

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

Table of Contents

Supplemental Files Required for the Calculation.....	2
Tables Provided by DCAE	2
Tables Provided by other Divisions	2
CAR Data Tables Overview	3
Secondary CTE Participant Enrollment Form	5
General Business Rules for CTE Participant Enrollment Form	5
Definition of Perkins V Secondary Participant.....	5
Secondary CTE Concentrator Enrollment Form.....	6
General Business Rules for CTE Concentrator Enrollment Form	6
Definition of Perkins V Secondary Concentrator	6
Global Rules for Perkins V Secondary Concentrator Identification	6
Exhibit A for identification of Concentrators – Example for 22-23 Concentrators.....	10
Secondary CTE Concentrator Performance Form.....	11
General Business Rules for CTE Concentrator Performance Forms.....	11
Measures Overview.....	12
1S1 Graduation Rate, 4-Year Cohort	14
Numerator & Denominator	14
2S1 Academic Proficiency, Reading/Language Arts	14
Numerator & Denominator	14
2S2 Academic Proficiency, Mathematics	15
Numerator & Denominator	15
2S3 Academic Proficiency, Science	16
Numerator & Denominator	16
3S1 Post-Program Placement.....	17
Numerator & Denominator	17
Placement.....	18
4S1 Nontraditional Program Concentration.....	20
Numerator & Denominator	20
5S1 Attained Recognized Postsecondary Credential.....	21
Numerator & Denominator	21

Perkins V Secondary Accountability Measures Technical Business Rules 2023-24

Supplemental Files Required for the Calculation

Tables Provided by DCAE

All documents cover the 7-year period used for analysis.

1. All Secondary CTE Programs by Career Cluster
2. Secondary Perkins Non-Fundable Programs (Perkins Ineligible Programs)
3. Secondary Concentrator File
 - File must include the maximum number of credits that may count toward high school graduation for this student
4. Perkins Secondary Eligible Industry Certifications List for Measure 5S1
 - a) CAPE Secondary Industry Certification Funding List (CAPE Digital Tools not included) – years 2017-18– 2023-24
 - b) CAPE Postsecondary Industry Certification Funding List – years 2017-18 – 2023-24
 - c) Final Industry Recognized Credentials – Postsecondary – years 2021-22 - 2023-24
 - d) Perkins IV TSA lists - years 2017-18 - 2019-20
5. Secondary Non-Traditional Program List
6. Special Populations Crosswalk

Tables Provided by other Divisions

1. Assessment Records for Academic Proficiency measures (ELA, Math and Science)
2. Education and Employment Placement Files (FETPIP)
3. Foster Care File from Department of Children & Families
4. WDIS and FCS Certification data
5. 4 Year Graduation Cohort

Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

CAR Data Tables Overview

For the Consolidated Annual Report, the following tables must be reported:

1. Secondary CTE Participant Enrollment Form
2. Secondary CTE Concentrator Enrollment Form
3. Secondary CTE Concentrator Performance Forms (one for each measure)

These data are reported by career cluster, subpopulation and special population.

Career Clusters

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
 - Includes programs from Energy Cluster
- Transportation, Distribution & Logistics
- Other: **Not Occupationally Specific**

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

Special populations

- GENDER
 - Male
 - Female
- RACE/ETHNICITY (1997 Revised Standards)
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Hispanic/Latino
 - Native Hawaiian or Pacific Islander
 - White
 - Two or More Races

Special Populations (Section 3(48) of Perkins V and ESEA)

- Individuals with Disabilities (ESEA/IDEA)
- Individuals from Economically Disadvantaged Families
- Individuals Preparing for Non-traditional Fields
- Single Parents
- English Learners
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

Perkins V Secondary Accountability Measures Technical Business Rules 2023-24

Secondary CTE Participant Enrollment Form

General Business Rules for CTE Participant Enrollment Form

1. To be included in the participant file, a student must have taken a CTE course in a Perkins eligible program during the reporting year (2023-24 CTE Student Course Schedule, Survey 5) and received 1 or more credits related to the program.
2. For students enrolled in a non-fundable program, the program number is **excluded** from the participant calculation (See file *Secondary Perkins Non-Fundable Programs*)
3. For the column “Number of Secondary CTE Participants”, the grand total on rows 2 and 3 for gender (Male & Female) must be unduplicated AND the grand total in Row 1 must equal the sum of Rows 2 and 3.
4. Career cluster counts in the remaining columns are unduplicated to the cluster level. If a student is a participant in more than one program in the same cluster, the student is only counted once in that career cluster count. A student must, however, be counted as a participant in each unique career cluster in which they were a participant.

