

Appendix L – Career-Technical and Adult Education (CTAE)

FY04 EMIS Manual

The CTAE Appendix has been developed as a supplement to the EMIS Manual. The information applies only to secondary career-technical education programs. Refer to the EMIS Manual for additional information – sections of the EMIS Manual are often referenced.

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SECONDARY CAREER-TECHNICAL PROGRAMS

Data on all approved secondary career-technical programs must be reported in EMIS. Approved and funded programs are essential.

Career-technical education is a process of preparing students for careers and/or college.

Career-technical education programs are organized into three major groups:

- **Workforce Development (including College Tech Prep):**
Workforce development programs consist of an instructional sequence of classes and experiences that involve in-depth training and strong academics to prepare students for careers and/or college. Workforce Development program information is available in many places on the Office of CTAE web site: <http://www.ode.state.oh.us/ctae/>
 - College Tech Prep – College Tech Prep is a combination of college preparatory academics and advanced career-technical education with the objective of an easy transition from high school to postsecondary education. Tech Prep information is available at: http://www.ode.state.oh.us/ctae/tech_prep/
- **Career Based Intervention:**
The Career Based Intervention (CBI) program is a Career-Technical Education Program designed for students ages 12-21 in grades 7-12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The program is to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for postsecondary education and/or careers. Career Based Intervention information is available at: <http://www.ode.state.oh.us/ctae/teacher/cbi/>
- **Work and Family Studies:**
Work and family studies programs (part of family and consumer sciences content area) prepares students for roles related to family life, work life and their interrelationships. Secondary programs include Work & Family Life (high school and middle school), Impact and GRADS (Graduation, Reality And Dual-role Skills) for pregnant and parenting students. Work and Family Studies information is available at: http://www.ode.state.oh.us/ctae/teacher/fcs/Work_Family_Studies/

RESOURCES FOR CAREER-TECHNICAL EMIS REPORTING

Key resources useful for career-technical EMIS reporting include:

- **CTAE Secondary Program Guidelines:**
 - Can be found at http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Includes a list of expectations for all programs and a list of resources related to program expectations
 - Is useful for developing new CTAE programs and updating existing programs
 - Is aligned with the *VE-26 Application for Approval of Secondary Career-Technical Programs*
- **Appendix C of EMIS Manual:**
 - Can be found at <http://www.ode.state.oh.us/emis/documentation/manual/2004/>
 - Includes a list of subject codes and descriptions
- **Ohio Department of Education Certification and Licensure Dictionary (CLD):**

- Can be found at http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/cld.asp
- Includes a list of subject codes and descriptions which indicates the content taught in each course
- Indicates the certification/licensure requirements a teacher must meet to be credentialed to teach each course (including course content and grade level)
- Includes the suggested subject area for credit
- This tool is intended for administrators, human resource departments, and program managers who are hiring.
- The Teaching Certificate & License Search (a searchable database of valid certificates/licenses and subject codes) can be found at <http://webapp1.ode.state.oh.us/emis/certification/courseSearch.asp>. This tool was created for EMIS coordinators to troubleshoot the invalid_cert_job and Invalid_cert_crse and invalid_cert_crse_k8 reports.
- *CTAE Secondary Workforce Development (WFD) Program Matrix:*
 - Can be found at http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Matches EMIS subject codes with each of the following:
 - Proposed Ohio CTAE career fields
 - Names and sources of technical content standards
 - Names, codes and sources of technical assessments
 - Industry and credentialing assessments and codes
 - Possible course types
 - Course hours
 - Career-technical student organizations (CTSOs)
- *CTAE Secondary Work & Family Studies (W&FS) and Career Based Intervention (CBI) Program Matrix:*
 - Can be found at http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Matches EMIS subject codes with each of the following:
 - Names and sources of technical content standards
 - Names, codes and sources of technical assessments
 - Course types possible
 - Course hours
 - Career-technical student organizations (CTSOs)
- *CTAE Community School Program Requirements and Guidelines:*
 - *Can be found at:* http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Includes:
 - Program requirements and guidelines
 - Funding information and guidance
- *VE-26 Application for Approval of Secondary Career-Technical Programs* http://www.ode.state.oh.us/ctae/forms_applications.asp
 - Includes:
 - The VE-26 Application (including an Outline for responding to items on pg. 2)
 - Application instructions
- *Ohio Career-Technical Education Funding Guide:*
 - Can be found at <http://www.ode.state.oh.us/ctae/Funding/default.asp>
 - Includes:
 - Rules for the use of funds
 - Funding formulae

- A worksheet for estimating weighted funds
 - A worksheet for estimating funds for GRADS program
- *Career Based Intervention Program Information:*
 - Can be found at <http://www.ode.state.oh.us/ctae/teacher/cbi/>
 - Career Based Intervention Manuals
 - Many other resources
- *Work and Family Studies Program Information:*
 - Can be found at http://www.ode.state.oh.us/ctae/teacher/fcs/Work_Family_Studies/
 - Includes the Work and Family Studies Operational Guidelines
 - Many other resources

CAREER-TECHNICAL REPORTING

October (K) data reporting

- Data are reported for the following programs:
 - Workforce Development (WFD)
 - Career Based Intervention (CBI)
 - Work and Family Studies (W&FS)
- Information reported includes:
 - Student demographics
 - Student attendance
 - Student course
 - Student program (for WECEP, Career Assessment and Tech Prep)
 - Staff demographics
 - Staff employment
 - Course master
 - Correlated class record
- Data are used to determine the current year's approved programs that are ultimately included in the CTAE accountability system.
- Data are used to determine CTAE state weighted funding (except GRADS).
- NOTE: Any program that is "not funded" by the final processing opportunity during the October reporting period is considered "dropped" and is not considered for accountability purposes. If the program is operated again the next year, a VE-26 Application is required.

Yearend (N) data reporting

- These data are used to calculate the State and federal performance measures.
- Data are also used for federal accountability reporting
- Includes GRADS yearend enrollment data (affects funding the following year)
 - Students who are enrolled in GRADS for three (3) weeks should be reported in EMIS

March (D) data reporting (Based upon data submitted during Yearend reporting the previous year)

- Data are reported ONLY for funded WFD programs with completers (from prior school year)
- Student and course data are extracted from the previous Yearend EMIS database
- Data are NOT reported for students who were in foundation courses only (see list of courses under Yearend Course Reporting section)
- Data are part of the federal accountability data – reported for career-technical workforce development completers who left school the **previous year**.

