Postsecondary CTE Data Workshop

Division of Career and Adult Education

Agenda

- Data Reporting 101

- Reporting of Instructional Hours and Completions

- 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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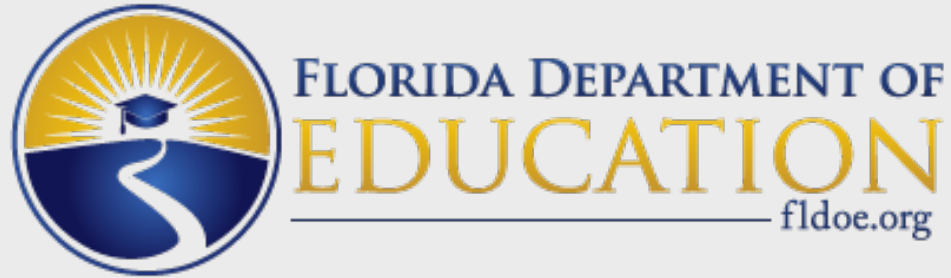**Data Reporting and Submission Issues**

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Data Reporting 101

2015-16 Data Reporting Schedule –
Workforce Development Information System (WDIS)

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey S	April 18, 2016	July 7, 2016	July 14, 2016
Survey S Update Window	July 18, 2016	n/a	August 4, 2016

Data Certifications DUE on August 25, 2016

2016-17 Data Reporting Schedule – WDIS

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey F Survey G	September 6, 2016	September 15, 2016	October 20, 2016
Survey W Survey X	January 3, 2017	February 2, 2017	March 2, 2017
Survey S	April 17, 2017	July 6, 2017	July 13, 2017
Survey S Update Window	July 17, 2016	n/a	August 3, 2017

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2015-16 Data Reporting Schedule – Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
3E (Winter/Spring)	April 18, 2016	May 9, 2016	June 13, 2016
4E (Financial Aid and Industry Certifications)	September 26, 2016	October 10, 2016	October 24, 2016

Data Certifications DUE the day after the submission window closes

2016-17 Data Reporting Schedule – Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
1E (Summer)	August 22, 2016	September 19, 2016	October 3, 2016
2E (Fall/Winter)	January 2, 2017	January 30, 2017	March 6, 2017
3E (Winter/Spring)	April 17, 2017	May 8, 2017	June 12, 2017
4E (Financial Aid and Industry Certifications)	September 25, 2017	October 9, 2017	October 24, 2017

Data Certifications DUE the day after the submission window closes

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Reporting Timelines and Perkins

- The following surveys are used to identify students who have exited for Federal reporting purposes:
  - District- Survey F/G
  - FCS- Survey 1E/2B

Data Reporting Schedule
Postsecondary Industry Certification
Districts

- Industry Certifications are reported during each submission window (Survey F, W, and S)
  - May report multiple certifications associated with a program
  - In order to be eligible for 2015-16 performance funding, certifications must have been submitted by May 13, 2016.
  - Agencies can report additional certifications after May 13th to receive credit in the Perkins performance calculations

Data Reporting Schedule
Postsecondary Industry Certification
Colleges

- Industry Certifications are reported during each submission window (3 times a year)
  - Fundable Industry Certifications ("Fundables") are reported during each submission window
    - Must be reported by May 9th for the 3E Survey window to be included in Performance Funding
    - Must be on the CAPE Postsecondary Industry Certification Funding List
    - "Fundables" do not require a valid CIP
    - "Fundables" can be reported with a CIP enabling FLDOE to match against the valid CIPs for Perkins
  - Perkins Industry Certifications are reported in term 4E
    - Industry Certifications must be reported with a valid CIP
    - Colleges sent a file of those who are Concentrators
    - Colleges will be sent a file of those "Fundables" that were reported with an invalid CIP for verification (List will not include those sent with a CIP of all 9s)

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2016-17 Request Window – Postsecondary Industry Certification

- Recommendations for additions are submitted through an annual request window

- Recommendation window opens between May and August of each year*

*Specific dates depend on final budget determination by legislation

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.

