

WEBVTT

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00:00:00.000 --> 00:00:06.180

Tara M: information collected on the different formats. So in terms of the Federal, State indicator status format.

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00:00:06.810 --> 00:00:12.900

Tara M: One of the more significant data elements that we have on there is the current professional Academy identifier.

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00:00:13.830 --> 00:00:21.240

Tara M: That is of course are required component in the cape act is the identification of students who are enrolled in career academies.

4

00:00:21.630 --> 00:00:36.270

Tara M: Of course they're no longer used as part of the funding calculation associated with Industry Certifications, but the cape model is still an important model and we we still do report out information on who has been identified as being a member of the academy.

5

00:00:37.620 --> 00:00:41.460

Tara M: We have a separate format for Industry Certifications, for those of you who have been

6

00:00:42.120 --> 00:00:52.500

Tara M: In the CTE secondary data reporting world for a long time, you'll know that several years ago and issue certifications were reported on the CT Eastern course schedule.

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00:00:52.890 --> 00:01:04.560

Tara M: Those were split out several years ago to better capture information on Industry Certifications particularly Industry Certifications that were earned and non CE courses.

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00:01:05.700 --> 00:01:13.050

Tara M: But on the industry certification format, some of the critical data elements that are captured our industry certification identifier.

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00:01:13.680 --> 00:01:24.600

Tara M: Industry Certification outcome, the industry certification date earned and of course the career professional Academy identifier at the student was associated and a cape Academy

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00:01:25.590 --> 00:01:38.430

Tara M: The industry certification identifier. Those are closely linked to Appendix z and z, but primarily appendix z which is the list of recordable cert codes for each year.

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00:01:38.880 --> 00:01:53.010

Tara M: That was just published annually and it does change. And so it's always important to know the year that the certification was earned and whether it was appropriate for that year, particularly if we're looking at a graduation cohort information.

12

00:01:54.360 --> 00:01:59.970

Tara M: For student course and this is the regular student of course course number is very important to us.

13

00:02:00.660 --> 00:02:10.410

Tara M: Because we use this information to identify students that were enrolled in a career themed course, which of course is important for funding purposes.

14

00:02:11.340 --> 00:02:22.830

Tara M: Because the CTE student core schedule is limited to CTE courses and academic courses can be career thing courses. That's why this information is really important to be captured on the student course.

15

00:02:24.150 --> 00:02:33.510

Tara M: And then on the CTE student course, again, we use the course numbers that are reported there as well. So those are sort of critical pieces when it comes to Cape

16

00:02:35.700 --> 00:02:46.920

Tara M: When it comes to Perkins, um, some of the critical pieces of information on the different formats on the federal state indicator status special populations are identified on

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00:02:47.280 --> 00:02:52.290

Tara M: This format, not the entirety of special populations, but there are several that are on here.

18

00:02:52.710 --> 00:02:59.580

Tara M: Of course, the industry certification format Industry Certification identifier Industry Certification outcome Industry Certification date earn

19

00:02:59.850 --> 00:03:08.070

Tara M: Those will those are all used towards the industry recognized credentials calculations and the accountability for Perkins on the student demographic

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00:03:08.640 --> 00:03:15.990

Tara M: We have some additional special populations that are identifying the Perkins law that were required to provide a breakout of

21

00:03:16.770 --> 00:03:27.420

Tara M: Performance for this special populations on the end of the year status format diploma type. And there are some additional special populations on that format as well.

22

00:03:28.020 --> 00:03:40.350

Tara M: And then on the CTE student course schedule. I put both the CTE program number and of course number. And let me tell you why it's important that both pieces are really critical.

23

00:03:41.040 --> 00:03:49.200

Tara M: We have several course numbers and secondary that exist in multiple CTE programs they tend to be foundational in nature.

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00:03:49.530 --> 00:03:59.640

Tara M: And so sometimes at the school level, they're not aware of this back and program number and it's being somewhat artificially assigned

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00:03:59.970 --> 00:04:12.600

Tara M: And we encounter problems where as a district will say, well, we don't offer that program. Well, it's been reported with that program by her district. So we consider your district to be offering that program.

26

00:04:13.320 --> 00:04:20.910

Tara M: This particularly came to light in the CTE audit that we were just required to do by a statute and that will be doing on an annual basis.