Who Reports the above data for each reporting period?

- The district that employs the CTAE instructor reports:
 - All classes for the instructor
 - All staff information (staff employment and staff demographics)
 - All students in the classes (student demographics, student attendance, student course)
 - CTAE Technical Assessment and Industry/Credentialing Assessment results
 - Proficiency/achievement test data for students
- The student's Resident/Sending District reports:
 - Student attendance, demographic data
 - Proficiency/achievement test data for students

DATA DEPENDENCIES BY REPORTING PERIOD

October (K)

- Any mistakes not corrected by final processing of October data CANNOT be resolved in later reporting periods.

March (D)

- Data are extracted from the Yearend N EMIS database from the prior year
- March data submission depends upon the accuracy of the prior year Yearend N data
- Mistakes made in the data extracted from the prior Yearend N database CANNOT be resolved during the March D reporting period.

Yearend (N)

- Yearend N accountability data depend upon the accuracy of EMIS data submitted in October K.
- Mistakes made in October K CANNOT be resolved during the Yearend N reporting period.

CTAE EMIS DATA VERIFICATION REPORTS

With the implementation of the SSID, districts will now receive additional reports generated by DA sites that contain individual student information in addition to the reports listed below. CSV files will be generated at ODE, and will include information for students included on the CTAE October reports. These files will be sent to DA sites, where reports will be generated and distributed to districts. These reports will contain the SSID, demographic information about the student, local classroom code, teacher name and the teacher identification number.

October data verification reports:

- CTA_Oct_YYYY
 - Lists all CTA courses, teachers and course enrollment (connected by Local Classroom Code).
- CTA_Oct_page_index_YYYY
 - This is an alphabetical list of teachers found in the CTA_Oct_YYYY report.
 - Lists on which pages teachers appear and indicates (with an "X") where errors appear.

March data verification reports:

- CTA_Mar_YYYY
 - Includes any course funded for the *previous* fiscal year

- (i.e. in March FY2004, data reported from Yearend FY2003 data)
- Extracted from prior year, Yearend N data
- Shows number of students enrolled in the course, number of completers in June, number of completers contacted in March and the follow-up status
- CTA_Mar_page_index_YYYY
 - This is an alphabetical list of teachers found in the CTA_Mar_YYYY report.
 - Lists on which pages teachers appear and indicates (with an “X”) where errors appear.

Yearend data verification reports:

- CTA_June_YYYY
 - Programs included on this report are Workforce Development, Career Based Intervention and Work & Family Studies
 - Shows students served in each class (participation)
- CTA_June_page_index_YYYY
 - This is an alphabetical list of teachers found in the CTA_June_YYYY report.
 - Lists on which pages teachers appear and indicates (with an “X”) where errors appear.
- CTA_June_perform_YYYY
 - Includes Workforce Development students ONLY.
 - Includes data for federal and state measures.
 - NOTE: Federal data are broken out by special populations when reporting to the US Department of Education.
- CTA_June_prog_YYYY
 - This is a count of students by EMIS program code.
 - Duplicated count - Students may have more than one program code reported, so a student would be included in the count of each program reported on the Student Program Record for that student.
 - Includes any CTAE program code, regardless of whether student is enrolled in a CTAE program/class or not.
- CTA_June_tchprof_YYYY
 - Data to verify Portfolio assessment scores for Career Paths for the Teaching Professions (subject code 090011)

APPROVED PROGRAMS AND VE-26 APPLICATIONS

A *VE-26 Application for Approval of Secondary Career Technical Programs* must be completed and submitted the Ohio Department of Education, Office of Career-Technical and Adult Education when a district is adding a secondary career-technical education program in a building. The deadline for VE-26 submission is three (3) months prior to the implementation of the new program. A program is considered new to a building if it was not an approved and funded program in that building the previous school year. VE-26 Applications are available at: http://www.ode.state.oh.us/ctae/forms_applications.asp

Program design must meet the criteria established by the Office of Career-Technical and Adult Education. The criteria are identified in the *Career-Technical and Adult Education Secondary Program Guidelines*, available at:

http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp

[click on *Secondary Program Guidelines*].

A VE-26 Application can be approved when the application demonstrates that all criteria are met. Approved career-technical education programs qualify for weighted career-technical funding.

PROGRAM FUNDING

Regardless of location, career-technical programs are eligible for weighted career-technical funding. The amount of funding generated by a career-technical program depends on several factors, including:

- the type of program,
- the student full-time equivalent (FTE) based on attendance for count week,
- the instructional hours of the program,
- the career-technical weight factor, and
- the funds provided by the Ohio Biennium State Budget.

NOTE: GRADS funding is based on teacher FTE and program hours reported in the current year and student enrollment the previous year.

Information on estimating weighted career-technical funding and the rule for use of the weighted funds is available at: <http://www.ode.state.oh.us/ctae/Funding/default.asp>

EMIS DATA ESSENTIAL FOR PROGRAM FUNDING

Course Type

- Course types beginning with a V are the only ones that will be considered for career-technical weighted funding. This includes academic subjects.

Subject Code

- All approved career-technical subject codes are eligible for weighted career-technical funding.
- Selected academic subject codes are also eligible for funding.
- NOTE: Schools may receive foundation basic aid funding for academic courses. Those academic courses that are an integral part of a career-technical education program and which enroll only students who are also enrolled in a specialized career-technical workforce development program may also receive the career-technical weighted funding. (See course type VA1 for additional information.)

Length of scheduled instruction of the class

- This is the number of hours per year the class is scheduled to be in session.
- Course hours must meet the minimums and/or maximums specified for each program.
- This field is used to determine the student FTE to which the career-technical weight factor is applied that a particular course generates. This number should reflect the teacher's time for all classes except for work-site based (i.e., cooperative education) classes. For work-site based classes, report the student's required work-site time, not the teacher's time. It is imperative this number be correct to assure proper funding.

