

Career and Technical Education and Workforce Training Data Collection



July 2016

Presentation Overview

1. Defining Career and Technical Education (CTE) and Workforce Training
2. Data Collection Process
3. Student Roster (Tab I)
4. Course Completion (Tab II)
5. Work-Based Learning (Tab III)
6. Industry Certification (Tab IV)
7. Program Maps
8. Closing

Defining Career and Technical Education and Workforce Training

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Defining CTE and Workforce Training

- CTE programs include schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, cutting-edge technologies, and career preparation.
- These programs offer both academic and career-oriented courses, and many provide students with the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification and degree opportunities.

Data Collection Process

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Data Collection Process

- OSSE is required to collect enrollment, course, and completion data from all LEAs whose students enrolled in workforce and CTE programs during the 2015-16 school year.
- OSSE uses the CTE data collection in three different reports.

Data Collection Process

- Although the Perkins Consolidated Annual Report (CAR) is only for schools that receive Perkins funding, the information is also needed for required *EDFacts* and CTE Task Force reporting, which are required whether the LEA receives Perkins funds or not.

Data Collection Process

- Webinar Training
 - Tuesday, July 26 from 1-2:30 p.m., or
 - Wednesday, July 27 from 10-11:30 a.m.
- Data Collection Window
 - Aug. 1, 2016 through Sept. 16, 2016.

All data should be submitted through OSSE's secure upload website by 5 p.m., Sept. 16, 2016.

Data Collection Process

Each LEA will submit **two** Excel files:

- 1. Student-Level Data:** A roster of students who have taken CTE courses at your LEA, a list of all CTE courses taken by students on the roster, other relevant information about certifications, and dual enrollment participation. There are four tabs for LEAs to input student-level information and one tab with reference information.
- 2. Program Map:** A list of all CTE courses grouped by CTE program and career cluster. Program maps include courses offered starting as early as the 2011-12 school year through the 2015-16 school year. There is one tab for LEAs to input all courses and programs offered.

Student Roster (Tab I)

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Student Roster (Tab I): Data Elements

- LEA_Code*
- LEA_Name*
- School_Code*
- School_Name*
- Student_Last_Name
- Student_First_Name
- Student_DOB**
- Student_Local_ID
- Student_USI**
- Student_SSN**
- Is the Student a Single Parent?*
- Is the Student a Displaced Homemaker?*
- Grade*
- CTE_Program
- Career_Cluster_of_Program*
- Is the Student Dually-enrolled at a Postsecondary Institution?*
- Did the student receive a certificate of completion from the LEA?*
- Did the student take an industry-recognized certification exam during the school year?*
- Did the student attain an industry-recognized certification during the school year?*
- Did the student participate in work-based learning during the school year?*

**=Drop down, **=Other cell restriction*

Student Roster (Tab I)

The screenshot shows the Microsoft Excel interface with a file named "Student Level Data 2015-2016.xlsx". The ribbon includes tabs for File, Home, Insert, Page Layout, Formulas, Data, Review, and View. The active sheet is "Student Roster Tab I".

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	LEA_Code	LEA_Name	School_Code	School_Name	Student_Last_Name	Student_First_Name	Student_DOB	Student_Local_ID	Student_USI	Student_SSN	Is the Student a Single Parent?	Is the Student a Displaced Homemaker?	Grade	CTE_program	Career_Cluster_of_F
1	EX: 001	Ex: DCPS	Ex: 123	Ex: ABC High School	Ex: Doe	Ex: Jane	MM/DD/YYYY	STARS/OIAM ID	10 digits, OSSE-assigned	Ex: ***-**-****	Yes, No, Unknown	Yes, No, Unknown	Ex: 9, 10, 11, 12	Ex: Automotive Technology	Ex: Human Services
2															
3															
4															
5															
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The status bar at the bottom indicates the current position is H 4 F H.

