

**Title II Data Collection for 2009-2010 Questions and Answers
March 7, 2011**

Question	Response
Data Collection Worksheet	
Do the “program” and “examination” categories under Credential Information” refer to whether the candidate waived pedagogical coursework through examination or does that refer to the subject matter exams (CSET)?	This refers to the subject matter. (Currently, there is not a specific place in Phase I to note the Teaching Foundation Exams. If it is a strong point in your program, you may wish to enter it in the Phase II description of your program.)
On the Data Collection Worksheet, what is the difference between Program Type I (intern within IHE) and Z (intern outside IHE)?	Program Type I (intern within IHE) refers to intern programs offered by IHEs. These candidates obtain the Multiple Subject or Single Subject Teaching Credential or Education Specialist Instruction Credential with the term of “internship” listed on the document in order to work as an intern. Program Type Z (intern outside IHE) refers to district intern programs offered by districts, county offices of education, or other non-IHE entities. These candidates obtain the District Intern Credential in order to work as an intern.
For enrolled candidates or program completers that are seeking a secondary credential in more than one area. Do we list them twice?	When reporting on the Data Collection Worksheet, continue to list only one subject, even if the individual is earning additional ones. Phase II, Section D allows you to enter all areas placed on the credentials, excluding Supplementary Authorizations and the “32-unit” Subject Matter Authorizations.
For ECSE candidates, how do we complete the “Credential by Assessment” and “Content Area” sections on the Data Collection Worksheet since they don’t need to meet subject matter competency?	For candidates for the Education Specialist Instructional Credential in Early Childhood Special Education (ECSE), the columns will be displayed as the following: <i>Credential Information</i> Code: E Description: Education Specialist Intern (I) or Regular (R): as appropriate Credential by Assessment (X) or Program (P): P* <i>Content Area</i> Code: ECSE Description: Early Childhood Special Education * The ECSE Credential does not require subject matter, but currently this column will

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	only accept a P or X and cannot be left blank.
Pre-lingually deaf candidates don't need basic skills or RICA for the preliminary credential with the employment restriction. When they appear on the Exception Report, what should we do?	For now, fax their personal information to the Title II staff at CTC (916-327-3165). They will verify the information and ask Evaluation Systems to "hard code" a "Y" in these exam areas on the Matching Report.
The student is satisfying the basic skills requirement based on either out-of-state certification or one of the new CSU options. How do we handle these? <i>(new)</i>	Fax the following verification, as appropriate, to the Commission Title II staff at 916-327-3165. For more information on these options, see the <i>Basic Skills Requirement</i> leaflet at http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf . <ul style="list-style-type: none"> ▪ Out-of-state certification option: A photocopy of the score report or letter from the testing agency verifying passage of the examination ▪ CSU options: passing score report
What should we do if we entered the wrong personal information (SSN, DOB, or name) on the initially submitted Data Collection Worksheet so the candidate's exams don't show on the January 19, 2011 Matching Report.	Since the error happened on the initial Worksheet, you can correct this easily. Correct the information on the latest downloaded version of your Data Collection Worksheet and, after all corrections have been made, upload the corrected Worksheet. As a reminder, Evaluation Systems checks for exams using several different combinations of SSN, name, and date-of-birth. <ul style="list-style-type: none"> ▪ SSN + first 6 letters of last name + DOB ▪ SSN + first 4 letters of first name + DOB ▪ first 6 letters of last name + first 4 letters of first name + DOB ▪ first 6 letters of last name + first 4 letters of first name + 8 out of 9 SSN digits
Because of the change in the reporting criteria, we'll be reporting on program completers who we included in our reports for the last two years. How will we receive the updated score information?	For the 2009-2010 reporting year, the program completers reporting years would be 2007-2008 and 2008-2009. Evaluation Systems will update the exam scores for these two years.
If I put in the wrong code on the Data Collection Worksheet, how do I correct it?	Start from the first column on the right and tab to the one you wish to correct, then enter the correct code over the incorrect one, and click save.
Do we still report information about the "three-year cohort"?	The three-year cohort is no longer reported in Title II.