Students enrolled in classes

- Students must be enrolled in each class. (This means that Student Course Records must be reported for each student enrolled in a course, and the Local Classroom Code on the Student Course Records must match the Local Classroom Code reported on the Staff Course Master Record.)

- There is an exception for GRADS: Districts must submit course master records during the October K reporting period but GRADS courses may not have student enrollment during count week. Therefore GRADS courses for which students are not enrolled during count week are not required to have Student Course Records.

Teacher Data

- A complete staff demographic record and a complete staff employment record must be provided for every teacher identified as the teacher of a career-technical program. Any course master record reported for which there is not corresponding demographic and employment information submitted for the teacher of record will cause a course to be ineligible for funding.

Maximum Hours per Teacher

- Length of a teacher's scheduled instruction time is not to exceed 1,080 hours. To calculate hours use the following formula: (number of instructional minutes per class per day X number of days class meets) ÷ 60 minutes per hour = number of hours per course. Total all course hours to obtain teacher's total scheduled instruction time.
- Example of a teacher schedule of courses with student enrollment:

Class start time	Class end time	# minutes		# days	÷ 60 minutes		# hours per year (length of scheduled instruction)
8:00	9:44	104	X	180	÷ 60	=	312
9:48	11:32	104	X	180	÷ 60	=	312
12:16	12:56	40	X	180	÷ 60	=	120
1:44	2:34	50	X	180	÷ 60	=	150
Total Instructional Hours							894

Teacher Certification/Licensure

- A teacher must be properly certified/licensed for the subject for the course to be funded. The teacher certification/licensure requirements are listed in the Ohio Department of Education's Certification/Licensure Dictionary, located on ODE's Office of Certification and Licensure web site: http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/cld.asp
- Also see the Teaching Certificate & License Search at <http://webapp1.ode.state.oh.us/emis/certification/courseSearch.asp>

Enrollment

- There is no minimum number of students required for career-technical education programs.
- The recommended maximum enrollments for career-technical education programs are:
 - 25 students
 - 15 students for programs that exclusively serve students with disabilities
 - 10 students for programs that exclusively serve students with multi-handicapped disabilities.
- The enrollments reported during count week are those upon which funding is based. For classes that meet on a semester, trimester or other nontraditional basis, see Reporting Block or Non-Traditionally Scheduled Classes for enrollment requirements.

- NOTE: Career-technical programs should be designed and operated to serve all students. Very few programs should be designed and operated to serve only students with disabilities.

SUBJECT CODES

Subject codes for CTAE programs include:

- 01XXXX – Environmental and Agricultural Systems
- 04XXXX – Marketing Education
- 07XXXX – Health Careers Education
- 09XXXX – Family and Consumer Sciences (Career-Technical)
- 14XXXX – Business (Career-Technical)
- 17XXXX – Industrial & Engineering Systems
- 25XXXX – Career Based Intervention (CBI)
- 99XXXX – Career Development

For specific subject codes and subject descriptions, see Appendix C.

COURSE TYPES

Career-Technical Course Type Descriptions (See section 3.1.4.9 of the FY2004 EMIS Manual.)

Course Type	Description	Length of Scheduled Instruction
VV1 Anchor	<ul style="list-style-type: none"> ▪ Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. ▪ Use this code with all non-cooperative based programs. ▪ A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. 	No less than 120 clock hours per year will be approved for a course reported with this course type except for Work & Studies classes (0901XX).
VV2 Anchor, Cooperative	<ul style="list-style-type: none"> ▪ Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. ▪ Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site based instruction. ▪ A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. ▪ All VV2 classes MUST be connected with at least one VV3 class in the Career-Technical Education Correlated Class Record. 	No less than 120 clock hours per year will be approved for a course reported with this course type.
VT1 Anchor, College Tech Prep	<ul style="list-style-type: none"> ▪ Establishes a class as Tech Prep. This course type defines the anchor class that will be used to determine Tech Prep program enrollment either as an independent class or for a set of connected classes. Tech Prep is a high school and college career path linked to business, industry and labor that ensures a specified seamless pathway from high school to college to careers meeting Ohio's technological employment needs. ▪ Only those students in a State Approved Tech Prep Program (reported as a VT1 Course Type) AND reported using the Tech Prep Program Code (305005) will be counted toward Tech Prep 	No less than 120 clock hours per year will be approved for a course reported with this course type.

	<p>Enrollment. Districts may a) enroll only Tech Prep Students (this is required for programs designated as Tech Prep ONLY) or b) enroll both career-technical and Tech Prep students. In either case, districts must report all students identified as Tech Prep students by using the Tech Prep Program Code. Programs reporting students with the 305005 Tech Prep Program Code AND the VV1 anchor will receive an error code.</p> <ul style="list-style-type: none"> ▪ The VT1 course type should not be used for 9th and 10th grade portions of a pathway leading to a Tech Prep Program. A list of approved State Approved Tech Prep programs can be found at http://webapp1.ode.state.oh.us/tech_prep/ 	
VV3 Career-Technical, other	<ul style="list-style-type: none"> ▪ Used to designate a class as a career-technical education course. ▪ Use with all classes not identified as an anchor class (see VV1 or VV2 or VT1). ▪ Must be connected with an anchor class (VV1 or VV2 or VT1) in the Career-Technical Education Correlated Class Records. ▪ The course type is also used for academic courses when a part of a Career Based Intervention (CBI) program. ▪ The course type is also used to designate GRADS (090194, 090193 or 090193) and Impact (090195) instructional support time. 	No less than 120 clock hours per year will be approved for a course reported with this course type.
VA1 Academic	<ul style="list-style-type: none"> ▪ Used to designate a class as an academic class that is integral to the career-technical specialized workforce development program and which only enrolls students who are enrolled in a specialized workforce development program (VV1 or VV2 or VT1). ▪ Limited to mathematics (11XXXX), science (13XXXX), English/language arts (05XXXX) and social studies (15XXXX). ▪ This course type NOT TO BE USED for Career Based Intervention (CBI) academic courses. ▪ The length of scheduled instruction of these classes may only account for 54% of a career-technical program. 	No less than 120 clock hours per year will be approved for a course reported with this course type for courses with subject codes in the following categories 11XXXX, 13XXXX and 05XXXX. No less than 60 clock hours per year will be approved for a course reported with this course type for 15XXXX.
V00 Interactive Distance Learning (Career-Technical)	<ul style="list-style-type: none"> ▪ Instruction for the course is provided via interactive video with a teacher at a remote site. ▪ Course is designed specifically to serve career-technical students. ▪ Students “meet” at a regularly scheduled time during the school day and the instruction method provides “real-time, face to face” interaction among teacher and students on a regular basis via technology. ▪ Course is offered as a “regularly scheduled” course (offered to a group of students as part of the regular course offerings/programs) and the teacher plans and evaluates student progress and performance. 	V00 classes do not receive career-technical funding
V91	<ul style="list-style-type: none"> ▪ Used to designate a career-technical program that is contracted to a source outside the school district’s realm. ▪ Limited availability, must be approved. 	