How the data are used

Federal uses for data

- Carl D. Perkins Grant

- Integrated Postsecondary Education Data System (IPEDS)
    - WDIS – graduation rates and 12-month enrollments
    - Florida College System (FCS) – all measures

State uses for data

- Legislative reports

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

- Postsecondary Workforce Funding Model – District

- Performance Funding- Industry Certifications

Best Practices of Review

- It is your LEA'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

- Take advantage of training and knowledge sharing opportunities like the Workforce Education District Data Advisory Council (WEDDAC) meetings, the Management Information Systems Advisory Task Force (MISATFOR) meetings, and annual Reports Coordinators training, as well as conference calls held between meetings

- *What are your LEA'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

- Your data staff can provide you with a list of validation reports

- Choose the reports that you will review

- If you think of a new validation report idea, discuss it with your data office

The Necessity of Locally Generated Reports

- Performance reports from the state will ALWAYS be significantly lagged

- 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 Districts

Utilize reports at Northwest Regional Data Center (NWRDC)

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

- Edit Status Table Browse shows all files processed by year, survey, and format

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

- The comparison reports show raw counts of key data points across time

- The file format reports (the "O" files) are data dumps of all records that successfully posted to the database

- Edit reports run automatically on load – the others require a request through the WDIS Online at NWRDC.

- Accessible by district MIS with user code access

Best Practices of Review: After Transmission Districts

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

- Numerous reports showing important data points like total instructional hours, enrollments, completions, industry certifications reported, validation summary, etc.

- Provided seven times a year – just after each survey due date, after each survey close, and at the end of the year

- The reports are accessible by district Reports Coordinators and other users registered by the district for Restricted Hub access

Best Practices of Review: After Transmission Colleges

Utilize the Verification and Exception reports available to you from the mainframe

- Perkins specific reports
  - AA1A (AA1ARPT), Program Completers (WFCMPRPT), Occupational Completion Points (OCP) (WFOCPRPT), Full Program Completions – No OCPs (WFNOCPRP), Industry Certification (EXCPLST)
  - Available at load and at close
  - Perkins Midyear student level report
    - List of students who have achieved Concentrator status at midyear
    - Available after 2E close
  - Program Completers by Federal CIP (reported on IPEDS)
    - Detail Report (C2REPT) – uses middle 6
    - Summary Report (C2SUM) – uses first two places of middle 6
  - These reports are accessible by the college Reports Coordinators and/or your MIS staff

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Best Practices of Review: After Transmission Colleges

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

- Known as MISATFOR Reports
- Provided just after each required load date and after each data submission window close
- The reports are accessible by college Reports Coordinators and other users registered by the college for Restricted Hub access

- Perkins specific reports
  - Florida College PSAV Enrollments with 1/3 of Program Hours to Completions Reported (*in development*)
  - Florida College Vocational Credit Enrollments with 1/3 of Program Completed (*in development*)
  - Florida College OCPs and LCPs
  - Florida College System Student Database Completion Records
  - Florida College System Fundable Industry Certification

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The Data Process- Local to State

