

Appendix L – Career-Technical and Adult Education (CTAE) 2004-2005 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/ or <http://www.techprepohio.org>
- **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) 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/

TYPES OF WORKFORCE DEVELOPMENT (WFD) COURSES/PROGRAMS

The types of Workforce Development courses/programs are foundation courses, career field specialization courses, specialization programs and entrepreneurship and employability courses.

- **WFD Foundations Courses (VV1 course type)**
 - WFD Foundation courses are not WFD specialization courses.
 - Courses are designed for 9th & 10th grade students.
 - Courses may be the first class "...in a series of classes/experiences..." of WFD programs, but are not a required component of a career-technical pathway.
 - Courses are NOT the "...last class/experience in a series of classes/experiences..." so students CANNOT be reported in EMIS as concentrators or completers.
 - Career-technical academic courses (VA1 course type) cannot be a component of the educational pathway for students enrolled in this course.
 - Courses must be scheduled for a minimum of 60 hours of instruction.

- Courses qualify for career-technical weighted funds (.57 weight).
- Subject codes include:
 - 010001 (Environmental and Agricultural Science)
 - 040001 (Arts and Communication Foundation)
 - 070001 (Foundation for Health Careers)
 - 090001 (Human Resources/Services Foundation)
 - 140001 (Business and Management Foundation)
 - 170002 (Manufacturing Foundations)
 - 170003 (Construction Foundations)
 - 170004 (Transportation Foundations)
 - 172809 (Fundamentals of Public Safety)
- **WFD “Career Field” Specialization Courses:**
 - Courses are specialized WFD courses that are part of a “...series of classes/experiences...” that comprise specialized WFD programs. Courses may be the first class in the series.
 - Courses are NOT the “...last class/experience in a series of classes/experiences...” so students CANNOT be reported in EMIS as concentrators or completers.
 - Career-technical academic courses (VA1 course type) may be a component of the educational pathway for students enrolled in this course.
 - Courses qualify for career-technical weighted funds (.57 weight).
 - Subject codes include:
 - 140200 (Business Information Technology)

Must lead to an Information Technology WFD specialization program – 140210, 140220, 140230 or 140240

Enrollment should be restricted to 9th & 10th grade

Can be reported only as VV1 or VV3 course types

- 172812 (Public Safety Core)

Prerequisite course for WFD specialization programs in Public Safety – 172801, 172802 or 172811

Enrollment should be restricted to 10th and/or 11th grade

Can be reported only as VV1 or VT1 course types

- **WFD Specialization Programs (VV1, VV2, VT1 & VV3 course types):**
 - Courses are specialized WFD courses that are a required part of a “...series of classes/experiences...” that comprise specialized WFD programs.
 - Specialization courses reported in EMIS as VV1, VV2 or VT1 course types are the “anchor course” of specialized WFD programs.
 - Specialization courses reported in EMIS as VV3 course type must enroll only students who are also enrolled in an anchor course (VV1, VV2 and VT1 course types). A VV3 course may be a component of the educational pathway for students enrolled in VV1 or VT1 anchor courses and is a required component of the educational pathway for students enrolled in VV2 anchor courses.
 - Career-technical academic courses (VA1 course type) may be a component of the educational pathway for students enrolled in a specialized WFD anchor course (VV1, VV2 and VT1 course type).
 - Multiple classes may be offered, but the “...last class/experience in a series of classes/experiences...” must have students appropriately reported in EMIS as concentrators and completers.
 - Performance data must be reported in EMIS for students identified as concentrators and completers.
 - Courses qualify for career-technical weighted funds (.57 weight).
- **Entrepreneurship and Employability Courses (VV3 course type)**

- Courses may be offered only as part of a WFD specialization program, but are not a required component.
- Courses must be scheduled for a minimum of 60 hours of instruction.
- Courses are NOT the "...last class/experience in a series of classes/experiences..." so students CANNOT be reported in EMIS as concentrators or completers.
- Courses qualify for career-technical weighted funds (.57 weight).
- Subject codes include:
 - 990361 (Entrepreneurship)
 - 990362 (Employability)

DATA ELEMENTS – REPORTING BY MULTIPLE SCHOOL DISTRICTS

Data elements are the specific items that provide a piece of information. For complete information on data elements, see the FY05 EMIS Manual, Chapter 2, pp. 2-4. This information pertains to reporting by multiple school districts.