Student Roster (Tab I): FAQs

- “Is the Student a Single Parent” refers to whether the **student** is a single parent or is pregnant and will become a single parent. This does not refer to whether or not the CTE student’s parent or guardian is a single parent. (This is a federal reporting requirement.)
- The CTE program **should be** assigned by the LEA and should be consistent with the program maps submitted by the LEA.
- For several elements, LEAs have the option to mark Yes, No, or Unknown (indicated on row two in the student roster tab).
- If an LEA is unsure about a student’s status, the LEA should mark “Unknown.”

Course Completion (Tab II)

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Course Completion (Tab II)

- OSSE requires historical information on CTE students to classify them and determine their progress in the CTE program.
- LEA should provide all CTE classes **ever** taken by a given student in high school starting as early as the 2011-12 school year through the 2015-16 school year.

Course Completion (Tab II): Data Elements

- Student_Local_ID
- Student_USI**
- Course_ID
- Course_Name
- Course_Begin_Date**
- Course_End_Date**
- Final_Course_Grade*
- Dual_enrollment_course*
- Amount_of_High_School_Credit_Received*
- Amount_of_College_Credit_Received*
- Dual_enrollment_institution_name*

**=Drop down, **=Other cell restriction*

Course Completion (Tab II)

Student Level Data 2015-2016.xlsx - Microsoft Excel

Student_Local_ID	Student_LSI	Course_ID	Course_Name	Course_Begin_Date	Course_End_Date (if the student withdraw from the class, input the withdrawal date.)	Final_Course_Grade	Dual_enrollment _course	Amount_of_High_School Credit_Received	Amount_of_College Credit_Received	Dual_enrollment
123458	9898989898	CAR01P	Carpentry I	9/1/2011	12/14/2011	B-	Yes	0.5	1.5	Univers
123458	9898989898	CAR02P	Carpentry II	1/5/2012	6/10/2012	C	No	1	1.5	Univers
123458	9898989898	CAR03P	Carpentry III	9/1/2012	12/17/2012	B	Unknown	1	1	Univers
123458	9898989898	CAR04P	Carpentry IV	1/4/2013	6/12/2013	A	No	0.5	1	Univers
123464	8787878787	MTA	Medical Terms & Anatomy	1/4/2013	6/12/2013	A	Yes	2	1	N/A
123464	8787878787	MBCP	Medical Billing/Coding	1/4/2013	3/15/2013	W	No	1	0.5	N/A

Student Roster Tab I Course Completion Tab II Work-Based Learning Tab III Industry Certification Tab IV Dropdown Variable Options

Course Completion (Tab II)

- Dual-Enrollment in Postsecondary Programs
 - Instances when students enroll in postsecondary-level courses while still in high school.
 - Programs provide students the opportunity to earn college credit.
 - Students may also have the opportunity to concurrently earn high school credit.
- Data Elements Required
 - If Dual-enrollment course indicator = YES
 - HS credits earned (0-3)
 - College credits earned (0-3)
 - Dual Enrollment Institution Name

Course Completion (Tab II): FAQs

- Why do you require information about courses taken in the past? I thought this collection was only for 2015-16 school year?
 - In addition to information about courses taken in 2015-16 school year, OSSE requires historical information on CTE students to classify them and track their progress.
 - This collection will cover CTE classes offered as early as the 2011-12 school year through the 2015-16 school year.

Work-Based Learning (Tab III)

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Work-Based Learning (Tab III): Overview

- Types of Work-Based Learning
 - Internships
 - Job placement
 - Job shadowing
 - Mentorship
 - Registered apprenticeships
 - Career-oriented external industry/business site visits

Work-Based Learning (Tab III): Internships

- Culmination of high school career preparation activities.
- Allow students to apply work-readiness and academic skills and learn specific occupational skills in a workplace setting.
- Can be unpaid or paid (or offer some form of compensation to students).
- Typically occur during the summer between grade 11 and 12; however, they may also take place during the school year, particularly during grade 12.

Work-Based Learning (Tab III): Job Placement

- Job placement is the term used to describe the process schools use to help their students find employment.

Work-Based Learning (Tab III): Job Shadowing

- Work experience option is where students learn about a job by walking through the work day as a shadow to a competent worker.
- Work experience is temporary, unpaid exposure to the workplace in an occupational area of interest to the student.
- Students are able to witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options.
- Work-based learning is designed to increase career awareness, help model job site behavior for students through examples and reinforce the link between classroom learning and work requirements.

