MISATFOR/WEDDAC General Session

Began at 9 a.m., April 15, 2015

Pre-registration - Juan Mestre
- This MISATFOR/WEDDAC had pre-registration. Future meetings also will have pre-registrations for a headcount and to prepare name tags
- Chancellors will have a presentation on April 16, 2015
- Bill Plenge and April Card will review admissions and SharePoint

Florida Education Identification (FLEID) – Sarah Dugger
- F.S. 1008.386, and Chapter 41 Florida Rules, require data privacy regarding student information
- Working on a developmental tool for batch processing and assignment of a FLEID for students
- Plan to release online interactive trainer user interface at Florida Association of Management Information Systems (FAMIS) conference in June; also in July at Reports Workshop
- Goal is for K-12 and Workforce to submit July-September; October-December for Florida College System for current enrollment
- Goal for July 2016 for districts and colleges to submit external identification with FLEID; July 2017 for FLEID as single ID
- Will need a single contact for secure file transfer protocol (FTP) at each district, and a separate process to send and receive FLEID
- Phase 1 is students, then employees/staff
- File layout will be sent to districts/colleges
- Juan – working on pilot program with colleges/WDIS/districts
- Now collecting middle name
- Districts/colleges can create an identification card with the FLEID for students
- By 2017-2018, all will be required to send FLEID

Florida Statewide Longitudinal Data System (SLDS) – Juan Mestre
- No timeline for K-12/Workforce
- Making progress for colleges, same time as FLEID
- Transmission of data same as FLEID
- TIPCO secure process provides file transfer protocol (FTP); training
    - Off mainframe at NWRDC
    - Department standard for confidential records
    - Scheduled processes
    - E-mail/group processing statistics
    - Log on to TIPCO
    - Need secure FTP client

Break – 9:45 a.m.

WEDDAC

Called to order at 10 a.m. by Gary McCormick, Chair
Gary sent a pre-meeting e-mail for ideas, suggestions, challenges, and discussion items

Steering Committee

Gary McCormick - Escambia County - Chair
Cindy Sloan - Bay County - Recorder
Donna Wilson – Hillsborough County
Kathy Peterson – Lake County
Chris Bowers – Broward County

Shawnna Young - St John's County - First Coast Technical College
Jim Rich - Hillsborough County - Past Chair
David Del Terzo Miami-Dade County - Vice-Chair
K C Townsend – Brevard County

Welcome

Bruce Harrington, FLDOE, welcomed everyone to the WEDDAC meeting. He noted registration was required for this meeting and will be so in the future.

Gary McCormick welcomed everyone, introduced the steering committee, thanked Lively Technical Center for hosting and Florida Department of Education (FLDOE), and offered there will be a round table after the regular WEDDAC meeting. Gary expressed to the new Reports Coordinators to contact any member of the Steering Committee and to stay after the regular meeting for a roundtable discussion. Following the regular meeting there will be special interest group meetings – Focus Users Group will be meeting. Gary also thanked everyone for submitting their concerns and questions before the meeting.

SharePoint and the New Restricted Hub

April Card and Bill Plenge are replacing Debbie for the SharePoint site. April and Bill are now administrators of the SharePoint site. If you or one of your users is having difficulty, please contact April or Bill.

There is some confusion over the directory and the restricted hub. The directory can accept group e-mails, contains a list of reports coordinators. Only one reports coordinator per district. April can retrieve passwords and such if you need help with the directory. The directory needs to be up-to-date, once that is done, April can assist with using the restricted hub. One note: neither April nor Bill can access your restricted hub passwords. Reports coordinators are responsible for the upkeep of both the directory and the restricted hub.

Accessing the Restricted Hub
The first thing is to determine if you need a Microsoft account. If your district uses Office 365 that is a work account. If your district does not, you will need to create an account – called a Microsoft Account. You must have a Microsoft Account or an Organizational Account to access the new restricted hub.

April gave a handout with the URL and how to access the restricted hub. You must use your **work** e-mail, never use your personal e-mail. For those who have a Microsoft account, you will receive a form to complete from Microsoft. This needs to be sent to April and Bill so they can add you to the hub. Then you must verify by clicking the link. As reports coordinator, you must also get a copy so you can go to the hub to send a request to add a new user.

Once added to the hub, users will receive an e-mail with a link to complete the process and log on to the hub. This is time sensitive! After seven days this link will expire. The e-mail notification is for that user only.