Because the responsibility for some students overlaps school districts, reporting information for a student may be the responsibility of multiple school districts. For example, data for career-technical students are required by both the resident district and the career-technical school (**with the exception of test records for FY05** – if the JVSD or the contract or compact career-technical district report the “UDR – Use results reported by the district of residence or sending district” in the “Subject” Required Test Type element on the Testing Record for a student they will not be required to submit duplicate test results for that student). The following are the general responsibilities for EMIS information listed by element type:

Record Type	School District Responsible
Student Demographic	Resident district of student and all districts instructing the student
Student Attendance	Resident district and/or district(s) of attendance “Graduation Credit Units” on the Student Attendance Record – When a student is simultaneously educated by multiple districts (i.e., a JVSD and the resident district), each entity would report ONLY those units that the reporting school offered, UNLESS the other educating entity does NOT report via EMIS (i.e. MR/DD students, or students participating in postsecondary enrollment courses). ODE would be able to match across districts by SID to obtain totals. (NEW in FY05)
Testing – Proficiency, Proficiency - Only, Achievement, and Ohio Graduation Tests	District at year end AND district administering test AND (if student is participating in career-technical courses) the JVSD OR district educating the student (with the following exception for FY05 - if the JVSD or other educating district report the “UDR – Use results reported by the district of residence or sending district” in the “Subject” Required Test Type element on the Testing Record for a student, the district will not be required to submit duplicate test results for that student).
CTAE Testing	District that employs the career-technical education teacher
Student Course/Staff Course Master	District employing the staff member providing the course (resident district in most cases.)
Student Program	Review the chart in section 2.1.8 Student Program Record in Chapter 2 for specific information
Discipline	District administering the discipline
Gifted Record (Screening, Assessment, and	The Resident District and Community Schools or attending district if student attends 100% of time (except for ESCs and JVSDs).

Record Type	School District Responsible
Identification)	
Early Childhood Record	Reported by educating district OR the fiscal agent for the Public Preschool Grant (which may also be the educating entity)
CTAE Workforce Development Completer Follow-Up Record	District that employs the CTAE teacher
Staff	District employing staff member
Building and District	Districts, Community Schools, Educational Service Centers (ESC), Joint Vocational School Districts(JVSD), and the Department of Youth Services (DYS)
Financial	District incurring expenses

The information reported in each element comes from various sources within the school district, e.g., the teachers' student attendance records, staff with pupil personnel responsibilities, individuals in charge of staff personnel, career-technical education administrators, special education administrators, federal programs administrators, etc.

School district administrators will use this EMIS information for local needs, e.g., grade reports, curriculum decisions, and Section 3301.0714 of the Ohio Revised Code requirements (Guidelines for statewide education management information system). **The data elements and reporting instructions in this reference guide should be shared with all appropriate staff members in your district, such as Coordinators of Testing, Personnel, Curriculum, Career-Technical, Special Education, Preschool, Gifted and Title I Programs, for example.** This information should also be shared with any other individuals involved with your district in specifying which data should be reported in EMIS and responsible for data accuracy such as the Superintendent, Treasurer, EMIS reporting and monitoring personnel).

Each school district needs to assess which student and staff data elements are already being tracked, who is responsible for the records, and when the information is required to be reported.

CTAE REPORTING BY REPORTING PERIOD

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 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 following year, a VE-26 Application must be submitted.

March D data reporting

- Student and course data are extracted from the previous Yearend N EMIS database for career-technical workforce development completers who left school the **previous year**.
- Data are reported ONLY for funded WFD specialization programs with completers.
- Data are NOT reported for students who were enrolled in foundation courses (010001, 040001, 070001, 090001, 140001, 170002, 170003, 170004, 172809) or “career field” specialization courses (140200, 172812) only.
- Data are used to calculate performance measures and are part of the federal accountability data.

Yearend N data reporting

- Data are used to calculate many of the performance measures.
- Data are used for federal accountability reporting.
- GRADS yearend enrollment data are used in calculation of GRADS funding the following year.

