Career Pathway Student Management

Presented by:
Sonia Miramontes
Implementation and Training Coordinator

Disclaimer

Aeries strives to stay well-informed on changes with State Reporting business rules as they are shared with SIS Vendors and our Customers by FCMAT/CSIS, California CTE, CALPADS and CDE.

Aeries would like to emphasize it is ultimately the LEA's responsibility to stay up to date with State reporting updates and Aeries Web Revision Updates. This will ensure our Customers are in accordance with reporting elements and have access to new fields and data elements in Aeries as a result of these changes.

LEAS should not solely rely on the contents of this presentation as the rules and regulations on the following topics have the potential to change at any time.

05/2021
SM

Session Overview

Career Technical Education (CTE) programs in California schools continue to evolve drastically over the years. Changes in CALPADS State reporting and the College and Career Indicator (CCI) component of the California Dashboard has put an emphasis on Career Pathway and College Credit Management.

This course discusses changes to CTE due to modifications in the CA CTE State Plan in relation to Perkins V.

Impacts to Career Pathways and Student Participants regarding distance learning and the State Plan will also be discussed.

Expected Outcomes

➢ Know the definition of a CTE Course and how those Courses make a Pathway

➢ Understand how Distance Learning has impacted CTE Pathway requirements

➢ Understand Career Pathway Course Sequences

➢ Be aware of the proper Course Level Codes and State Course Code combinations which qualify Courses and Students for the College Credit Measure in the College and Career Indicators (CCI)

➢ Have a concise understanding on the changes between State and Perkins V terminology regarding Student Performance Levels in a Pathway

➢ Understand how the new terminology mentioned above will affect CALPADS EOY reporting in 20/21

What is CTE (Career Technical Education)?

A program of study (POS) that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

https://www.cde.ca.gov/ci/ct/

CTE is not just a buzzword...

Education Buzzwords

EdTech
Shortened term for educational technology. EdTech is a technology-based tool designed to enhance student learning.

STEM
Acronym for Science, Technology, Engineering and Math. STEM curriculum is based on an interdisciplinary approach incorporating these four subjects. *BONUS: STEAM = Science, Technology, Engineering, ART, and Math.*

CTE
Stands for Career and Technical Education. CTE programs aim to prepare students for future careers with appropriate skills and training for the workplace.

PBL
Project-based learning, or PBL, is a teaching method where students explore complex ideas and questions through extended investigation.

Personalized
Personalized learning is a teaching method in which an educator tailors learning to the individual strengths of a student.
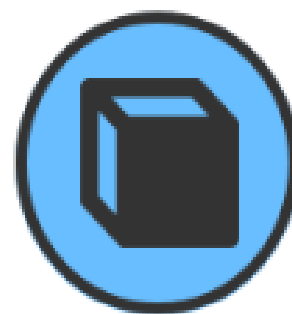
Makerspace
Community space with equipment and resources allowing students to design and create projects. Closely associated with the DIY (do-it-yourself) movement.

- The State offers more than 10,000 CTE courses that meet a-g requirements necessary for entrance into the UC college system.

- Students in California Partnership Academies (CPA) were much more likely than their high school peers to complete academic a-g courses needed for admission to California's public colleges and universities - 57 percent to 36 percent.

- 80 percent of students taking a college prep academic curriculum with rigorous CTE met college and career readiness goals, compared to 63 percent of students who did not take CTE **AND** were more likely to go to college or postsecondary program — 79 percent go within two years.

CTE Fact Sheet for School Leaders
https://www.cde.ca.gov/ci/ct/gi/cteschoolleaderfacts.asp

CTE Completion and College Credit in CCI...

Prepared Status

Measure A

- **Career Technical Education (CTE) :** Pathway Completion with a C minus or better in the Capstone Course **plus one of the following measures.**
  - **SBAC:** At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - **College Credit Courses:** One semester/two quarters with grade of C- or better (Academic/CTE subjects).

Measure B

SBAC: At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments.