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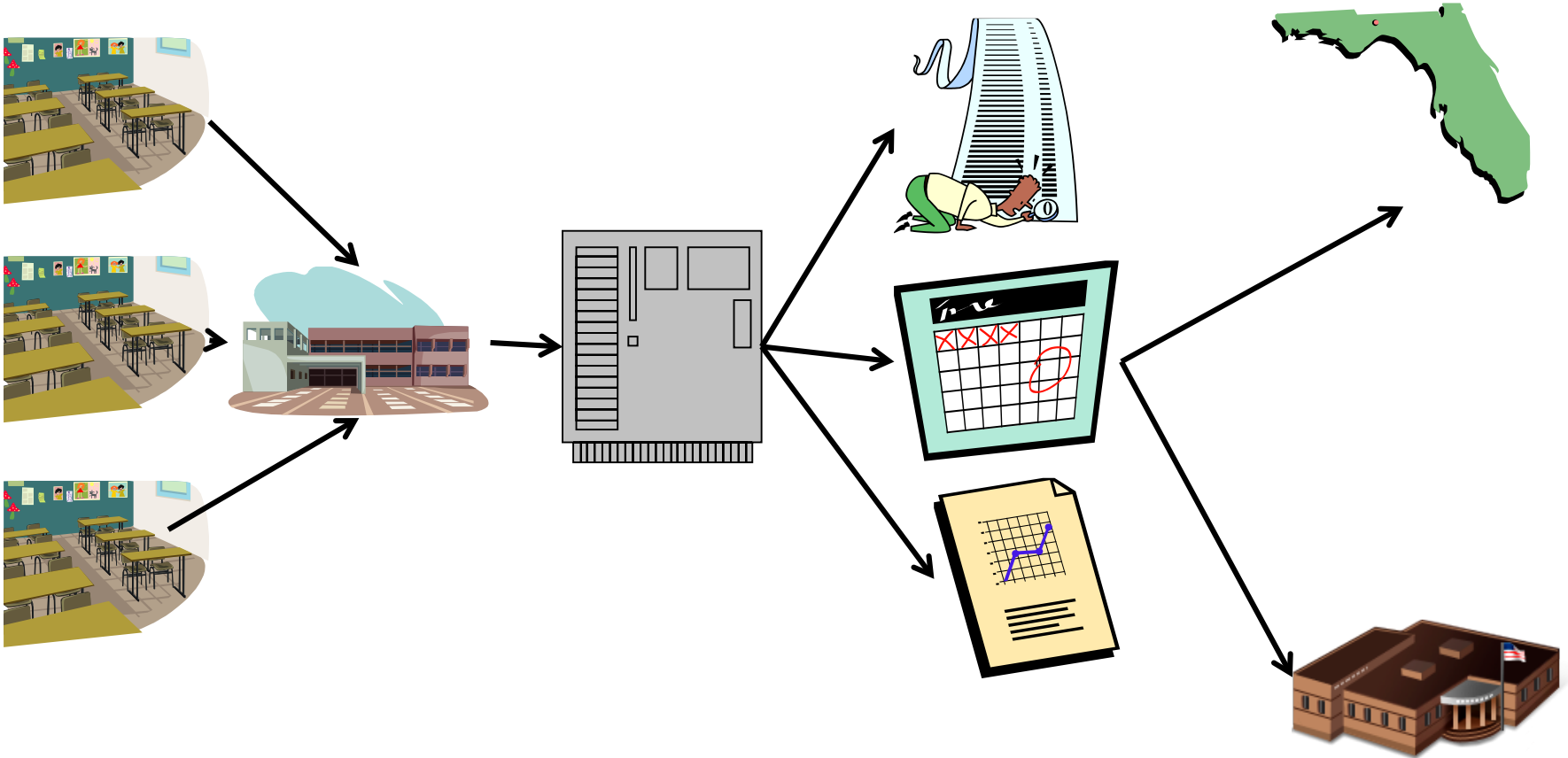
The Data Process- State to Final Report

LEA → **State** → **Validation** → **Reports** → **LEA** → **State**
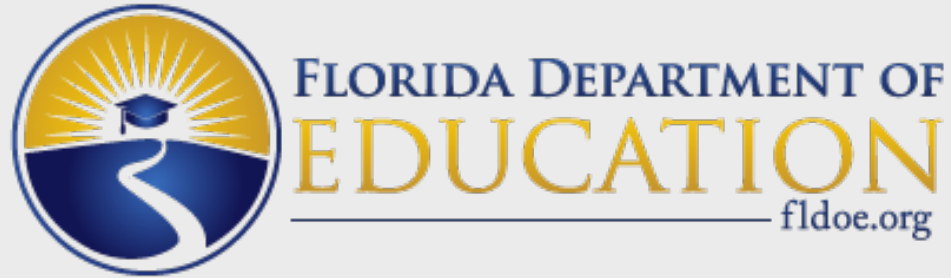