Definition of Perkins V Secondary Participant

The term ‘CTE participant’ means, at the secondary school level, a student served by an eligible recipient who has:

- a. Earned one (1) or more credits in any eligible career and technical education (CTE) program.

Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

Secondary CTE Concentrator Enrollment Form

General Business Rules for CTE Concentrator Enrollment Form

- Concentrators are limited to students enrolled in K12 during the 2023-24 reporting year; however, students may have achieved concentrator status in a previous year. A student who achieved concentrator status in a previous year must be included in the calculation and the totals cannot be limited to students who achieved concentrator status during the 2023-24 year.
- For the column “Number of Secondary CTE Concentrators”, the grand total on Rows 2 and 3 for gender (Male & Female) counts must be unduplicated AND the grand total in Row 1 must equal the sum of Rows 2 and 3.
- Career cluster counts in the remaining columns are unduplicated to the cluster level. If a student is a concentrator in more than one program in the cluster, the student is only counted once in that career cluster count. A student must, however, be counted as a concentrator in each unique career cluster in which they achieved concentrator status.

Definition of Perkins V Secondary Concentrator

The term ‘CTE concentrator’ means, at the secondary school level, a student served by an eligible recipient who has completed either:

- a. Two high school credits in courses identified with a given CTE program, or
- b. One high school credit and two dual-enrollment credits in courses identified with a given CTE program.

Global Rules for Perkins V Secondary Concentrator Identification

NOTE: These global rules were used for the Perkins baseline.

1. Create a file of all students who were instructed in a CTE program based on the past 7 Years of CTE Program and Course data from the Student CTE Course format (covers all potential high school and middle school years) and obtain credit data on all related program courses found in the latest transcript submission that cover the same years:
 - a. 2017-18
 - b. 2018-19
 - c. 2019-20
 - d. 2020-21
 - e. 2021-22
 - f. 2022-23
 - g. 2023-24

NOTE: One transcript (the latest submitted for a student) is used per student that covers their high school courses across both middle and high school years (7-year period) in order to determine the number of credits earned associated with the program(s) students were

Perkins V Secondary Accountability Measures Technical Business Rules 2023-24

enrolled in. Program enrollment information is obtained using multiple years of the CTE Student Course records and merging with the course information on the transcript to determine the credits earned under the particular program.

2. For 2023-24, the following secondary CTE Course files are used to identify programs in which a student may have been a concentrator by 2023-24: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24. Additionally, the latest transcript that covers the student's cumulative transcript across those same years is used.
3. A student can only be identified as a potential concentrator in a district if he/she was instructed with at least one program/course within that district as determined by the CTE Student Course records.
4. For all students with at least one program record in step one above, the student transcript file is used to identify all courses for which the student was granted high school or dual-enrollment credit that was part of a program in which the student had taken a course. If a student earned 2 high school credits or 1 high school credit and 2 dual-enrollment credits based on the courses identified for the program, the student is classified as a concentrator in that district for that program. The file labeled "2324 Secondary Concentrator File" is used to identify all of the courses associated with a program.

See Exhibit A below for process flow overview.

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PERA Student Transcript Selection Criteria Notes

For calculation of the transcript credit the following rules of calculation of credit earned in a course should be used:

- i. All Intersession terms are included (T, U, V, W, X).
- ii. For Summer terms:
 1. If the students have a record for Term S (Combined Summer), keep that record and drop any records for Terms 4 (Summer Session 1) and 5 (Summer Session 2).
 2. If the student has records for Terms 4 and 5 but not Term S, keep Terms 4 and 5.
- iii. Non-Summer/Intersession Terms:
 1. If the student is coded to Term 3, keep that record and drop the others.
 2. If the student lacks a Term 3, count all trimesters (Terms B, C and D), quinesters (Terms E, F, G, H and I), and cases where student has a Term 1 or 2 record.
 3. If the student lacks a record for Term 1, count any autumn-period quarter (Terms 6 and 7) or six-week period (Terms J, K and L).
 4. If the student lacks a Term 2, count any spring-period quarter (Terms 8 and 9) or six-week period (Terms M, N and O).

Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

Concentrator File Format

The file format for each year of identified concentrators must include the following fields:

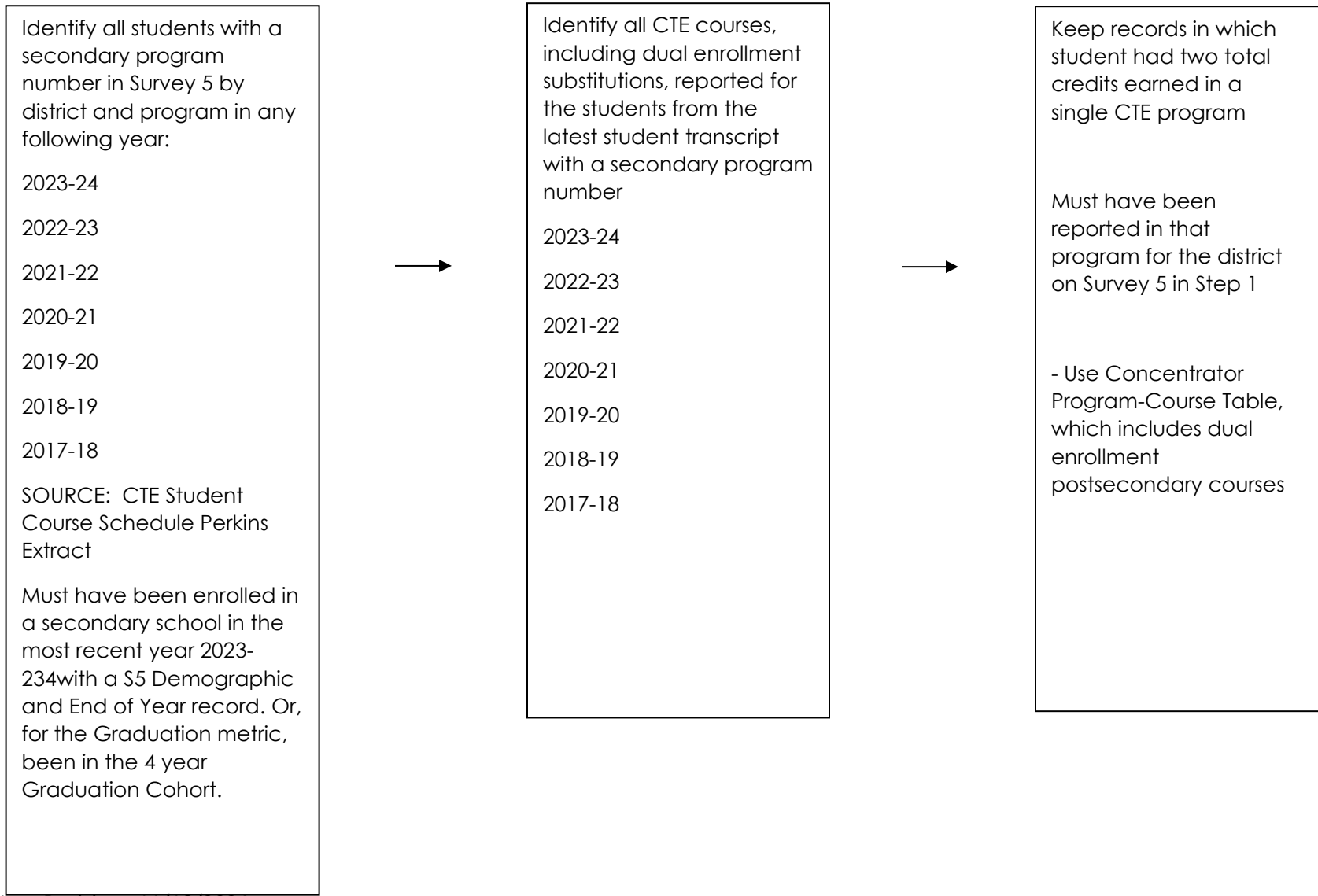
- a. Student ID characteristics
- b. Demographics
 - i. Gender (Male, Female, Not Reported)
 - ii. Race/ethnicity (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races, Not Reported)
 - iii. Migrant
- c. Special Population Flags (methodology for identification should match that used for the ESSA plan, see Special Populations Data Crosswalk)
 - i. individuals with disabilities;
 - ii. individuals from economically disadvantaged families, including low-income youth and adults;
 - iii. individuals preparing for non-traditional fields;
 - iv. single parents, including single pregnant women;
 - v. out-of-workforce individuals;
 - vi. English learners;
 - vii. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
 - viii. youth who are in, or have aged out of, the foster care system; and
 - ix. youth with a parent who either—
 1. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 2. is on active duty (as such term is defined in section 101(d)(1) of such title).
- d. Program Code
- e. Program Name
- f. Total Number of HS Credits Earned in the Program (including dual enrollment)
- g. Total Number of HS Credits Earned in Regular High School Courses (not dual enrollment)
- h. Total Number of HS Credits Earned through Dual Enrollment Courses
- i. Flag for Students with at least 2 Regular High School Credits
- j. Flag for Students with at least 1 Regular HS Credit and 2 Dual Enrollment Credits
- k. Flag for Concentrator Status
 - i. “Y” if student has either 2 regular HS credit or 1 Regular HS credit plus 2 Dual Enrollment Credits
- l. Non-Traditional Program Flag
 - i. “Y” = student is non-trad in program