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00:04:21.870 --> 00:04:40.680

Tara M: Where we are looking at enrollment at the program level, not the course level and oftentimes the wrong program number was being reported for courses, it isn't, it isn't a program number associated with that course. But that's not the program that your district is offering

28

00:04:41.730 --> 00:04:44.610

Tara M: Because that course is offered in multiple programs.

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00:04:47.850 --> 00:04:56.970

Tara M: I wanted to give you guys just an overview of the new Perkins performance calculation. So you sort of see how that information that I just talked about that. It's critical comes into play.

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00:04:57.690 --> 00:05:14.220

Tara M: For those of you who are not as familiar with this world. We recently had a reauthorization of the law. So we shifted from doing what we call Perkins, for which was the old law to doing Perkins five and there was an impact on the performance and accountability calculation.

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00:05:16.020 --> 00:05:24.030

Tara M: So concentrator had a very different definition. So in order to be a concentrator, which means you're included in those accountability populations.

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00:05:24.810 --> 00:05:32.700

Tara M: We used to look at three credits have a course in the same program, but it's actually now gone down to two

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00:05:33.180 --> 00:05:36.840

Tara M: High School credits and courses identified with a given CT program.

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00:05:37.290 --> 00:05:55.020

Tara M: Or if the students are dual enrolled students for a portion of that and have to have one high school credit and to dual enrollment credits and courses identified with a given city program and of course those dual enrollment credits are often pulling into the

35

00:05:56.250 --> 00:06:08.640

Tara M: The student course countable, not the CT Eastern course federal because the CTE student of course schedule is limited to secondary CTE. So that is an important location for pulling some of that dual enrollment information.

36

00:06:12.210 --> 00:06:20.580

Tara M: This is just an overview of the different measures that are included in it. I have two slides on here. And so we have measure

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00:06:21.570 --> 00:06:33.930

Tara M: One S one, which is a graduation cohort. This really follows the ESA calculations to a great extent, in terms of using the diploma types that are used in the EPA calculations.

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00:06:35.010 --> 00:06:44.160

Tara M: And we're looking at whether or not the students completed on time, which is that for your cohorts and of course the denominators looking at CTE concentrators

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00:06:45.300 --> 00:07:03.960

Tara M: Um, she was one to us to into S3 are all academic proficiency measures. So under Perkins, for we only had two of these, we had the reading language arts and mathematics under the new Perkins five, we now have extended that to being a science level. And of course, we're using

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00:07:05.340 --> 00:07:10.200

Tara M: The assessments that are incorporated into ESA, for the most part.

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00:07:14.370 --> 00:07:29.820

Tara M: Three other measures that exist in secondary our placement and this is looking at concentrators who would exit. This is a lag cohort. And then whether they were found in the second quarter after exit on either in rolled in post secondary education.

42

00:07:30.930 --> 00:07:42.300

Tara M: Or advanced training or employee. And so we have our hip office that. Does that match for us and they have access to the employment data, of course, in order to do that we have to have a

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00:07:43.020 --> 00:07:52.830

Tara M: SSN associated with that student. The majority of students that we find place are actually found through the enrollment and post secondary and we use both.

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00:07:53.220 --> 00:08:08.220

Tara M: Enrollment in our district technical colleges are our Florida college system institutions are s us institutions as well as we have access to some information on Independent Colleges as well.

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00:08:10.440 --> 00:08:21.060

Tara M: As one non traditional program concentration is looking at students who are enrolled in non traditional program and whether they were have a gender identify those non traditional for that.

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00:08:21.330 --> 00:08:36.180

Tara M: Not all programs are non traditional an example of a non traditional program for females would be a welding program. And that's because historically the proportion of females who enroll in these programs is very small in comparison to the male population.

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00:08:37.380 --> 00:08:52.530

Tara M: And for those. An example of a program that is non traditional for males might be cosmetology where typically the majority of the students who are enrolled historically have been female

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00:08:53.250 --> 00:09:06.510

Tara M: Although that is shifting and changing as they always do and then attained recognized post secondary credential. This is really going to be a key component of our industry certification information is captured in Perkins for

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00:09:09.360 --> 00:09:18.660

Tara M: Some other reporting areas. I want to draw attention to CTE dual enrollment and I did include the statutory criteria here in terms of

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00:09:19.500 --> 00:09:32.610

Tara M: The eligible eligibility criteria for CTE dual enrollment. It has its own criteria, not to be confused with regular dual enrollment. And so you want to make sure that you are aware

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00:09:33.390 --> 00:09:40.350

Tara M: Whether or not your district, how they're identifying and capturing that the students have met the eligibility criteria.