Career-Technical Contract Program		
V99	<ul style="list-style-type: none"> ▪ A career-technical program that cannot be described within the preceding course types. ▪ Limited availability, must be approved. 	V99 classes do not receive career-technical funding
Other		

Course types used for Workforce Development (WFD)

- **VV1** – anchor
- **VV2** – anchor, all students in cooperative program (working and getting paid)
- **VT1** – anchor for Tech Prep program
 - Some or all students must be identified as Tech Prep with the Tech Prep program code 305005
- **VA1** – used for academic classes which enroll only students enrolled in a specialized WFD program and taught in conjunction with CTA WFD programs
- **VV3** – used for related classes taught in conjunction with a CTA WFD program (must be correlated to a CTA WFD anchor class)

Course types used for Career Based Intervention (CBI) – subject code 252525

- **VV1** – indicates:
 - Single Period* CBI class (This is the only anchor that can stand alone, i.e. nothing to correlate)
 - Used for all non-paid work-based learning OR a combination of paid- & non-paid work-based learning
- **VV2** – indicates 100% of students are in PAID work-based learning experiences (**VV2 must be correlated to a VV3**)
- **VV3** – used for CBI academic classes taught by CBI teacher and CBI related classes (must be correlated to a CBI anchor class)

Course types used for Work and Family Studies (W&FS) – subject codes 0901XX

- **VV1** – anchor for ALL Work and Family Studies classes
 - High School Work & Family Life
 - Middle School Work & Family Life
 - Impact
 - GRADS, regardless of how class is delivered
 - 090194 – Daily class structure, 120-180 hours
 - 090193 – Alternative structure, 48-119 hours
 - 090192 – Minimal intervention structure, 150 hours (student previously enrolled in GRADS and returns the following year but does not have time in his/her regular schedule for class)
- **VV3** – Instructional support time
 - Use for GRADS (090192, 090193 & 090194) instructional support time (must be correlated to one GRADS anchor class).
 - Use for Impact (090195) instruction support time (must be correlated to one Impact anchor class).
 - Do NOT report students in an instructional support course master.

STUDENT PROGRAM CODES

Report the following student program codes (Appendix E) on the Student Program Record during both the October K and Yearend N reporting periods:

- Work Experience and Career Exploration Program (WECEP) – 305007
 - Reported for CBI students ONLY
 - These are students ages 14 or 15 years, **working** and **getting paid** as part of the CBI program.
- Tech Prep – 305005
 - Reported for Tech Prep students enrolled in approved Tech Prep programs ONLY
 - Certain programs can be Tech Prep, some of which are for Tech Prep students ONLY
 - A list of approved Tech Prep programs can be found at http://webapp1.ode.state.oh.us/tech_prep/
 - Students must be in grades 11 or 12
 - The local Tech Prep Consortia determines the definition of *Tech Prep student*
- Career assessment – 305003
 - Reported for students who have had a career assessment administered by a teacher with 600014 (Career Assessment Specialist) endorsement
 - Must also report Staff Employee ID on the Student Program Record

Report the following Career-Technical Student Organization (CTSO) student program codes on the Student Program Record during the Yearend (N) reporting period:

- Business Professionals of America (BPA) – 410001
- DECA: An Association of Marketing Students – 410002
- FFA – 410003
- Family, Career and Community Leaders of America (FCCLA) – 410004
- Technology Student Association (TSA) – 410005
- SkillsUSA – 410006
- Future Educators of America (FEA) – 410007

CORRELATING CAREER-TECHNICAL CLASSES

Correlating classes means relating two or more classes together into a program (See section 3.1.5 of the FY2004 EMIS Manual).

- What is correlating?
 - Correlation is putting the pieces of the program together by *relating* the courses.
- Why should classes be correlated?
 - Assures proper reporting of course enrollment
 - Maximizes funding flexibility based on enrollment
 - Assures proper funding of all classes in the program
- Which course types can be correlated together?
 - Correlated class record must contain at least two local classroom codes
 - Primary local classroom code (LCC) with one of the *anchor* course types: VV1, VV2, VT1
 - One or more additional LCCs with the VV3 course type
 - Cannot correlate anchor courses together.

Correlating Courses	Course Types of Anchor classes	VV3 for WFD, CBI, CBI Academic, GRADS or Impact
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	VV1	Y
	VV2 (Coop. Program)	Y
	VT1	Y

- How do I correlate classes? [Instructions for correlating classes]
 - Report each Local Classroom Code (LCC) on the EMIS Course Master Record.
 - Use the screen EMSVEP in the state software maintenance screens for correlating classes.
 - Enter the LCC of the anchor class into column one (Called *Anchor/lab/coop LCC*).
 - Enter the LCC of the VV3 course into column two (Called the *First Corr. Academic or Tech. Related LCC*).
 - If correlating two VV3s with an anchor class, enter the LCC of the second VV3 into column three (Called the *Second Corr. Academic or Tech. Related LCC*).
 - If correlating only one VV3 with an anchor class, leave column three blank.
 - If correlating three (3) or more VV3s with an anchor class, add additional lines. (In additional lines, column one should be the same.)

MAPPING CAREER-TECHNICAL CLASSES

Mapping means putting two or more classes together to look like one class (when data get to ODE).

