

REPORTS TO USE

Report 4.49b CDE101-E1 Reports

Report 4.49d CDE101-E1 Summaries

Report 4.48c/d/e/f List of courses/CBEDS/Sequence or Student List

The new 4.48f report should be a useful one for reviewing student sequences

Before running these reports you must prepare ASAP to pull the data needed. Please follow these instructions carefully. **If any procedures are skipped the report will not give the correct information.** See the final page of the instructions for information on the new export file that is available again this year.

PROGRAMS

Check Carl Perkins on the programs you want to include in the report.

1. Go to Programs & click on Programs For All Districts
2. Mark the Perkins check box for the CTE programs and exit.
3. Click on Add Programs to Districts and click the 'add' button for your Perkins programs. You will now have the correct Perkins checks in the program for your district.

COURSES

CBEDS Codes

1. You need to enter the CBEDS Number in the box provided on the course screen.
2. If this number is missing the course will not be counted on the report.
3. You no longer need to check the Introductory, Concentration or Capstone boxes.
4. You do not need to mark Traditional Male/Female this year.
5. You need to mark the courses that are Tech-Prep. Go to the Course Overview and open the course details for a course and then check the 'Tech Prep' box at the far right of the screen.

Since the report is run by CBEDS Codes remember that ASAP will pick up all of the courses that have the same CBEDS code as being Tech Prep.

Sequences

This year, you will need to do a complete review of your course sequences. The big change for the E1 this year is that ASAP will look at all attendance a student has in a sequence, regardless of when that attendance was earned, to determine whether a student is just a Participant or has enough to be considered a Concentrator. The following are the steps ASAP will take when deciding who is a Participant versus Concentrator versus Completer.

1. Is student a Participant in 2012/2013: ASAP will first look ONLY at ENROLLMENT in the 2012/2013 school year. If the student has an enrollment record, they will be a Participant. A student does NOT need attendance to be considered a Participant.
2. Is the student a Concentrator in 2012/2013: ASAP then takes all hours from 2012/2013 in the sequence and **adds to this number** ALL attendance hours in previous years within the sequence to get a total attendance hour number within that sequence for each student. **Warning:** archived attendance will not be counted since it is no longer in the main ASAP database. If this total attendance number for ALL time periods and years meets the 50% threshold for a Concentrator and the student has sufficient enrollments within the sequence, the student is a Concentrator.

This means that sequences that cross fiscal years will NOT need to be separated and treated differently to have students classified correctly. Simply create a single sequence, set the number of courses in the sequence and the hours, and ASAP does the rest.

Example:

1. Student A starts a sequence in March 2011. That student finished the sequence in May 2013.
2. Student B starts the same sequence in August 2012. Student B finished the sequence in May 2013 (same as Student A; Student B was just faster).

You only need ONE sequence for this program this 2012/2013 reporting period.

The other way to look at this new method is you need one sequence for each "program"/"course of study"/"certificate program" that you offer. No matter if it takes 8 months to finish, 15 months to finish or 3 years, one sequence works for

every student in the program no matter when the student starts or when they finished, as long as each student is taking a section from each course in the sequence.

Sequence Examples

Example 1: Sequence is 900 hours and 4 classes.

A student has attendance of 350 hours of attendance in 2012/2013. Therefore, this student is a Participant in 2012/2013. Now, ASAP looks at the student's entire attendance history for any other attendance attributable to this sequence. ASAP finds the student did 150 attendance hours in 2011/2012. The total attendance of 500 (350 + 150) is greater than the 50% threshold of 450 and thus the student is a Participant AND A CONCENTRATOR in 2012/2013. Then ASAP continues the analysis to determine any other E1 settings for this student.

Example 2: Sequence is 900 hours and 4 classes (same one in Example 1 above).

A student has attendance of 350 hours of attendance in 2012/2013. Therefore, this student is a Participant in 2012/2013. Now, ASAP looks at the student's entire attendance history for any other attendance attributable to this sequence. ASAP finds the student did NOT have any other attendance in this sequence outside of 2012/2013. The total attendance of 350 is less than the 50% threshold of 450 and thus the student is a Participant only in 2012/2013.

To manage your sequences and assign students to sequences, you must first name each sequence, mark the courses in that sequence and finally, mark the students taking each course if they are in the sequence.

