




CTE Data Reporting & WBL

April 2020



Agenda

- Quick review of the critical dates of CTE student and teacher data reporting cycle
- What is enrollment reporting?—what is collected, how to do it, what's  new
 - **Secondary**
 - New definitions
 - Reporting on Work-based Learning – new for secondary
 - **Postsecondary**
 - New definitions

19/20 Reporting Year Checklist for CTE

- Aug – Sept 2019 (and throughout year)
 - ❑ **Update** your CTE contact info if needed at this time; throughout year as needed. Without up-to-date contacts, your school/district will not receive critical correspondence.
 - ❑ Which CTE programs are you **not** running this year? **Contact us** to mark them “**inactive**” so we know not to expect 19/20 enrollment data.
- Oct – Dec 2019
 - ❑ Ensure you have a **plan**, communication already initiated with critical people involved with data reporting, folks know who is responsible for which parts, etc. You don’t want to be scrambling at the last minute!
 - ❑ You can start updating your **Active Teachers** for 19/20 at this time (and continue throughout year prior to CTA reporting).
 - ❑ Secondary: Finish updates to programs in preparation for transition to new program approval system.
- Dec – Mar 2020
 - ❑ *Postsecondary only this year*, due to Perkins V transition: Conduct **Follow-up** surveys for completers from 18/19 school year. Submit follow-up data **no later than March 31, 2020**.
- Apr – July/Aug 2020
 - ❑ **May**: CTE student enrollment opens – ve135.cccs.edu
 - ❑ **May**: Make sure your **Active Teachers** are up-to-date! Important if you are going to claim salaries for CTA!
 - ❑ Assemble and submit **Enrollment** data for 19/20 programs by **July 31** (for middle & secondary level programs) and **Aug 31** for postsecondary level & DOC programs.

CTE Student Enrollment Reporting



- Enrollment is when you report on the individual students enrolled in your CTE programs. It includes demographic data, and identifies which students are concentrators or completers.
- Now through July or August, it's time to assemble and submit enrollment data for 19/20 school year.
- Due no later than **July 31** for **secondary level**, **August 31** for **postsecondary level (Aims, CMC, EGTC, PTC, TCR, WCCC)** and **DOC**.
- Have an internal system to double check submission! We cannot make changes down the road!
- Instructions are always on the Enrollment tab and Help tab in CTE data collection site.

Why do we report enrollment?

- **CTE enrollment data is tied to state and federal funding for CTE programs.**
 - For example, it is used in a portion of the Perkins formula, in Colorado's federal performance report due each year, the Colorado Technical Act report, in program renewal process, civil rights compliance audits, and more.
- It also informs which students you will conduct **"Follow-up"** reporting on. Follow-up is when you report on your secondary concentrators' or postsecondary completers' outcomes—employment, continuing education, etc.

Middle School Enrollment

- Basic reporting of name, SASID, DOB, gender, grade.
- That's it! No changes from previous years.



Middle School CTE Enrollment Data File Format 2019-20 Reporting Year

Submission Deadline: July 31, 2020

This file format is only for middle school CTE programs approved at middle schools. Do not use it to report students in secondary or postsecondary level CTE programs. Use the "Secondary" data file format for 7th and 8th grade students who are enrolled in secondary level CTE programs at high schools and postsecondary schools. Report students according to the program they are attending, which should align with the CTE program approval documentation. Please contact CCCS if you are unsure about the difference between CTE program approval levels and which students to report within them.

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Middle School Enrollment Instructions Middle School Enrollment Instructions

Middle School Enrollment File Format

Middle School

Secondary Enrollment

- Changes due to transition to Perkins V:
 - Concentrator definition
 - Participant definition
 - WBL reporting

Secondary Enrollment

- Which students should be included in the CTE enrollment for secondary programs?
 - **All secondary students who have completed transcriptable credit in courses in your CTE program approval.**
- Who should be reported as a “**participant**”?
 - Student has completed 1 or more year long courses = 2 or more semester long courses = 1 or more Carnegie Units = 120 or more contact hours
- Who should be reported as a “**concentrator**”?
 - Student has completed 2 or more year long courses = 4 or more semester long courses = 2 or more Carnegie Units = 240 or more contact hours
- Who should be reported as a “**completer**”?
 - A secondary student who has completed the required minimum credits within a completer pathway (as defined in the old program approval documentation).

Secondary FYI

- You should use cumulative credits earned over time in a single CTE program to determine concentrator and completer status.
 - For example: Jane took 1 semester in the Auto Tech program 2 years ago as a sophomore. This year, as a senior, she took 1 semester in the Auto Tech program. The 2 total semesters make up an approved completer pathway in the Auto Tech program, so Jane should be marked as a completer this reporting year.
- **Report 1 record per student per program per school.**
 - For example: John was enrolled in a Business Education program, an Ag Education program, and a Catering program at his high school. You would report 3 records for John—1 record for each program he was enrolled in.

Secondary - WBL



- Did a student participate in work-based learning as part of the CTE program? **Yes/No**
 - Examples of WBL include:
 - Apprenticeship
 - OJT
 - Clinical
 - Credit-for-work experience
 - Internship
 - Pre-apprenticeship
 - Industry-sponsored project
 - School-based enterprise managed by students (supervised entrepreneurship experience)

Work-based Learning Metric Definition

As an indicator of career and technical education program quality, Colorado will use the percentage of CTE concentrators graduating from high school having participated in work-based learning. This program quality indicator was selected based on feedback received through the strategic planning and Perkins planning processes.

The definition for the **(5S3) Program Quality – Participated in Work-Based Learning** measure is:

- **Numerator:** Number of CTE **concentrators** graduating from high school during the current academic year having participated in work-based learning* in any year as part of the CTE program.
- **Denominator:** Number of CTE **concentrators** graduating from high school during the current academic year

COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK

Career awareness and exploration helps individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.

