators who have exited the system in the reporting year and took the statewide high school math assessment	Concentrators who have exited the system in the reporting year

Reporting Measures- Secondary

	3S1- Secondary School Completion	4S1- Student Graduation Rates	5S1- Secondary Placement
Numerator	Concentrators who have exited the system in the reporting year and earned a standard high school diploma, or GED	Concentrators who have exited the system in the reporting year and were included as a graduate in the state's graduation rate for ESEA	Concentrators who exited the system in the prior year and who were found enrolled in postsecondary, employed, or enlisted in the military
Denominator	Concentrators who have exited the system in the reporting year	Concentrators who have exited the system in the reporting year and were included in the state's graduation rate for ESEA	Concentrators who exited the system in the prior year

Reporting Measures- Secondary

	6S1- Non-traditional Participation	6S2- Non-traditional Completion
Numerator	Participants from underrepresented gender groups enrolled in a non-traditional program	Concentrators from underrepresented gender groups who have exited the system in the reporting year and earned a standard high school diploma, or GED
Denominator	Participants enrolled in CTE programs that are identified as non-traditional	Concentrators from underrepresented gender groups who have exited the system in the reporting year

Common Questions – Perkins Performance

- What if a student is enrolled in more than one program?
    - *The performance calculation looks to see if the student was a concentrator in at least one of the programs. For TSA (2S1) students must have earned an OCP or certification in the program in which they are a concentrator.*

- What if a student is dual enrolled?
    - *To be included as a secondary concentrator, the dual enrollment courses must appear on the comprehensive course code table as an equivalent course for the secondary program*
    - *Dual enrollment students are not included in the postsecondary measures*

- What if coursework was taken at more than one school or district?
    - *Perkins uses transcript data, and includes all courses regardless of whether the student was enrolled in the same district.*

Setting Perkins Local Performance Targets

- State Targets- negotiated annually with Office of Career, Technical, and Adult Education (OCTAE)

- Local Targets- are based on the most recent year of data available.
  - The 2016-17 local targets are based on the 2014-15 data.
  - If the 2014-15 performance percentage was below the 2016-17 state target for that measure, the local target will be the state target
  - If the 2014-15 performance percentage was equal to or greater than the state target, the local target will be the local performance percentage plus 0.5

Meeting Perkins Local Performance Targets

- Agencies are expected to meet or exceed their local targets
    - An agency must be within 90% to be considered meeting their target
    - Agencies that do not meet at least 90% of their local target are required to complete a program improvement plan
    - Agencies with a denominator less than 10 are required to complete a program improvement plan, but will focus on how their program can meet the size, scope, and quality requirements for participation.

Perkins Reporting Timeline

- Secondary measures are calculated using data submitted to the K-12 data system during Survey 5.

- 2015-16 data will be pulled mid-October, 2016

Common Misconceptions – Perkins

- All certifications on the CAPE Industry Certification Funding List appear on Perkins TSA Inventories
  - *Response: A certification will only appear on the TSA inventories if a request for a program linkage is made by a local agency.*

- A student who earns more than one OCP or certification will count multiple times in 2S1 – Technical Skill Attainment
  - *Response: A student is considered meeting the TSA requirement if they have earned at least one or more OCPs or certifications regardless in the program in which they are a concentrator.*

Common Misconceptions – Perkins

- Allocation amount is directly tied to performance
  - *Response: Performance does not impact funding allocation.*

- Middle school CTE programs are included in performance calculations
  - *Response: Middle school CTE programs are not included in the Perkins performance calculations, but secondary CTE courses taken by middle school students are included.*

Common Reporting Issues – Perkins

- Failure to report OCPs
- Invalid certification codes
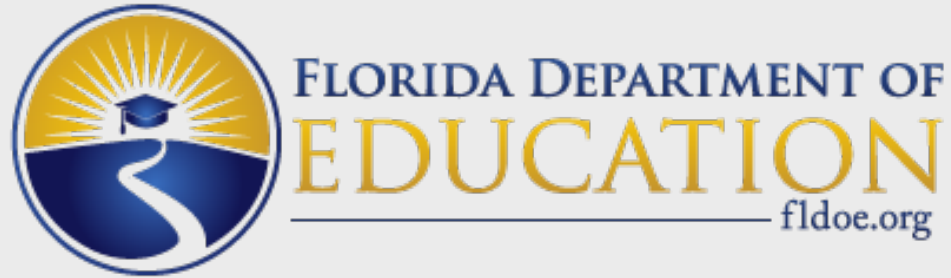- Missing teacher record

Activity 2:
Perkins Local Level Reports

- For the next 15 minutes, please use the gray pages in your packet

- Here are some things to look for:
  - What are some instances where specific programs may be impacting overall performance?
  - What are some instances where specific subpopulations may be impacting overall performance?

- What are three specific strategies you can incorporate into your local level review that may address these issues and improve performance?