- What is mapping?
 - Mapping is done when more than one local classroom code (LCC) has been created for the same time with the same teacher.
 - Mapping is done when a year-long class is scheduled as two semester classes.
- When might mapping be done?
 - Different students scheduled with the same teacher at the same time (individual student schedule will not need to be changed).
 - Semester mapping (two semesters mapped together to become a year-long course).
 - Cooperative program VV2 anchor classes mapped together if the teacher is the same but student schedules differ (i.e., when students have different work schedules during the day).
- How do I map classes? [Instructions for mapping classes]
 - Report each LCC in the EMIS Course Master Record.
 - Use screen EMSVXR in the state software maintenance screens for mapping classes.
 - Add one LCC in the “*From Class Code*” column and indicate with which class it should be combined in the “*To Class Code*” column. One or more classes can be combined into a single class.
 - The *From* class and the *To* class must have the same:
 - Subject code
 - Course type
 - Teacher
 - Class period (except in case of cooperative blocks)
- Aggregations
 - When data are aggregated, student records will be automatically “mapped” into the specified class *To Class Code*. All classes mapped this way will appear on the EMIS

- aggregation report EMSAGG4.TXT with an additional line showing the class to which it was mapped.
 - EMIS will ignore class records that are mapped *From Class Code* into another class when state level reports are processed.
 - The class entered in the *To Class Code* field will show on the Career-Technical Education Class Listing and Error Report.
- Mapping tips
 - When mapping classes in the state software maintenance screens (EMSVXR), there are two columns into which the LCC are entered.
 - Only the LCCs in the *TO* column will show on the CTA report.
 - The *From Class Code* column is ignored, because ODE considers the two classes as merged into one class.
 - When joining three classes, A, B and C:
 - The following is CORRECT: Mapping A-C, B-C (You will not lose C, but A and B will be in C)
 - The following is WRONG: Mapping A-B, B-C (because B will be “cancelled”)
 - Cannot do semester mapping for High School Work and Family Life classes
 - 60-90 hours for 090101, 090102, 090106, 090107, 090108, 090111
 - 60-180 hours for 090112
 - First and second semester classes may be mapped together for reporting. When this occurs, the aggregation programs will automatically combine the classes and convert the class into an “All Year” course. Students enrolled in both the first and second semester classes will be counted only once in the combined course. The status and final grade for the student will be taken from the second semester subject record. Use the second semester LCC in the “*From Class Code*” column. Use the first semester LCC in the “*To Class Code*” column.
 - A combination of two first-semester and two second-semester classes may be mapped together into one class.
 - Map the two first-semester classes together.
 - Map the two second-semester classes together.
 - Map the combined classes into a single year-long class.
 - WARNING:
 - Use a class in the “*From Class Code*” field only once. A class can appear multiple times in the *To Class Code* field.
 - DO NOT use the same LCC in both the “*From Class Code*” and “*To Class Code*” columns. This may cause the class to disappear.
 - DO NOT use a LCC that has been entered in mapping in the “*From Class Code*” column in a Career-Technical Education Correlated Class Record. These correlations will be ignored.

CONCENTRATORS AND COMPLETERS OF WORKFORCE DEVELOPMENT PROGRAMS

Who is a concentrator? (section 2.1.7.9 of the FY2004 EMIS Guide)

- A concentrator is a career-technical student who is enrolled in the last class of a series of classes within a program or is in the final class of a competency-based series of experiences.
- Student is reported as a concentrator during the October K and Yearend N reporting period in the student course record.

Who is a completer? (Section 2.1.7.8 of the FY2004 EMIS Guide)

- A completer is a student who has enrolled in and completed an approved workforce development program AND demonstrated sufficient mastery of the career-technical and academic subject matter to prepare for his/her career and life-long learning goals as set forth in the individual career plan, AND is no longer enrolled in secondary school.
- Student MUST be identified as a concentrator to be reported as a completer.
- Student is reported as a completer during the Yearend N reporting period on the student course record for the course in which s/he is considered a completer.

Student enrolled in foundation class *ONLY CANNOT* be a concentrator or completer.

Foundation classes are designed to be delivered early in the series of WFD program classes, not as the last class. Foundation classes include:

- 010001 – Environmental and Agricultural Science
- 040001 – Arts and Communication Foundation
- 070001 – Foundation for Health Occupations
- 090001 – Human Resources/Services Foundation
- 140001 – Business and Management Foundations
- 170001 – Industrial & Engineering Systems Foundations
- 170002 – Manufacturing Foundations
- 170003 – Construction Foundations
- 170004 – Transportation Foundations
- 172809 – Fundamentals of Public Safety
- 172812 – Public Safety Core

Student enrolled in CBI or Work and Family Studies class *ONLY CANNOT* be a concentrator or completer. These subject codes are:

- 0901XX – Work and Family Studies
- 252525 – Career Based Intervention

CAREER-TECHNICAL ASSESSMENT

This is reported on the CTAE student testing record (section 2.1.6 of the FY2004 EMIS Guide)

- One record per student should be reported for each student who takes the CTAE Technical Assessment Test or Career Paths for the Teaching Profession Portfolio Assessment.
- When reporting test results, use the EMIS ID as reported on the Student Demographic Record in EMIS. (NOTE: Do NOT use the SSID when reporting test results.)

CTAE Technical Assessment (formerly OCTCA) Test Code (Section 2.1.6.1 of the FY2004 EMIS Guide)

- The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTAE Technical Assessment. This requirement pertains to any secondary student who is identified as a concentrator within a program (enrolled in the last class of a series of career-technical classes).
- Two types of CTAE Technical Assessments are available:
 - *End-of-program tests* (CTAE Technical Assessment (formerly OCTCA) Test codes = DA, DB, DC, DD, DE, EA, FA) generally consist of 100 items and span the content covered throughout a student's program. These tests are designed to be given to program concentrators during the last class in their program. End-of-program tests may be administered on-line or in a paper and pencil version.