- Career Counseling
- Career Planning
- Career Fairs
- Career Presentations
- Industry Speakers
- Informational Interviews
- Mentoring
- Worksite Tours
- Project-based Learning

LEARNING THROUGH WORK

Career preparation supports career readiness and includes extended direct interaction with professionals from industry and the community.

- Clinical Experiences
- Credit-for-work Experiences
- Internships
- Pre-apprenticeship
- Industry-sponsored project
- Supervised entrepreneurship experience

LEARNING AT WORK

Career training occurs at a work site and prepares individuals for employment.

- Apprenticeship
- On-the-job Training
- Employee Development

Education Coordinated

Business Led

OUTCOMES:

Skilled Talent for Business + Meaningful Careers for Students & Job Seekers



PA Documentation Needed

- **Industry Sponsored Project**
 - Initial: Outline of the Project
 - Renewal: Samples of Student Work
- **School Based Enterprise**
 - Initial: Syllabus for the Course (if not using state course)
 - Renewal: Samples of Student “Exit” Documentation
- **SAE**
 - Initial: AET System Documentation
 - Renewal: AET System Documentation
- **Other Learning Through Work+Learning at Work Column**
 - Initial: Work Plan with Signatures
 - Renewal: Samples of Student “Exit” Documentation

GUIDELINES FOR INDUSTRY-SPONSORED PROJECTS



EDUCATIONAL CONTENT

The education content of the project must enhance the educational objectives of the design program and the class to which it is assigned.

NON-PROFIT

The project must be non-profit, one that cannot be construed to be exploitative of our students or faculty with the intent of securing marketable designs.

Any project that is directly related to the on-going design activity of a company would be a work-for-hire project that rightly belongs to a professional designer. Within the context of KU, neither students or faculty are engaged in work-for-hire.

STUDENT INTERACTION WITH SPONSOR

The project must be organized to provide interaction of students with sponsoring personnel appropriate to the nature of the project, such as management, marketing, engineering, human factors, technical specialists and designers.

These contacts would normally include three visits by the sponsor to the school and/or visits by the faculty and students to the sponsor's facilities.

A 14-week project must have a minimum of three meetings between students and sponsors: to initiate the project, a mid-point review, and the final presentation and review.

The sponsor should be on campus for the initial launch of the project.

FACULTY PARTICIPATION

The faculty participate in the following ways:

Will assist the sponsor in developing a project brief that is challenging and appropriate to the educational goals of the class.

Will work in concert with the sponsor, develop a timeline and visitation schedule.

Will manage sponsor communications and meetings with the students.

Will supervise field trips as appropriate.

Will aid in the production of project publicity when possible.

SPONSOR PARTICIPATION

Industry sponsored projects are developed one full academic term before they are implemented. This allows the industry partner and CDR director to develop a design brief that is beneficial in its educational content, the formulation of faculty and students best suited for the project, space, facility, equipment needs and schedule for the project as well.

Additionally, sponsors must:

Provide information relevant to the project in terms of technology, marketing, or other areas as appropriate

In addition to providing a liaison to the instructor and college, other key design, technical and marketing staff should be available for additional data during the three visits

Provide for the direct expenses of the student as well as a matching grant to support the design program

Publicize the results of the project.

PUBLICITY

Assuming the results of the collaboration are satisfactory, the sponsor may publicize the design, with proper credit given to the students, faculty, photographer, CDR, and the University of Kansas School of Architecture, Design & Planning. The sponsor may distribute the information to the educational community, industry, public, and/or government as appropriate.

Postsecondary Enrollment Changes

- **Concentrator:** Student has earned at least 12 CTE credits within a single CTE program - OR - completed such a program if the program is 12 or fewer credits within the reporting year.
- **Participant:** Student has completed at least 1 CTE course within the reporting year.
- **Out-of-Workforce Individual:** Replaces previous term 'Displaced Homemaker'

Postsecondary Enrollment

- Only non-CCCS colleges and CDOC report postsecondary enrollment through the CTE data collection site.
- Depending on your institution, you may very well be reporting on:
 - CTE major completers
 - CTE major non-completers
 - CTE major participants
 - academic major participants
 - undeclared major participant,
 - AGS major full-time CTE
- Submit 1 record per student per CIP.

Postsecondary Terminology

- **Participant:** Student has completed at least 1 CTE course within the reporting year.
- **Concentrator:** Student has earned at least 12 CTE credits within a single CTE program OR completed such a program if the program is 12 or fewer credits within the reporting year.
- **Completer:** A student has completed the minimum CTE credit hours required within a single CTE program area for a CTE certificate or degree.
- **Full-time CTE:** A student taking 6 or more CTE credits averaged over the terms attended in the reporting year (not the same as part-time or full-time general attendance at your institution).

Remember...

- We cannot change student data down the road if it was reported incorrectly by your institution. Please have an internal system in place to review your enrollment submission for accuracy.
- For middle school level programs, use the middle school file format; for secondary level programs, use the secondary file format; for postsecondary level programs, use the postsecondary file format.

Accessing the CTE Data

Collection Website — ve135.cccs.edu

- Each school has at least one log-in.
- It is at each school's discretion how they want to designate log-ins.
- Everyone who does log into the website is required to comply with FERPA regulations.
- **We transfer student level data via this site because it is secure...do not send emails with student level data.**
- Passwords expire every 4 months.
- User IDs do not expire.

Your user ID, location, browser information and date and time of login to this web site will be recorded.

User ID(not an email address):

[I forgot my User ID](#)

Password:

[I forgot my password or it is expired](#)

[Login](#)

[Problem logging in?](#)

[About Accounts](#)