OCTAE

Updates to District Data Reporting

- New data elements and updates to some data element values as a result of WIOA

- New or changes to reporting values:
  - Single Parent and Single Pregnant Women
  - Displaced Homemaker
  - Highest School Grade Completed

- For more information, see the latest WDIS Handbook at http://www.fldoehub.org/CCTCMIS/wdis/Pages/default.aspx

Updates to Florida College System Data Reporting

- New data elements and updates to some data element values as a result of WIOA

- New data elements required for CTE beginning in 17-18:
  - CAE Single Parent and Single Pregnant Women
  - CAE Displaced Homemaker
  - CAE Level of Schooling (note: replacing Adult Level of Schooling Achieved (DE1047))

Reporting of Instructional Hours and Completions

Clock Hour Programs- Instructional Hours

- A clock hour program is based on a series of standards and benchmarks that are organized into one or more courses

- A curriculum framework review committee determines the number of instructional hours it would take an average student to complete the course

- The program length is based on the total number of instructional hours for a student completing all of the courses in a program

- Instructional hours are reported by course and should be based on the amount of time a student is enrolled in a course in a clock hour program

- It is expected that in most cases the number of hours reported in a course and for full program completers will be similar to the curriculum framework

Course Instructional Hours- Districts

- Reported using
  - WDIS Student Instructional Hours
    - Reported on the CTE Student Course Schedule
    - Based on the number of hours of instruction the student is scheduled to receive in that reporting period- not based on the course length if enrollment in the course occurs in two reporting periods. Example if a student is enrolled in a 450 hour course and 300 hours of instruction occur in the fall and the remaining 150 hours occur in the spring, the agency would report 300 student instructional hours in their Survey W reporting and 150 hours in their Survey S reporting.

Total Clock Hours Towards Award - Districts

- Reported using
  - Total Clock Hours Earned Toward Award
    - Reported on the CTE Student Course Schedule
    - Cumulative total number of clock hours associated with the program of enrollment. Should include all clock hours reported in current and previous courses associated with the program and any hours credited for work done prior to enrollment.
    - Hours credited for work done can include transfer credit, or work experience demonstrated competencies

Reporting Instructional Hours- Districts

Reporting Window		WDIS Student Instructional Hours	Curriculum Framework Course Length	Total Clock Hours Earned Toward Award
Survey F	Course A	400	450	450
Survey W	Course B	150	150	600
Survey S	Course C	160	150	750

* This example assumes student has completed each reported course in the reporting window.

Course Instructional Hours- Colleges

- Reported on the course level record using two data elements
  - Course Section Hour Type
    - Should be reported as "C" for clock hour
  - Course Section Hours
    - The number of hours for which a student may be enrolled for the course
    - If the course enrollment occurs over two reporting windows, the total hours should be reported in the first reporting window in which the course enrollment occurred

Total Clock Hours Towards Award - Colleges

- Reported on the course level record using

- Total Clock Hours Earned Toward Award

    - Cumulative total number of clock hours associated with the program of enrollment. Should include all clock hours reported in current and previous courses associated with the program and any hours credited for work done prior to enrollment.

    - Hours credited for work done can include transfer credit, or work experience demonstrated competencies

Reporting Instructional Hours- Colleges

Reporting Window		Course Section Hours	Curriculum Framework Course Length	Total Clock Hours Earned Toward Award
Term Submission 1E	Course A	93	96	96
Term Submission 2E	Course B	96	96	192
Term Submission 3E	Course C	98	96	288

* This example assumes student has completed each reported course in the reporting window.
* If a course crosses terms, all Course Section Hours are reported in the term in which the course began

Common Questions- Instructional Hours

- If a student has demonstrated all of the competencies in a course, can the student begin to receive instruction on the competencies for the next course in the program while still remaining enrolled in the previous course.
  - If a student has completed a course they should be exited from the course and enrolled in any additional courses needed.