Perkins Resources

- Website Access to Perkins IV Information
  - http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/carl-d-perkins-career-technical-edu/
- Division of Career and Adult Education Funding Opportunities
  - http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/index.stml
- USDOE – Perkins web information
  - http://cte.ed.gov
- Association for Career and Technical Education (ACTE)
  - www.acteonline.org
- Perkins Act of 2006: The Official Guide
  - www.acteonline.org/perkins/

Identifying Reporting Issues and Improving Performance

CTE Dual Enrollment – Statutory Criteria (F.S. 1007.271)

- Students must meet the following eligibility criteria:
  - Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program;
  - Have a 2.0 high school unweighted GPA to enroll in career dual enrollment courses;
  - Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement;
  - Cannot be scheduled to graduate prior to the completion of the dual enrollment course; and
  - Career dual enrollment shall be provided as a curricular option for secondary students to pursue *in order to earn industry certifications* adopted pursuant to s. 1008.44

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Basic Skills Requirements for Career Dual Enrollment, s. 1004.91 and s. 1011.80

- Section 1004.91(2), Florida Statutes - "Students who enroll in a program offered for career credit of 450 hours or more shall complete an entry-level examination within the first 6 weeks after admission into the program"

  - Rule 6A-10.040, Basic Skills Requirements for Postsecondary Career and Technical Certificate Education – states that "students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program."

- Section 1011.80(1), Florida Statutes: "A student may not be reported for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment pursuant to s. 1004.91."

CTE Dual Enrollment - Checklist

Your district should have:

- Process for evaluating GPA for entry into a dual enrollment program

- Process for continuous evaluation of GPA

- Process for ensuring students are not enrolled in courses that cannot be completed prior to graduation

- Process for completing a basic skills examination within the first six weeks of enrollment

- Data validation to ensure the data is reported correctly in both reporting systems

Dual Enrollment - District

- How it should be reported
    - Students in CTE dual enrollment are reported with a dual enrollment indicator of "C" in EIAS and WDIS
    - Students should be reported in EIAS and WDIS under the same **postsecondary** CTE program and course number
    - Industry Certification Format: postsecondary program number and certification code IF certification code is on Appendix Z (EIAS)

Dual Enrollment- Discussion Point

- How does your agency schedule students?
  - How do you match up a secondary student into postsecondary hours?
  - How do you handle postsecondary courses with high instructional hours? Example 450

EIAS Reporting

- Changes to reporting dual enrollment for 16-17 in the FTE Instructions

- Impact reporting on
  - Student Course Schedule
  - Industry Certification Format

- Changes were made to school of instruction reported

- Reminder that same course number should be reported into EIAS and WDIS

- FTE General Instructions will be updated for 16-17

Dual Enrollment – EIAS Reporting

Postsecondary Career Instruction Provided at a Technical Center Located in another School District

- Example: Student is a K12 student at Wakulla High School and dual enrolls at Lively Technical Center in Leon

- 1516 School of Instruction Reported: Wakulla High School

- 1617 School of Instruction Reported: Wakulla High School

Dual Enrollment – EIAS Reporting

- **Postsecondary Career Instruction Provided at a Florida College (FCS or Private) in the Same School District**

- Example: Student is a K12 student at Plant High School in Hillsborough and dual enrolls at Hillsborough CC

- 1516 School of Instruction Reported: Hillsborough CC

- 1617 School of Instruction Reported: Hillsborough CC

Dual Enrollment – EIAS Reporting

- **Postsecondary Career Instruction Provided by the Florida College System or Private College Personnel on the Campus of a Secondary School**

- Example: Student is a K12 student at Plant High School in Hillsborough and dual enrolls at Hillsborough CC which is taught at Plant High School

- 1516 School of Instruction Reported: Plant High School

- 1617 School of Instruction Reported: Plant High School

Dual Enrollment – EIAS Reporting (NEW)

- **Postsecondary Career Instruction Provided at a Technical Center Located in the Same School District**

- Example: Student is a K12 student at Taylor High School in Taylor County and dual enrolls at Taylor Technical Center

- 1516 School of Instruction Reported: Taylor High School

- 1617 School of Instruction Reported: **Taylor Technical Center**

Dual Enrollment – EIAS Reporting (NEW)

- **Postsecondary Career Instruction Provided On-Site at the Student's High School by a district technical center in the same district**

- Example: Student is a K12 student at Taylor High School in Taylor County and dual enrolls at Taylor Technical Center and instruction occurs at the high school

- 1516 School of Instruction Reported: Taylor High School

- 1617 School of Instruction Reported: **Taylor Technical Center**

Best Practices- Policies and Procedures

- Districts should:
  - Develop procedures for identifying eligibility for enrollment
    - Criteria for entry
    - Criteria for continuing enrollment
    - Assessment of basic skills
  - Develop local dual enrollment articulation agreements between high schools and technical centers/colleges