Measure C

College Credit Courses: Completion of two semesters/three quarters with a grade of C minus or better (Academic and/or CTE subjects).

Measure D

AP/IB: A score of 3 on two Advanced Placement (AP) Exams or a score of 4 on two International Baccalaureate (IB) Exams.

Measure E

- **A to G :** Completion of courses that meet the University of California (UC) or California State University (CSU) a–g criteria with a grade of C- or better, **plus one of the following criteria.**
  - **SBAC :** At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - **College Credit Courses :** One semester/two quarters of with passing grade (Academic/CTE subjects)
  - **CTE :** Pathway completion with a C- or better on the capstone course
  - **AP/IB:** A score of 3 on one AP Exam OR a score of 4 on one IB Exam

Measure F

State Seal of Biliteracy awarded and
SBAC: At least a Level 3 "Standard Met" on ELA

Measure G

Leadership/Military Science: Two years.
and
SBAC: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area

What is a CTE Course?

❖ *Should* consist of a minimum of 150 hours within the same level

❖ Course must meet State specific <u>CTE Model Standards</u>

❖ These Courses must contain a CTE State Course Code as it pertains to the Pathway and Defined in the <u>CALPADS Valid Code Combinations</u> document within the Course Group Master Combos tab.

❖ <u>Career Technical Education Course Code Definitions by Sector and Pathways 2017-18 Users Guide</u>
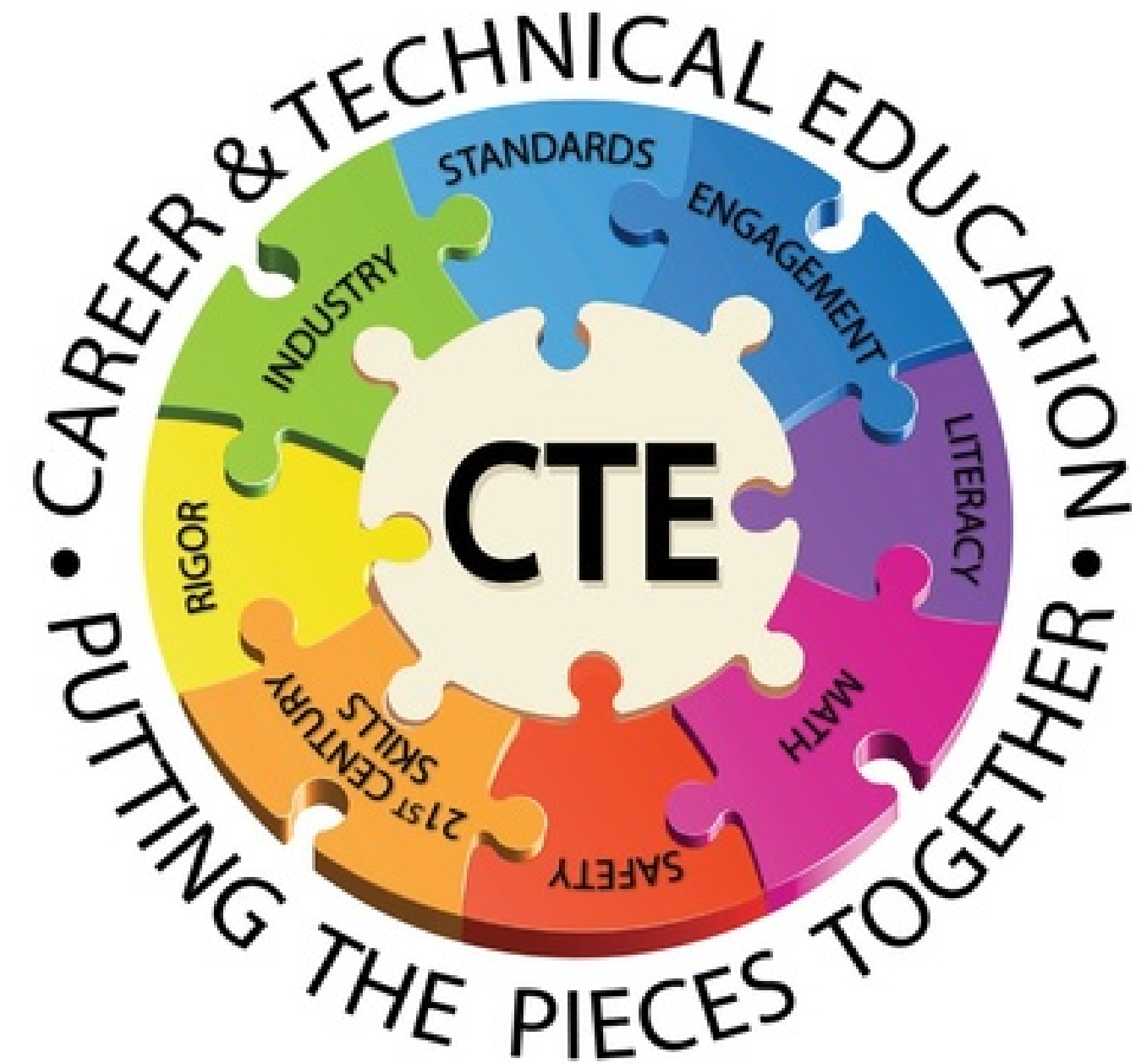
Sequences of Courses for CTE Programs