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

- ii. "N" = student is not non-trad for program
 - iii. "X" = N/A, program is not non-trad
 - m. Year student earned minimum credits to be classified as a concentrator in the program
 - n. Grade level of student (in most recent year)
2. The file is unduplicated to the student, district, and program.

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

Exhibit A for identification of Concentrators – Example for 22-23 Concentrators



Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

Secondary CTE Concentrator Performance Form

General Business Rules for CTE Concentrator Performance Forms

- Career cluster counts for all measures are duplicated. Students must be counted in all career cluster in which they were concentrators.
 - *Where students are concentrators in multiple programs in the same career cluster, only count once in that career cluster.

For each measure, the following summary reports are required.

- See provided file with detailed summary reports
 - *Secondary Reports Checklist 23-24*

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

Accountability Measures Overview
CTE Concentrator Performance Measures

Measure #	Measure Title	Measure Definition	Denominator	Numerator
1S1	Four-Year Graduation Rate	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the ESEA.	Students in the district's graduation cohort who are identified as secondary CTE concentrators.	Those students in the denominator who have one of diploma types used for the ESSA calculation by the end of the fourth year of the cohort.
2S1	Academic Proficiency, Reading/Language Arts	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	CTE Concentrators who were enrolled in the reporting year and who took a Florida statewide, standardized assessment in Reading.	Those students from the denominator who scored a Level 3 or above on the Florida statewide, standardized assessment in Reading on the most recently taken grade level assessment.
2S2	Academic Proficiency, Mathematics	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	CTE Concentrators who were enrolled in the reporting year and who took a Florida statewide, standardized assessment in mathematics, or a high school level mathematic exam (Algebra I EOC or Geometry EOC).	Those students from the denominator who scored a Level 3 or above on the Florida statewide, standardized assessment in mathematics, Algebra 1 EOC, or Geometry EOC.
2S3	Academic Proficiency, Science	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	CTE Concentrators who were enrolled in the reporting year and who took the 5th or 8th grade Science assessment or who took the Biology I exam.	Those students from the denominator who scored a Level 3 or above on the 5th grade or 8th grade Science assessment or Biology 1 EOC.

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

3S1	Post-Program Placement	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	CTE Concentrators who exited K-12 in the prior year	Those students from the denominator who were found by the 2nd quarter after exiting in the following: <ul style="list-style-type: none"> • Enrolled in Postsecondary Education (must include flags for 3 possible pathways: Baccalaureate, Associates, Certification) • Employed
4S1	Non-traditional Program Concentration	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. <i>(This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.)</i>	CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.	Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.
5S1	Attained Recognized Postsecondary Credential	The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	Secondary CTE concentrators who graduated in the reporting year.	Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.

Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

1S1 Graduation Rate, 4-Year Cohort

Numerator & Denominator

- This measure is linked to the state’s accountability reporting of the 4-year Graduation rate for Every *Student Succeeds Act* (ESSA). Of the cohort used for this measure, the sub group of students who were secondary CTE concentrators at any time during their enrollment is used for the 1S1 calculation.
 - a. The denominator for this measure is all students in the ESSA 4-year graduation cohort who were concentrators at any time.
 - b. The numerator is students in the denominator who were in the numerator for the ESSA 4-year graduation cohort.

These students are identified as follows:

1. The unduplicated four-year graduation cohort is merged with the student concentrator data to determine which of the students in the graduation cohort are also a program concentrator by the end of the 2023-24 school year and then graduates.
2. Program details are maintained for students who were concentrators in more than one CTE program (certain output files).