To log in to the "highway," use the top log in section for those who use an Office 365 account. For those who created a Microsoft account, use the second (bottom) of the log in screen. Some districts do not allow forwarding to another site, please contact April.

The first time, when you get to the home page, e-mail April and Bill to let them know. Only reports coordinators can see the Hub Accounts link. April suggested setting a bookmark to the restricted hub.

In the handout packet it is divided into two parts. This is available electronically. If you are Office 365 use guide A; if not, use guide B. Once in the site, there are three parts: the chart of reports, discussion list, all and common documents. The discussion board is for users to add documents, submit items for discussion, and so forth.

Reports coordinators access the hub accounts only. It is important to indicate the type of change. Only one reports coordinator per district. Permissions generate to the lowest level available. Contribute can delete, add, and download; use care when giving this permission.

Alerts can be set based on need. To set an alert, go to the folder where you wish to set an alert. Click on "files" on the ribbon, then select the "alert me" on the open ribbon bar.

"Sorry, something went wrong" is a Microsoft issue. When this happens send a screen shot of the issue to April or Bill, along with an explanation of what you were doing when you received the error.

Sometimes the main log in page will not show the Microsoft Account log in; if this happens contact April Card at FLDOE. If there are problems opening files, try to log in or download the file (use the ellipsis next to the file name).

Suggestions:
1. Log out of your computer and log in again.
2. Tools > Internet Options and delete cookies, history, and temporary internet files.
3. Try putting web page in "In-private" browsing, or "incognito" if using Chrome.
4. Contact April and Bill with issues.

<div align="center">
Bill Plenge bill.plenge@fldoe.org (850) 245-9933
April Card april.card@fldoe.org (850) 245-9518
</div>

Donna Wilson thanked April for her assistance and patience. She suggested users contact April with problems.

2015 Legislative Update – Tara Goodman

Have no final funding decisions. This year looks like a challenge for getting the final decisions. There were very little differences between the Senate and House; the Senate is proposing the same funding as last year. The House is supporting the funding model, which ensures 100 percent equity in a single year. At this point we are not at a conference or decisions for next year, it may require special session. The suggestion is to take the lower budget. Neither has proposed any changes to tuition. Continue to have the incentive funds, with any remainder to adult general education. Senate has proposed four new program areas. House includes 4.5 million to the MIS budget that was started by Broward. The House has identified apprenticeship in its budget. Both have Rapid Response, these differ. It is possible, if funded, there may be competitive grants that may be introduced this summer. The director of Brevard asked who prevailed last year. Tara noted the Senate usually is supportive of Workforce, though sometimes it they meet in the middle. The competitive grants (postsecondary programs) may provide an opportunity to add new programs.

Industry Certification Allocation (p.15 packet)
Last year was the first to identify industry certifications for incentive funding. This year there will be one allocation process at the end of May based on activity through May 8. The deadline is May 8. There is proviso language to recoup (handout page 5 business rules for that calculation) industry certifications from prior year. FLDOE is will be accepting industry certifications (category 2) beginning April 20 for those students who were enrolled in 13-14 that did not get funded in 13-14. It is critical to be sure the data is correct and submitted before the May 8 deadline.

Bruce stated students who are submitted must have a matching enrollment.

Any remaining funds will be disbursed based on Adult General Education performance. This calculation will be based on 12-13 data for Adult General Education programs, based on Literacy Completion Points (LCPs) or diploma attainment.

Tara asked for any questions.

Industry Certification Reporting Issues
- NCSBN002 is the correct code for LPN, not for the license FDMQA017.
- EMT – use NREMT001 If reported license, should report the exam for funding.

Cindy Sloan asked if already reported the license not the exam, do we need to delete and report the exam code? Bruce stated he would like the data clean, ideally to delete the license code and report the exam code.

Adult Fee Status
- New fiscal reporting requirements from 2014 legislation will be required in Fall 2015 based on 2014-15 data reporting on adult fee status.
- At the end of the year, if awarded waivers it is important to be able to provide the value of the waivers and exemptions.

Gary asked if this was a fiscal year or reporting year. Tara stated this was on a fiscal year.

Residency for Tuition Purposes (pp 59-64)
This data is used for funding for CTE programs. Some anomalies for the reporting for these, particularly those using the (D) code of differential.

If you get a call from FLDOE in July, you may be having a data reporting problem. FLDOE relies on each district to ensure the data is reported accurately.