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Enrolled and Individual's Status as of August 31	
What is the cut-date to determine if students are enrolled, a program completer, or neither of these	When determining the status of your students, use the individual's status as of August 31 - the last day of the reporting year. For the 2009-2010 reporting year, the date is August 31, 2010
Our program begins in June and concludes the following June. Do I include our new cohort of students that started in June 2010 (and will complete the program in June 2011) in addition to our students who complete the program completers for 2009-10.	Using the individual's status as of August 31, 2010, your students that completed their program requirements in June 2010 are "program completers," and the students who started their program in June 2010 and are still enrolled on August 31, 2010, are "enrolled."
We have a summer start whereby students begin a new program in June 2010. Will the newly enrolled students who started in Summer 2010 students be counted on the 2009-2010 report?	As of August 31, 2010, if these students were still enrolled, then they are counted in the 2009-2010 report.
Our program's enrolled students complete their program in the 3rd week of July every year. The next year's cohort begins their program in the 4th week in July. Would these 2 groups be reported in the same year as "enrolled" students?	Using the individual's status as of August 31, the students who complete their program in the 3rd week of July would be "program completers." The students who begin their program in the 4th week in July and are still enrolled on August 31 are "enrolled."
<p>When we considered program completers for our 2008-2009 report, we stopped counting as of June 30, 2009. If the new timeframe is from September 1 to August 31, how do we count the students who completed our program during the summer of 2009?</p> <p>How do we count the students who were enrolled but not completers during the summer of 2009?</p>	<p>So we don't loose these summer 2009 <i>program completers</i>, add them to the 2009-2010 program completers, and explain this in your Institutional and Program Report Card (IPRC), which is Phase II of Title II reporting.</p> <p>For students who were <i>enrolled</i> during the summer of 2009, only consider their status on August 31, 2010, otherwise they will be double counted.</p>
Some of our students may be taking classes part-time in our program for one or two semesters. Is it ok to list a student as "enrolled" for more than 2 years?	Yes, include candidates in the count every year they meet the definition of enrolled on the relevant August 31.

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If someone is on a leave of absence, are they considered enrolled?	Students on a leave of absence on August 31 are not considered enrolled. Students returning from the leave of absence are counted again as enrolled or program completer based on their individual status on the later August 31.
How is “enrolled” defined? <i>(revised)</i>	Enrolled refers to an individual who has been formally admitted into the credentialing program. This excludes individuals who are only taking the prerequisites needed to enroll in the program. It also excludes individuals taking program courses but not formally enrolled in the program. If you applied the original definition, which included beginning at least one course within the program during the reporting year, to the 2009-2010 reporting year, do not change it for that year. Apply the new definition to the 2010-2011 year.
For the Enrollment Section - <ul style="list-style-type: none"> ▪ Is this number of students admitted who also enrolled in courses during 2009-2010 and who are not program completers? OR <ul style="list-style-type: none"> ▪ Is this number of students admitted during 2009-2010 to the Credential Program who might or might have not enrolled in courses and who are not program completers? <i>(new)</i>	This is the number of students as of August 31, 2010, formally enrolled during 2009-2010 in the Credential Program, who might or might have not enrolled in courses, and who are not program completers.
If a student shows an intent to enroll in our program, do we count them as enrolled?	Students must be formally enrolled. Student who only show an intent to enroll are not counted.
For the “Reporting Groups,” what do the different codes mean?”	<p>Code 1 – <i>Enrolled, Completed All Nonclinical Coursework</i> – This individual has completed <u>all</u> coursework except student teaching/interning and has not yet begun student teaching/interning.</p> <p>Code 2 - <i>Other Enrolled</i> – This individual (1) has completed either part or none of the nonclinical coursework or (2) has already begun student teaching/interning. All interns will fall under this code.</p> <p>Code 3 – <i>Program Completer</i> – This individual has met all the requirements of an approved teacher preparation program, but not necessarily all state requirements needed for the credential recommendation. This also includes students who completed both the program and state requirements and are either being</p>

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	recommended for the credential or wish to delay the application process.
<p>In our program – teacher candidates do 80-90 hours of field work during their coursework semester and then strictly student teaching, 2nd semester – are they in the first category – “Enrolled, completed all non-clinical coursework?” (new)</p>	<p>Even though your program matches more closely to the “Enrolled, completed all non-clinical coursework” option, when answering this consider the individual student’s enrollment status as of August 31. Had the student completed all nonclinical coursework on August 31, 2010 for the 2009-2010 reporting year?</p>
<p>Will the Phase I Summary Report have a section for enrolled and one for program completer?</p>	<p>No, you report both of these groups together on the Data Collection Worksheet. The code given in the Reporting Group columns identifies their status. <i>Note: You may enter the individuals in any order, not just by Reporting Group code.</i></p>
<p>We will have students in the 09-10 report who may appear next year in the 10-11 report because they are currently enrolled in this reporting period but not a completer and then become a completer in the next reporting year. In each of these different reporting periods, would they have different reporting group codes?</p>	<p>Yes. You may see the same individual appearing on your report for a few years, and, as their status changes, so will their code.</p>
<p>I am still not sure how to report students enrolled in and/or completing two different credentials. We have a combined education specialist and multiple subject credential program.</p>	<p>An individual may only be entered once on the report, so you must choose one credential program. Whichever method you decide to use, please try to be consistent for all similar students this year and in the future to keep the longitudinal data clean.</p>
<p>Some of our Level I Ed Specialist students who are NOT yet program completers currently have a Multiple or Single Subject preliminary credential. Should they still be counted as “Enrolled”?</p>	<p>Do not include individuals who already hold an appropriate teaching credential under any of the enrolled options or as a program completer.</p>
<p>We have students who are conditionally admitted to our program. Are they considered “formally enrolled”?</p>	<p>The programs should use their best judgment here. Whichever way you treat them, please be consistent in each year’s report.</p>
<p>Some of our “enrolled” candidates haven’t decided if they’ll complete subject matter by exam or program. How should we enter them on the Data Collection Worksheet?</p>	<p>For these few Single Subject and Education Specialist enrolled candidates, enter them as “program.” If they decided to go the exam route later, change it in that year’s report. We are suggesting this because if they have tried the exam and failed, and are now</p>