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00:09:41.370 --> 00:09:48.210

Tara M: Now keep in mind, all of this was done in a non covert environment. And so there might have been some

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00:09:48.780 --> 00:09:58.560

Tara M: Waivers or some relaxing of some of this information because of the closures. So this is just in a normal, typical year what the requirements would be

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00:09:59.430 --> 00:10:04.770

Tara M: They have to be enrolled as a student in Florida public or non public school or in home education program.

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00:10:05.130 --> 00:10:16.740

Tara M: They have to have a to point out high school weighted GPA to enroll and career going on the courses and have to maintain a 2.0 as well. It's not something where it's an entry requirement, it's a continuous requirement.

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00:10:18.270 --> 00:10:29.760

Tara M: They all seem to be any other eligibility criteria specified by the post secondary institution, there should be a dual enrollment articulation agreement with each of those post secondary institutions.

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00:10:30.960 --> 00:10:36.360

Tara M: And even if it is within your own district, you still have to have some sort of dual enrollment articulation agreement.

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00:10:38.070 --> 00:10:44.700

Tara M: One component is they can be scheduled to graduate. Prior to the completion of a course, a dual enrollment course.

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00:10:45.540 --> 00:11:02.880

Tara M: In you can't proportion out the course. So if it's a 450 hour clock our course and they can't, you can't sit there and say they're going to finish 150 hours of this course. They can't enroll in the course as a double enrollment student unless they could complete the entire 450 hours.

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00:11:04.200 --> 00:11:11.940

Tara M: And you can't really award credit until partial credit until they've completed the course as well. So there's always that challenge, um,

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00:11:12.840 --> 00:11:23.190

Tara M: And of course they have to be tied to to one of the Industry Certifications on identity. Keep secondary list or the cape post secondary Industry Certification list.

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00:11:26.670 --> 00:11:39.960

Tara M: In addition, all of our clock our programs that are over 450 hours have a requirement that students demonstrate basic skills requirements in order to complete the program. And as part of that component

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00:11:40.620 --> 00:11:53.130

Tara M: Within the first six weeks of entry into the program, the students have to be assessed to meet basic skills. They don't actually have to meet the basic skills requirement and tell they're going to finish the program.

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00:11:54.150 --> 00:12:01.320

Tara M: But they do have to be assessed within the first six weeks. This was not waived for the coven however

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00:12:02.340 --> 00:12:06.570

Tara M: local institutions could have used a local method to do this.

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00:12:13.170 --> 00:12:24.300

Tara M: So just just sort of review for dual enrollment, if you are looking at this option and they're planning to sort of work on offering these kind of programs for your students.

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00:12:25.170 --> 00:12:32.880

Tara M: You want to make sure you have a process for evaluating GPA for entry into a dual enrollment program and for continuously evaluating that GPA.

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00:12:33.390 --> 00:12:41.130

Tara M: You want to have a process for ensuring students are not Enrolled in courses that can't be completed prior graduation. We need a process for for

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00:12:41.670 --> 00:12:51.060

Tara M: Doing the basic skills examination and then you need to have that data validation to ensure that data is reported correctly in both reporting system.

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00:12:51.390 --> 00:12:54.510

Tara M: So if your student have dual enrolling with your district Technical College.

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00:12:55.170 --> 00:13:05.640

Tara M: The data has to be reported into both with us and into the secondary data system. Same thing with college to if they're enrolling a Florida college system institution for CTE.

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00:13:06.030 --> 00:13:15.390

Tara M: It needs to be enrolled it reported by the Florida college system institution and the secondary and it should be the same information essentially being reported into that system.

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00:13:22.980 --> 00:13:34.380

Tara M: Some key pieces of information that we look at. So students that CTE dual enrollment should be rewarded with a dual enrollment indicator of see in both he is system and until with us.

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00:13:35.190 --> 00:13:48.780

Tara M: And they need to be reported with the same post secondary CT programming course number in both systems we've seen instances where the district just reporting a secondary number into he is and a post secondary number into

75

00:13:50.040 --> 00:13:54.780

Tara M: That is not appropriate. They need to be recorded with the actual post secondary number that they're enrolled in

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00:13:56.370 --> 00:14:06.660

Tara M: The other thing to be aware of is that with this as a separate List of reportable Industry Certification codes, then he is does

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00:14:07.050 --> 00:14:14.100

Tara M: And so you want to make sure that if you're reporting the industry certification. It is reportable and both of those systems.