Dual Enrollment *(p. 47)*
FLDOE creates an annual dual enrollment report. Page 47 of the handout has a sample of two districts for dual enrollment for 1314 and 1415. Some red flags include a very large percentage of students enrolled in a program as dual enrollment. A dual enrollment is a statutory program with requirements. Dual enrollment students must meet basic skills. A K-12 student must conform to the postsecondary program.

There will be some training at FACTE for reporting dual enrollment.

Shawnna asked if there was a list of the programs identified for dual enrollment.

Dual enrollment limits enrollment to those leading to an industry certification that is on the list. The Perkins Skill Attainment Inventory is one resource.

Barbara noted that students are enrolled in postsecondary courses. Tara noted the issue is not finding the students enrolled in a postsecondary course. K-12 should be reporting the student in the postsecondary course number of enrollment.

IPEDS – Steven Kimble
The question was raised if FLDOE can add some measures for reporting FLDOE to report IPEDS. Steve and Bruce will meet this summer to review this as a possibility. The 2015-16 calendar is available. The 2014-15 reports have been locked.

It is important that all data is correct to FLDOE in the WDIS surveys, and certified at the end of each year. Steve suggested you use the due dates that he supplies. Also, please add your name to the end of each report.

IPEDS (Integrated Postsecondary Educational Data System) is a federal agency that collects data for Title IV institutions.

Noon – break for lunch

Bruce opened the afternoon session by reviewing questions from the field:

1. Is it possible to have the WEDDAC at other locations? **No, not at this time. There is a possibility of monthly or bi-monthly webinar meetings/conference calls. Bruce will look into webinars. Bruce is also looking into having some training modules, perhaps to have available in the fall.**

2. Please explain the prior year data element. It is for the reporting of completions that were earned the previous year but the district failed to report. Completions: LCPs, OCPs, and Full program completers. Send record exactly the same except the addition of the prior year element (1314, for example, if sending during 1516). Prior year record must also have End of Term with prior year status and demographic. For prior year industry certifications, there is no prior year, simply send these in the current year; FLDOE will match to enrollment records.
3. District Level NRS – are not yet available because the Feds have not yet approved the numbers.
4. SLDS – is currently in Phase 1. Goal is to get off the mainframe at NWRDC.
5. Any way to schedule with no conflict? There will always be some sort of conflict.

Reports - Tara McLarnon

Her office has been working developing a snapshot of a variety of institutions. It is a two-page snapshot. One copy is available to review, pending further adjustments. This 13-14 report will later be published on their web site.

WDIS 1415 Reporting Schedule for Remainder of 1415 – Bruce Harrington

- Survey S opens April 20.
- Required load date is July 2.
- Survey closes July 16.
- Final update window: July 20 – August 6.
- **DATABASE WILL BE CLOSED ON AUGUST 6**.
- Database certifications due by August 28, 2015.
- Survey S is open early to accommodate the supplemental data that includes industry certifications for funding purposes.
- Reporting dates are available in the WDIS handbook, appendix V.
- Prior surveys (F and W) will open when survey S opens. Must notify Bruce if submitting updates to survey F and/or W.

WDIS File Run Schedule
- Initials are processed each morning, with surveys F, W, and S running at 8 a.m., and surveys G and X running at 10 a.m. These are the start times.
- Batches are processed in the evening, with surveys G and X running at 3 p.m. and surveys F, W, and S at 4 p.m.
- Validations at 9 p.m. every evening.
- All other times are by request

Communication Tips

- Always contact Bruce when sending prior reports.
- Be timely with contacting Bruce – not too early, contact when sending files or with problem files.
- Suggestion to look at the footers of reports for more information about that report.
- With questions be sure to contact the correct person.
- Bureau of Pk-20 Education reporting and Accessibility (PERA)
  - o NRS
  - o Perkins
  - o Fulfill data requests

- Education Information & Accountability Services (EIAS)
  - Appendix A of reporting manual shows staff assignments for each district
- Office of Technology & Information Services – Applications Development and Support (OTIS)
  - Maintain the mainframes
  - Run survey reports, and etc.
- Office of Articulation
  - Course code directory maintenance
  - Statewide course numbering
- Division of Career and Adult Education
  - Policy decisions
  - Programs
  - Curriculum frameworks
  - OCPs, LCPs, and etc.
- Bureau of Budget, Accountability and Assessment
  - Budget
- FASTER
  - Transcripts