- If a student needs additional hours to complete a course, is that allowable?
  - Yes, the framework hours are based on the average hours it would take a student, but take into consideration students who may complete faster or need additional time. However, it must be done on an individual basis. Agencies cannot arbitrarily add or remove hours onto

- If a student has completed clinical hours, where are they included?
  - Clinical hours should be included in the number of instructional hours reported

Common Reporting Issues- Instructional Hours

- Over reported hours
  - Students are not properly exited from a program
  - Students are not exited from a course
  - Data reporting error
    - Example, an additional zero is added to the end
- System is programmed to report framework hours, instead of scheduled hours
  - This is problematic for students who need additional time, or who complete the course faster than expected
- Dual enrollment students who are not exited because of a difference between the secondary academic year and the postsecondary schedule

College Credit Programs

- Reported on the course level record using two data elements
    - Course Section Hour Type
        - Should be reported as "S" for student semester hours
    - Course Section Hours
        - The number of hours for which a student may be enrolled for credit in the course
- The Program of Study – Level (DE2005) data element is used when determining program of enrollment for Perkins purposes, not the Program of Study – Award Type (DE2001)

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: Practical Nursing (CIP: 0351390100, Program: H170605)

OCP	Course Number	Course Title
A	HSC0003	Basic Healthcare Worker
B	HCP0121	Nurse Aide and Orderly (Articulated)
	PRN0091	Practical Nurse 1
	PRN0092	Practical Nurse 2
C	PRN0096	Practical Nurse 3

- 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 *C* once they have met the competencies for all three courses

OCP	Course Number	Course Title
C	PRN0091	Practical Nurse 1
	PRN0092	Practical Nurse 2
	PRN0096	Practical Nurse 3

- District report using the Career and Technical Education /Adult General Education Completion Point Code

- Colleges report using the Occupational Completion Point Indicator

- 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.

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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

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?

CAPE- Postsecondary Industry Certification Funding List:

http://www.fldoe.org/academics/career-adult-edu/cape-postsecondary

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 Postsecondary Industry Certification Funding List	Perkins Technical Skills Attainment (TSA) Inventories
• List of certifications eligible for postsecondary performance funding under the CAPE Act • Must be an industry certification or licensure • Funding Eligible areas are established in the General Appropriations Act • Adopted annually by the State Board of Education as the CAPE Postsecondary Industry Certification Funding List • Student must have an enrollment record for the year in which the certification was earned • Fundable certifications based on Chancellors' recommendations • List includes certifications that are not in a fundable occupational area (included for dual enrollment)	• 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 if requested for a clock hour program

CAPE Postsecondary Industry Certification Funding List

- $1,000 per eligible certification per student

- Dual enrollment students will be included in the calculation

- Differentiated occupational areas for district and college funding eligible certifications

- Addition of information on minimum version of the certification

CAPE Postsecondary Industry Certification Funding List

- Funding for 2015-16 is to be provided based on certifications earned in the 2015-16 academic year and certifications earned in the 2014-15 academic year that were not included in the final disbursement

- For districts- prior year certifications (those earned in 2014-15 that were eligible for funding but not reported in 2014-15) must be reported in Survey F or Survey W for funding in the 2015-16 calculation.

1617 Occupational Areas Eligible for District Performance-Based Incentives for Industry Certifications

Health science to include:

- Surgical technology
- Orthopedic technology
- Dental assisting technology
- Practical nursing
- Certified nursing assistant
- Medical coder/biller
- Medical assisting

- Emergency medical technician and paramedic
- Clinical lab technician
- EKG technician
- Pharmacy technician
- Clinical hemodialysis technician

1617 Occupational Areas Eligible for District Performance-Based Incentives for Industry Certifications

Other Areas:

- Automotive service technology
- Auto collision repair and refinishing
- Medium/heavy duty truck technician
- Cyber security
- Cloud virtualization
- Network support services
- Computer programming
- Computer-aided drafting