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00:14:14.400 --> 00:14:26.760

Tara M: If it's only on dependency for k 12 the if then it needs, then the industry certification would only be reportable into the industry certification format on. Yeah. Yes.

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00:14:27.720 --> 00:14:41.580

Tara M: If it exists on both the with a system and the system, then you can report it into both systems. And if it's not on the K 12 system list, but it is on the witness list or post secondary list, it can be reported into the post secondary system.

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00:14:47.160 --> 00:15:05.430

Tara M: Because of the waiver. I did want to point out, if you do have any dual enrollment students. We did add a new reportable code for the CTE basic skills data element or executive order a one, which allowed for students to demonstrate mastery basic skills using

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00:15:06.480 --> 00:15:14.580

Tara M: A local determine reasonable me mean you weren't a limited to the assessments enroll six 810 point oh four. Oh.

82

00:15:15.570 --> 00:15:26.520

Tara M: And so if you did use that for one of your students to meet basic skills that are dual enrolled, you'll want to make sure that they're being reported with code W which is

83

00:15:27.270 --> 00:15:39.300

Tara M: That reportable value that was added specifically for these students if the student is meeting basic skills that with an investing assessment that's already approved, you're just going to continue to report the value of why

84

00:15:42.060 --> 00:15:52.140

Tara M: We do have some resources on our page. I'll direct you to if you're interested. We did draft up a dual enrollment FAQ that had some key questions that were being consistently asked

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00:15:52.710 --> 00:16:04.170

Tara M: As well as the FDA instructions document. There's always a section related to industry certification and f t as well as how to report Boulud rollman students, particularly

86

00:16:05.490 --> 00:16:16.140

Tara M: When they're receiving instruction in different locations. So if they're receiving instructions in a district Technical Center in a different county than the one that their home high school is at

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00:16:17.010 --> 00:16:24.990

Tara M: And then of course the comprehensive course code directory is the defining list of the courses that are reportable into K 12

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00:16:26.820 --> 00:16:30.210

Tara M: Of what would be reported for a program and of course number

89

00:16:33.900 --> 00:16:38.280

Tara M: At this point in time, I'm going to turn it over to non and let Don do some presenting

90

00:16:51.150 --> 00:16:51.480

Nand Divate: Hello.

91

00:16:51.960 --> 00:16:51.990

I

92

00:16:53.070 --> 00:16:54.930

Famis Florida4: Can hear, I can hear you.

93

00:16:57.210 --> 00:17:01.560

Nand Divate: Thank you. Data Teddy, could you please 100 slides for me.

94

00:17:07.590 --> 00:17:09.060

Tara M: Having some audio trouble with

95

00:17:55.950 --> 00:17:56.310

Nand Divate: Hello.

96

00:18:01.980 --> 00:18:11.070

Nand Divate: afternoon everyone. This is Nancy Duarte, I work with work workforce education data system in Division of technology and innovation.

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00:18:12.390 --> 00:18:14.250

Nand Divate: In next slides will go with the

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00:18:14.250 --> 00:18:17.010

Nand Divate: Secondary CD format and rebooting.

99

00:18:17.040 --> 00:18:18.000

Nand Divate: Changes for year

100

00:18:18.030 --> 00:18:18.930

2021

101

00:18:20.670 --> 00:18:22.200

Nand Divate: Could we go to next slide please.

102

00:18:26.160 --> 00:18:32.940

Nand Divate: So the first format is US industry certification for 75 reporting period.

103

00:18:33.000 --> 00:18:34.320

Nand Divate: Submit a record.

104

00:18:34.350 --> 00:18:34.620

Tara M: For

105

00:18:34.680 --> 00:18:37.170

Nand Divate: Each Industry Certification identifier.

106

00:18:37.320 --> 00:18:40.770

Nand Divate: And Industry Certification outcome, including

107

00:18:40.800 --> 00:18:42.210

Tara M: Those linked to career think

108

00:18:42.210 --> 00:18:42.840

Courses.

109

00:18:43.980 --> 00:18:46.650

Nand Divate: This applies to students in grades K through 12

110

00:18:47.700 --> 00:18:51.750

Nand Divate: The outcome report, it should be the final outcome for the reporting year

111

00:18:53.400 --> 00:18:54.330

Nand Divate: Next slide please.

