**California Department of Education**

**Memorandum**

**Date:** November 4, 2019

**To:** Members, California Workforce Pathways Joint Advisory Committee

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# Subject: Collection of certification and work-based learning data in the Kindergarten through Grade Twelve (K–12) system

## October 2019 California Workforce Pathways Joint Advisory Committee Meeting

During the October 11, 2019 California Workforce Pathways Joint Advisory Committee meeting, a request was made to research how K–12 Local Educational Agencies (LEAs) across the state collect certification and work-based learning data. With this purpose in mind, the CTE Leadership Office reached out to various LEAs, both large and small, to collect this information.

## Review of how to collect certification and work-based learning data

The Regional Occupational Centers and Programs (ROCPs) have been collecting  
work-based learning data for years. Most of the data collected has been for student internships using the Community Classroom and Co-Op methodology. These hours have traditionally been collected through the individual local Student Information Systems (SIS) and then converted into grades for students. In more recent years, ROCPs have started collecting industry certification data. Often the collection of hours for internships and industry certifications is done at the teacher level through a variety of manual notetaking means such as student time cards, grade books, Microsoft Excel spreadsheets, etc. Having reached out to two different ROCPs (one in the North and one in the South) in the state, both have moved to collecting this data through systems that they have created outside of their traditional SIS. One ROCP onsite Data Analyst created an online database for their teachers to directly report into (outside of their SIS) and the other ROCP is currently working on incorporating this data collection into their SIS, which they have built themselves.

When reaching out to the Modoc County Office of Education, we were directed to Modoc High School which serves a total of 250 students, of which 50 are seniors in the 12th grade. All seniors are required to participate in two internships during their 12th grade year, 25 hours in the fall and 25 hours in the spring. The school has partnered with Advancing Modoc Youth and they currently have more internship positions available than they have students to fill those positions. They also have other   
work-based learning experiences such as fieldtrips for hands on experiences that are built into classroom instruction. It is expected that all students participate in these experiences. In addition, certifications are being built into programs such as the Food Handler’s Certification. All of the work-based learning and certification data is kept by the individual teacher and they are working with their SIS to build this data in, possibly with a predefined menu of items with drop-down boxes.

By contrast, when reaching out to California’s smallest, and possibly most rural, community of Alpine County, the state found students in grades nine through grade twelve can choose either to attend South Lake Tahoe High School in California or a Douglas County School in Nevada. As such, Alpine County is not collecting this type of data for their students.

Overall, LEAs are collecting certification and work-based learning data. However, they are limited by what their SIS allows them to collect making for a lot of manual data collection and entry. LEAs then either work with their SIS or develop something on their own to meet these data collection needs.