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<i>(revised)</i>	<p>considering the program route, it might affect your pass rates.</p> <p>For the few Multiple Subject enrolled candidates, enter them as “examination” since this is their only option for satisfying this requirement.</p>
Initial Credential	
<p>Is this correct? We should not enter any students who previously obtained another credential into this report, i.e., an education specialist student who already holds a multiple subject credential.</p>	<p>This is correct. The “initial certification” requirement has remained the same under the new law, so you will not be reporting information on anyone who holds a prior credential.</p>
<p>I know we don’t include students who already hold another teaching credential as “program completers.” Under the new reporting structure, do we include them as “enrolled”?</p>	<p>The “initial certification only” requirement is the same for enrolled candidates as well as program completers so do not include candidates who already obtained a prior teaching credential in any of the Phase I data.</p> <p>If you have a strong recruitment program for individuals seeking a second credential and wish to highlight it, you can mention this in the description of your program in Institutional and Program Report Card (IPRC).</p>
<p>We only offer the Early Childhood Certificate not Credential. Do we report the Certificate folks since they already hold a Level 2 credential?</p>	<p>Because individuals applying for the Early Childhood Certificate already hold an education specialist credential, they are not initial applicants so are not included.</p>
Report	
<p>What are the Title II reporting deadlines for the 2009-2010 report?</p>	<p>For the Phase I dates, please look at the document titled <i>Title II Reporting: At a Glance</i> on your Evaluation Systems’ Title II Data Collection and Reporting System site.</p> <p>The following are 3 of the main Phase II dates:</p> <ul style="list-style-type: none"> ▪ February 2011: Westat’s Phase II site opens ▪ April 30, 2011: programs have their IPRC approved by the appropriate individual at their program and then submit it electronically to the Westat ▪ October 31, 2011: Commission submits report to United States Department of Education (via Westat’s website)
<p>What is an Alternative Route?</p>	<p>California has defined this route as a teacher preparation program in which the</p>

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	candidate serves as the teacher of record. This would include all IHE internship programs and district intern programs. On the Data Collection Worksheet from Phase I, any candidate designated as Program Type I (intern within IHE) or Z (intern outside IHE) is considered in an alternative route.
Our institution has both a traditional and intern program. Do I complete both the Alternative Route Report and the Traditional Route Report?	Yes, institutions with both a traditional and intern program complete two separate reports for Phase II. Data about those students noted as interns (I and Z) on the Data Collection Worksheet will be included in the Alternative Route Report. And, data for those noted as traditional (T) will be entered in the Traditional Route Report. District intern programs will only complete the Alternative Route Report. All data (enrolled and licensed) must be reported separately for traditional and alternative route reports.
Are programs reporting the number of credentials granted? <i>(updated)</i>	During the pilot year, some programs reported their own credential data by subject areas. CTC staff will email the credential data for the past three years to all programs. Programs can decide if they want to use their own data or CTC's data for Section. 1.d. Certified/Licensed by Subject Area.
Under Admissions Requirements, which column do I use for blended programs?	For the blended program, you would complete the admission requirements in the Undergraduate column.
We used to only report program completers. Do we report all the students enrolled in the program from September 1, 2009 to August 31, 2010?	Yes, starting 2009-10 reporting year, in addition to program completers, programs have to submit information on Enrolled students as well. <i>Please see A-2 of the Data Collection Instructions.</i>
Will Evaluation Systems have different exception reports based on different problems? <i>(revised)</i>	Evaluation Systems (ES) has 3 exception reports: <ul style="list-style-type: none"> • <u>Exception Report - Not Matched</u>: For people Evaluation Systems does not find in their history database. • <u>Exception Report - Not Found</u>: For people Evaluation Systems finds but have no relevant test for the code given. • <u>Exception Report - Outside the Window</u>: For people whose examination results are more than five years old: "outside a date window" (ODW). Additionally, these will be reported in the Matching Report, displayed as ODW in the Pass/Fail column. All current examinations, except for the basic skills, must be used toward California certification within five years.