112

00:18:55.980 --> 00:19:04.410

Nand Divate: While reporting school year report both the school year in which the course was taken and the school year, our record submission

113

00:19:06.210 --> 00:19:24.090

Nand Divate: The school years will be the same for most records the school year will be different when reporting students who took our attempt at an industry certification or technical skill attainment assessment in a year. Subsequent to the school year in which the student took the course.

114

00:19:25.320 --> 00:19:26.280

Next slide please.

115

00:19:30.150 --> 00:19:30.720

Nand Divate: Regarding to

116

00:19:30.960 --> 00:19:34.140

Nand Divate: Dual enrollment courses they should be included.

117

00:19:34.170 --> 00:19:50.610

Nand Divate: If the student took an industry certification our technical skill set assessment listed in Appendix. See that is related to do enrollment courses for more details on this please refer to data element to your enrollment institution time

118

00:19:52.170 --> 00:20:02.460

Nand Divate: While reporting course number report the city course number career themed course number our basic course number in which the certification was attempted

119

00:20:02.490 --> 00:20:03.120

Tara M: Or aren't

120

00:20:03.840 --> 00:20:08.670

Nand Divate: In the course number is not a CT course report all zeros for the program number

121

00:20:10.590 --> 00:20:11.490

Next slide please.

122

00:20:12.840 --> 00:20:15.480

Nand Divate: For Industry Certification identifier.

123

00:20:16.110 --> 00:20:34.560

Nand Divate: Report, the industry certification identifier for appendix z for students who took our attempted and Industry Certification our technical skill attainment assessment for this current school year in the reporting districts in an area that applies to the course in which the student participated

124

00:20:36.360 --> 00:20:53.580

Nand Divate: While reporting Korea and professional Academy identifier report. The report the cape Academy associated with the industry certification identify reported if there is no Cape Academy associated with reported Industry Certification report Xie Xie xie in that field.

125

00:20:55.710 --> 00:20:56.670

Nand Divate: Next slide please.

126

00:20:58.560 --> 00:21:10.410

Nand Divate: The next for my district and demographics report. So for reporting for survey files submit this a car for any student who meets following criteria as

127

00:21:10.890 --> 00:21:33.330

Nand Divate: Who was in membership at any time during the school year was expected to attend school but did not enter as expected, for whom diploma, type, type of W 4340 550-254-5558 or 59 is being reported on the student end of the year statistic or

128

00:21:34.980 --> 00:21:42.090

Nand Divate: Who was identified as migrant ages zero to 21 was not enrolled in school and has not

129

00:21:42.120 --> 00:21:43.470

Nand Divate: graduated from high school.

130

00:21:44.250 --> 00:21:45.030

Nand Divate: Next slide please.

131

00:21:46.440 --> 00:21:54.180

Nand Divate: The student who was identified as migrant ages zero to 21 and serve you know home educating setting.

132

00:21:55.440 --> 00:22:01.440

Nand Divate: The student who participated in a title one part C migrant program at a private school

133

00:22:02.490 --> 00:22:15.510

Nand Divate: The student who has been identified as disabled and received services provided by district through a service plan or a student who participate in title one program at a private school

134

00:22:16.800 --> 00:22:18.060

Nand Divate: Next point reads

135

00:22:19.950 --> 00:22:38.100

Nand Divate: This in in this format student end of the year status submit this record during the reporting period so files for all K through 12 students who were in membership in the districts at any time during either the regular school year.

136

00:22:38.310 --> 00:22:50.010

Nand Divate: Or its associated summer session any K through 12 student who was expected to attend school but did not enter as expected for unknown reasons.

137

00:22:51.330 --> 00:23:04.530

Nand Divate: And any student for whom a diploma type of WD 4340 550-254-5550 estrogen and 6061 62 or 63 is being reported

138

00:23:06.840 --> 00:23:07.680

Nand Divate: And slide please.

139

00:23:11.190 --> 00:23:14.910

Nand Divate: To student end of the year status records may be submitted for a student

140

00:23:15.000 --> 00:23:20.100

Nand Divate: In case this can occur when a high school student leaves the peak.