Data Quality

- It is the district's responsibility to provide complete and accurate data through WDIS reporting system within the timeframe provided
- Districts must have procedures to ensure data quality
  - Data review local procedures include timelines that allow for transmission and correction of data by the deadlines
  - Be sure key persons review data before submission
  - Conduct an internal audit of random data
- Tools to review data and mainframe reports:
  - NWRDC – edit table status
  - Edit error report is created automatically when report is run
  - Validation and Exception (by request)
  - Comparison reports available
  - "O" file reports (file name ends with the letter "O"); the file name with all records that successfully loaded on the database. These are intended for data review.
- Reports on Restricted Hub
  - Mid- and end-survey reports loaded seven times per year
  - Some limitations:
    - Designed for broad scope data review
    - Published only seven times per year
    - Unable to meet all needs of districts
    - Can look for broad trends, limited detail available
  - You know your data and should be able to identify issues
- Data Quality Review: common problems
  - Before transmission be sure to review the data locally
  - The trigger file has a file extension that indicates the type of file that is being sent (.INITIAL for initial, .BATCH for batch)
  - Review critical data elements
    - Instructional hours
    - Completion point code

- Full program completer
- Basic skills exam
- Residency for tuition purposes
- Tips
  - Data files reported outside of an open window are not processed
  - Keep copies of files submitted
  - Document submissions
  - Report early!
  - Include program and MIS staff in review
  - Don't count on FLDOE to find problems with data

CTE Data Reporting Workshops
- Morning Secondary; afternoon for postsecondary reporting workshop
  - Miami-Dade May 13
  - May 14 Broward
  - May 19 Hillsborough
  - May 20 Valencia
  - June 3 NW Fla college
  - June 4 Leon
  - FACTE for Northeast region
- Reports coordinators Training
  - Two-day minimum training designed for reports coordinators
  - In-depth overview of WDIS reporting requirements, data quality procedures, available reports, etc.
  - May be limited by district

Disability Student Data Element (p. 23)
- Three codes added (A, B, C) to assist in determining funding needs for districts providing services using workforce funding for students with disabilities
- Can only include services that are 100 percent supported by state workforce Development funds when determining level of services using matrix
- Not required, but if wanting to claim the funding it is necessary
- AGE and CTE student format in all surveys
- Forms on web site, if using the new "A, B, or C" must have the required forms for documentation for audit purposes.
- This includes students who are being serviced with workforce dollars, not those who are covered with a grant
- Joe asked if some students are covered by adults with disabilities and some are funded using workforce, those covered by workforce would need to be documented by using the matrix
- Tara thanked Broward for devising the matrices for determining the level for reporting
- Data element (p 23), AGE report on p. 25, CTE on page 26.
- Report (p. 30) – Students enrolled in Adults With Disabilities are not coded with disabilities, yet they are enrolled in the Adults With Disabilities program
- Contact Elizabeth Carpenter with questions for the disability element
- Donna Wilson stated the new forms must go through their own internal review and approval process, which causes an issue with getting the reporting done correctly

- ….next to Chris…. Asked if an edit could be in place, since self-reporting an edit may not be possible

Basic Skills Data Element
- Criminal justice programs that are less than 450 hours should be reported using a value of "G"
- For all other CJSTC programs longer than 450 hours use a value of "C"
- Dual enrollment must meet basic skills
- Edit to be updated/modified for 15-16

Year-to-date 1415 data review (p 34)

- Validations and missing formats report – be sure to check these reports
- Adult General Education (p 37) also
- PSAV enrollments (p 40) is good to review for trends
- A terminal OCP is determined to be an exit point for that program, a derived completer is one who has earned a terminal OCP and has met or is exempt from basic skills. A full program completer has completed all OCPs and has met or is exempt from basic skills. The terminal OCPs are identified in Appendix S.
- LCPs per enrolled report (p 46) – it could be the amount of time the student is enrolled.

New Postsecondary School of Enrollment data element (pp 56-58)
- Report on p 58, students who are enrolled in one school and receiving instruction at another school
- The key is that postsecondary school of instruction, not for dual enrollment
- Tara Goodman offered to create a list of postsecondary schools for enrollment that may be expected

Employment Status Data Element (p 18)
- Self-reported by student
- Implemented 1415
- Required for survey S
- Applies to AGE students in NRS eligible programs
- Validation edit to be implemented soon

Instructional Hours with Clinical Component – Tara McLarnon
Frameworks may not truly reflect clinical hours needed to complete the program. There was a discussion regarding how the clinical hours are being calculated. Kenneth Sturgeon asked if these are being included in the instructional hours reported? Some students are needing additional hours to complete clinical hours, how are these to be scheduled? Jim Rich has had some issues with the Cosmetology program: some students may need additional hours. Tara stated the tuition should be based on program length. Sue Ellen stated some programs are very specific, especially practical nursing, as these are regulated by the Board of Nursing. Donna clarified that for those students, on an as-needed basis, would be charged tuition based on the amount of time needed for the program of enrollment, not just a general increase the program hours for all students.

