Table of Contents
Supplemental Files Required for the Calculation ................................................................................................................................. 3
Tables Provided by DCAE .............................................................................................................................................................................. 3
Other Files (from other Divisions) ............................................................................................................................................................ 3
Enrollment Data Tables Overview .............................................................................................................................................................. 4
1b. Secondary CTE Participant Enrollment Form .................................................................................................................................. 5
   General Business Rules for CTE Participant Enrollment Form ........................................................................................................ 5
   Definition of Perkins V Secondary Participant .................................................................................................................................. 5
2b. 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 21-22 Concentrators .................................................................................. 8
Measures Overview ....................................................................................................................................................................................... 9
General Business Rules .............................................................................................................................................................................. 11
1S1 Graduation Rate, 4-Year Cohort ............................................................................................................................................................ 12
   Numerator & Denominator ....................................................................................................................................................................... 12
   Gender ............................................................................................................................................................................................................. 12
   Race/Ethnicity ............................................................................................................................................................................................ 12
   Special Populations .................................................................................................................................................................................. 12
   Career Clusters .......................................................................................................................................................................................... 13
2S1 Academic Proficiency, Reading/Language Arts .............................................................................................................................. 15
   Numerator & Denominator ....................................................................................................................................................................... 15
   Gender ............................................................................................................................................................................................................. 15
   Race/Ethnicity ............................................................................................................................................................................................ 15
   Special Populations .................................................................................................................................................................................. 15
   Career Clusters .......................................................................................................................................................................................... 16
2S2 Academic Proficiency, Mathematics ................................................................................................................................................ 18
   Numerator & Denominator ....................................................................................................................................................................... 18
   Gender ............................................................................................................................................................................................................. 18
   Race/Ethnicity ............................................................................................................................................................................................ 18
   Special Populations .................................................................................................................................................................................. 19
   Career Clusters .......................................................................................................................................................................................... 19
# Technical Business Rules – Perkins V Secondary Accountability Measures

## 2S3 Academic Proficiency, Science
- Numerator & Denominator: 21
- Gender: 21
- Race/Ethnicity: 21
- Special Populations: 23
- Career Clusters: 23

## 3S1 Post-Program Placement
- Numerator & Denominator: 25
- Placement: 26
- Gender: 27
- Race/Ethnicity: 27
- Special Populations: 27
- Career Clusters: 28

## 4S1 Nontraditional Program Concentration
- Numerator & Denominator: 29
- Gender: 29
- Race/Ethnicity: 29
- Special Populations: 29
- Career Clusters: 30

## 5S1 Attained Recognized Postsecondary Credential
- Numerator & Denominator: 32
- Gender: 32
- Race/Ethnicity: 33
- Special Populations: 33
- Career Clusters: 34
Supplemental Files Required for the Calculation

Tables Provided by DCAE
* = document covers the 7-year period being used for analysis.

1. *All Secondary CTE Programs by Career Cluster
2. Secondary Perkins Non-Fundable Programs (Perkins Ineligible Programs)
3. *Secondary Concentrator File
   a. 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
   c. *Final Industry Recognized Credits – Postsecondary – years 2020-21 - 2021-22
5. *Secondary Non-Traditional Program List

Other Files (from 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
Enrollment Data Tables Overview

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

1. Secondary CTE Participants
2. Secondary CTE Concentrators

These data are reported by career cluster for the following sub-populations:

- **GENDER**
  - Male
  - Female

- **RACE/ETHNICITY (1997 Revised Standards)**
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic/Latino
  - Native Hawaiian or other 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
1b. 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 (2021-22 CTE Student Course Schedule, Survey 5) and received 1 or more credits related to the program.
2. Students enrolled in a non-fundable program, program number are 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
CTE participant means, at the secondary school level, a student served by an eligible recipient who has:
   a. Earned one or more credits in any eligible career and technical education (CTE) program.
2b. Secondary CTE Concentrator Enrollment Form

General Business Rules for CTE Concentrator Enrollment Form

- Concentrators are limited to students enrolled in K12 during the 2021-22 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 2020-21 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

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. 2015-16
   - b. 2016-17
   - c. 2017-18
   - d. 2018-19
e. 2019-20
f. 2020-21
g. 2021-22

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 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 2021-22, the following secondary CTE Course files are used to identify programs in which a student may have been a concentrator by 2021-22: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22. 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 “2122 Secondary Concentrator File” is used to identify all of the courses associated with a program.
5. See Exhibit A below for process flow overview.