Sequences of courses making up a career pathway program should:

• Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours, or a single, multiple-hour course that provides sequential units of instruction and has a duration of not less than 300 hours;

• Be coherent, meaning that the sequence may include only those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career(s) targeted by the program; and

• Include sufficient introductory, concentration, and capstone CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

Whose who, how and when in 20/21?

As mentioned in CALPADS Flash #183 –

"In the new State Plan for CTE, the state's definition for CTE concentrator was revised to be a student who completes a CTE pathway sequence and passes the capstone course with a C- or better. This aligns the Perkins concentrator definition with the CTE pathway completer definition under the College/Career Indicator (CCI) on the California School Dashboard."

Given that Perkins V now requires states to define a concentrator as a student completing a course sequence of at least two courses in a program, a POS, or a career pathway, the new State Plan for CTE now defines a concentrator as follows:

"*A CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course."*

CALPADS EOY Changes for 20/21 based on the above statement –

- LEAs will now only report Completers. Concentrator data will no longer be collected.
- Certification reports will be amended to remove references to Concentrators.
- Federal Level (Perkins V) call "Completers" Concentrators. CALPADS will still refer Students as Completers and remove the term Concentrators to avoid confuse.

Is the Student a Completer (CA)/Concentrator (Perkins V)?

NO   **YES**   **NO**

Student A
- Completed the first two courses in a three-year Agriculture Pathway. Neither of those two Courses was a Capstone Course.

Student B
- Completed all courses in a Web and Digital Design Pathway
- Received a "D" 1st Semester and then a "B" 2nd semester in the Capstone Course.

Student C
- Completed a Concentrator Course in Sports Medicine Freshman year
- Completed Capstone Course in Hospitality Senior Year

Career Pathway Management in Aeries

What is a High-Quality Course?

A teacher with the proper credential will make the course High Quality.

Each CTE program should abide by the following planning, organization, and instructional elements determined by the State to be critical to high-quality CTE programs:

"Be staffed by qualified CTE teachers, meaning teachers (1) who possess a Standard Secondary, Single-Subject, or Designated-Subject CTE credential that authorizes the teaching of the CTE course(s) to which assigned, and (2) who can document employment experience, outside education, in the career pathway addressed by the program or other evidence of equivalent proficiency…"

* Page 58 - Federal Perkins V State Plan

Do I Qualify?

I have a CTE Credential in Information Technology and teach a CTE Web and Digital Design Course that is not in a Pathway. Is my course HQ?

YES

I have a CTE Credential in Business and Finance and teach a CTE Money Management Course in a Public Safety Pathway. Is my course HQ?