Break

Gary McCormick mentioned to make sure your information is accurate, especially the reports coordinator for each district, on the CCTCMIS Directory.

He reminded all to be sure courses are set up properly including the program number that is associated for each course that is reported.

Criminal Justice Programs – Bruce Harrington

The Department of Law Enforcement made some changes. For 14-15 all students must be reported using the numbers in the current frameworks. If there is a regulatory change for 15-16, the new program will be created and the current program will enter teach out status.

The WDIS reporting year does not always match your academic year. If you are reporting data to WDIS in 1516, be sure the programs are valid for the reporting term.

Residency for Tuition Purposes

Not required for AGE format, but still required for CTE.

Adult Functioning Level, Initial (pp 65-67)

The Adult Functioning Level, Final may be collected but it does not have to be reported. The Adult Functioning Level, Initial, is the student's functioning level when s/he enters the course. There should not be a decline in the student's functioning level. Tara McLarnon explained the goal is for NRS to measure growth. NRS is year-long data. Student scheduling is a local decision, if the student's functioning level decreases. Each area has its own functioning level. A lot has changed in the last few years. Donna Wilson indicated perhaps there should be one "frozen" functioning level for the year, which may present a problem when another survey period could indicate a lower test score.

Tara McLarnon stated that for ESOL the functioning level should be based on reading, any learning gains is based on reading only. If a student tests lower in listening than in reading, how the student is placed for instruction is based on district policy.

The tests themselves have guidance based on the length of time to be valid.

AGE Test Records Task Force – Bruce

A task force was created to review test records comparing enrollments with missing test records (p 63). These are students who are enrolled during 1415. One possible explanation is the test was taken before 1314. There could be a student identification mismatch. There could be a timing issue between the reporting date and the testing date.

There was a discussion about students who attempt to enroll without first testing

AGE with LCPs, no Test Record in Reporting Term (p 70)
Some students who are reported with an LCP but missing a test record. This could result if the timing of the reporting. Gary McCormick asked if this was ongoing. Bruce and Tara explained this report was for Adult Basic Education to be sure there is a test record.

For GED, Tara McLarnon stated districts can still download the GED file for matching. A file must be sent to FLDOE, upon request, to validate GED's earned for students who have a signed authorization. Must have a signed form stating you have authorization from the students to share the GED data with your district. Send file to PERA to match students across the state.

FASTER – Tara Goodman

There has been a request for an additional account for the technical center to be able to send/receive transcripts. A poll was conducted and most indicated a need for this request. Gary McCormick added the need to be able to send/receive transcripts between K-12 and postsecondary. Aaron Nicely clarified that when a transcript request is sent from postsecondary and K-12 with only one address, that file is being overwritten by either K-12 or the postsecondary request files. A conference call is planned to address the issue.

CTE and AGE Programs for Special Populations – Tara McLarnon

FLDOE is analyzing information for special populations to understand how these students are being scheduled, tracked, and so forth. This department will continue to review the data for these areas.

Bruce thanked Lively Technical Center for hosting WEDDAC. Gary McCormick adjourned the meeting for the day at 4:30 p.m.

April 16, 2015

Gary McCormick opened the day's meeting at 9 a.m. by reminding all that questions are welcome during the presentation.

It was suggested that the presentation and handout be available prior to the meeting. Bruce is setting a deadline to send the packet to the reports coordinators and the WEDDAC Representative. We began with registrations this time. Bruce will attempt to post the presentation and packet online prior to the meeting. The meeting handouts will be posted online within about a week.

April reminded all who are having problems with the SharePoint site to contact her.

Adult High School Activity (pp 73-81) – Tara Goodman

In reviewing the reporting there were some data issues that spurred a closer look at adult high school. One type of adult high school (co-enrolled) allows centers to use federal funds. Please review the numbers of those students enrolled in adult high school who earned an LCP and those who earned a diploma. Performance is a concern.

