

**SECONDARY ENROLLMENT IN CAREER AND TECHNICAL EDUCATION PROGRAMS Exclusive of  
Tech-Prep Programs  
Academic Year 2008-2009**

**Instructions for Completing Form CTEDS-1**

The Career and Technical Education Data System -1 (CTEDS-1) form is to be used to report enrollment counts for secondary students in all Career and Technical Education (CTE) programs **EXCEPT** Tech-Prep programs. Tech-Prep programs are those that are part of a specific formal articulation agreement with a postsecondary institution and for which the student has signed a Tech Prep enrollment form. Tech-Prep data will be collected separately. CTEDS-1 has been designed to address the intent of the Carl D. Perkins Vocational and Technical Education Act of 1998. CTEDS-1 asks for enrollment of secondary students by gender, race/ethnic and other student characteristics all by individual CTE programs. This data is needed to comply with federally mandated reporting requirements and is reported annually to the US Department of Education. All data must comply with the reporting policies and definitions contained in these instructions. All agencies are to report on secondary students who were enrolled in CTE programs during the 2008 – 2009 program year.

**STUDENTS WHO ATTEND BOCES ARE TO BE REPORTED BY THE BOCES.**

**Agencies That Do Not Have A Career and Technical Education Program**

Under some circumstances, form CTEDS-1 is sent to agencies that do not have a CTE program for secondary students. If your agency has no secondary CTE program:

- ◆ enter a check in the **No Program** box on the front of form CTEDS-1;
- ◆ enter zero in the **Grand Total** box; and
- ◆ make sure the certification statement on the front of form CTEDS-1 is signed by the Chief School Officer.

The first page of CTEDS-1 contains a certification statement. In signing this statement, the Chief School Officer (CSO) confirms the accuracy of the counts reported on CTEDS-1. Valid enrollment counts are needed to ensure the appropriate use of funds and to compile valid reports of students served. The CSO should

review the counts recorded on CTEDS-1 and, if necessary, initiate appropriate data-verification procedures to validate this data. After the accuracy of the data has been confirmed, the CSO should sign the certification statement and forward the completed CTEDS-1 to:

The New York State Education Department  
Information and Reporting Services  
Room 863, Education Building Annex  
Albany, NY 12234

The completed CTEDS-1 should be submitted no later than: April 17, 2009

### **General Requirements and Information**

*A count of students is required.* The information recorded on form CTEDS-1 must be based on an actual count of individual students. **Estimates are not acceptable.** The count may be derived from computer records, from paper files on students, or from another source of individual student data.

*Use the definitions of terms provided in these instructions.* Definitions of terms such as economically disadvantaged student or disabled student are provided in the definition section of these instructions. Please use these definitions when completing form CTEDS-1.

*Each CTE student is counted once.* The enrollment counts reported on form CTEDS-1 are to be an unduplicated count of students served. Students who are enrolled in more than one program are to be counted once.

*Retain a copy of the completed CTEDS-1 form.* SED contacts agencies for clarification of submitted data.

*Questions.* Address questions concerning the completion of form CTEDS-1 to Kevin McCarthy, Information and Reporting Services, at (518) 474-7965 or at e-mail [kmccarth@mail.nysed.gov](mailto:kmccarth@mail.nysed.gov).

### **Definitions**

**Secondary Career and Technical Education Student:** An individual enrolled at an accredited secondary school, seeking a high school diploma and enrolled in a CTE program.

**Career and Technical Education (CTE) Program:** Organized educational activities that –

- A) provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
- B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

**Race and Ethnicity:** The following categories and definitions are based on the "Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity" promulgated by the Office of Management and Budget on October 30, 1997. These categories are the minimum set for data on race and ethnicity for statistics reported by all Federal agencies.

White - A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

Black or African American - A person having origins in any of the black racial groups in Africa. Terms such as Haitian or Negro can be used in addition to Black or African American.

Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, Spanish origin, can be used in addition to Hispanic or Latino.

Asian -A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Special Population Categories:** The following definitions are taken from the Federal "Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech-Prep Grant Programs under the Carl D. Perkins Vocational and Technical Education Act of 1998."

Economically Disadvantaged –

The term economically disadvantaged means individuals from economically disadvantaged families, including foster children.

The SED interprets an economically disadvantaged individual as one who participates in any of the following economic assistance programs:

- The student is eligible for free or reduced-price meals under the School Lunch Act
- Social Security Insurance (SSI)
- Safety Net
- Food Stamps
- Bureau of Indian Affairs (BIA)
- Family Assistance: Temporary Assistance for Needy Families (TANF)

English Language Learners (ELL) formerly LEP –

The term English language learners means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing or understanding the English language and:

- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

Disabled Student – A disabled student is one who meets the following criteria:

- an individual education plan (IEP) has been developed for the student by the school district's Committee on Special Education (CSE).