- Advanced manufacturing
- Electrician
- Welding
- FAA airframe mechanics and power plant mechanics
- Heating, ventilation and air conditioning technician
- Plumbing
- Public Safety

1617 Occupational Areas Eligible for FCS Performance-Based Incentives for Industry Certifications

Other Areas:

- Automotive service technology
- Auto collision repair and refinishing
- Cyber security
- Cloud virtualization
- Network support services
- Computer programming
- Public Safety

- Advanced manufacturing
- Electrician
- Welding
- FAA airframe mechanics and power plant mechanics
- Heating, ventilation and air conditioning technician
- Health Sciences- Pharmacy Technician
- Health Sciences

Activity 1 Methodology:

Enrollment and Instructional Hours

Districts

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

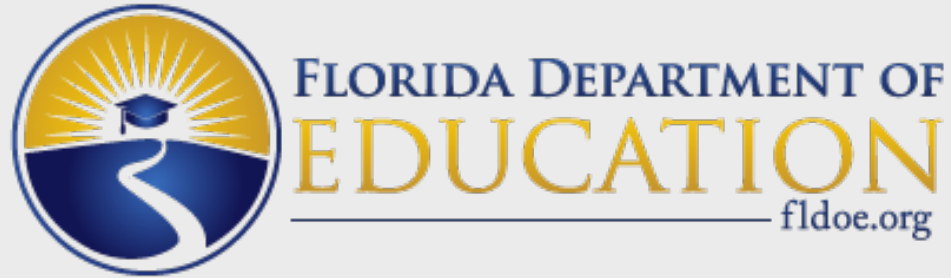 - 38_VocEnrollInstHrsCompOCPFullProgByProg13141415 (SharePoint)

Colleges

- The following process was used to create a report developed specifically for the workshop :

  1. Includes Clock Hour Programs only

  2. Includes a count of all students who were identified as full program completers in 2014-15

  3. Includes all instructional hours reported for students identified as completers. This includes any hours reported for 2013-14 and 2014-15.

     - If a student enrolled in additional courses outside of the program of study, those hours were also included in the total instructional hours.

  4. Includes the program length as identified on the curriculum framework for the program

Activity 1:
Enrollment and Instructional Hours

- Please use the blue pages in your packet to review

- Here are some things to look for:
    - What are some instances where there are differences between instructional hours and enrollment or full program length?

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

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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 postsecondary education students who elect to enroll in career and technical education programs

- 2015-16 Postsecondary Allocation*= $27,697,433

- 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

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Perkins 101- Local Postsecondary Funding Distribution (Districts and Colleges Combined)

Allocations to Postsecondary Programs-

Florida uses a federally approved formula based on financial need.

Formula elements reported via WDIS / FCS:

- Recipients of Pell Grants
- Recipients of Supplemental Education Opportunity Grants
- Participants in a federal vocational work-study program
- Recipients of Florida Student Assistance Grant (FSAG)

Perkins 101- Local Postsecondary Funding Distribution (Districts and Colleges Combined)

Allocations to Postsecondary Programs-

Florida uses a federally approved formula based on financial need.

Formula elements found through FETPIP data-match:

- Participants in the Job Training Partnership Act Program replaced in future years with participants receiving services above the core level in Title I of the Workforce Innovation and Opportunity Act (WIOA)

- Recipients of Temporary Aid to Needy Families (TANF)

- Recipients of Food Stamps

- Recipients Welfare Wages

What is a…

- **PARTICIPANT?**

  - **Clock Hour:** A postsecondary student with 1 or more hours in any clock hour CTE program

  - **College Credit:** A postsecondary student with 1 or more credits in any CTE program that terminates in the award of an industry recognized credential, certificate, or degree

What is a…

- **CONCENTRATOR?**

  - **Clock Hour:** A postsecondary student who completes at least 1/3 of the academic and/or technical hours in a clock hour CTE program

  - **College Credit:** A postsecondary student who completes at least 1/3 of the academic and/or technical credits in a college credit CTE program

What is a...