Of the handout, page 76 is a report that shows students enrolled in adult high school during 12-13. Beginning on page 79 is a demographic by age of the cohort. KC Townsend added that some students begin in the adult high school program and then transfer to GED® preparation to earn their GED. Jim Rich stated that some students attend as adults and then transfer back to the K-12 system for graduation. It is a concern that the performance is rather low. Sue Ellen commented that the appendix of the WDIS handbook recommends 90 hours for the completion of a half credit in the adult high school program which is a concern from an audit perspective. Tara recommended all review their data to be sure the diplomas and LCPs are accurately reflected. Bruce suggested perhaps taking a prior year cohort

and follow those students to see if perhaps some return to high school, some take the GED®, or if what happens to those students. Need an adult high school to offer co-enrolled adult high school. Gary McCormick offered many of these students simply withdraw.

Anticipated changes for WDIS 1516 (slide 57) – Bruce Harrington

Legislation is still in session, yet there are no major changes anticipated. There may be some edits that need to be reviewed, for instance – basic skills. There will be a validation edit for employment status. There will be a new edit for Residency for Tuition Purposes on the CTE Student Course. There will be a new edit for Dual Enrollment/Adult Fee Status match. The Residency for Tuition Purposes data element will be removed from the AGE student Course, unless there are changes in the legislature.

There may be edits in place for using the FLEID next year.

Page 82 of the handout contains the draft of the 1516 reporting schedule. The reporting timeline is fairly consistent with some reports due an identified day of the month. Incentive funding, if approved for 1516, may cause survey S to open a little earlier. Survey S opens April 20, 2015, incentive industry certifications are due in the Supplemental report by **May 8**.

Perkins Technical Skills Attainment Inventories, 1516 – Tara McLarnon

The Perkins TSA is open until the end of March. If there were no activities for three years that item was retired. Any linkages created that were not reported for two years were retired. Adobe Photoshop was ADOBE012, retired, and replaced by ADOBE022. Please review the materials that were sent from Chancellor Duckworth. If you have any questions please contact Tara or Amy Albee. The deadline is due by April 30.

Local level data reports were just approved and are now being built to be available soon. The department is still awaiting federal approval for local targets.

Secondary Changes for 14-15 – Bruce Harrington

Secondary CTE information is available on the web. There is a secondary CTE handbook, two appendices come from the postsecondary appendices. Bruce will send an e-mail when this is available. There are lots of changes to reporting secondary CTE. The Industry certification was removed from the secondary CTE Student Course format. Secondary CTE Student Course format will accept only secondary CTE program/course enrollments.

Because the industry certifications were being tied to so many other courses for a variety of reasons, a new format was created for reporting secondary CTE industry certifications, which contains program, course, and etc. Pages 84-88 of the handout contains the format for the new report. The new format allows unlimited industry certifications per course because the industry certification is part of the unique key. Page 86 is the updated secondary CTE Student Course format.

Tara Goodman did update the Technical Assistance paper. There is pending legislation that allows dual enrollment certifications to be funded under certain circumstances. Should this legislation pass, it may provide an opportunity for some funding for the industry certifications. There was discussion about the difference, for reporting purposes, of enrolling secondary students in secondary courses versus

postsecondary courses. Tara reminded all that enrolling in a postsecondary program is considered dual enrollment and must meet the statutory requirements for the dual enrollment program.

The teacher bonuses were included in the law beginning in 1314. As an assistance to districts, a report was added, F71297, that contained teacher identification to help in determining the teacher involved with the student as an assistance.

Bruce offered a possible training in July to review all of the different industry certification lists. Appendix Z of the WDIS Handbook has all the valid industry certifications that can be reported for WDIS. It includes Perkins and the fundable certifications. This appendix delineates those that are Perkins and those that are eligible for incentive funding. Appendix ZZ is the Perkins that includes the CIP number and the postsecondary program number. This is not the same list as the secondary list.

BREAK

Gary McCormick referred to page 89 of the packet to the minutes, asking all to review. Our goal is to release the minutes as soon as possible after the meeting for review.

Sylvia Jackson moved, seconded by Jim Thompson, to approve the meeting minutes.

Roundtable Discussion
An informal roundtable discussion was held providing an opportunity to ask your colleagues and share best practices.

Update – Rod Duckworth
Chancellor Duckworth stated some items are pending in legislation, including more accountability.

Adjournment
Gary McCormick thanked FLDOE, Lively Technical and all attendees.

Gary McCormick moved to adjourn the regular the motion was seconded by Cindy Sloan.

Focus Users Group and New Reports Coordinator meeting sessions were held following the regular WEDDAC meeting.

The meeting was adjourned at 11:30 a.m.

Respectfully submitted,
Cindy Sloan
Bay District
sloanca@bay.k12.fl.us