NO
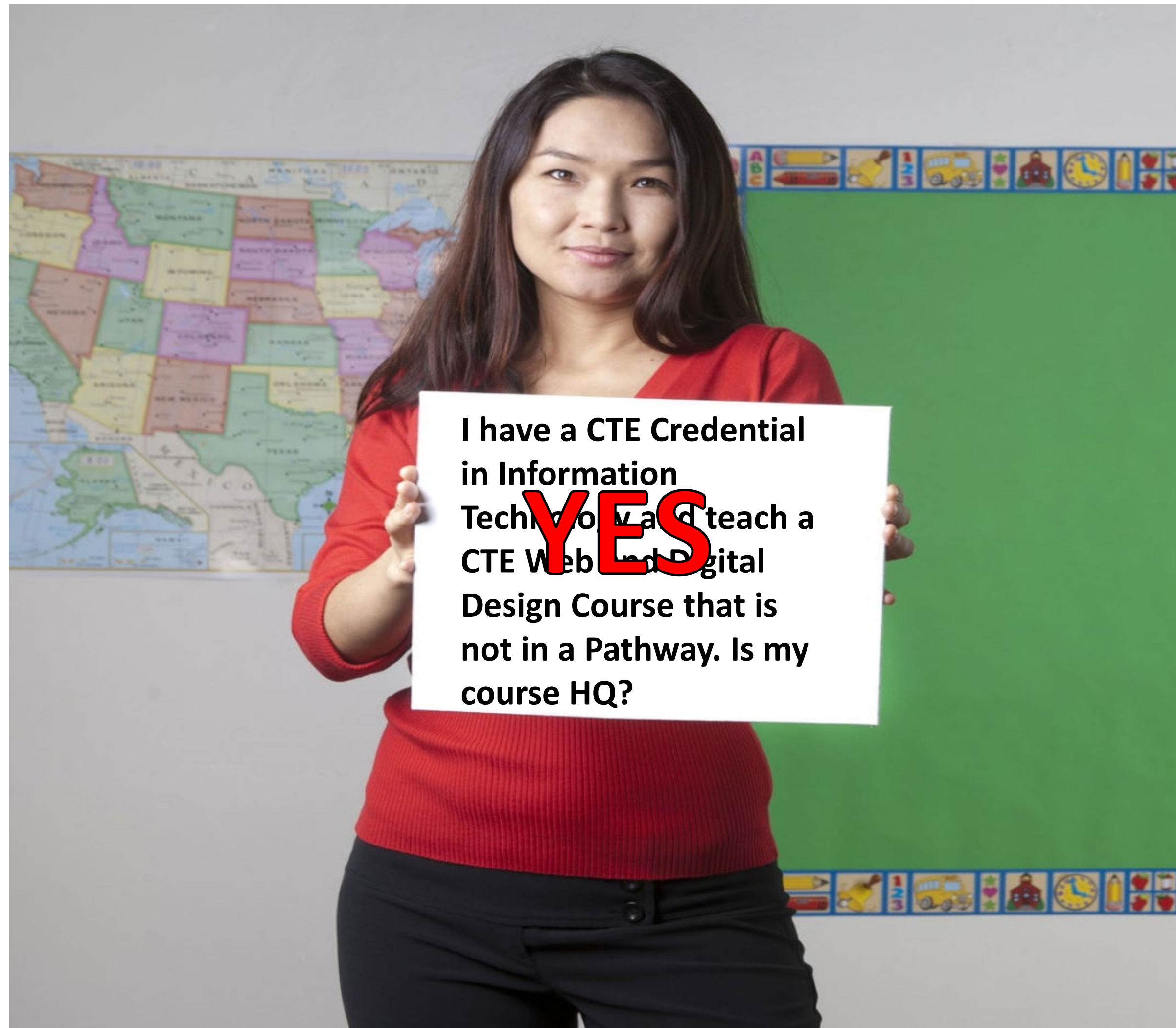
Articulations and College Credit Courses

Articulated Course

Is taught under an agreement between a Community College and a High School Teacher. The Student **may** earn College Credit if the Student completes the course under the conditions of the written agreement.