Dual Enrollment

- Issues
    - Enrollment in a program is 100% dual enrollment
    - Enrollment in a program has a high percent of dual enrollment
    - Enrollment in a program that is not associated with any potential industry certifications

Activity 3 Methodology:
Dual Enrollment

- The following standard reports were used for the activity and can be accessed on the CCTCMIS SharePoint restricted folders under All Common Documents:
    - 31_32_DualEnrollmentbyProgram1415_EOY (SharePoint)
    - 31_32_DualEnrollmentbyProgram1516_SVYFW (SharePoint)
    - 04_VocEnrollInstHrsCompByProg13141415_EOY (SharePoint)
    - 04_VocEnrollInstHrsCompByProg14151516_SVYFW (SharePoint)
    - 2014-15 and 2015-16 Perkins TSA Clock Hour Inventory

- The report includes:
    - Total enrollment 1415 and 1516 (F and W)
    - Total dual enrollment 1415 and 1516 (F and W)
    - Number of eligible TSA linkages to the program
        - Excludes assessments
        - Only include certifications which appear on either the secondary CAPE industry Certification Funding List or the CAPE Postsecondary Industry Certification List

Activity 3:
Dual Enrollment

- For the next 15 minutes, please use the green pages in your packet to review

- Here are some things to look for:
    - What are some instances where specific programs had a large increase in the number of dual enrollment students?
    - What are some instances where specific programs have a high percentage of dual enrolled students?

- What are some instances where specific programs do not have any potential industry certifications on an eligible list?

Dual Enrollment – Resources

- FAQ:
http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf

- 2015-16 FTE Instructions:
http://www.fldoe.org/core/fileparse.php/7508/urlt/2015-16-FTE-General-Instructions.pdf

- Comprehensive Course Code Table (CCT)
http://www.fldoe.org/policy/articulation/ccd/index.stml

Reporting Issue VS. Performance Issue
Low Technical Skill Attainment (TSA) – 2S1

Reporting Issue	Performance Issue
• Incorrect reporting of OCPs • Missing program linkages in TSA Inventory	• How do you compare to other schools in your district? • How do you compare to other programs in the state?

Activity 4 Methodology:

Performance- Occupational Completion Points

- The following standard reports were used for the activity and can be accessed on the CCTCMIS SharePoint restricted folders under All Common Documents:

    - 06_1314_1415_SECCTEENROLL_OCP_BY_DISTRICT_BY_VPC (SharePoint)

- For analysis purposes the following programs were excluded from the shared report:

    1. Middle school only

    2. Programs with no reportable OCPs

    3. Non-job preparation programs

    4. Additional select programs such as diversified career technology and vocational employability

Activity 4:
Performance – Occupational Completion Points

- Please use the pink pages in your packet to review

- This report includes the following 2014-15 data
  - Enrollment (Report 06)
  - OCPs reported for that program (Report 06)
  - Number of OCPs in the Program- Total number of OCPs associated with the secondary CTE program

- This report only includes programs where every course in the program leads to a distinct OCP.

Activity 4:
Performance – Occupational Completion Points

- For the next 15 minutes, please use the pink pages in your packet to review

- Here are some things to look for:
    - What are some instances where a program had no reported OCPs?
    - What are some instances where a specific program had a low OCP to enrollment ratio compared with the same program in other districts or schools in the same district?

- What are three specific strategies you can incorporate into your local level review that may address these issues and improve performance?

Reporting Issue VS. Performance Issue Concentrators
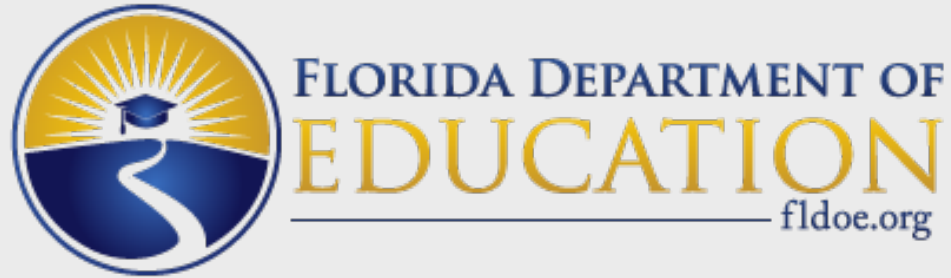
Reporting Issue	Performance Issue
• Relationship between program and course • Limited course offerings	• How do you compare to other schools in your district? • How do you compare to other programs in the state?

Activity 5:
Performance – Concentrators

- For the next 15 minutes, please use the gray and dark yellow pages in your packet to review

- Here are some things to look for:
    - What are some instances where enrollment in a program is larger than the number of concentrators?
    - What are some instances where a few programs are having a significant effect on the overall performance?

- What are three specific strategies you can incorporate into your local level review that may address these issues and improve performance?

Wrap-Up and Final Questions

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