Louisiana Believes

Career and Technical Education (CATE)

Data Submission

May 2019



Agenda Topics

- CATE Overview, Features and Functionality
- 2018 2019 Career & Technical Education (CTE) Data Submission Requirements and Timeline
- CATE Simulation
- CATE Support Resources
- Next Steps for Data Submission
- Questions & Answers

CATE Overview, Features & Functionality

CATE

Opens

May 30, 2019

and

Closes

August 31, 2019

The Career and Technical Education (CATE) is a fully-integrated online system that provides longitudinal CTE information about students, schools, school systems, and the state.

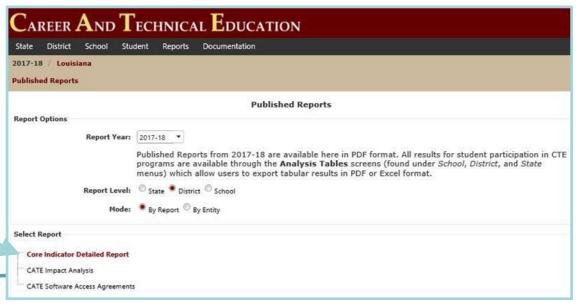
- Compiles CTE data reports for submission to US Department of Education
- Compiles CTE data to support Carl Perkins grant submissions
 by eligible recipients

CATE Compiles Data to Support Carl Perkins Grant Submissions



Schools Systems will use Core Indicator Reports to complete Comprehensive Local Need Assessment as required by Carl Perkins Grant.

- 1. Access Published Report
- 2. Chose Core Indicator Detailed Report



Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)

Secondary Level 6S2: Nontraditional Completion

State of Louisiana:

Level	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs Adjusted Level of Performance (M,D,E)*	Met 90% of Adjusted Level of Performance (Y,N)**
Secondary	GRAND TOTAL	- 1	3 5 3			D	Y
Secondary	GENDER	225		5 13.00		de disse de	100
Secondary	Male	- Q	33 - 31	9,00		D	N
Secondary	Female			100		E	Y
Secondary	RACE/ETHNICITY (1997 Revised Standards)						
Secondary	American Indian or Alaskan Native			12		E	Y
Secondary	Asian		18 3	£ 6		D	N
Secondary	Black					D	N
Secondary	Hispanic	1	11			E	Y
Secondary	Native Hawaiian or Pacific Islander					N/A	N/A
Secondary	White	30	8 5	8	39	M	Y
Secondary	Two or more races		*			D	N
Secondary	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
Secondary	Individuals With Disabilities (ADA)	Company of the contract of	300-000		10.0	N/A	N/A
Secondary	Disability Status (ESEA/IDEA)	98	9			D	N
Secondary	Economically Disadvantaged	3/	8	8		D	N
Secondary	Single Parents					N/A	N/A
Secondary	Displaced Homemakers	3	8	1 33		N/A	N/A
Secondary	Limited English Proficiency					N/A	N/A
Secondary	Migrant Students		3 - 1			N/A	N/A
Secondary	Nontraditional Enrollees					N/A	N/A
Secondary	SUBINDICATORS	7)	8				
Secondary	Advanced Training	Ĭ	ľ í			N/A	N/A
Secondary	Employment	1	11			N/A	N/A
Secondary	Military					N/A	N/A
Secondary	Postsecondary Education	will be were many and a	Albana and warning and	L. 19		N/A	N/A

Data analysis should be completed for all Core Indicators

Data will include additional categories for special populations

^{* &}quot;M" = "MET" (-); "D" = "DID NOT MEET"; "E" = "EXCEEDED"

^{** 90%} of Adjusted Performance Level =

[~] Insufficient or Unavailable Data

CATE Overview, Features & **Functionality**

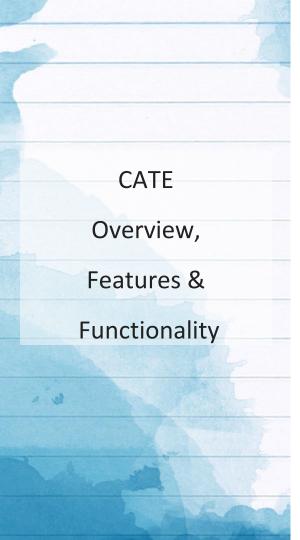
CATE End-User Roles

District Security Coordinator

- Signs and submits the CATE Software Access Agreement
- Authorizes account access for school system and school end-users

