

## ***FAQs about Career and Technical Education (CTE) Data Reporting***

### *1. How are CTE students identified for reporting purposes?*

CTE students are those enrolled in any course that can be a part of a CTE cluster (i.e., agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education). This includes students enrolled in:

- a local high school,
- a BOCES,
- an alternative education and a CTE program,
- an approved GED program (AHSEPP or HSEPP) and a CTE program, or
- a CTE program in a nonpublic school that participates in data reporting via the SIRS.

### *2. What is a CTE Program?*

CTE programs are comprised of at least three CTE courses or units of study that together form a cohesive concentration. Located in high schools and BOCES, CTE programs provide academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education. Cohesive concentrations are groups of courses or units of study that when combined make up a program. These courses or units of study may be from a single CTE content area, or from a combination of content areas. These programs may be provided with supplemental federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

All CTE programs are categorized for reporting purposes as General CTE and Title II CTE.

### *3. What is a General CTE program?*

A General CTE program (note that the term "General CTE" has replaced the old term, "conventional CTE") is comprised of organized educational activities completed at the secondary level at a local high school or a BOCES or both. These activities include:

A) a minimum of three connected courses at a local high school or a BOCES or both that:

- incorporate the Career Development and Occupational Studies (CDOS) Learning Standards;
- include the content of the one unit state-developed Career and Financial Management course;
- 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
- 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.

#### *4. What is a Title II Program?*

A Title II program involves two years of secondary instruction followed by two years of specifically linked postsecondary instruction. The Title II programs in New York State 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 must 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 in a field related to their program of study.

#### *5. How do you determine if a student should be reported as Title II?*

The best way to determine if a student should be reported under Title II is to verify that he or she has signed a declaration (see question 4 above) 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: <http://www.emsc.nysed.gov/cte/perkins4/title2/title2contacts.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 he or she would be coded General CTE.

#### *6. Who should report CTE data in SIRS?*

All school districts with students in CTE 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).

#### *7. Who is the "service provider"?*

The agency that operates the CTE program is the service provider. A school district offering CTE 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 for CTE would be the district responsible for reporting these program service records but the BOCES would be identified as the program service provider. Thus, the responsibilities for all school districts include reporting CTE students served in their own high schools as well as reporting those sent to BOCES or other out-of-district providers.

#### *8. Which student records must have CTE data reported in SIRS?*

All students in any CTE beginning with the first course or unit of study who are also in a high school diploma-granting program or an approved GED program (i.e., AHSEPP or HSEPP):

- whether the courses comprising the CTE program are federally funded or not,
- whether the courses comprising the CTE program have been approved to allow the issuance of a Technical Endorsement (see question 15 below) or not,
- whether the courses comprising the CTE program is General or Title II.

9. *What must be reported on these student records in SIRS?*

The New York State CTE data fields in the SIRS are governed by federal mandates, as some CTE programming receives federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins). CTE reporting requirements are the same for all schools whether or not they use Perkins funding.

English and math performance levels, and graduation and high school completion rates are collected for No Child Left Behind (NCLB) accountability purposes, but are also necessary for CTE reporting.

Students in any CTE program must have a CTE program service record that includes;

- an Entry Date, and if exited, an Exit Date with a Reason for Ending Code,
- the data elements associated with all CTE program services:
  - a) CTE Program Type (i.e., General CTE or Title II), and
  - b) CTE/Title II Program Intensity, and
- 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 CTE program he or she took.

Students who transfer from one CTE program to another during the school year or enroll in more than one CTE program during the school year must be reported with a separate record for each program. For example two service records would be required for a student enrolled in business education in his or her high school and enrolled in a computer information technology at a BOCES.

10. *How is the level of program intensity determined?*

Program intensity is a measure of the student's progression through his or her CTE program. While CTE programming in BOCES and Technical or CTE high schools (found in the larger districts in the state) is usually predefined or linear in nature CTE programming in local high schools often crosses content areas and may not be predefined or linear. CTE students at local high schools build meaningful cohesive concentrations based on individual interests.

The following tables offer guidance on how to make this determination for CTE programs at local high schools and those at BOCES and Technical or CTE high schools:

**Local High Schools**

	<b>General CTE</b> <i>A student who has...</i>	<b>Title II</b> <i>A student who has...</i>
<b>Enrollee</b>	...began instruction in the any CTE course or unit of study	...signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.

<b>Participant</b>	... ..successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program as part of a cohesive concentration and who has enrolled or plans to enroll in a second course/unit of study.	...successfully completed at least one course or unit of study in the CTE component of the Title II program.
<b>Concentrator</b>	... successfully completed, as determined by the program service provider, two courses/units of study out of a three course/unit of study that together form a cohesive concentration; 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 study CTE program.	...successfully completed two courses or units of study in the secondary CTE component of a Title II program.

**BOCES/Technical or CTE High Schools**

	<b>General CTE</b> <i>A student who has...</i>	<b>Title II</b> <i>A student who has...</i>
<b>Enrollee</b>	begun any CTE course or unit of study.	...signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.
<b>Participant</b>	completed one-third of his or her program.  (In the case of a BOCES two-year program 27 weeks = 1/3)	...successfully completed, as determined by the BOCES or technical or CTE high school, at least 1/3 of the CTE component of a Title II program.
<b>Concentrator</b>	completed two-thirds of his or her program.  (In the case of a BOCES two-year program 54 weeks= 2/3)	...successfully completed, as determined by the BOCES or technical or CTE high school at least 2/3 of the CTE component of a Title II program.