College Credit Course

Earns the Student college credit upon completion of the Course. The course is taught by a College Professor **or** High School Teacher. LEAs *may* apply these course credits towards Graduation Requirement. These courses **must** be in the Student's transcript by End of Year (EOY) certification for the credits to count towards the CCI College Credit Measure.

College Credit Course Codes

Courses with these Course Level (CRS.CL) codes will count towards the CCI College Measure. These codes were implemented by CDE for both Assignment Monitoring and High School Credit tracking.

23 – College Credit

The course will **ONLY** earn the Student college credit. Course is taught by a College Professor, **never** a High School Teacher. The Staff record linked to this course will contain a ten-digit SEID number of nines (9999999999). Staff records with this SEID will not be required to submit a SASS file. (Please review CALPADS Flash #191 – Fall 2 Change related to the use of SEID 9999999999) [1]

24 – Dual Credit

The course will earn the Student *both* College and High School credits. The Course was taught by a High School Teacher or was a Community College Course taught by a College Professor.

Scenario #1

Amy is an **11th grade** student who attended night classes at her local community college. She completed an English Composition Class with a "B+" and earned 3 college credits. She mentions the course to her counselor. Although this course will not count towards her High School Graduation Requirements, it is important to show she completed it for proper accountability on the CCI. She is encouraged to bring in her transcript from the community college so the course may be transcribed into her high school transcript. Amy obtains an official college transcript and hands it to her counselor at the start of her **Senior** Year. How should this be entered into Amy's transcript?

A course number containing a course level value of 23 – College Credit (CRS.CL = 23) and a College Credit State Course code for English (CRS.C3 = 9120) should be used when _**manually**_ entering this course into the Student's SENIOR Year transcript. [1]

Course Data Fields in Aeries for Scenario #1

General	Other	NCLB Specific Fields	California Specific Fields	Correspondence Language

Alternate Crs	Prerequisite Crs	Content Standard Area	Trad Gender	Voc Ed Lvl	Voc Subj	Crs Lvl	Type
		-				23	

Board Adoption	Last Revision Date	Revision Type	Inactive Date

Seats	Meets Alg I Reqmnt	Alg I Crd Required	Hrs for Completion	Cost of Course	(Core/Proficiency)
0	☐	0.00	0.00	$0.00	

General	Other	NCLB Specific Fields	California Specific Fields	Correspondence Language

California Specific Fields				
	Subject Area	Elective?	Honors?	Validation
CSU Entrance:	– Not CSU Requirement	–		–
UC Entrance:	– Not UC Requirement	–		0–
State Course Code (for state reporting)		New State Course Code (for transition, not state reporting)		CSF List
9120– College Credit Course – English		–		– Not on CSF Lists
Crs Content Subcategory		Std Grade Range		Content Standards Alignment
AP/IB Crs. Code Cross Ref.				Charter Non-Core

Transcript Data Fields in Aeries for Scenario #1

	17099	2020-2021	1	12	DEENSC	CC- English		P	H	B	10.00	10.00	English Composition	→	More

Clicking on the **More** button will open the screen below. Highlighted value should be > 0.00. Value typically reflects the number of credits awarded at the College Level.

2020-2021 | Soaring Eagle College   **Grade 12 | Fall**

	Schl	Year	Tm	Grd	Crs ID	Std Course Title	RT	CP	N/H	Mark	Atmp	Comp	Special Crs Title	Indicators	More
	17099	2020-2021	1	12	DECIS2 🔍	SEC-CIS-200		P	H	B	10.00	10.00			

Enrolled: 0   Absences: 0   Present: 0

Excused Abs: 0   Unexcused Abs: 0   Suspended: 0   Tardy: 0

Citizenship: ___   Section: 0   Staff ID: 0   Date of Completion: ___ 📅

Dual Enrollment Credit School (College Level Courses): 994 ▼   College Credit Hours: 3.00

The **Dual Enrollment Credit School** field **must** be populated with the student's current school in order to be included in the CALPADS extract process.