SETTING UP COURSE SEQUENCES

In order to pull the correct student counts in a Sequence it is necessary to enter the Sequence information in ASAP.

1. Go to Course Overview and click on button 'Course Sequences Lookup Table'.
2. Click Print and place last year's sequences into last year's E-1 folder for future reference. Then go about making any changes required for the new fiscal year.
3. Enter the Sequence Code. This can be a name or number to indicate the sequence.
4. Enter the number of classes required in each sequence.
5. Enter the total hours for the sections that make up the sequence. (You can get the instructional hours for each section on the section detail screen. The Instructional hours are shown at the right of the screen; click the Target ADA/Instr. Hours button. Be sure to add the hours for ALL sections in the sequence).
6. Enter the Course Code for the Capstone course for each sequence.
7. After you have entered all the sequences, close this screen.

PICKING SEQUENCES FOR THE COURSES

To make this process easier, you should have a list of the courses that make up each sequence.

1. Open a course in a sequence and click on button 'Course Sequences' at the bottom of the course detail screen.
2. All of the Sequences you set up earlier are listed at the top of the screen.
3. Click the 'Pick' button at the right of the sequence(s) that you want this course to be in. You **may choose more than one sequence**. Example: Keyboarding may be used in a secretarial sequence, an office machine sequence and a MS Office sequence. You would pick each of the three sequences for the keyboarding course.
4. After you make your selection, close the screen and continue on to the other courses and repeat step 3 for each course.

NOTE: Run report 4.48c to see the "Course and CBEDS Code by Sequence" that you have entered.

ADDING STUDENTS TO THE SEQUENCES

There are two methods to add students to the sequences. You can add them by the course or section or you can enter one student at a time from the student screen.

Method 1 – By Course or Section:

1. Click on Time Periods and then click on the Maintenance button at the bottom of screen.
2. Click on button at lower right, 'Assign Students to Sequences by Class or by Course'.
3. Select the Sequence at the top of screen.
4. Be sure to choose the correct Time Period.
5. You may elect to pick the students by Section or by Course.

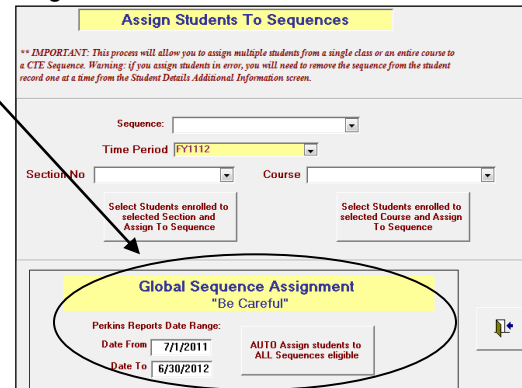
- a. By Section: select the section number by typing it into the space or using the pull-down menu. Then click on button 'Select students enrolled to selected section and Assign to Sequence'.
- b. By Course: Select the course number by typing it into the space or using the pull-down menu. Then click on button 'Select students enrolled to selected course and Assign to Sequence'.
6. You will need to assign the students for each time period that has classes you want included in the E1 report. If you use only one time period for the year you will only need to do this for that one time period. If you have 3 time periods you will need to follow step 5 above for each of the time periods.
7. Close screen when all sequences and time periods have been completed.

There is a **new method** since 2011/2012. This is the Global Sequence Assignment.

Be VERY careful in using this process.

What it does: ASAP will look at every course and every student enrolled in a section within the date range selected. ASAP will automatically assign every single enrolled student into every single possible sequence that the student is eligible to be in, regardless of whether that student is actually attempting to complete the sequence.

Why it might be okay to do this: The E1 report is done by CBEDS code. If all the sequences possible for a student are in the same CBEDS code, it won't matter how many sequences they are counted in. But if the student is assigned to more than one CBEDS code sequence, you will end up with higher numbers than you would otherwise.



Method 2 – By Individual Student:

If you have a list of students for each sequence you can assign them to the sequence from the student screen.

1. Open student demographic screen for a specific student.
2. Click on button 'Add'l Info'
3. Click on button 'Student Sequences'
4. Click the 'Pick' button for all the sequences in which this student is enrolled.
5. Close the screen when you have selected all of the sequences pertaining to this student.
6. Follow steps 1-5 for all students in sequences.