Work-Based Learning (Tab III): Mentorship

- A mentorship is a deliberate pairing of a more-skilled or experienced person with a lesser-skilled or inexperienced learner with the agreed upon goal of having the lesser-skilled learner (mentee) grow and develop specific occupational competencies.
- The individualized approach to teaching and learning affords a self-motivated learner opportunity to excel and to become proficient in many skills. The mentor, guided by the learner's teacher coordinator, follows an agreed-upon training plan.

Work-Based Learning (Tab III): Registered Apprenticeships

- Training is distinguished from other types of workplace training by several factors:
 - (1) participants who are newly hired (or already employed) earn wages from employers during training;
 - (2) programs must meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies);
 - (3) programs provide on-the-job learning and job-related technical instruction;
 - (4) on-the-job learning is conducted in the work setting under the direction of one or more of the employer's personnel; and
 - 5) training results in an industry-recognized credential.

Work-Based Learning (Tab III): Career-Oriented Site Visits

- Trips that provide students diverse opportunities to explore career opportunities (e.g., offsite guest speakers, guided tours of a worksite/company, etc.)

Work-Based Learning (Tab III): Data Elements

- Student_Local_ID
- Student_USI**
- Work_based_learning_indicator*
- Type_of_work_based_learning*
- Work_based_learning_employer_name
- Work_based_learning_employer_address_street
- Work_based_learning_employer_address_city
- Work_based_learning__employer_address_state
- Work_based_learning_employer_address_zip
- Work_based_learning_industry
- Work_based_learning_paid*
- Work_based_learning_hours**
- Work_based_learning_hours_frequency*

**=Drop down, **=Other cell restriction*

Work-Based Learning (Tab III)

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Industry Certification (Tab IV)

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Industry Certification (Tab IV)

- Indicate mastery of or competency in specific knowledge, skills, or processes that can be measured against a set of accepted standards.
- These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association, or other industry group.
- After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.

Industry Certification (Tab IV): Data Elements

- Student_Local_ID
- Student_USI
- Industry-Recognized Certification Name
- Industry-Recognized Certification Date
- Name of Certifying Organization

Industry Certification (Tab IV)

Student Level Data 2015-2016.xlsx - Microsoft Excel

Student_Local_ID	Student_USI	Industry-Recognized Certification Name (if the student received more than one certification, list each certification on a separate line).	Industry-Recognized Certification Date	Name of Certifying Organization
Ex: 123458	Ex: 9898989898	Ex: CompTIA A+	MM/DD/YYYY	Ex: CompTIA

Ready 100%

Program Maps

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Program Maps

- A list of all CTE courses grouped by CTE program and career cluster. Program maps include courses offered starting as early as the 2011-12 school year through the 2015-16 school year.
- To determine a student's progress in the CTE program, OSSE requires program maps that link each course to the relevant CTE program.
- OSSE will contact each LEA directly to provide individualized assistance on the program map.

Program Maps

7.20 Updated ProgramMapTemplate2015-2016.xlsx - Microsoft Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	lea_code	lea_name	cte_program	career_cluster	course_code	course_name	credits_for_course	total credits needed for completion of CTE program	Offered in SY2015	Offered in SY2014	Offered in SY2013	Offered in SY2012	Offered in 2011	Course Explanation (e.g. course substitutions)				
2																		
3																		
4																		
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Program Map | Program Map Example | Course Changes | Grading Scale | Dropdown Variables

Closing

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Changes in Reporting

- CTE program of study is now CTE program
- OSSE CTE Program team is supporting LEAs in creating or reviewing program maps
- Grading scale replaces CTE GPA calculation
- Submissions accepted via secure upload, **only please be aware that:**
 - OSSE is cleaning and restructuring the site.
 - LEAs will receive credentials and a slide deck with instructions by Aug. 5.

Closing/Questions?

If your LEA has questions about required participation, data requirements, or the CTE program, please contact OSSE.CTEData@dc.gov.