Scenario #2

Matthew is taking an ROP Culinary Art Course offered at his High School. His high school teacher, Mr. Jones, has an articulation agreement with the local Community College where students may earn college credit if they pass the class with a "B" or better. Matthew received an "A" in the course at the end of the year which will earn him the College Credit. How should this articulated course be tagged in Aeries and how do you make sure the State knows he earned the College Credit?

This course will be in your Master Schedule. This CTE Articulated course should contain a Course Type value of 32 - Technical Prep Higher Ed Institutions" or 33- Technical Prep and ROC/P Higher Ed Institutions (CRS.TY = 32/33)[1]. The course should also be tagged with a CRS.CL = 24 since it has the potential to award Students College Credit.

In this scenario, not every student enrolled in this class will earn the College Credit. College Credit Hours (HIS.CH) will need to contain a value > 0.00 in the Student's transcript in order to extract the CRS.CL = 24 (Dual Credit) value and count towards the College Credit Measure in CCI.

Since the course is CTE and contains the appropriate CTE State Course code, the "College State Course Code" field should not be populated.

Course Data Fields in Aeries for Scenario #2

| General | **Other** | NCLB Specific Fields | California Specific Fields | Correspondence Language |

Alternate Crs	Prerequisite Crs	Content Standard Area	Trad Gender	Voc Ed Lvl	Voc Subj	Crs Lvl	Type
		–				24	32

Board Adoption	Last Revision Date	Revision Type	Inactive Date

Seats	Meets Alg I Reqmnt	Alg I Crd Required	Hrs for Completion	Cost of Course	(Core/Proficiency)
30	☐	0.00	0.00	$0.00	

| General | Other | NCLB Specific Fields | **California Specific Fields** | Correspondence Language |

California Specific Fields

	Subject Area	Elective?	Honors?	Validation
CSU Entrance:	– Not CSU Requirement	–		–
UC Entrance:	– Not UC Requirement	–		0-

State Course Code (for state reporting)	New State Course Code (for transition, not state reporting)	College State Course Code	CSF List
8021- Advanced Food Service and Hospitality (Capstone)	–	–	C- List III/C

Crs Content Subcategory	Std Grade Range	Content Standards Alignment
	Secondary 9-12	Current Content Standards

AP/IB Crs. Code Cross Ref.	Charter Non-Core

Transcript Data Fields in Aeries for Scenario #2

| | 994 | 2020-2021 | 1 | 9 | 0810 | ROP CulinaryArt | | B | 5.00 | 5.00 | | More |

Clicking on the **More** button will open the screen below. Highlighted value should be > 0.00. Value typically reflects the number of credits awarded at the College Level.

994 2020-2021 ▼ 1 ▼ 9 0810 🔍 ROP CulinaryArt ▼ B 5.00 5.00

Enrolled: 92   Absences: 0   Present: 92

Excused Abs: 0   Unexcused Abs: 0   Suspended: 0   Tardy: 0

Citizenship: S   Section: 1088   Staff ID: 994761   Date of Completion:

Dual Enrollment Credit School (College Level Courses): 0 ▼   College Credit Hours: **3.00**

The **Dual Enrollment Credit School** field will not be defined since the Student's School code of 994, in this example, will be reported as the school of which the student is enrolled when completing the course.

22

Scenario #3

The High School is encouraging Students to voluntarily take Courses at their local Community College. The School has announced they will offer their Students up to 10 Graduation Requirement Credits if they complete these courses with a "C" or better. Counselors are now getting Official College Community Transcripts from their Students. What do they do with these now?

These courses will need to be manually entered into the Student's High School Transcript. The person entering the course would need to select a Course number where the Course level is set as 24 – Dual Credit (CRS.CL = 24) and where the State Course Code is a College Credit State Course Code appropriate to the Subject Area. (CRS.C3 = *XXXX*) like in Scenario # 1.