141

00:23:20.760 --> 00:23:36.870

Nand Divate: K through 12 program and receives an order standard high school diploma deployment. I fought W 40 350-254-5550 850-960-6162 or 63 are a state of Florida diploma or GED diploma Type W 45

142

00:23:37.530 --> 00:23:47.670

Nand Divate: In this instance, one end of the year status record will be submitted with grade level K through 12 and one with grade level 3231 integrated system.

143

00:23:49.980 --> 00:23:50.850

Nand Divate: Next slide please.

144

00:23:54.420 --> 00:24:14.790

Nand Divate: In city student course format submit a separate record during the reporting period five for each city and applicable city exceptional education course in which the student was in membership during the current school year and the associated summer session for the current school year.

145

00:24:16.050 --> 00:24:20.610

Nand Divate: In case of course number report the city cost number. Next slide please.

146

00:24:23.490 --> 00:24:39.810

Nand Divate: The career and technical education or adult general education program core report the CT AG program code for the city course number as listed in the career and technical education adult general education program edit file AV 61730

147

00:24:41.610 --> 00:24:42.630

Nand Divate: Next slide please.

148

00:24:44.550 --> 00:25:01.650

Nand Divate: CD teacher course submit a separate record for each combination of course numbers section number period number social security number and on the city teacher course format for each combination of course number section number period number

149

00:25:01.860 --> 00:25:07.140

Nand Divate: And term submitted on the city student course format during service five

150

00:25:09.510 --> 00:25:19.980

Nand Divate: No CD course record are needed for prior year course supported on the CD student course format for course numbers of zero and four during normal process.

151

00:25:24.990 --> 00:25:32.130

Nand Divate: In in the following slides will briefly go and upcoming reporting changes for the year 2021. Next slide please.

152

00:25:35.280 --> 00:25:45.090

Nand Divate: So, in case of secondary OCB reporting, beginning with year 2021 secondary curriculum framework will no longer include occupational completion point

153

00:25:46.110 --> 00:25:54.270

Nand Divate: Point codes, the data element has been deleted from from 2021 years handbook and from the CDS student goes scheduled

154

00:25:55.140 --> 00:26:11.310

Nand Divate: For 1920 data reporting, we will not validate the data for reporting. We are working with the BS division on updates to the modified occupational completion points codes data element. Next slide please.

155

00:26:13.380 --> 00:26:15.900

Nand Divate: Data element changes for Perkins five

156

00:26:16.950 --> 00:26:32.250

Nand Divate: Update to element internship participant serpent. It's coming up this data element reporter on CT student course schedule. We do not have that yet. And we work in the program office to provide suggested edits.

157

00:26:33.360 --> 00:26:39.600

Nand Divate: There'll be a new data element to capture work based learning activities. This is still in development.

158

00:26:41.010 --> 00:26:43.740

Nand Divate: Edition of capital to ship sponsor code.

159

00:26:43.860 --> 00:26:45.270

Nand Divate: To the city student

160

00:26:45.270 --> 00:26:45.960

Nand Divate: Co schedule.

161

00:26:46.080 --> 00:26:51.720

Nand Divate: And development of a new app and it says are reportable course this is still being revealed

162

00:26:53.130 --> 00:26:53.730

Next, please.

163

00:26:55.740 --> 00:27:02.490

Nand Divate: So we have a few data elements which are going to be deleted for year 2021 the first first of them is

164

00:27:02.520 --> 00:27:07.890

Nand Divate: Economically disadvantaged. This has been deleted from for 2021

165

00:27:08.610 --> 00:27:10.350

Nand Divate: It is included in the database.

166

00:27:10.830 --> 00:27:14.640

Nand Divate: Handbook, but it is not reported on any format.

167

00:27:14.940 --> 00:27:15.750

Nand Divate: Next one is

168

00:27:18.390 --> 00:27:23.220

Nand Divate: Same. Same goes to the gateway education. Other the general education.

169

00:27:23.250 --> 00:27:25.740

Nand Divate: This has been deleted for 2021

170

00:27:26.100 --> 00:27:33.060

Nand Divate: It's still included in the years data was handled, but not included on any of the formats.
Next one, please.

171

00:27:34.500 --> 00:27:41.970

Nand Divate: So the education function level final, this will be recommended for deletion, it is still included on the

172

00:27:42.000 --> 00:27:44.250

Nand Divate: He is data is handled, but not

173

00:27:45.030 --> 00:27:46.440

Nand Divate: Not going to be included on

174

00:27:46.470 --> 00:27:47.400

Tara M: Any format.