Single Parent –

Any enrolled student who is an unwed mother or father and the primary care giver for a child. This category also includes single pregnant students.

Displaced Homemaker –

The term displaced homemaker means an individual who –

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income;
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act not later than 2 years after the date on which the parent applies for assistance under this title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Other Barriers to Academic Achievement –

The term individuals with other barriers to academic achievement means individuals with barriers to educational achievement not addressed by the other definitions listed here. Some examples might be -

- a) The student receives special assistance or an adjusted program of occupational education because of deficiencies in reading or math.
- b) Behavioral problems – seeing counselors.
- c) Any special attention that the student receives that other students do not receive.

### **Step-by-Step Instructions**

Completing form CTEDS-1 requires these steps:

- Step 1: Using the definition of a *CTE program* included in these instructions, identify all students who are enrolled during the 2008-2009 academic year in CTE programs.
- Step 2: Classify each student's program with an appropriate program code.
- Step 3: Eliminate duplicated enrollments so that each student will be counted once
- Step 4: Using the definitions provided in this booklet, classify each student with respect to the following:
  - gender
  - race/ethnicity

- student is economically disadvantaged
  - student is limited English proficient
  - student is disabled
  - student is a single parent
  - student is a displaced homemaker
  - student has other barriers to academic achievement
- Step 5: Count students in various special population categories and enter these counts in the appropriate columns.

Each step is described in detail below. After reading these instructions, if you still have questions or need further clarification, please call the Information and Reporting Services Office for answers to your questions (518) 474-7965.

## **STEP 1: Identify The Students Whose Enrollment Is Included**

The secondary students to be included in the CTEDS-1 enrollment counts are enrolled in a CTE program. Please review the definitions of *Secondary Career and Technical Education Student* and *Career and Technical Education Program*. All students reported on form CTEDS-1 must be enrolled during the 2008-2009 academic year.

### **Exclude the Following Students from the CTEDS-1 Report**

1. **School districts should EXCLUDE students who are enrolled in a CTE program at a BOCES. The BOCES will report these students on their form.**
2. **EXCLUDE** students who are enrolled in programs that are not shown on the list of eligible programs.
3. **EXCLUDE** students enrolled in courses that are not part of a CTE program.
4. **EXCLUDE** students enrolled in Introduction To Occupations.
5. **EXCLUDE** students enrolled in personal typing courses.
6. **EXCLUDE** business math and business law courses unless taken as part of a CTE program.
7. **EXCLUDE** students who attend a CTE program for less than six weeks.

## **STEP 2: Classify Each Student's Program With An Appropriate Program Code**

Using the list of CTE programs labeled Classification of Instructional Programs for the Career and Technical Education Data System (CIPS codes), classify each student's program with a CTE program code.

## **STEP 3: Eliminate Duplicated Enrollments**

Form CTEDS-1 is used to provide an unduplicated count of students served. This number is generally less than the total number of CTE course enrollments because, at nearly all agencies, some students are enrolled in two or more courses.

## **STEP 4: Classify Students**

Using the definitions provided, classify each student with respect to the following:

**Students should only be counted once in the gender and race/ethnic columns.**

- gender
- race/ethnicity

**Students may be counted more than once in the following categories.**

- student is economically disadvantaged
- student is an ELL (LEP)
- student is disabled
- student is a single parent
- student is a displaced homemaker
- student has other barriers to academic achievement

**STEP 5: Count Students in Various Categories and Enter Count On Form CTEDS-1**

In Section I of form CTEDS-1, agencies report their unduplicated enrollment count for each of their CTE programs.

Column 1 – Program Code. The program codes to be recorded in column 1 are those shown on the list entitled Classification of Instructional Programs for the Career and Technical Education Data System (CIP codes).

Column 2 – Program Name. Record in column 2, the program name from the list of program classifications which corresponds to the code shown in column 1.

Columns 3 & 4 – Enrollment by Gender in CTE Programs. Enter the total number of males (column 3) and the total number of females (column 4) enrolled in the program.

Column 5 – Total Enrollment in CTE Program. Enter total enrollment for the program.

At the bottom of Section 1, enter totals in Boxes A, B and C.

Box A – Total for male enrollees in all CTE programs.

Box B – Total for female enrollees in all CTE programs.

Box C – Grand total of male and female enrollees in all CTE programs.

(Note: Remember to transfer the number in Box C to the **Box labeled Grand Total** on the front page of the form).

Columns 6-11 – Enter the race/ethnicity distribution for the total enrollment for each program.

Column 12 – Repeat the program code from Section I for only those programs having Special Population categories.

Columns 13-18 – Using the definitions on pages 4-5, identify those students, if any, by program, who may be classified in the following categories:

- student is economically disadvantaged
- student is an ELL (LEP)
- student is disabled
- student is a single parent
- student is a displaced homemaker
- student has other barriers to academic achievement

Students may be counted more than once in these categories. Place the number of students who meet these definitions in each of the columns provided.