DATA DEPENDENCIES BY REPORTING PERIOD

October K – Final processing of 2004-05 data is March 18, 2005

- Data reported in October (K) reporting period affects all other reporting periods.
- Any mistakes not corrected by final processing of October data CANNOT be resolved in later reporting periods.

March D – Final processing of 2004-05 data (for 2003-04 extractions) is May 6, 2005

- Data are extracted from the 2003-04 Yearend N EMIS database (students enrolled the *prior year*)
- March data submission depends upon the accuracy of the 2003-04 Yearend N data
- Mistakes in the data extracted from the 2003-04 Yearend N database CANNOT be resolved during the March D reporting period.

Yearend N – Final processing of 2004-05 data is July 29, 2005

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

CTAE EMIS DATA VERIFICATION REPORTS AND FILES

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. Reports should be shared with Career-Technical administrators.

October K data verification reports and files:

- TXT_2005K_STU_CTA_AGG

- Lists all CTA courses, teachers and course enrollment (connected by Local Classroom Code).
- TXT_2005K_STU_CTA_PAGE_INDEX
 - This is an alphabetical list of teachers found in the TXT_2004K_STU_CTA_AGG report.
 - Lists on which pages teachers appear and indicates (with an “X”) where errors appear.
- CSV_2005K_STU_CTA
 - This is a comma delimited file that lists all students counted/included in the TXT_2005K_STU_CTA_AGG report.

March D data verification reports:

- TXT_2005D_STU_CTA_MAR_AGG
 - Includes any course funded for the *previous* fiscal year
 - (i.e. in March FY2005, data reported from Yearend FY2004 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
- TXT_2005D_STU_CTAMAR_PAGE_INDEX
 - This is an alphabetical list of teachers found in the TXT_2005D_STU_CTA_MAR_AGG report.
 - Lists on which pages teachers appear and indicates (with an “X”) where errors appear.

Yearend N data verification reports:

- TXT_2005N_STU_CTAYE_AGG
 - Programs included on this report are Workforce Development, Career Based Intervention and Work & Family Studies
 - Shows students served in each class (participation)
- TXT_2005N_STU_CTAYE_PAGE_INDEX
 - This is an alphabetical list of teachers found in the TXT_2005N_STU_CTAYE_AGG report.
 - Lists on which pages teachers appear and indicates (with an “X”) where errors appear.
- TXT_2005N_STU_CTAYE_PROG
 - 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.
- TXT_2005N_STU_CTAYE_PERFORM
 - Includes Workforce Development students ONLY.
 - Includes data for federal and state measures.
- TXT_2005N_STU_CTAYE_PERFORM2 (*NEW in 2004-05*)
 - Includes Workforce Development students ONLY.
 - Demographic information of federal performance measures (gender, race/ethnicity, special populations, etc.) – same demo. info that is used for federal reporting
- TXT_2005N_STU_CTAYE_TCHPROF
 - 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 to 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 Administrative Rule 3301-61-03 Criteria for Secondary Workforce Development Programs, available at: http://www.ode.state.oh.us/ctae/Regulations/admin_rules.asp. 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.

CAREER-TECHNICAL WEIGHTED FUNDS

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

- Type of course/program
- Student full-time equivalent (FTE) based on attendance during count week
- Instructional hours of the course/program
- Career-technical weight factor
- Funds provided by the Ohio Biennium State Budget
- NOTE: GRADS funding is based on teacher FTE and program hours reported in the 2004-05 October K reporting period and student enrollment reported in the 2003-04 Yearend N reporting period.

Information on estimating amount of career-technical weighted funds 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 CAREER-TECHNICAL WEIGHTED FUNDS – OCTOBER K REPORTING