**Exhibit A for identification of Concentrators – Example for 21-22 Concentrators**

Identify all students with a secondary program number in Survey 5 by district and program in any following year:

- 2021-22
- 2020-21
- 2019-20
- 2018-19
- 2017-18
- 2016-17
- 2015-16

**SOURCE:** CTE Student Course Schedule Perkins Extract

Must have been enrolled in a secondary school in the most recent year 2021-22 with a S5 Demographic and End of Year record. Or, for the Graduation metric, been in the 4 year Graduation Cohort.

Identify all CTE courses, including dual enrollment substitutions, reported for the students from the latest student transcript with a secondary program number:

- 2021-22
- 2020-21
- 2019-20
- 2018-19
- 2017-18
- 2016-17
- 2015-16

Keep records in which student had two total credits earned in a single CTE program:

- Must have been reported in that program for the district on Survey 5 in Step 1
- Use Concentrator Program-Course Table, which includes dual enrollment postsecondary courses

Last Revision: 11/07/2022
### Measures Overview

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Measure Title</th>
<th>Measure Definition</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1S1</strong></td>
<td>Four-Year Graduation Rate</td>
<td>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.</td>
<td>Students in the district’s graduation cohort who are identified as secondary CTE concentrators.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>2S1</strong></td>
<td>Academic Proficiency, Reading/Language Arts</td>
<td>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(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.</td>
<td>CTE Concentrators who were enrolled in the reporting year and who took an FSA Exam in English Language Arts (ELA).</td>
<td>Those students from the denominator who scored a Level 3 or above on the FSA exam on the most recently taken grade level assessment.</td>
</tr>
<tr>
<td><strong>2S2</strong></td>
<td>Academic Proficiency, Mathematics</td>
<td>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments</td>
<td>CTE Concentrators who were enrolled in the reporting year and who took a mathematics FSA, or a high school level mathematic exam (Algebra I EOC or Geometry EOC).</td>
<td>Those students from the denominator who scored a Level 3 or above on the FSA, Algebra 1 EOC, or Geometry EOC.</td>
</tr>
<tr>
<td>Measure #</td>
<td>Measure Title</td>
<td>Measure Definition</td>
<td>Denominator</td>
<td>Numerator</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2S3</td>
<td>Academic Proficiency, Science</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 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 | 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:  
  - Enrolled in Postsecondary Education (must include flags for 3 possible pathways: Baccalaureate, Associates, Certification)  
  - Employed                                                                                                                                                             |
# Technical Business Rules – Perkins V Secondary Accountability Measures
## 2021-22

<table>
<thead>
<tr>
<th>Measure #</th>
<th>Measure Title</th>
<th>Measure Definition</th>
<th>Denominator</th>
<th>Numerator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4S1</td>
<td>Non-traditional Program Concentration</td>
<td>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. <em>(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.)</em></td>
<td>CTE Concentrators who were enrolled in the reporting year and whose concentrator status was in a program flagged as non-traditional.</td>
<td>Those students from the denominator who were concentrators in a program identified as non-traditional for their gender.</td>
</tr>
<tr>
<td>5S1</td>
<td>Attained Recognized Postsecondary Credential</td>
<td>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</td>
<td>Secondary CTE concentrators who graduated in the reporting year.</td>
<td>Those students from the denominator who earned a recognized postsecondary credential by the time of graduation.</td>
</tr>
</tbody>
</table>

### General Business Rules
- 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 21-22*
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

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.
  - The denominator for this measure is all students in the ESSA 4-year graduation cohort who were concentrators at any time.
  - 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 2021-22 school year and then graduates.
2. Program detail is maintained for students who were concentrators in more than one CTE program (certain output files).

Gender

All concentrators reported as

- Male
- Female

Race/Ethnicity

All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or more races

Special Populations

All concentrators reported as

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See *Special Populations Crosswalk* for definitions and related data elements.

**Career Clusters**

All concentrators reported by the program for which they were gained concentrator status by career cluster.