- *Modular tests* (CTAE Technical Assessment (formerly OCTCA) Test code = MA) consist of a series of approximately 8-10 tests. Each test consists of 20-30 items covering one unit of instruction. Modular tests are designed to be administered as soon as the content is covered in class with scores retained across academic years. Results from the administration of modular tests are reported when students become concentrators. All modular tests are administered online.
- Report the appropriate CTAE Technical Assessment Test Code by selecting from the following list of options:
 - *** – CTAE Test Code not required
 - 01DA – Accounting
 - 02MA – Administrative Office Technology
 - 02EA – Administrative Office Technology
 - 03DA – Agricultural Production Core
 - 03DB – Agricultural Production Core and Beef and Sheep Production
 - 03DC – Agricultural Production Core and Dairy Production
 - 03DD – Agricultural Production Core and Poultry Production
 - 03DE – Agricultural Production Core and Swine Production
 - 05DA – Agricultural/Industrial Mechanical Technician
 - 07DA – Heating, Ventilation, Air-conditioning, and Refrigeration
 - 08DA – Animal Management Technician
 - 09DA – Auto Collision Technician
 - 10DA – Auto Mechanics
 - 12DA – Building and Property Maintenance
 - 13DA – Business Administration and Management
 - 16DA – Early Childhood Education and Care
 - 17DA – Clothing and Interiors, Production and Services
 - 18MA – Visual Communications
 - 18EA – Visual Communications Art
 - 19DA – Commercial Photography
 - 23MA – Dental Assistant
 - 23EA – Dental Assistant
 - 24DA – Diesel Mechanics
 - 25FA – Diversified Health Occupations
 - 26MA – Drafting
 - 26EA – Drafting
 - 27MA – Electrical Trades
 - 27EA – Electrical Trades
 - 28MA – Electronics
 - 28EA – Electronics
 - 30DA – Entertainment Marketing
 - 34DA – Food Management, Production, and Service
 - 36MA – Marketing Technology
 - 36EA – Marketing Technology
 - 38MA – Graphic Communications
 - 38EA – Graphic Communications
 - 39DA – Natural Resources and Forest Industry Worker
 - 39DB – Natural Resources and Resource Conservation
 - 40DA – Hospitality and Facility Care Services
 - 41DA – Travel and Tourism Marketing
 - 42DA – Industrial Maintenance
 - 43DA – Criminal Justice
 - 44DA – Precision Machine Technologies

- 45DA – Masonry
- 46DA – Meat Processor
- 47DA – Medical Assistant
- 53DA – Horticulture Core and Floriculture and Greenhouse Worker
- 53DB – Horticulture Core and Turf and Landscape Worker
- 53DC – Horticulture Core and Nursery and Garden Worker
- 56DA – Power Equipment Technology
- 59DA – Welding
- 70MA – Core Information Technology
- 71MA – Information Support and Technology
- 72MA – Network Systems
- 73MA – Programming and Software Development
- 74MA – Interactive Media

CTAE Technical Assessment (formerly OCTCA) Test Score (Section 2.1.6.2 of the FY2004 EMIS Guide)

- Score reported should be the actual test score, which can range from 000-100.
- Valid Options:
 - *** – Not Applicable (Student did not take the CTAE Technical Assessment)
 - “000” to “100” – Actual test score

Career Paths for the Teaching Professions – Portfolio Score (Section 2.1.6.3 of the FY2004 EMIS Guide)

- Reported **ONLY** for students enrolled in Career Paths for the Teaching Professions course (subject code 090011), which prepares students for entry level technical and professional career options within the teaching profession.
- The Portfolio Assessment Score (based on a rubric designed by CTAE and used by all programs) is a two-digit numeric score from “00” to “98” with “98” being the maximum score.
- Valid Options:
 - ** – Student not required to take the portfolio assessment
 - NP – Required to take the portfolio assessment, no portfolio completed
 - “00” to “98” – Actual portfolio assessment score

Industry Assessment Test Code (Section 2.1.6.4 of the FY2004 EMIS Guide)

- **For informational purposes only – The Industry Assessments will replace the Industry Credential Tests in FY05. No Industry Assessment test codes are to be reported in FY04 Yearend N report.**
- Industry assessment test codes are to be reported in FY05 March D reporting period for students identified as completers during the FY04 Yearend N reporting period.
- *Draft* Valid Options (subject to change by FY05):
 - 0701 – National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN), developed and administered by the National Council of State Boards of Nursing, Testing Services Department (for Practical Nursing, subject code 070302)
 - 0702 – State Tested Nurse Aide (STNA), for Ohio – Developed and administered by D&S Diversified Technologies, per Ohio Department of Health (for Nurse Assisting, subject code 070303)
 - 1701 – National Cosmetology Practical Examination, developed and administered by the National-Interstate Council of State Boards of Cosmetology (for Cosmetology, subject code 172602)

- 1702 – Ohio Department of Public Safety, Division of Emergency Medical Services, Firefighter II Examination (for Basic Firefighter Training, Paid, subject code 172801)
- 1703 – National Registry of Emergency Medical Technicians-Basic (EMT-B) Examination (for Emergency Medical Technician – Secondary, subject code 172811)
- 1704 – Ohio Peace Officers Training Academy (OPOTA) Private Security (for Criminal Justice, subject code 172802; and Private Security, subject code 172808)

Industry Assessment Outcome (2.1.6.5)

- **For informational purposes only – No Industry Assessment Outcome data are to be reported during the FY04 Yearend N reporting period.**
- Industry assessment outcomes are to be reported in FY05 March D reporting period for students identified as completers in the FY04 Yearend N reporting period.
- *Draft* Valid Options (subject to change by FY05):
 - * – Not Applicable (Student did not take an Industry Assessment)
 - P – Student passed the assessment
 - N – Student did NOT pass the assessment

WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP

CTAE Workforce Development Completer Follow-Up Record (Section 2.1.11 of the FY2004 EMIS Guide)