- **COMPLETER?**

  - **Clock Hour:** A CTE concentrator who was identified as a full program completer

  - **College Credit:** A CTE concentrator who is identified on the completion degree granted data element with an AS, AAS, ATD or CCC

Reporting Measures- Postsecondary Clock Hour

	1A1- Technical Skill Attainment	2A1- Completion	3A1- Retention and Transfer
Numerator	Concentrators who have earned an industry certification or passed a valid assessment, or earned an eligible Occupation Completion Point	Concentrators who have exited the system in the reporting year and were identified as full program completers	Concentrators enrolled in the previous year who remained enrolled in the current year in their current institution, or transferred to another institution
Denominator	Concentrators who have exited the system in the reporting year	Concentrators who have exited the system in the reporting year	Concentrators from the prior year who did not exit the system as a full program completer

Reporting Measures- Postsecondary Clock Hour

	4A1- Student Placement	5A1-Non-traditional Participation	5A2- Non-traditional Completion
Numerator	Concentrators who exited the system in the prior year and were identified as full program completers and were found enrolled in postsecondary, employed, or enlisted in the military	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 identified as full program completers
Denominator	Concentrators who exited the system in the prior year and were identified as full program completers	Participants enrolled in CTE programs that are identified as non-traditional	Concentrators enrolled in CTE programs that are identified as non-traditional

Reporting Measures- Postsecondary College Credit

	1P1- Technical Skill Attainment	2P1- Completion	3P1- Retention and Transfer
Numerator	Concentrators who have earned an industry certification or passed a valid assessment, or earned 75% of the program hours with a GPA of 2.5 or higher	Concentrators who have exited the system in the reporting year and earned an eligible certificate or degree	Concentrators enrolled in the previous year who remained enrolled in the current year in their current institution, or transferred to another institution
Denominator	Concentrators in the reporting year	Concentrators in the reporting year	Concentrators from the prior year who did not exit the system with an eligible certificate or degree

Reporting Measures- Postsecondary College Credit

	4P1- Student Placement	5P1-Non-traditional Participation	5P2- Non-traditional Completion
Numerator	Concentrators who exited the system in the prior year and earned an eligible certificate or degree and were found enrolled in postsecondary, employed, or enlisted in the military	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 an eligible certificate or degree in a non-traditional program
Denominator	Concentrators who exited the system in the prior year and earned an eligible certificate or degree	Participants enrolled in CTE programs that are identified as non-traditional	Concentrators enrolled in CTE programs that are identified as non-traditional

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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 (1A1) the student must have earned an OCP or certification in the program in which they are a concentrator.*

- What if a student is dual enrolled?
  - *Dual enrollment students are not included in the postsecondary measures*

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 were 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

- District Postsecondary measures are calculated using data submitted to WDIS during survey F, W and S.

- College Postsecondary measures are calculated using data submitted to FCS during the Survey 1, 2, and 3 data collection.

Common Misconceptions – Perkins

- All certifications on the CAPE Postsecondary Industry Certification 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 1A1 – 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 Reporting Issues – Perkins Districts

- Failure to report OCPs

- Invalid certification codes

- Failure to report full program completer correctly

- Failure to report financial aid correctly

- Failure to report preliminary enrollment in survey G

- Incorrect total clock hour toward award

Common Reporting Issues – Perkins Colleges

- Enrollment vs. completion

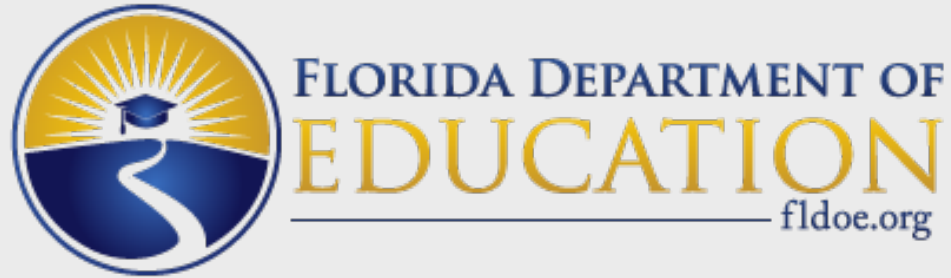- Assignment of students to programs

- 1/3 threshold – 60 hour

Activity 2:
Perkins Local Level Reports

- For the next 15 minutes, please use the gray pages in your packet to review and answer the following questions:
  - 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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CTE Dual Enrollment

