

Completers and Leavers of Secondary Career and Technical Education Programs
Data Collection Cycle 2008-2009

Instructions for Completing Form CTEDS-2

Please read these instructions before filling out the form. There should be one CTEDS-2 form for each program with completers or leavers. If you follow up on more than 1 program, it will be necessary to make duplicate copies of the CTEDS-2 form.

Form CTEDS-2 is used to report follow-up statistics on secondary students who completed a career and technical education (CTE) program. The form is also used to provide counts of students who left CTE programs without completing them. This CTEDS-2 form has been redesigned to address the Performance Indicators found under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins). The CTEDS-2 form asks for outcomes as measured by these performance indicators by gender, race/ethnic and other student characteristics all by individual CTE program. This data is needed to comply with Federally mandated reporting requirements. *ALL COMPLETERS AND LEAVERS MUST BE ACCOUNTED FOR WHETHER OR NOT A RESPONSE TO A SURVEY IS MADE.*

Each agency may develop its own procedures for following up on students and compiling the data which are reported on this form. However, all data must comply with the reporting policies and definitions contained in these instructions. *All completers must be accounted for whether or not a response to a survey is made.* All agencies are to report on students who completed or left their CTE program and were eligible to graduate high school in June 2008.

The completed CTEDS-2 should be submitted no later than April 17, 2009 to:

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

General Requirements and Information

- The information recorded on CTEDS-2 must be based on an actual count of individual completers and leavers. **Estimates are not acceptable.** The count may be derived from computer records, paper files or other sources of individual student data.
- Use the definitions of terms provided in these instructions.

- Each former CTE student is to be counted only once. CTEDS-2 counts are to be an unduplicated count. Completers or leavers of more than one program are to be counted only once. Report completers or leavers of multiple programs under the program that was most consistent with the student’s primary occupational objective. Note: when reporting “Special Population” status, individual completers should be reported under all appropriate categories.
- Retain a copy of the completed CTEDS-2 form.
- Address questions to Kevin McCarthy at 518-474-7965 or at: kmccarth@mail.nysed.gov.

Definitions

Career and Technical Education (CTE) Program Completer: A student that has successfully completed (i.e., passed) all the requirements of a CTE program. Such completers are to be reported after the academic year in which they were eligible to graduate (i.e., their graduation year.) If a student completes a CTE program in an academic year prior to their graduation year they should not be reported until after their graduation year. Therefore, only students that have passed a CTE program any time during their high school career and were eligible to graduate at the end of the 2007-2008 academic year should be reported on this form.

Program Leaver: A student that left a CTE program without successfully completing (i.e., passing) all the requirements of the CTE program. Such students are to be reported after the academic year in which they were eligible to graduate (i.e., their graduation year.) If a student leaves a CTE program in an academic year prior to their graduation year they should not be reported until after their graduation year. Therefore, only students that left a CTE program any time during their high school career and were eligible to graduate at the end of the 2007-2008 academic year should be reported on this form.

Race/Ethnicity: Distribute reported students into the appropriate racial/ethnic categories, making sure to separate all program completers and leavers. Definitions of each of the six racial/ethnic groups are listed below.

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 of Africa. Terms such as Haitian or Negro can be used in addition to Black or African American.

Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of 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, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands or Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America 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:

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 National 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 Students – 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.

Status Categories:

- A) **Number that passed the Regents** – this means the number of Total Program Completers that have passed the Regents English Language Arts exam, the Regents Math exam and the Regents Social Studies exams (or passed the Regents Competency Tests if called for by the student’s IEP).
- B) **Number that achieved an overall course grade average of at least 75% in the Career and Technical Education courses in this program** – this means the number of Total Program Completers that reached at least an average 75% grade level for the courses under this program.
- C) **Number attaining a high school diploma or its equivalent** – this means the number of Total Program Completers that attained a high school diploma or its equivalent (e.g., IEP).
- D) **Total number successfully placed** – this means the overall number of Total Program Completers that were placed in postsecondary education or advanced training or employment or the military. See page 6 for more detailed description of follow-up categories.
- E) **Status Unknown** – this means the number of Total Program Completers whose status could not be determined.

Examples of Students to Include in the CTEDS-2 Report

Include students who completed or left a CTE program and have graduated or left high school during the period July 1, 2007 through June 30, 2008.

Most students complete their CTE program in the 12th grade, their last year of high school. Other students complete their CTE program as 10th and 11th grade students and then remain in high school through 12th grade. Still others will leave their CTE program prior to graduation. Regardless of the grade level at which students complete or leave their CTE program, they are to be followed up by the year after they graduate or withdraw from high school.

Example: Linda, a 12th grade student, completed her school’s Accounting Technician program during the 2007-2008 school year. She graduated from high school in June 2008. Linda should be included in this CTEDS-2 report.