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<p>When do IHEs accept the pass rate data if they have submitted revised Data Collection Worksheet to ES <u>OR</u> made changes to the Exam data? (new)</p>	<p>When ES publishes the Preliminary report in February, if your exam data looks fine, you can accept the data at that point.</p> <p>If you made revisions and submitted the revised Data Collection Worksheet to ES <u>OR</u> submitted changes to CTC staff or ES, please wait until ES matches the Data Collection Worksheet again, re-runs the reports, and posts the revised reports.</p> <p>ES plans to post the revised reports on 3/28/2011. If the revised reports look fine, then you can accept the data at that point.</p>
<p>For 2009-2010 Phase II, will Westat send us new password and log in information? (new)</p>	<p>Yes, Westat will email the username and password to you in February.</p>
<p>When we are working on the 2009-2010 Phase II, will the screen log us out if it is inactive? (new)</p>	<p>Yes, if the screen is inactive for 15 minutes, it will log off. Please remember to save your information because it is not retrievable after it has logged off.</p>
<p>On the Phase II Admission Requirements Section, does this refer to teacher preparation program admission requirements or the institution admission requirements? (new)</p>	<p>This pertains to teacher preparation program admission requirements.</p>
<p>On the Phase II Enrollment Section, we request, but not require, that our students give us their demographic information. Is it all right if the information doesn't tally with our student numbers? (new)</p>	<p>You are required to request this demographic information from the students, but whether they respond or not is at the individual student's discretion. Because it is voluntary for the student, report the data you are able to collect.</p>
<p>For elementary programs are we reporting the academic majors or CSET information? (new)</p>	<p>It would be General Subjects (Examination)</p>
<p>I have a copy of the candidates passing score report but it doesn't show on the January 19, 2011 Matching Report.</p>	<ul style="list-style-type: none"> ▪ If the Data Collection Worksheet has different personal information (SSN, DOB, and candidate name) from the score report, correct the most recent, downloaded

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<p>What should I do?</p>	<p>Worksheet using the information on the score report.</p> <ul style="list-style-type: none"> ▪ If the Data Collection Worksheet has incorrect subject matter information (either options X or P and the subject code) listed, correct the most recent, downloaded Worksheet. ▪ If your program was the candidate’s score recipient and you have access to Evaluation Systems’ Result Analyzer, check for any discrepancies. ▪ If the exam passing date was more than 5 years ago, contact the Commission Title II staff so they can determine if the exam was used toward prior certification. (Fax the score and personal information to CTC at 916-327-3165) ▪ If the score is from a Praxis or MSAT test, contact the Commission Title II staff. (Fax the score and personal information to CTC at 916-327-3165) ▪ If you don’t have a copy of the score report, see if the candidate is applying under the pre-lingually deaf or ECSE option. ▪ Contact Evaluation Systems to determine what they have on file.
<p>What is “ODW” on the Matching Report? <i>(new)</i></p>	<p>“ODW” stands for Outside of the Date Window. This applies to examinations that are older than the five-year limit.</p>
<p>Section 1.d. Number Licensed: Number of teachers prepared by subject area and academic major tables - what do you expect the IHEs to fill out the “Academic Major” table? <i>(new)</i></p>	<p>“Academic major” refers to the major(s) a program completer declared. “Subject area” refers to the subject area(s) a program completer has been prepared to teach. The data that will be reported will vary depending on the certification or licensure structure in the state and the academic majors offered at an institution. For example, in one IHE, the academic major and subject area may both be science. In another IHE, the academic major may be biology and the subject area may be science. A program completer can be counted in more than one academic major and subject area.</p>
<p>Clinical Coursework</p>	
<p>What is considered “clinical coursework”? <i>(updated)</i></p>	<p>Clinical coursework includes student teaching and interning. It does not include classroom observation.</p>
<p>Phase II Supervised Clinical Experience Section indicates that the full-time equivalent (FTE) calculation will include IHE and PreK-12 staff who are involved in the supervised clinical experience. A Pre-K supervising teacher is to be counted as 1.0 FTE and a half-time as .50 FTE. However,</p>	<p>For Title II reporting, salary is not considered when determining faculty FTE. Calculate based on the same measure for all faculty.</p>

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some IHE's have different and distinct ranking and payment procedures for Pre-K supervising teachers. For example the Pre-K faculty may be paid a flat rate for supervision while the other supervising faculty is based upon the unit load and the rank of the faculty member. Can such differences be reflected in the Title II Report? <i>(new)</i>	