NOTE: Run Report 4.48d/e/f to view a "Student List by Sequence, Course and CBEDS Code" and "Students Missing a Sequence". **ALWAYS REFER TO THE CDE INSTRUCTIONS FOR THE PERKINS REPORT IF YOU HAVE ANY QUESTIONS ON WHICH STUDENTS SHOULD BE INCLUDED.**

GENDER

A student MUST have a gender assigned to the demographic record to be counted on this report. If a student is Gender = Unspecified or Blank, the student will not be counted.

ETHNICITY

Hispanic students will be counted as Hispanic if the "Is Hispanic" box is checked on additional info screen on the student record –OR- if "Is Hispanic" is unchecked and Hispanic is the first ethnicity on the ethnicity field on student record. No other race will be picked up when "Is Hispanic" is checked as yes. All other students will be counted according to the ethnicity shown on the student record.

This year the report again has an ethnicity named 'Two or More Races'. A student will be counted in this group if they have more than one ethnicity/race marked on their student demographic record.

SPECIAL POPULATIONS

You need to decide which student types will be equivalent to:

- 1-Economically Disadvantaged
- 2-Disabled
- 3-Single Parents
- 4-Displaced Homemaker
- 6-LEP (Limited English Proficient)

7-Migrant

These need to be marked in the Lookup Table, Student Types. Mark the column labeled CDE101 E1 with the appropriate numbers. (Note that number 5-Other Barriers is not being used this year. If you have it marked in the Lookup Table you do not need to delete the number – the report will not pick it up).

TO PREPARE STUDENT RECORDS FOR THE REPORT**(A) - Total Participants:**

A secondary CTE participant is a student who has been enrolled in any CTE course.

(B) - Total Concentrators:

A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

(C) - Concentrators in Capstone Course

For a student to be counted as a Concentrator in a Capstone Course they must now be marked as 'Completer' (or Completed) at the section level.

1. Go to Section details and click on Edit Roster
2. Change the Enrollment Status to Completer (or Completed) for the students that have finished the Capstone Section

(D) - Concentrators in Capstone Course Receiving a "C" or better

Report is looking for the students that are Concentrators in Capstone course that have final grade of 'C' or better in the Capstone class (P also works).

1. Go to Section Details and then click on Edit Roster
2. Mark the grade of 'C' or better or "P" for Passed in the Final Grade column for the applicable students
3. Change the Enrollment Status to completer (or completed) if the student has completed

(D1) - Concentrators in Capstone Course Receiving post-secondary credit

NOTE: ONLY FOR TECH-PREP CLASSES

Report is looking for the students that received post-secondary credit in a Tech Prep Capstone course. You will need to mark each student that is eligible to be counted on the Capstone section.

1. Verify that the capstone course is marked "Tech-Prep" by going to Course Details.
2. Go to the Section Details and click on Edit Roster
3. Put a check in the new column of checkboxes to the right titled 'Post Secondary Credit'
4. Change the Enrollment Status to completer (or completed) if the student has completed

** You should do steps for both D1 and D2 at the same time since they are both related to each other.

(D2) - Concentrators in Capstone Course Completed State or Industry-Recognized Certification

NOTE: ONLY FOR TECH-PREP CLASSES

The report wants to know the count of students that were Concentrators in a Tech Prep Capstone course who received an Industry Recognized Certificate (IRC).

You will need to mark each Capstone course that offers an IRC.

1. Go to Courses, open a Capstone course.
2. Put a check mark in the box at 'Industry Cert'. Verify that the 'Tech-Prep' box is also checked.
3. Continue marking all Capstone courses that offer an Industry Recognized Certificate and verifying all are marked 'Industry Cert' AND 'Tech-Prep'.

You will also need to mark each student that is entitled to the certificate.

1. Go to the section details and click on Edit Roster
2. Put a check mark in the box at 'Certificate Issued'
3. Continue marking all students that received the IRC.

(E) – Total 12th Grade Concentrators

Concentrators from (B) with grade level 12 at the time they enrolled

(F) – Total 12th Grade Concentrators Proficient (380) in CAHSEE Eng. Lang Arts

12th Grade Concentrators who have taken the California High School Exit Exam (CAHSEE) and scored proficient or better (380 or higher) in English. If you have the scores on the student test results screen they will be counted.