Aeries will virtualize sections for these courses for State reporting so the School of Dual Enrollment MUST be populated with the Student's local school code to indicate they met any other specific requirements to receive the college credit.

Need more information? Please visit EOY1: How to tag College Credit Courses article.

Things to remember when entering College Credit Courses on a Transcript....

✓There should be two sets of College Credit Courses in your Course table
- ✓One marked 23 – College Only
- ✓One marked 24 – Dual Credit
  - ✓These 24 courses should have UC/CSU subject area codes as these type of courses WILL count towards Grad Requirement.

✓ The following fields must be populated for Courses Marked as 23 – College Only –
- ✓ The School name of the College (HIS.SC)
  - ✓ This School name pulls from the Course History Institutions page (CHI)
- ✓ Year
- ✓ Term
- ✓ Grade
- ✓ Course Number
- ✓ Mark
- ✓ Credits attempted
- ✓ Credits completed
- ✓ If course not taught by a District Teacher, leave the Staff Section and Staff ID fields blank
  - ✓ Aeries will virtualize the section in the CALPADS extract and automatically insert a ten- 9's SEID record. There is no longer a need to a "College Staff" record. However, do not delete this record for historical purposes.
- ✓ **In addition, you must also populate the HIS.SDE (Dual Enrollment Credit School) and HIS.CH (College Credit Hours) fields.**

✓ The following fields must be populated for Courses Marked as 24 – Dual Credit
- ✓ The School name of the College (HIS.SC)
  - ✓ This School name pulls from the Course History Institutions page (CHI)
- ✓ Year
- ✓ Term
- ✓ Grade
- ✓ Course Number
- ✓ Mark
- ✓ Credits attempted
- ✓ Credits completed
- ✓ If course not taught by a District Teacher, leave the Staff Section and Staff ID fields blank
  - ✓ Aeries will virtualize the section in the CALPADS extract and automatically insert a ten- 9's SEID record. There is no longer a need to a "College Staff" record. However, do not delete this record for historical purposes.
- ✓ **In addition, you must also populate the HIS.SDE (Dual Enrollment Credit School) and HIS.CH (College Credit Hours) fields. With the 24 code, these field will trigger which course code will extract. In this case, it will pull the College State Course code (CRS.CC3)**

What else needs to be tagged in Aeries for CTE?

Where does the data pull for CTE Provider?

CALPADS Error CRSC0133 - Missing CTE Course Provider Code

Where does the data pull from for AP/IB CTE Courses? (CRS.ACC)

| General | Other | NCLB Specific Fields | California Specific Fields | Correspondence Language |

California Specific Fields				
	Subject Area		Elective?	Honors?	Validation
CSU Entrance:	– Not CSU Requirement		–		–
UC Entrance:	– Not UC Requirement		–		–

State Course Code (for state reporting)	New State Course Code (for transition, not state reporting)	CSF List
8021– Advanced Food Service and Hospitality (Capstone)	–	– Not on CSF Lists

Crs Content Subcategory	Std Grade Range	Content Standards Alignment
AP/IB Crs. Code Cross Ref.		Charter Non-Core

Guidelines and Rules to Remember…

❖ Courses will NOT count towards the CCI College Credit Measure if the courses are not tagged correctly in Aeries and sent to CALPADS.

❖ Courses **MUST** be in Student's transcript for EOY CALPADS reporting

❖ CALPADS Flash Update #131 – *"…the same course for the same student will not earn the student CCI credit in more than one category. For example, a course will not be counted as the capstone course for pathway completion and count as dual enrollment for the same student."*

Session Overview

Career Technical Education programs in California schools have evolved drastically over recent years. CALPADS State reporting and the implementation of the College and Career Indicator component of the California Dashboard has put an emphasis on Career Pathway completion now more than ever.

The session will demonstrate the use of the newly enhanced Career Pathway Management page in Aeries. Data management in Aeries on College Credit Courses, CTE articulations, and how to ensure CTE students are reported accurately to CALPADS will be discussed in detail.