- 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  
  o Includes programs from Energy Cluster
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- Transportation, Distribution & Logistics
- Other: Not Occupationally Specific

See Career Cluster Crosswalk for programs and their associated career cluster.
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

2S1  Academic Proficiency, Reading/Language Arts

Numerator & Denominator

- This measure is linked to the state’s accountability reporting on reading/language arts proficiency assessments. Assessment data on the following tests is used for this measure:
  a. FSA ELA - Any ELA grade level exam taken by the CTE concentrator
  b. Any retakes of FSA
  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 2021-22 and enrolled in the 2021-22 reporting period.
- Students in denominator are matched to reading/language arts assessment data.
  o 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/language arts proficiency exam is used for the calculation.
- Students with a level 3 or above on the most recently taken reading/language arts exam are included.

Gender

All concentrators reported as

- Male
- Female

Race/Ethnicity

All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- Native Hawaiian or other Pacific Islander
- White
- Two or more races

Special Populations
All concentrators reported as

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See Special Populations Crosswalk for definitions and related data elements.

Career Clusters
All concentrators reported by the program for which they were gained concentrator status by career cluster.

- 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
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- 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**

See *Career Cluster Crosswalk* for programs and their associated career cluster.
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

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:
  a. FSA Math, if taken the year in which a student became a concentrator or any year after
  b. FSA Algebra 1
  c. FSA Geometry
  d. Any retakes of an Algebra I or Geometry exam
- The denominator is students identified as CTE Concentrators as of 2021-22 and enrolled in the 2021-22 reporting year.
- Students in denominator are matched to mathematics 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 mathematics exam is used for the calculation.
  b. Students with a level 3 or above on the most recently taken math exam are included.
  c. If more than one exam is taken in the most recent year, keep in the following priority:
     1. Exam where student earned a 3 or above
     2. Or in this priority, Algebra 1, Geometry, any other FSA Math

Gender
All concentrators reported as

- Male
- Female

Race/Ethnicity
All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino

Last Revision: 11/07/2022

- Native Hawaiian or other Pacific Islander
- White
- Two or more races

Special Populations
All concentrators reported as

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See Special Populations Crosswalk for definitions and related data elements.

Career Clusters
All concentrators reported by the program for which they were gained concentrator status by career cluster.

- 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

Last Revision: 11/07/2022
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- 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

See Career Cluster Crosswalk for programs and their associated career cluster.
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

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. FCAT Science
  b. FSA Biology I
  c. Any retakes of the Science, Biology I exam.
- The denominator is students identified as CTE Concentrators as of 2021-22 and enrolled in the 2021-22 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 is used for the calculation.
  b. Students with a level 3 or above on the most recently taken science exam are included.

Gender
All concentrators reported as

- Male
- Female

Race/Ethnicity
All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or more races
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

Special Populations
All concentrators reported as

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See *Special Populations Crosswalk* for definitions and related data elements.

Career Clusters
All concentrators reported by the program for which they were gained concentrator status by career cluster.

- 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

Last Revision: 11/07/2022
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- Marketing
- Science, Technology, Engineering & Mathematics
  - Includes programs from Energy Cluster
- Transportation, Distribution & Logistics
- Other: Not Occupationally Specific

See Career Cluster Crosswalk for programs and their associated career cluster.

3S1 Post-Program Placement

Numerator & Denominator

NOTE: This is a lagged measure for 2021-22 placements based on an exit cohort of 2020-21 students.

- For the denominator, students are identified as follows:
  a. Students in the 2020-21 secondary CTE concentrator cohort who were enrolled in K-12 in the 2020-21 year and who exited K-12 by the end of 2020-21.
  b. Students exiers **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):
     ii. Dropouts (DNE, W05, W13, W15, W18, W21, W22, W23)
     iii. Non-graduates (W08, W8A, W8B, W09)
     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)
     ii. Transfers to private schools (W04, WHP, WPC)
     iii. Transfers to home-education programs (W24)
     iv. Deceased students (W12, W50)
     v. Other (W26)