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 weighted career-technical funding:
 - Workforce Development programs (.57 weight) – Academic courses must be an integral part of a specialized career-technical education program and must enroll only students who are also enrolled in a specialized career-technical workforce development program. (See course type VA1, p. 12, for additional information.)
 - Career Based Intervention programs (.28 weight) – Academic courses must be taught by an appropriately credentialed Career Based Intervention teacher. Academic courses must enroll only students who are also enrolled in a Career Based Intervention program. (See course type VV3, p. 11, 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 generated by a particular course to which the career-technical weight factor is applied. This number should reflect the teacher time for a class 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 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).
- 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.
 - *Teachers assigned to teach classes in another district* – Report one employment record for the teacher with the employing district IRN and multiple course master records with location IRN pointing to where class is housed.
 - *Teachers with more than one position assignment* – Report one employment record for each position assignment. (Example: A teacher holds two teaching licenses – one in Life Sciences (AD 132030) and another in Agriscience (CT 010100). The teacher is assigned to teach classes in both content areas, so this teacher will need two employment records – one for teaching life sciences classes (position code 205) and one for teaching agricultural education classes (position code 207)).

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 student enrollment 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 Semester Career-Technical Classes (p. 14) 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.

Location IRN (section 3.1.4.8 of FY05 EMIS Manual)

- Report the six-digit number for the building in which the course is held. Location IRNs may be for:
 - School building within the district
 - School building in a different district
 - Postsecondary institution – Refer to the FY05 EMIS Guide under “Other Helpful Resources” for a list of postsecondary institutions to find the appropriate IRN.

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 (section 3.1.4.9 of the FY2005 EMIS Manual.)

Course Type	Description	Length of Scheduled Instruction
VV1	<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 	No less than 120 clock hours per

Anchor	<p>as an independent class or for a set of connected classes.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>year will be approved for a course reported with this course type.</p> <p>Exception – No less than 60 clock hours per year will be approved for Foundation classes (010001, 040001, 070001, 090001, 140001, 170002, 170003, 170004, 172809) and most Work & Studies classes (0901XX).</p>
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. 	<p>No less than 120 clock hours per year will be approved for a course reported with this course type.</p>
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 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. ▪ 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://www.ode.state.oh.us/ctae/tech_prep/ or http://www.techprepohio.org 	<p>No less than 120 clock hours per year will be approved for a course reported with this course type.</p>
VV3 Career- Technical, other	<ul style="list-style-type: none"> ▪ Designates 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. ▪ Career-Based Intervention (CBI) – VV3 course type is also used 	<p>No less than 60 clock hours per year will be approved for a class with this course type</p>

	<p>for academic courses when a part of a CBI program.</p> <ul style="list-style-type: none"> Graduation, Reality and Dual-role Skills (GRADS) – VV3 course type is also used to designate instructional support time for GRADS (090194, 090193 or 090192) teacher. 	<p>correlated to a Workforce Development Specialization anchor class.</p> <p>No less than 120 clock hours per year will be approved for a CBI class reported with this course type or for GRADS instructional support time.</p>
VA1 Academic	<ul style="list-style-type: none"> Designates 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. 	<p>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.</p> <p>No less than 60 clock hours per year will be approved for a course reported with this course type for 15XXXX.</p>
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. 	<p>V00 classes do not receive career-technical funding</p>
V91 Career-Technical Contract Program	<ul style="list-style-type: none"> Designates a career-technical program that is contracted to a source outside the school district’s realm. Limited availability, must be approved. 	
V99 Other	<ul style="list-style-type: none"> A career-technical program that cannot be described within the preceding course types. Limited availability, must be approved. 	<p>V99 classes do not receive career-technical funding</p>

Course types used for Workforce Development (WFD)

- **VV1** – Anchor
- **VV2** – Anchor, all students in cooperative program (PAID work-site based instruction)
- **VT1** – Anchor for Tech Prep program
 - Some or all students must be identified as Tech Prep with the Tech Prep program code 305005
- **VA1** – Academic classes which enroll only students enrolled in a specialized WFD program and taught in conjunction with specialized WFD programs
- **VV3** – Technical classes taught in conjunction with a specialized WFD program (must be correlated to a specialized WFD anchor class)

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

- **VV1** – Anchor, indicates:
 - Single Period CBI class (NOTE – This is the only anchor that can stand alone, i.e. nothing to correlate)
 - Non-paid work-site based learning OR a combination of paid- & non-paid work-site based learning
- **VV2** – Anchor, PAID work-site based learning experiences for ALL students (**VV2 must be correlated to a VV3 related class**)
- **VV3** – CBI related classes and CBI academic classes taught by CBI teacher (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 (090101, 090102, 090106, 090107, 090108, 090111, 090112)
 - Middle School Work & Family Life (090185)
 - 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
 - GRADS (090192, 090193 & 090194) instructional support time (must be correlated to one GRADS anchor class).
 - NOTE: Do NOT report students in an instructional support course master.