2S1 Academic Proficiency, Reading/Language Arts

Numerator & Denominator

- This measure is linked to the state’s accountability reporting on reading proficiency assessments. Assessment data on the following tests is used for this measure:
 - a. Florida statewide, standardized assessment in Reading taken by the CTE concentrator
 - b. Any retakes of the Florida statewide, standardized assessment in Reading
 - c. Use the most recently taken exam for the match to concentrators

For the denominator

- The denominator is students identified as CTE Concentrators as of 2023-24 and enrolled in the 2023-24 reporting period.
- Students in denominator are matched to reading assessment data.
 - Only students who have taken at least one of the assessments listed above are included in the denominator.

For the numerator:

- Results on the most recently taken reading proficiency exam are used for the calculation.
- Students with a level 3 or above on the most recently taken reading exam are included.

Perkins V Secondary Accountability Measures

Technical Business Rules

2023-24

2S2 Academic Proficiency, Mathematics

Numerator & Denominator

- This measure is linked to the state’s accountability reporting on mathematics proficiency assessments. Assessment data on the following tests is used for this measure:
 1. Florida statewide standardized assessment in Math
 2. Algebra 1 EOC
 3. Geometry EOC
 4. Any retakes of an Algebra I or Geometry EOC exam

The most recent assessment after a student met concentrator status is used.

- The denominator is students identified as CTE Concentrators as of 2023-2 and enrolled in the 2023-24 reporting year.
- Students in denominator are matched to mathematics assessment data specified above.
 - Only students who have taken at least one of the assessments listed above are included in the cohort for the denominator.
- For the numerator:
 - Results on the most recently taken mathematics exam are used for the calculation.
 - Students with a level 3 or above on the most recently taken math exam are included.
 - If more than one exam is taken in the most recent year, keep in the following priority:
 1. Exam where the student earned a 3 or above
 2. Or in this priority, Algebra 1, Geometry, any other FSA Math

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

2S3 Academic Proficiency, Science

Numerator & Denominator

- This measure is linked to the state’s accountability reporting on science proficiency assessments. Assessment data on the following tests is used for this measure:
 - a. Biology I EOC
 - b. Any retakes of the Science, Biology I EOC exam.
- The denominator is students identified as CTE Concentrators as of 2023-24 and enrolled in the 2023-24 reporting year.
- Students in denominator are matched to science assessment data specified above.
 - a. Only students who have taken at least one of the assessments listed above are included in the cohort for the denominator.
- For the numerator:
 - a. Results on the most recently taken science exam are used for the calculation.
 - b. Students with a level 3 or above on the most recently taken science exam are included.

Perkins V Secondary Accountability Measures Technical Business Rules 2023-24

3S1 Post-Program Placement

Numerator & Denominator

NOTE: This is a lagged measure for 2023-24 placements based on an exit cohort of 2022-23 students.

- For the denominator, students are identified as follows:
 - a. Students in the 2022-23 secondary CTE concentrator cohort who were enrolled in K-12 in the 2022-23 year and who exited K-12 by the end of 2022-23.
 - b. Student exiters **include** those who left the K-12 system with the following withdrawal codes (see EIS Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students):
 - i. Standard Graduates (W06, WEL, WD1, WFT, WFW, WRW, WWE, WWT, WWW, WXL, WXT, WXW and adult diplomas W43, W52, W54, W55, W58, W59, W61, W62, W63)
 - ii. Dropouts (DNE, W05, W13, W15, W18, W21, W22, W23)
 - iii. Non-graduates (W08, W8A, W8B)
 - iv. Other (W25, WPO)
 - c. If a student was found with one of the following codes (see EIS Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students), the student is **removed** from the cohort:
 - i. Transfers to other public schools out-of-state, transfers to schools out of the district, or is returning to school (W01, W02, W3A, W3B, W3D, W3E, W3F)
 - ii. Transfers to private schools (W04, WHP, WPC)
 - iii. Transfers to home-education programs (W24)
 - iv. Transfers to Personalized Education Program (WPP)
 - v. Transfers to a GATE program (WGT)
 - vi. Deceased students (W12)
 - vii. Other (W26)

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

- For numerator for placement, students must be tracked two quarters after exit. Educational and employment placement will be based on the following tracking chart:

Exit Dates	Quarter of exit	Tracking Quarter for employment	Educational Placement
July 1 - Sept 30, 2023	Q3	Q1	Spring Term, 2024
October 1 – December 31, 2023	Q4	Q2	Spring or Summer Term, 2024
January 1 – March 31, 2024	Q1	Q3	Summer or Fall Term, 2024
April 1 – June 30, 2024	Q2	Q4	Fall Term, 2024