District Career and Technical Supervisor/Coordinator

- Is responsible for signing and submitting CATE Software Access Agreement
- Signs and Submits CATE Software Access Agreement
- Defines and manages Articulated/Concurrent Credit Courses
- Has both read / write access
- Signs-off on the data collection process



CATE End-User Roles

School System Level User

- Defines and manages Articulated/Concurrent Credit Courses
- Updates Jump Start Pathways, including program offerings, Industry-Based Certifications, Work-Based Learning, and Individual Graduation Plans
- May have either read / write access or read-only access

School Level User

- Updates Jump Start Pathways, including program offerings, Industry-Based Certifications, Work-Based Learning, and Individual Graduation Plans
- May have either read / write access or read-only access

CATE System Functionality

CATE

Overview,

Features &

Functionality

District Tab

- Identifies Users
- Includes Listing of Schools
- Includes listing of Articulated credit courses

School Tab

- Each school must
 - Identify program offerings to support CTE data aggregation for Core Indicator Reports
 - Affirm certifications/credentials, and workplace experiences

2018-2019 CTE Data Submission Requirements and Timeline

- For any student graduating with a **Jump Start TOPS Tech Career Diploma**, credentials **must** be uploaded through STS and eScholar processes per graduation requirements.
 - For graduates of **2015 2017**, acceptable documentation of credentials was a certificate provided by the certifying agency.
 - For graduates of 2018 and beyond, the <u>only</u> acceptable documentation is the certificate provided by the certifying agency.
- For questions about the process for submitting credentials, your school system STS Data Coordinator is your resource
- IBC and Credential Submission Process document is available from school system STS Data Coordinator.

Data Submission Requirements

2018-2019

CTE

Data Submission

Requirements

and

Timeline

- For Historical Career Diploma, Basic Diploma, or Core 4
 Diploma 5+year graduates, credentials should be entered into eScholar
- The Department of Education (LDOE) will continue to cross reference CATE to STS to ensure no credentials are overlooked
- Each school system / school should review records and enter any updates into eScholar.

Data Submission Timelines

The CTE data submission timeline is the following.

- May: First submission of data from LDOE to CATE vendor
- May 30: CATE will open for school systems to submit
 CTE data and to <u>validate</u> accuracy of data previously
 submitted to LDOE; this will also allow school systems to
 work with LDOE to correct any data reported
- August 31: End-of-Year data update from STS & SIS provided to CATE vendor
- October 1: Final STS & SIS (including final IBC data) submitted to CATE vendor

2018-2019

CTE

Data Submission

Requirements

and

Timeline

School and student-level information

2018-2019

CTE

Data Submission

Requirements

and

Timeline

- 1. Identify Jump Start Pathways for each school
- 2. Review Articulated Credit Courses
- 3. Review Concurrent Enrollment Data
- 4. Identify students who have **not** completed Individual Graduation Plan
- 5. Sign Jump Start Internships Assurances and Identify Jump Start Internship Programs
- 6. Describe Work-based Learning Programs
- 7. Describe School-based Enterprise Programs

CATE Simulation



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CATE Support Resources

Support resources to assist new and experienced end-users are located in (three) menu tabs:

- Announcements Tab
 - Webinar PowerPoint
 - Opening / Closing Dates
- Documentation Tab
 - Frequently Asked Questions
 - Getting Started with CATE Software for District / School Level Users
 - School Level Data Collection Forms & Instructions
 - User Manuals for School / District / State Level Users
 - Jump Start Internship Guidelines
- Reports
 - Carl Perkins V Core Indicator Guidance



Jump Start Internships

Jump Start Internship Program data entry

- Begins with submission of the *Jump Start Assurance* Agreement
- For guidance, reference *Jump Start Internship Guidelines* located under the Documentation tab.

School systems must maintain, on file, the following documentation for all internships

- Student Performance Data e.g. attendance, engagement, safety
- Teacher Engagement
- Employer Engagement

LDOE will generate annual internship enrollment reports from the data submitted

Next Steps

System Open-Close Dates: May 30 – August 31, 2019

When system opens

- Log on and verify / update your user profile
- Affirm school system contacts. If changes are needed, contact <u>martha.moore@la.gov</u>
- Sign and submit the CATE Software Access Agreement
- Sign Internship Assurances Document
- Collect and enter 2018 2019 required data
- Sign-off to indicate data entry complete, no later than August 31, 2019.

Louisiana Believes

LDOE Contact

Martha Moore
Office of Student Opportunities
Louisiana Department of Education
225.229.3062

martha.moore@la.gov