- The completer follow-up data are collected 6-9 months AFTER graduation or after the student has left school, and reported during the FY2004 March D reporting period. The data should be collected by districts during the period January, 2004 through March, 2004. Districts may use the Career-Technical Student Follow-up Form (VE-2404-5), included in Appendix H of the FY2004 EMIS Guide, to survey students and to help collect data for reporting the CTAE Workforce Development Completer Follow-up information.
- The district that employs the teacher of the workforce development program that also reported student completers in the FY2003 Yearend N reporting period shall report the completer follow-up data during the FY2004 March D reporting period.
- Completer follow-up data can be reported in the FY2004 March D reporting period only if the following critical data elements were accurately reported on the Student Attendance Record in the FY2003 Yearend N reporting period:
 - Curriculum/Completer Status
 - Diploma Date
 - Diploma Type
 - Withdrawal Reason, and
 - Withdrawal Date
- A student can be reported as a completer in one workforce development program ONLY.
- Report Follow-Up Status for each CTAE completer (Section 2.1.11.1 of the FY2004 EMIS Guide). Valid options are:
 - 01 – Entered military (related)
 - 02 – Entered military (non-related)
 - 03 – Employed related and pursuing related education
 - 04 – Employed related and pursuing non-related education
 - 05 – Employed related and not pursuing additional education
 - 06 – Employed non-related and pursuing related education
 - 07 – Employed non-related and pursuing non-related education
 - 08 – Employed non-related and not pursuing additional education
 - 09 – Not working and pursuing related education only

- 10 – Not working and pursuing non-related education only
- 11 – Not working, but actively seeking employment
- 12 – Not working, not seeking employment (i.e., welfare, prison, homeless)
- 13 – In the voluntary labor force (i.e., work of the family, volunteer work)
- 14 – Status unknown
- 97 – Deceased
- 98 – Reported incorrectly as completer in June and student is not currently enrolled
- 99 – Reported incorrectly as completer in June and student is currently enrolled

CAREER BASED INTERVENTION (CBI) WORK BASED LEARNING EXPERIENCE

The CBI Work Based Learning Experience (section 2.1.7.7 of the FY2004 EMIS Guide) indicates whether or not a student participates in Work Based Learning Experiences. This is reported during the October K and Yearend N reporting periods on the student course record. Documentation for Work Based Learning Experience is mandatory and must be kept on file for audit purposes.

Work-Based Learning includes:

- Paid cooperative work experiences and/or
- Unpaid work-based learning experiences such as job shadowing, short term field experiences, internships, volunteering at non-profit community agencies, career exploration, and/or service learning activities.

Valid Options include:

- * – Not Applicable (default for courses with *SUBJECT CODE* NOT = 252525)
- 1 – Yes, Paid Work Based Learning Experience
- 4 – No Work Based Learning Experience (default for courses with *SUBJECT CODE* = 252525) (NOTE: Work Based Learning Experience is a required program component for all CBI students. Using this option for CBI students causes the CBI program not to be approved to receive Career-Technical weighted funding).
- 5 – Yes, Non-Paid Work Based Learning Experience (completed service learning project)
- 6 – Yes, Both paid & unpaid Work Based Learning Experience (completed service learning project)
- 7 – Yes, Non-Paid Work Based Learning Experience (did NOT complete service learning project)
- 8 – Yes, Both paid & unpaid Work Based Learning Experience (did NOT complete service learning project)

YEAREND N REPORTING

Reporting of Yearend N data is based upon data from final processing of October K reporting period.

Report district IRN, LCC, subject code and course type data elements on the Course Master Record

- The same district IRN, LCC, subject code and course type data elements reported during the October reporting period must also be reported during the Yearend N reporting period.

- If a different district IRN, LCC, subject code or course type is reported during the Yearend N reporting period for a particular course, a district will not get student counts for those classes.

Reporting student enrollment

- Students enrolled in career-technical classes in session during count week must also be reported during the Yearend N reporting period, regardless of whether the student completes the course or not.
 - CTAE Course Status – the only valid Course Status options are “0” OR “1”.
 - 0 = Active (student completed the course).
 - 1 = Inactive (student left the course sometime during the school year).
- Students who enroll in career-technical classes after count week must be added to student enrollment.
 - Example: If 10 students are reported in October, the same 10 students, plus any new students who enrolled after count week, must be accounted for during the Yearend reporting period.
 - NOTE: Adding a student in a non-approved grade level to a class will cause that class to be unfunded for the year (i.e., adding an eighth-grade student to a workforce development program will cause that workforce development program to be unfunded).

Teacher of Record

- The same teacher ID approved on the course master record in the October K reporting period will appear in the Yearend N reporting period, even if a new staff person is hired.

Reporting Concentrators (Section 2.1.7.8 of the FY2004 EMIS Manual)

- Student is reported as a concentrator during the October K and Yearend N reporting periods on the student course record.
- Student is reported by the district that employs the WFD teacher.
- Once a student is reported as a concentrator, the student remains a concentrator.
- Student enrolled in a CBI, Work & Family Studies or a foundation WFD class *ONLY* CANNOT be a concentrator.

Reporting Completers (Section 2.1.7.9 of the FY2004 EMIS Manual)

- A student **MUST** be identified as a concentrator to be reported as a completer.
- A student is reported as a completer during the Yearend N reporting period on the student course record.
- Student is reported by district employing the WFD teacher.
- Completer is reported by district after the student leaves school.
- Student enrolled in a CBI, Work & Family Studies or a foundation WFD class *ONLY* CANNOT be a completer.

Reporting Career Passport for Concentrators and Completers of Workforce Development Programs (Section 2.1.2.18 of the FY2004 EMIS Manual)

- The Career Passport represents a customized portfolio developed for secondary career-technical workforce development completers. It includes space for documents such as: a résumé, letters of recommendation, list of competencies achieved, certificate of program completion, student grade transcript, and other employability credentials.
- Report this element for career-technical concentrators and completers during the Yearend N reporting period on the student attendance record.
- Valid options are:

- N = No (Default)
- Y = Yes

Reporting CBI Work Based Learning Experience (Section 2.1.7.7 of the FY2004 EMIS Manual)

- CBI Work Based Learning Experience is reported during the October K and Yearend N reporting periods on the student course record. Documentation for Work Based Learning Experience is mandatory and must be kept on file for audit purposes.
- See previous explanation for Yearend N reporting of CBI Work Based Learning Experience

POSITION CODES AND ASSIGNMENT AREAS

Position assignment code (section 3.1.3.2 of the FY2004 EMIS Guide) must be reported for teachers of approved career-technical programs. A list of position assignment codes is located in Appendix D of the FY2004 EMIS Guide.