Example: Sarah completed the Hospitality/Administration Management program as an 11th grade student in June 2007. She was not included in the CTEDS-2 report for the 2006-2007 academic year because she was still attending secondary school in 2007-2008. Sarah completed her 12th grade year in school in June 2008. Sarah is followed up the year after she graduates and is included in this CTEDS-2 report.

Example Charles was enrolled in an Accounting Technician program, however, he received low grades in an advanced bookkeeping course and decided to leave that CTE program during the

2007-2008 academic year. Charles is a CTE program leaver. Charles would have been eligible to graduate in June 2007 but he withdrew from high school during the 2007-2008 academic year. He should be reported as a CTE program leaver in this CTEDS-2 report.

Examples of Students to Exclude from the CTEDS-2 Report

EXCLUDE students who were not previously reported on Form CTEDS-1

Example: To acquire some typing skills, Jim enrolled in a single keyboarding class in his senior year. He did not enroll in any additional courses in his school's business/office program. Since Jim did not plan to complete his school's Business and Administrative Services Career Cluster courses, Jim's enrollment was not reported on the CTEDS-1 form. Jim should also be excluded from the CTEDS-2 report.

Step by Step Organization of Data

Step 1: Identify the students who should be included in the counts recorded on form CTEDS-2

The CTEDS-2 form includes data for students who were enrolled in a CTE program at the agency preparing the CTEDS-2 report. **SCHOOL DISTRICTS SHOULD NOT INCLUDE STUDENTS WHO ATTENDED A CTE PROGRAM AT A BOCES.**

Each student to be included in the counts reported on form CTEDS-2 must meet all of the following criteria:

Criterion A: The student's enrollment was included in a previously submitted CTEDS-1. Form CTEDS-1 is used to report enrollment counts for CTE programs.

Criterion B: The student either completed or left his or her CTE program. See definitions above.

Criterion C: The student graduated or left high school during the 2007-2008 academic year.

STEP 2: Eliminate duplication

Form CTEDS-2 is used to provide an unduplicated count of former students who are program completers or leavers. Each student should be counted only once on form CTEDS-2.

Example: Sue completed her school's Accounting Technician program as well as the Administrative Assistant/Secretarial Services program. Sue's follow-up status is reported for one of the two programs which she completed. The program selected is the one most consistent with her primary occupational objective.

Example: John dropped his school's Accounting Technician program and enrolled in the Cosmetologist program. John went on to complete the Cosmetologist program. John should be counted as a Cosmetologist completer; he should not be counted as an Accounting Technician leaver.

STEP 3: Obtain and organize performance information on completers

Form CTEDS-2 requests follow-up statistics for students who completed a CTE program. Program completers should be contacted four to six months after they graduate or leave high school. Agencies should conduct either a mail or telephone survey to obtain follow-up data. The survey enables agencies to place their program completers into one or more of the following placement categories:

<u>Category</u>	<u>Description of Placement Categories</u>
1	<u>Employed in a training-related field</u> Students are employed in a training-related field if the skills acquired in their CTE program are essential and directly related to satisfactory job performance.
2	<u>Employed in an unrelated field</u>
3	<u>Military</u>
4	<u>Pursuing postsecondary education</u>
5	<u>Unemployed</u> – not employed but looking for job.
6	<u>Other</u> – (example: deceased, jailed, voluntarily staying home).

Priority of Placement Categories

The follow-up survey may indicate that some program completers fall into more than one placement category. For example, a former student may be employed in a related field (category 1) and may also be pursuing a postsecondary education (category 4). For form CTEDS-2, each program completer is to be counted within a single placement category. Select the category which has the higher priority in the list below.

Highest Priority

<u>Placement Category</u>	<u>Description</u>
1	Employed in a related field
2	Employed in an unrelated field
3	Military
4	Pursuing postsecondary education

After Organization of Data, You Are Ready to Complete Form

STEP 4: Complete Section 2 of CTEDS-2 (data in Section 1 is supplied by SED)

Use the program codes and names provided.

STEP 5: Complete Section 3 of CTEDS-2

In Section 3, record the total number of completers by individual program. First put the total enrollment in the box at the far right, then break down this number by race and gender.

Using these entries subdivide the students by the Status Categories listed on lines A through E. (Definitions on page 4 of instruction booklet.) Students may be in more than one Status Category but the total for each line cannot exceed the Total Program Completer number.

STEP 6: Complete Section 4 of CTEDS-2

Using the total column on page 1 of CTEDS-2, record the number of completers by Special Population listed by Status Category on lines A through E. (Definitions on page 2, 3 and 4 of instruction booklet.)

STEP 7: Return completed forms to SED

Each CTE program with completers or leavers should have all sections (2 through 4) filled in as completely as possible.

The completed CTEDS-2 should be submitted no later than April 17, 2009 to:

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