175

00:27:48.750 --> 00:27:49.200

Next one.

176

00:27:51.060 --> 00:27:56.190

Nand Divate: I just wanted to put a couple of slides together for server for reporting.

177

00:27:56.220 --> 00:28:08.910

Nand Divate: Timelines so the upcoming so 19 2075 reporting window is the due date is July 24 2020 the state processing window July 20

178

00:28:09.360 --> 00:28:11.040

Nand Divate: To august 21 2020

179

00:28:11.100 --> 00:28:20.400

Nand Divate: And the final update deadline is October 31 2020. We do have dates for 2021 server file reporting.

180

00:28:21.690 --> 00:28:32.730

Nand Divate: The due date will be July 23 2021 state processing will be July 19 through August 20 2021 AND FINAL UPDATE with the same that October 31 2021

181

00:28:34.860 --> 00:28:35.610

Next one, please.

182

00:28:36.780 --> 00:28:50.640

Nand Divate: So these are a few common reporting issues. I just to just to note, I'm new to secondary CT reporting. So these are a few things I heard, and I wanted to include them here. Next slide please.

183

00:28:51.570 --> 00:29:04.980

Nand Divate: So the post secondary courses reported on secondary industry certification, you should report this courses on the same certification level like oh secondary on post secondary and secondary on secondary

184

00:29:06.060 --> 00:29:18.060

Nand Divate: The next common issue is reporting incorrect program numbers for the courses and us some districts have report failure to report data for the load date.

185

00:29:19.620 --> 00:29:22.110

Nand Divate: I think that's the end of the presentation.

186

00:29:24.570 --> 00:29:26.250

Nand Divate: Anybody has any questions.

187

00:29:29.250 --> 00:29:29.700

Tara M: I guess.

188

00:29:31.470 --> 00:29:46.950

Tara M: I haven't seen any come in through the chat. But do we want to unmute to see if anybody has a question that they want to ask. I'm always terrified to do this, I'm going to hear some background music or their dog barking, which would be my house I was looking for.

189

00:29:48.030 --> 00:29:51.420

Tara M: I guess we'll try to unmute everybody and see if anybody has a question.

190

00:29:53.670 --> 00:29:54.060

Diane Bombardier: Yeah.

191

00:29:54.150 --> 00:29:56.400

Tara M: All right. Anybody have any questions.

192

00:30:17.160 --> 00:30:18.690

Tara M: Let me unmute Amy.

193

00:30:22.170 --> 00:30:24.330

Tara M: Amy, you should be unmuted. What's your question.

194

00:30:24.990 --> 00:30:29.910

Amy McAllister: No question on our middle school students that are taking our high school

195

00:30:30.930 --> 00:30:38.580

Amy McAllister: Courses, for instance, on digital information technology. Do you have any recommendations on how we can potentially

196

00:30:39.390 --> 00:30:49.080

Amy McAllister: Fix the inaccurate program number reporting, because in middle school, we don't know which high school program. They're going to flow into yet so

197

00:30:49.410 --> 00:31:00.600

Amy McAllister: I will say we're guilty of using a generic program number for that you have any recommendations on how we can potentially fix that. So we don't mess up reporting at the state level.

198

00:31:02.370 --> 00:31:06.510

Tara M: I mean, it really needs to be kind of a local process, um,

199

00:31:07.530 --> 00:31:18.930

Tara M: You know, in terms of what's the most feasible program that they're going to go in to for Perkins concentrator calculation we look at any potential combination

200

00:31:19.410 --> 00:31:29.370

Tara M: When we're doing when we're looking for concentrator, but for the CTE audit is problematic when the wrong program numbers being associated with those

201

00:31:30.720 --> 00:31:33.690

Tara M: Unfortunately, we don't have one course programs.

202

00:31:36.480 --> 00:31:47.100

Tara M: We do at the middle school level. But if you're offering a secondary program. It really should there really has to be a conscientious decision about what program you're going to associate that course.

