

FAQs about Career and Technical Education

Q: What is Career and Technical Education?

A: Career and Technical Education (CTE) programs focus on career or occupational training. These are typically located in high schools and BOCES. Commonly, these programs provide academic and technical instruction in the areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education. These programs may be provided with supplemental federal funding from the “Carl D. Perkins Career and Technical Education Improvement Act of 2006” (Perkins IV). CTE programs offer two types of educational approaches: a general approach and a Title II approach.

Q: What is general Career and Technical Education?

A: A general CTE program is comprised of organized educational activities completed entirely at the secondary level at a local high school or a BOCES. These activities include:

A) a minimum of three sequenced courses or a minimum of three sequences of units of study that:

- (1) incorporate the Career Development and Occupational Studies (CDOS) Learning Standards;
- (2) include one unit of study in the state-developed Career and Financial Management course;
- (3) provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and
- (4) provide technical skill proficiency, an industry-recognized credential or a certificate;

AND

B) competency-based applied learning that contributes to a student’s academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Q: What is Title II?

A: A Title II program involves two years of secondary instruction followed by two years of specifically linked postsecondary instruction. These programs are funded through Title II of Perkins IV on a competitive basis and are also known as; 2+2 programs, Tech Prep, or “Career Pathways.” These programs, which contain all of the components of general CTE programs, can be distinguished from general CTE programs by two features:

- 1) These programs contain an articulation agreement that is jointly established by secondary and postsecondary institutions. The agreements are usually brokered by “Title II Centers,” established under Perkins IV and provide benefits to the student such as, college credit or waiver of certain college course requirements.
- 2) A Title II program requires students to sign a declaration evidencing their intent to follow a graduation plan that includes two years of postsecondary instruction and that results in completion of a two-year associate degree, certificate, or apprenticeship.

Q: How do you determine if a student should be reported as Title II?

A: The best way to determine if a student should be reported as a Title II participant is to verify that she/he has signed a declaration with a Title II funded program. Regional contacts can confirm if a student is in a Title II program. For more information see the Title II webpage at: www.emsc.nysed.gov/cte/perkins4/title2/overview.html. If the Regional contact or local high school district can verify that a declaration has been signed and the other criteria are met, then the student would be coded as a Title II student. If not, then they would be coded general CTE.

Q: Who should report CTE data in SIRS?

A: All school districts with students in CTE programs must enter, in SIRS, program service records for such students. The school district accountable for the student is responsible for this reporting even if the district's students receive their CTE at another program service provider (e.g., BOCES).

Q: Who is the “service provider”?

A: The educational entity that operates the CTE program is the service provider. A school district operating a CTE program for its own students would be both the district responsible for reporting these program service records and the program service provider. A school district that sends its students to a BOCES which operates a CTE program would be the district responsible for reporting these program service records but the BOCES would be identified as the program service provider.

Q: Which student records must have CTE data reported in SIRS?

A: All students participating in CTE programs;

- o whether the specific program is federally funded or not,
- o whether the specific program has been approved to allow the issuance of a Technical Endorsement or not,
- o whether the specific program uses a general CTE or a Title II approach, and
- o all students participating in these programs who are also participating in a high school diploma-granting program or “approved” GED program.

Q: What must be reported on these student records in SIRS?

A: Students that participate in CTE programs must have, for each such participation, a program service record that includes;

- o an Entry Date, and if exited, an Exit Date with a Reason for Ending Code,
- o the data elements associated with all CTE program services -
 - a) CTE/Title II Program Type (i.e., general CTE or Title II), and
 - b) CTE/Title II Program Intensity, and
- o the assessment code 00199 “CTE/Title II Technical Skills Assessment” with the assessment outcome (P or F) if the student took the assessment associated with the program she/he participated in.

Q: How is the level of program intensity determined?