PROGRAM CODES

Program codes represent educational programming in which students may participate (e.g., educational services, educational activities, educational interventions). Report the following program codes (Appendix E) on the Student Program Record during both the October K and Yearend N reporting periods:

- **Tech Prep – 305005** (local Tech Prep Consortium determines definition of Tech Prep Student)
 - Report for 11th & 12th grade Tech Prep students enrolled in State approved Tech Prep programs ONLY
 - Certain programs can be Tech Prep (VT1 course type) – see FY2005 Secondary Workforce Development Program Matrix
http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - All Tech Prep programs must have Tech Prep students enrolled

- “Tech Prep ONLY” programs (074820, 074830, 074840, 074850, 074890, 171805, 171806, 171807, 171808, 171809, 171815) must enroll Tech Prep students ONLY
 - A list of approved Tech Prep programs can be found at http://www.ode.state.oh.us/ctae/tech_prep/ or <http://www.techprepohio.org>
- **Work Experience and Career Exploration Program (WECEP) – 305007**
 - Report for CBI students ONLY
 - These are students ages 14 or 15 years, **working** and **getting paid** as part of the CBI program.
- **Career assessment – 305003**
 - Report for students who have had a career assessment administered by a teacher with 600010 (Transition to Work) or 600114 (Vocational Evaluator) endorsement
 - Must also report Staff Employee ID on the Student Program Record
 - Staff Reporting:
 - Position assignment code 113 (Coordinator) AND
 - Assignment area code 999895 (Career Assessment Specialist Services, formerly known as Vocational Evaluation)

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

STUDENT PERCENT OF TIME

Section 2.1.1.8 of the FY05 EMIS Manual – This indicates the average percentage of time per week the student participates in any instruction provided *by a CERTIFICATED/LICENSED employee of the reporting district*. Resident districts do not include time spent in classes taught by employees of an Education Service Center or postsecondary courses. During the first full week of October for students enrolled in only a first semester, first trimester, or first nine week class, etc., report the percent of time for these students as if they were to be in the district the entire school year.

The student percent of time should be provided as a whole number. For a full-time student, 100 should be entered, while 050 should be reported for a half-time student.

EXAMPLE:

If a student attends more than one district, each district should report the percent of time that student spends at their district in relation to the total school day for the student. For example, if a student spends 2 hours at District A and 4 hours at District B each day, then District A should report 33% and District B should report 67%.

SEMESTER CAREER-TECHNICAL CLASSES

Some classes meet on a semester, trimester or nontraditional basis. October enrollment reporting options are:

- **First semester-only classes** (or other classes that meet during count week) – These classes qualify for weighted career-technical funding. Student enrollment in these classes must be reported.
- **Second semester-only classes** (or other classes that do NOT meet during count week) **operating within the school district** – These classes qualify for weighted career-technical funding. Student enrollment in these classes may or may not be reported during count week. Second semester classes with reported enrollment qualify for weighted career-technical funding based on reported enrollment. Second semester classes with NO reported enrollment qualify for weighted career-technical funding if there is a “matching” first semester class.
- **Second semester-only classes** (or other classes that do NOT meet during count week) **operating in a different school district** (e.g., JVS satellite classes) – These classes do NOT qualify for weighted career-technical funding, as students are not enrolled in the district during count week. Do not report student enrollment for classes that are operated only during the second semester.