(G) – Total 12th Grade Concentrators Proficient (380) in CAHSEE Math

12th Grade Concentrators who have taken the California High School Exit Exam (CAHSEE) and scored proficient or better (380 or higher) in Math. If you have the scores on the student test results screen they will be counted.

(H) – Total 12th Grade Concentrators Receiving a Diploma, GED or equivalent

12th Grade Concentrators with a diploma date will only be counted if the diploma date is within the fiscal year being reported (7/1-6/30) or they have passed GED tests (GED checked).

(A) Total Participant	(B) Concentrator	(C) Concentrators in Capstone	(D) Concentrators in Capstone receiving C or better	(D1) Concentrators in Capstone receiving post secondary credit	(D2) Concentrators in Capstone receiving industry certificate
Any student enrolled in any CTE course	Completed 50% of sequence (in hours) and enrolled in the next course	Completers of capstone class	<ol style="list-style-type: none"> Completers of capstone class C or better in Final Grade 	<ol style="list-style-type: none"> Completers of capstone class In Edit Roster: checked "Post Secondary Credit" 	<ol style="list-style-type: none"> Industry Cert. box is check for Capstone course in Course setup In Edit Roster: check "Certificate Issued" for student received Industry Certificate

(E) 12 th Concentrators	(F) 12th Grade Concentrators Prof. in Eng. CAHSEE >= 380	(G) 12th Grade Concentrators Prof. in Math CAHSEE >= 380	(H) 12th Grader Receiving Diploma, GED
<ol style="list-style-type: none"> Concentrators (students from column B) In Edit Roster: grade level is 12 	<ol style="list-style-type: none"> Concentrators (students from column B) Grade Level is 12 English in CAHSEE >=380 	<ol style="list-style-type: none"> Concentrators (students from column B) Grade Level is 12 Math in CAHSEE >=380 	<ol style="list-style-type: none"> Concentrators (students from column B) Grade level is 12 Passed GED OR has diploma date between the date range 07/01 and 06/30

FREQUENTLY ASKED QUESTIONS

- No one is showing up on my report / I get "No Data Present"
 - Did you assign students to sequences? EVERY STUDENT in a CTE section must be in at least one sequence related to the course/section they are taking.
 - Did you assign sequences to Courses?
- My participant numbers are really low.
 - Do all your students have Gender and Ethnicity? If either or both of these is missing, they will NOT be counted.
 - Are all students in CTE assigned to at least one sequence?
 - Did you check that the students' sequences are actually related to the course they are taking?
 - Incorrectly assigning a student to a sequence that is not related to the section they are taking will mean the student does not get counted.
- My completers / concentrators in a capstone are really low.
 - Did you mark the students as Enrollment Status = Completer or Completed?
 - Does the sequence have the correct Capstone class assigned in Course Sequences?
 - Do the Completers have attendance in the Capstone? They must have > 0 hours in the capstone section.
 - Did the students take the capstone this fiscal year? Students taking the capstone in prior fiscal years will not be counted as Completers. The CDE-E1 instructions dictate the capstone "is the last course in a planned sequence".
- My Concentrators who took/passed a program assessment is significantly lower than my Completers/Concentrators in Capstone.
 - Did you record a grade in the Capstone section for each and every Completer? P, A, B or C is a "Pass" while D or F is a "Fail" but still shows as taking a program assessment.
- My Industry Certificate numbers are too low.

- a. Did you correctly mark the Capstone Course as Industry Cert?
6. What is the best way to assign students to sequences?
 - a. Do it by course or section (or even Global). Go to Setup | Time Period | Maintenance and follow the instructions found on page 2 and 3 of these instructions.
7. My 12th Grade numbers are too low / don't look correct?
 - a. ASAP looks at the grade level upon enrollment. Review the Section roster by going to Section Details | Edit Roster. The grade level at the enrollment record is what dictates whether to show on the 12th Grade portion.
 - b. Did you mark GED as passed or enter a date into the Diploma Date for those students who passed or graduated?
 - c. Did you enter any CAHSEE scores? Any date matters; the student must score greater than 380 to be counted.