*11. When must the level of program intensity be reported?*

As the student reaches each level, the student's record should be updated. As this may prove problematic, program intensity should be reported, 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 all completers have, by definition, passed through all the intensity 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.

*12. How do you record a student's CTE data when the student takes CTE over multiple years and how is it recorded if those years are not sequential?*

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

If the student is taking CTE over multiple years and has not completed or left the CTE program by the end of the first year, the student's first year CTE program service record is left without a "Reason for Ending" code.

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 a CTE program that did not have a "Reason for Ending" code at the end of the preceding year, a new CTE program service record is created for year 2 to reflect the student's continuation in that CTE program.

If a student that began and did not complete or leave a CTE program in year 1 opts not to take CTE in year 2, no new CTE program service record is created in year 2. If such a student then re-starts the same CTE program in year 3—in effect "skipping" year 2—a new program service record must be created at the start of year 3.

This "skipping" will impact the Level of Intensity that needs to be recorded in year 3. The entirety of the student's CTE program should be considered when creating the new CTE program service record in year 3 using both year 1 and year 3 to determine intensity.

To clarify –

The CTE program service record is created when the student first starts a CTE program. The CTE program service record should be ended at the point in time at which the school district becomes aware of this change in the student's status. If that awareness occurs before the school year ends the program service record should be ended then. If that awareness occurs after the school year ends and that school year's records are locked, a new program service record should be created at the start of the following year and then closed on the succeeding day to record the ending of that student's program service. If the student then restarts the CTE program service - either later in the 2nd year or in a later year - a new program service record would be needed. When the student restarts his/her CTE program the "Program Intensity" level would be determined by the examining the student's entire CTE program.

For example, if a student starts a CTE program in 2008-09 and is expected to continue it in 2009-10 -

- o At the completion of the 2008-09 school year, the school district believed the student is planning to continue this program in the next school year, so the school district does not enter any exit date or exit reason in the 2008-09 program record.
- o July 31st has past and all program data for the 2008-09 school year is locked.
- o In September 2009 the school district becomes aware that this student will need to "skip" the 2009-10 school year or the 1st semester of 2009-10 in his multi-year CTE program.
- o The school district should then, in the 2009-10 year, enter a program record for this student with a Enter date at the start of the year and an Exit date one day later with a Reason for Ending code of 663. No historical record change is needed.
- o When the student resumes the CTE program - either later in 2009-10 or in 2010-11 - a new program service record needs to be created. The "Program Intensity" level associated with this restarted CTE program should be based on this students overall participation from both years.

*13. How is the appropriate CTE program service code determined?*

Use Appendix 10 of the *SIRS Manual* to determine the appropriate code. 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. Use the CIP code in Appendix 10 that most closely reflects the curricula of the student's CTE program.

As CTE programs at local high schools often cross content areas and may not be predefined or linear in nature and CTE students at local high schools build meaningful cohesive concentrations based on individual interests, the selection of a specific CIP code from Appendix 10 may prove more difficult than the selection of such a code for CTE programs at BOCES and Technical or CTE high schools. In this case the local high school can use one of the more broad based CIP codes listed below. These reflect the six major CTE content areas. If a student is in programs from two of these content areas, the code to be reported should be the one in which the majority of the student's time is spent. The six content areas and their related CIP codes are:

- Agriculture; use CIP code 010599
- Business and Marketing; use CIP code 529999
- Family and Consumer Sciences; use CIP code 199999
- Health Occupations; use CIP code 519999
- Technology Education; use CIP code 151599
- Trade and Technical; use CIP code 489999

When a local agency 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 [emsccte@mail.nysed.gov](mailto:emsccte@mail.nysed.gov) for assistance.

*14. What is meant by a CTE program being "Approved" or "Endorsed"?*

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" 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 (For more information about the approval process see [www.emsc.nysed.gov/cte/ctepolicy/](http://www.emsc.nysed.gov/cte/ctepolicy/)) 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](mailto:emsccte@mail.nysed.gov) for assistance.

*15. Are non-public schools required to report CTE data?*

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

*16. 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 CTE and should such students be reported through SIRS?*

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

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

Yes and Yes;

- if the student is enrolled in an "approved" GED program (i.e., AHSEPP or HSEPP).

No and No;

- if the student is enrolled in an "other" GED program, or
- 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
- if the student has completed an IEP and is receiving special education services, but is not working toward a GED or high school diploma.

*18. Where can additional guidance be found?*

The Department's CTE program office has created a CTE data web page at <http://www.emsc.nysed.gov/cte/Data/home.html> Basic questions about CTE data collection and reporting should be directed to IRS at [Dataquest@mail.nysed.gov](mailto:Dataquest@mail.nysed.gov) If, however, Level 1 or district personnel have more detailed technical, procedural, or policy questions about the CTE data collection, please contact Deb Reiter in the CTE program office at 518-486-1547 or [dreiter@mail.nysed.gov](mailto:dreiter@mail.nysed.gov)