- On the Staff Employment Record, report:
 - Position code 207 – *Career-Technical Education Teaching Assignment* for VV1, VV2, VT1 and VV3 course types
 - Position code 205 – *Regular Teaching Assignment* for VA1 (career-technical academic) course type
- Course Master elements are required for courses taught by individuals with position codes 205 and 207.
- Assignment areas are not required for career-technical and academic teachers.

Assignment areas (section 3.1.3.15 of the FY2004 EMIS Guide) are required for career-technical administrators. A list of assignment area codes is located in Appendix B.

- Report the assignment area on the Staff Employment Record
- 999800 – Career-Technical Programs/Career Pathways
- 999805 – Career-Technical Education – Apprenticeship Program

BUILDING A CAREER-TECHNICAL PROGRAM WITH THE PROGRAM BUILDER CODE – OPTIONAL (FOR CAREER-TECHNICAL PROGRAM ONLY)

- What is the program builder code? (Section 3.1.4.10 of the FY2004 EMIS Guide)
 - The program builder code uniquely identifies a specific career-technical program (a coherent set of courses leading students to a career objective) within a district. It may be used to build career-technical programs too complex for the correlated class record. It is used to put multiple anchor classes together to form a career-technical program. It allows two or more classes and/or set of correlated classes to be connected together into a career-technical program.
- How does the school district develop a program builder code?
 - If a coding system does not exist at a building or district, the school district will need to create a unique number that identifies each career-technical program. A district can create the Program Builder Code using any method. However, this code is only a unique identifier of a career-technical program within the reporting district. This code, which uniquely identifies a career-technical program, **MUST REFER TO THE SAME CAREER-TECHNICAL PROGRAM DURING BOTH THE OCTOBER K AND YEAREND N REPORTING PERIODS**. If a program builder code is eliminated during the year, this same code cannot be used for another career-technical program during the Yearend N reporting period. Program builder codes created for October

must refer to the same career-technical program for the entire school year. Codes can be changed for the succeeding school years.

- The program builder code is from 1 to 15 alphanumeric characters and is found on the COURSE MASTER Record. (PLEASE DO NOT USE ALL ZEROES for the program builder code.) It will normally be put on the anchor classes (those classes designated with career-technical course types VV1, VV2 or VT1).

ADULTS ENROLLED IN SECONDARY PROGRAMS

Adult students by definition may not be included in district ADM or FTE reimbursement. However, adult students may pay tuition at the rate established by the school district.

Districts may enroll adult students in secondary career-technical programs that have not reached the maximum suggested enrollment, but cannot report adult students in EMIS.

CTAE REPORT EDIT CODES (FORMERLY KNOWN AS ERROR CODES)

Districts report EMIS data to demonstrate they are administering the program in a way that matches the approved program design. CTAE report edit codes will appear on data verification reports if data reported for career-technical programs is questionable or inaccurate. New edit checks are added each year. A list of CTAE Edit Codes is available at:

[www.ode.state.oh.us/emis/documentation under the topic “CTAE report edit codes”.

The edit codes used on CTAE data verification reports generated by ODE during the October reporting period have differing levels of severity. (NOTE: Severity levels of error messages are not differentiated for March D and Yearend N reporting periods.)

- **Fatal errors** – does not meet program requirements
 - In October K reporting period, fatal errors will result in loss of approved program and funding if not corrected.
- **Warning notes** – recommended guidelines for best practice
 - Would not result in loss of funding.
 - Districts may look at these and potentially make changes in program delivery (for future years).
- **Informational notes**
 - Primarily for the GRADS program (T16 & T17).
 - Based upon calculations used to get calculation for the GRADS funding.

Edit codes differ by reporting period.

- October K reporting period edit codes:
 - CXX-edit codes related to course master, correlated class records
 - EXX-enrollment edit codes related to student demographic, student attendance, student course data.
 - TXX- Teacher edit codes (staff demographic, staff employment records)
 - MXX-Miscellaneous edits
- March D reporting period edit codes:
 - FXX – Edit codes related to WFD completer follow-up data
- Yearend N reporting period edit codes:
 - JXX – Edit codes related to data reported during Yearend

Common CTAE reporting problems:

- Calculation of length of scheduled instruction

- Length of scheduled instruction (in hours) = (# minutes per day X days class is in session) ÷ 60
 - Example of year-long class: (45 mins. X 180 days) ÷ 60 = 135 hours
 - Example of semester class: (80 mins. X 90 days) ÷ 60 = 120 hours
- NOTE: Funding is based upon this element!
- Mapping courses
 - Remember that mapping is done when you have created more than one local classroom code (LCC) for the same time with the same teacher.
 - When might mapping be done?
 - When you see the error **T15**: Total LENGTH OF SCHEDULED INSTRUCTION for this teacher is greater than 1080 hours. Check the LENGTH OF SCHEDULED INSTRUCTION on all classes for this teacher. If LENGTHS OF SCHEDULED INSTRUCTION are correct, ask yourself “Do any of the classes need to be ‘mapped’ together?”
 - For instructions on mapping, see the section called *Mapping Classes* in this CTAE EMIS Appendix.
 - Mapping Rules
 - The two courses mapped must be taught by the same teacher
 - The course type and subject code have to be the same (or it will NOT work!)
 - Cannot do semester mapping for high school level Work and Family Studies courses
 - 60-90 hours for 090101, 090102, 090106, 090107, 090108, 090111
 - 60-180 hours for 090112
- Correlating courses
 - If a course is part of a CTAE approved program that is comprised of a set of courses, courses must be correlated
 - If a course needs to be correlated, but it is not, the error **M17** will appear
 - One or more components of this CTAE program are missing or not correlated (EMIS screen EMSVEP).
 - For CBI programs check for a related class with course type VV3, subject code 252525;
 - For GRADS programs, check for instructional support time with course type VV3 and a GRADS subject code;
 - For Cooperative programs, course type VV2, check for a related class, course type VV3.
 - Correlating course types other than CTAE course types
 - Noncareer-technical courses CANNOT be correlated with career-technical courses
 - NO courses with course type R00 or D01 should be correlated with VXX courses!