A: Program Intensity is a measure of the student's progression through her/his entire CTE program. The definitions in the SIRS Manual should be used to determine the progress the student has attained as of the reporting point. The SIRS definitions are based on courses or units of study. However, not all programs fit the descriptions in the SIRS Manual (see table below). Some local programs may not be constructed with distinct courses or units of study or with a

sufficient number of these to fit the SIRS definitions. If the SIRS descriptions cannot be applied, a “rule of thumb” approach can be used. That rule is;

- o enrollee - any student that begins one of these programs,
- o participant - any student that completes one-third of her/his program, and
- o concentrator - any student that completes two-thirds of her/his program.

Q: Must a student complete a certain number or percentage of courses in a program to be a “concentrator”?

A: All students must complete a specific number or percentage of a program’s courses or units of study to be considered a Concentrator. That number is dependant on the overall program’s structure. A student that opts to take a program in Family and Consumer Sciences (FACS) that is made up of three sequenced courses or units of study is a CTE student. The length of the individual courses or units of study is a local decision. This student’s level of intensity is dependant on how deep into that program the student has progressed. Program Intensity is determined as of the day the student completes or leaves the program or as of the end of the school year, whichever comes first. The following tables are from the SIRS Manual –

	General CTE <i>A student who has...</i>	Title II <i>A student who has...</i>
Enrollee	<i>...began instruction in the first course or unit of study in a general CTE program.</i>	<i>...signed a Title II enrollment form declaring the intent to follow a Title II program, and who has begun instruction in at least one courses/units of study in the secondary education component (academic or CTE) of a Title II program.</i>
Participant	<i>...successfully completed, as determined by the program service provider, at least one course or unit of study in a general CTE program as part of a planned sequence and who has enrolled or plans to enroll in a second course/unit of study.</i>	<i>...successfully completed, as determined by the program service provider, at least one course or unit of study in the CTE component of the Title II program.</i>
Concentrator	<i>... successfully completed, as determined by the program service provider, two courses/units of study out of a three course/unit of study in a general CTE program; OR who has successfully completed, as determined by the program service provider, three courses/units of study out of a four or more course/unit of studying a general CTE program.</i>	<i>...successfully completed, as determined by the program service provider, two courses or units of study in the secondary CTE component of a Title II program.</i>

Q: When a student completes Career and Financial Management (CFM) and one other course is she/he a “concentrator”?

A: The level of intensity depends on how deep into the program the student has progressed. A student that completes CFM and a second CTE course may be a Concentrator if the overall

program is only three courses in length. In this scenario, the student would have completed 2 of the 3 courses that constitute his/her overall program, reaching the Concentrator level. If this student's overall program were 5 courses in length, she/he would be 40% through the program (2/5) and would have reached only the Participant level.

Q: Are all the students in vocational/career prep programs that are 3 units or 6 units considered concentrators?

A: Not at first. The level of intensity depends on how deep into the program the student has progressed. This is dependant on, not just the structure of the program, but the individual student's progress. In all programs, a student is at the Enrollee level as soon as they begin. They reach the Participant level once they have completed the first course or unit of study in that program. They reach the Concentrator level once they have completed two courses or units of study in any program that is 3 courses or units of study long. When a program is longer than 3 courses or units of study, a student reaches the Concentrator level upon completion of 3 of that programs courses or units of study.

Q: When must the level of program intensity be determined and reported?

A: As the student reaches each level, the student's record should be updated. As this may prove problematic, program intensity should be measured, at least, as of the day the student leaves the program, either because they drop the program or because they complete the program, or as of the end of the school year, whichever comes first. If the student dropped the program, the Reason for Ending Code would be 663 and the Level of Program Intensity would be the level reached by the day the student left the program. If the student completed the program, the Reason for Ending Code would be 646 and the Level of Program Intensity would be "Concentrator" as such completers have passed through all the levels. If the student is expected to continue in a multi-year program during the following school year, the Reason for Ending Code would be left blank and the Level of Program Intensity would be the level reached by the last day of the school year.

Q: What is meant by a CTE program being "Endorsed"?