203

00:31:50.310 --> 00:31:59.550

Amy McAllister: Has there been any thought given to potentially not requiring a program number being used when you're reporting a pro a course with six through eight

204

00:32:01.170 --> 00:32:16.860

Tara M: Now that's not that's not a conversation that's occurred because you're you're you're you're choosing to offer a secondary program at the middle school level and all of our secondary programs are programs. They're not forcing

205

00:32:17.340 --> 00:32:19.500

Amy McAllister: Okay, thank you. I

206

00:32:24.000 --> 00:32:26.850

Tara M: Think I see anybody else have handbrake

207

00:32:36.810 --> 00:32:37.320

Tara M: I'll give it

208

00:32:37.350 --> 00:32:40.680

Tara M: One more minute to see if anybody else had their hand raised. If

209

00:32:40.680 --> 00:32:46.620

Tara M: Not i'll give you back 25 minutes of your afternoon, which I'm sure will make everybody excited

210

00:32:47.070 --> 00:33:05.070

Tara M: Apologies. We didn't include contact information in here. I just going to be attached to the final version and it'll have non information and for my section that I'll have one of my staff people. Um, as a point of contact, it will have Paul stonesifer

211

00:33:07.260 --> 00:33:08.550

Tara M: Who is one of my staff people

212

00:33:12.240 --> 00:33:13.620

Tara M: Right and

213

00:33:15.420 --> 00:33:32.730

Tara M: I don't see anybody else. So at this point in time, we'll go ahead and end the presentation. And you can always reach out to us if you have any more questions, but we wanted to thank you guys for popping in and listening to our session and hopefully

214

00:33:33.990 --> 00:33:37.920

Tara M: Maybe you gained a little bit more information about secondary CTE data reporting.

215

00:33:40.140 --> 00:33:42.300

Nand Divate: And thank you everyone. Tara

216

00:33:44.520 --> 00:33:45.360

Nand Divate: I can

217

00:34:24.840 --> 00:34:25.470

Famis Florida4: Hey, Tara.

218

00:34:34.140 --> 00:34:35.010

Tara M: Yeah, this is Tara

219

00:34:35.760 --> 00:34:49.980

Famis Florida4: And it's candy. Can you give me a call on my cell phone. It's 904-673-4562

220

00:34:50.430 --> 00:34:51.390

Tara M: There was a raffle.

221

00:35:03.330 --> 00:35:04.050

Tara M: I wasn't aware of

222

00:35:15.600 --> 00:35:27.540

Tara M: Hi everyone who's still here. So you have asked about a raffle. I'm trying to get more information on that. But I'm not sure about that information. I don't know. Candy is still on hearing can talk about it.

223

00:36:02.310 --> 00:36:06.420

Tara M: I just tried to call it, see, let me try to give me a second.

224

00:38:09.690 --> 00:38:19.110

Tara M: Hi everyone. Okay. Sorry for the confusion. I must have missed this, um, apologies and thank you for holding on. So the raffle question I'll ask really quick is

225

00:38:19.830 --> 00:38:28.860

Tara M: What is a critical data element for Cape that's reported on the federal state indicator status. So what your answer into the chat function.

226

00:38:29.970 --> 00:38:35.670

Tara M: Chat box and I'll let you know when I've got somebody who's answered it correctly.

227

00:38:37.080 --> 00:38:45.270

Tara M: It was one of the things that I had put on one of my earlier slides is what is a key field needed for Cape that's reported on federal state indicators data.

228

00:38:50.130 --> 00:38:53.880

Tara M: What data element is collected on final state indicator status.

229

00:38:55.560 --> 00:38:57.150

Tara M: Now, nobody's answered it yet.

230

00:39:05.100 --> 00:39:11.850

Tara M: Oh, there we go. Cape Academy identifier. So no calls Allah is the one who got the answer correct

231

00:39:13.440 --> 00:39:18.090

Tara M: So congratulations to you and Nicole. I'm

232

00:39:21.540 --> 00:39:34.560

Tara M: So my understanding is, I'm just let us know that you won the session and I'll confirm it with the conference coordinators, um, and thank you guys for answering that.

233

00:39:45.750 --> 00:39:46.560

Tara M: Did you get that

234

00:39:47.490 --> 00:39:55.890

Famis Florida4: Yes, ma'am. I got it. I'll make sure her name gets put in and I'll send her information and make sure she sends it to

235

00:39:58.320 --> 00:40:00.210

Famis Florida4: Famous Florida at GMAIL. COM

236

00:40:02.370 --> 00:40:02.820

Famis Florida4: Okay.

237

00:40:03.480 --> 00:40:04.680

Tara M: All right. Thank you.

238

00:40:04.800 --> 00:40:06.870

Famis Florida4: All right. Thank you, guys. Have a good afternoon.

239

00:40:08.400 --> 00:40:08.850

Tara M: Bye.