Placement

For the numerator, students are included if they are found in the 2nd quarter after exiting in the following types of placements:

- Advanced Training – Not applicable to the State of Florida
- Military Service– Not collected or reported due to lack of matching source
- National or Community Service, or Peace Corps – Not collected or reported due to lack of matching source
- Employment
 - Any employment with non-zero wages. Match against state wage data and SWIS.
- Postsecondary Education (placement) – see crosswalk below.
 - Certificate
 - Associate Degree
 - Baccalaureate Degree

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

Postsecondary Placement Crosswalk

	Certificate	Associate Degree	Baccalaureate Degree
School District Postsecondary	Career Certificate, Applied Technology Diploma, or Apprenticeship (found with program record and enrolled hours)		
FCS	College Credit Certificate/Associate in Science Certificate, Career Certificate, Applied Technology Diploma, Advanced Technical Certificate, Educator Preparation Institute (EPI) Certificate, Apprenticeship (found with program record and enrolled hours)	Associates in Arts, Associate in Science, Associate in Applied Science, General Freshman, Awaiting Limited Access (found with program record and enrolled hours)	Baccalaureate degree program (found with program record and enrolled hours)
SUS			FETPIP and PERA cannot determine placement by degree type at SUS institutions. All students in any degree program at any SUS institution (found with program record and enrolled hours) should be categorized in the Baccalaureate Degree count.
Private FRAG eligible institution			FETPIP and PERA cannot determine placement by degree type at FRAG institutions. All students in any degree program at a FRAG eligible institution (found with program record and enrolled hours) should be categorized in the Baccalaureate Degree count.
CIE institution- Using CIE Dataset	College Credit Certificate, Diploma	Academic Associates Degree, Associate in Arts, Associate in General Studies, Associate in Science, Associate of Applied Science, Occupational Associate Degree	Bachelors

**Perkins V Secondary Accountability Measures
Technical Business Rules
2023-24**

4S1 Nontraditional Program Concentration

Numerator & Denominator

1. For the denominator, students are identified as follows:
 - a. Students in the 2023-24 Concentrator cohort who were enrolled in the 2023-24 academic year.
 - b. Of these, only include students in programs classified as non-traditional (File: Non-Traditional Program List (Secondary)); all other programs excluded.
2. For the numerator:
 - a. Students are included if their gender is non-traditional for at least one of the programs in which they were a concentrator.

Perkins V Secondary Accountability Measures Technical Business Rules 2023-24

5S1 Attained Recognized Postsecondary Credential

Numerator & Denominator

1. For the denominator, students are included if they are both:
 - a. Concentrators who graduated K-12 with a standard diploma in 2023-234 Standard diploma codes include those below from data element 114025, Diploma Type.
 - i. W06, WEL, WD1, WFT, WFW, WRW, WWE, WWT, WWW, WXL, WXT, WXW and adult diplomas W43, W52, W54, W55, W58, W59, W61, W62, W63
 - b. and included in the 2023-24 Concentrator Cohort.
2. For the numerator, a student is included if they are found with at least one of the following completions in 2023-24, 2022-23, 2021-22, 2020-21, 2019-20, 2018-19, or 2017-18.
 - a. Industry recognized postsecondary credential approved for Perkins secondary programs. See file *2022-23 Perkins Secondary Eligible Industry Certifications List for Measure 5S1*
 - i. Industry certification code must be equal to a certification code value on an approved list and reported with code equal to “P” for data element 140500, Industry Certification Outcome (WDIS) or data element 3304 Program Industry Certification Outcome (FCS).
 - ii. Include records from K-12 Student Database, Workforce Development Information System (WDIS) and FCS Student Databases
 - b. Postsecondary credentials reported in WDIS using data element 185125, Full Program Completer status (values = V, A, P)
 - i. Career Certificate (value = V)
 - ii. Applied Technology diploma (value = A)
 - iii. Apprenticeship Certificate (value = P)
 - c. Postsecondary certificates and degrees reported in FCS database using Data Element 2103 (Completion Degree Granted) values = 1, 2, 3, 4, 7, A
 - i. Associate in Arts (AA) Degree (value = 1)
 - ii. Associate in Science (AS) Degree (value = 2)
 - iii. Associate in Applied Science (AAS) Degree (value = A)
 - iv. College Credit Certificate (value = 3)
 - v. Career Certificate (clock hour) (value = 4)
 - vi. Applied Technology Diploma (ATD) (value = 7)