A: This term refers to whether or not the specific program has been approved to allow the issuance of a technical endorsement on the student's high school diploma. Completion of the "New York State Regents CTE Approval Process" (see <http://www.emsc.nysed.gov/cte/ctepolicy/>) by individual CTE programs allows a school district to issue a Technical Endorsement on a student's high school diploma when that student successfully completes all the requirements of such a program. A list of programs that hold current NYSED approval to issue Technical Endorsements can be found at: <http://www.emsc.nysed.gov/cte/ctepolicy/approved.html>. This data is entered in SIRS by the Level 1 operators and not by the reporting local educational agency. School districts should contact their Regional Information Center (RIC) for further information. If need be, the RIC can contact the NYSED CTE Team at 518-486-1547 or emsccte@mail.nysed.gov for assistance.

Q: How is the appropriate program service code determined?

A: Appendix 10 of the SIRS Manual contains all the acceptable codes for CTE programs. These codes are taken from the National Center for Educational Statistics "Classification of Instructional Programs" (CIP) manual. NYSED has selected a subset of these CIP codes that are appropriate for secondary level CTE programs. When a school district or a BOCES is unable to

determine the appropriate code they should contact their RIC. If need be, the RIC can contact the NYSED CTE Team at 518-486-1547 or emscte@mail.nysed.gov for assistance.

Q: Are non-public schools required to report CTE program service data?

A: Non-public schools that participate in SIRS should report this data. This is true regardless of whom the program service provider is.

Q: Are students enrolled in a GED program eligible to take a CTE program *and* must they be reported through SIRS?

A: Yes *and* yes;

– if the student is enrolled in an “approved” GED program (i.e., AHSEPP or HSEPP).

No *and* no;

- a) if the student is enrolled in an “other” GED program, or

- b) if the student has not earned a high school diploma or GED and is not receiving any educational instruction (i.e., the student has dropped out) except CTE, or

- c) if the student has completed an IEP and is receiving special education services, but is not working toward a GED or high school diploma.

Q: Are people who have earned a high school diploma or a GED and who are not currently enrolled in a full academic program eligible to take a CTE program and should such students be reported through SIRS?

A: Yes and No. Such people can only take CTE as adult students (usually for a fee). Adult students are not reported in SIRS.

Q. How do you record a student’s CTE program data when a student takes a CTE program over multiple years and how is it recorded if those years are not sequential?

A. All students taking CTE have a CTE program service record created in the school year they start the CTE program. As with all program service records this is tied to the student's enrollment record.

If the CTE program was a multi-year program, the student cannot complete that program in the same year he/she started it. Assuming the school district believes the student intends to continue his/her multi-year CTE program in the following year, at the end of the first year, the student's CTE program service record would not have a reason for ending code. It would be left "open" (i.e., the field - "Reason for Ending" - would be left blank or null).

As in every year, and at the start of the following school year, each student has a new enrollment record created and that record has all the student’s program service records for that year attached to it. If a student continues in his/her multi-year CTE program, a CTE program service record is created and, if that CTE program ends at the end of the second school year, a Reason for Ending code is entered (646 for Completed or 663 for Left without Completing.) If a student opts not to continue a multi-year CTE program he/she started in the prior year, a CTE programs fact record would be need to be sent in at the start of the second year to indicate that the student left the CTE program with a Reason for Ending code of 663 - Left without Completing.

However, if the student intends to continue his/her multi-year CTE program in the second following year - that is skip a year - his/her enrollment record for that "skipped" year would simply not contain any CTE program service record. If such a student then restarts his/her multi-year CTE program in the year following the year he/she "skipped", his/her enrollment record for that year would contain a CTE program service record which would (assuming this second

following year is his/her senior year or the last year of a multi-year program) require a Reason for Ending code at the end of that school year. If such a student fails to restart his/her multi-year CTE program, a programs fact record would be need to be sent in at the start of the year the student was expected to restart to indicate that the student left the program with a Reason for Ending code of 663 - Left without Completing.