How it should be reported

- Districts
  - 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 **<u>postsecondary</u>** CTE program and course number

- Colleges
  - Reported on the Course Dual Enrollment Category (3004)

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

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CTE Dual Enrollment

- Issues
  - Enrollment in a program is 100% dual enrollment
    - i.e., program is not being offered to adults
  - 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

![Florida Department of Education logo - fldoe.org]

Activity 3:
Dual Enrollment

- For the next 15 minutes, please use the <mark>green</mark> 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

Issues Impacting Performance: OCPs and Industry Certifications

- Systems that have been automatically programmed to assign OCPs

- Lack of familiarity with the frameworks

- Missing OCPs

- Missing enrollment

- Invalid certification code

- Missing TSA linkages

- Reporting same certification code in multiple years

Full Program Completer

- A student who has completed all of the program requirements. This includes any courses/credits identified in the curriculum framework and any basic skills requirements

Activity 4 Methodology:
OCPs and Full Program Completers

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

  - District Report:
    21_PSAVATDCompleterCountsBySchoolByProgram1415 (SharePoint)

  - College Report:

    Created for the workshop. Includes a break down by program of students who were awarded technical skills attainment credit for clock hour and college credit programs. Distinguishes between students who were credited with an industry certification, an OCP, or for college credit programs a proxy measurement of students who had earned at least 75 percent of the credit hours required with an GPA of 2.5 or higher.

Activity 4:
OCPs and Full Program Completers

- Please use the <mark>yellow</mark> pages in your packet to review

- Here are some things to look for:
  - Districts
    - What are some instances where derived completers is higher than full program completers?
    - What are some programs with low completion rates?
  - Colleges
    - What are some programs where there are no or low industry certifications reported?
  - What are three specific strategies you can incorporate into your local level review that may address these issues and improve performance?

Activity 4 continued:
Industry Certifications

- Review the orange pages for a list of industry certifications by program

Retention and Completion - Districts Reporting Issue VS. Performance Issue

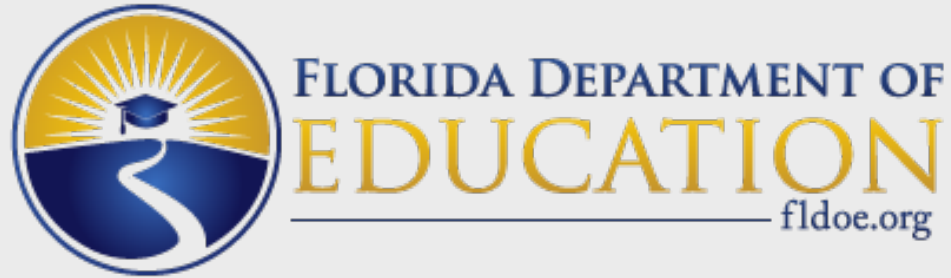| Reporting Issue	Performance Issue
• Failure to report in fall preliminary enrollment survey • Only looks at full program completer	• Why are students leaving before program end? • Limited programs offered • Program where students have higher rate of non-completion • Automotive Service

Retention and Completion - Colleges Reporting Issue VS. Performance Issue

Reporting Issue	Performance Issue
• Completion only looks at students who earned an AS, an AAS, a Credit Certificate or an Applied Technology Diploma	• Enrolled in a degree program and student exits after receiving certificate • Economic changes and students exits due to employment/ unemployment

Wrap-Up and Final Questions

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