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

<table>
<thead>
<tr>
<th>Exit Dates</th>
<th>Quarter of exit</th>
<th>Tracking Quarter for employment</th>
<th>Educational Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1 - Sept 30, 2021</td>
<td>Q3</td>
<td>Q1</td>
<td>Spring Term, 2022</td>
</tr>
<tr>
<td>October 1 – December 31, 2021</td>
<td>Q4</td>
<td>Q2</td>
<td>Spring or Summer Term, 2022</td>
</tr>
<tr>
<td>January 1 – March 31, 2022</td>
<td>Q1</td>
<td>Q3</td>
<td>Summer or Fall Term, 2022</td>
</tr>
<tr>
<td>April 1 – June 30, 2022</td>
<td>Q2</td>
<td>Q4</td>
<td>Fall Term, 2022</td>
</tr>
</tbody>
</table>

Last Revision: 11/07/2022
Placement
For the numerator, students are included if they are found the 2nd quarter after exiting in the following types of placement:

- 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

Postsecondary Placement Crosswalk

<table>
<thead>
<tr>
<th></th>
<th>Certificate</th>
<th>Associate Degree</th>
<th>Baccalaureate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Postsecondary</td>
<td>Career Certificate, Applied Technology Diploma, or Apprenticeship (found with program record and enrolled hours)</td>
<td>Associates in Arts, Associate in Science, Associate in Applied Science, General Freshman, Awaiting Limited Access (found with program record and enrolled hours)</td>
<td>Baccalaureate degree program (found with program record and enrolled hours)</td>
</tr>
<tr>
<td>FCS</td>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private FRAG eligible institution</td>
<td></td>
<td></td>
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</tbody>
</table>
Technical Business Rules – Perkins V Secondary Accountability Measures  
2021-22

<table>
<thead>
<tr>
<th>CIE institution-Using CIE Dataset</th>
<th>College Credit Certificate, Diploma</th>
<th>Academic Associates Degree, Associate in Arts, Associate in General Studies, Associate in Science, Associate of Applied Science, Occupational Associate Degree</th>
<th>Bachelors</th>
</tr>
</thead>
</table>

**Gender**
All concentrators reported as

- Male
- Female

**Race/Ethnicity**
All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/ Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or More Races

**Special Populations**
All concentrators reported as

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;

- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See Special Populations Crosswalk for definitions and related data elements.

Career Clusters
All concentrators reported by the program for which they were gained concentrator status by career cluster.

- 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

See Career Cluster Crosswalk for programs and their associated career cluster.

4S1  Nontraditional Program Concentration

Numerator & Denominator
1. For the denominator, students are identified as follows:
   a. Students in the 2021-22 Concentrator cohort who were enrolled in the 2021-22 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.

Gender
All concentrators reported as
- Male
- Female

Race/Ethnicity
All concentrators reported as
- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or more races

Special Populations
All concentrators reported as
- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
Technical Business Rules – Perkins V Secondary Accountability Measures
2021-22

- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See Special Populations Crosswalk for definitions and related data elements.

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- 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
See Career Cluster Crosswalk for programs and their associated career cluster.
Technical Business Rules – Perkins V Secondary Accountability Measures  
2021-22

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 2021-22. Standard diploma codes include those below from data 
      element 114025, Diploma Type;
         i. W06, WC0, WD1, WFT, WFW, WRW, WWE, WWT, WWW, WXL, WXT, WXW
   b. and included in the 2021-22 Concentrator Cohort.

2. For the numerator, a student is included if they are found with at least one of the following completions in 2021-22, 2020-21, 2019-20, 2018-19, 2017-18, 2016-17, or 2015-16.
   a. Industry recognized postsecondary credential approved for Perkins secondary programs. See file 2021-22 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)
Gender
All concentrators reported as

- Male
- Female

Race/Ethnicity
All concentrators reported as

- American Indian or Alaska Native
- Asian
- Black
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Two or more races

Special Populations
All concentrators reported as

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- Out-of-workforce individuals;
- English learners;
- Homeless Individuals
- Youth in Foster Care
- Youth with Parent in Active Military
- Migrant Students

See *Special Populations Crosswalk* for definitions and related data elements.
Career Clusters
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- Information Technology
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- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
  - Includes programs from Energy Cluster
- Transportation, Distribution & Logistics
- Other: Not occupationally specific

See Career Cluster Crosswalk for programs and their associated career cluster