Examples:

Teacher Schedule (class periods)	Career-Technical Semester Classes Within a District						Career-Technical Semester Classes in a Different District			
	1 st Sem. Enrollment Reported? (Y or N)	Qualify for CT Weighted Funding? (Y or N)	2 nd Sem. Enrollment Reported? (Y or N)	Qualify for CT Weighted Funding? (Y or N)	2 nd Sem. Enrollment Reported? (Y or N)	Qualify for CT Weighted Funding? (Y or N)	1 st Sem. Enrollment Reported? (Y or N)	Qualify for CT Weighted Funding? (Y or N)	2 nd Sem. Enrollment Reported? (Y or N)	Qualify for CT Weighted Funding? (Y or N) (Column Revised 1-27-05)
1	Y	Y	N	Y	Y	Y	Y	Y	N	Y
2	Y	Y	N	Y	Y	Y	Y	Y	N	Y
3	Y	Y	N	Y	Y	Y	Y	Y	N	Y
4	Y	Y	N	Y	Y	Y	Y	Y	N	Y
5	Y	Y	N	Y	Y	Y	Y	Y	N	Y
6	N (No 6 th per. class 1 st sem.)	N	N (6 th per. class 2 nd sem.)	N	Y (6 th per. class 2 nd sem.)	Y	N (No 6 th per. Class 1 st sem.)	N	N (6 th per. class 2 nd sem.)	N

CORRELATING CAREER-TECHNICAL CLASSES

Correlating classes means relating two or more classes together into a program (section 3.1.5 of the FY2005 EMIS Manual). Classes with different subject codes, different course types, different teachers and different class periods may be correlated.

- 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 with one of the *anchor* course types: VV1, VV2, VT1
 - One or more additional local classroom codes with the VV3 course type
 - Cannot correlate anchor courses together.

Correlating Career-Technical Courses	
Course Types of	VV3 for WFD, CBI, CBI Academic

Anchor classes	or GRADS
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 (Labeled *Anchor/lab/coop LCC*).
 - Enter the LCC of the VV3 course into column two (Labeled *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 (Labeled *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). The subject code, course type, teacher and class period of these Workforce Development or Career Based Intervention classes must be identical. The only exception is that class periods for cooperative blocks might be different. Work and Family Studies classes CANNOT be mapped.

- When might mapping be done?
 - When more than one local classroom code (LCC) has been created for the same time with the same teacher.
 - When different students are scheduled with the same teacher at the same time (individual student schedule will not need to be changed).
 - When a year-long class is reported as two semester classes (two semesters mapped together to become a year-long class).
 - When the teacher is the same but student schedules differ for Cooperative program VV2 anchor classes (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)
 - NOTE: All four of these elements must be identical. Different subject codes, course types, teachers or class periods (except cooperative blocks) cannot be mapped.

- How do I report CTAE Student Course Records of mapped classes? [Instructions for reporting CTAE Student Course Records, when two classes are mapped together on one line of the EMIS screen EMSVXR]
 - Concentrator – If the courses are CTAE Workforce Development anchor courses, and the student is marked as a CTAE concentrator in one of these classes, the student must also be marked as a concentrator in the other class. CTAE concentrators are to be reported in October K and Yearend N reporting periods (if necessary, may be reported only in Yearend N).
 - Completer – If the courses are CTAE Workforce Development anchor courses, and the student is marked as a CTAE completer in one of these classes, the student must also be marked as a completer in the other class. CTAE completers are to be reported in Yearend N reporting period.
 - CBI Students – If the courses are Career Based Intervention (CBI) anchor courses and the student has a CBI Work Based Learning Experience in one course, the other course must have the same CBI Work Based Learning Experience for the student. See *CBI Work Based Learning Experience*, p. 22, for reporting instructions.
- 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 Class Code*” 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”)
 - 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.
 - 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.
 - High School Work & Family Life classes CANNOT be mapped, as this would cause courses to exceed the maximum hours of instruction.
 - 60-90 hours for 090101, 090102, 090106, 090107, 090108, 090111
 - 60-180 hours for 090112

- 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 (EMIS screen EMSVXR) into a Career-Technical Education Correlated Class Record (EMIS screen EMSVEP). These correlations will be ignored.

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 FY2005 EMIS Manual)
 - 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 (VV1, VV2 or VT1 course types).

CONCENTRATORS AND COMPLETERS OF WORKFORCE DEVELOPMENT PROGRAMS

Who is a concentrator? (section 2.1.7.9 of the FY2005 EMIS Manual)

- 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. The class must be a specialized workforce development anchor class (course type VV1, VV2 or VT1).
- Student is reported as a concentrator during the October K and Yearend N reporting periods in the Student Course Record. A student identified as a concentrator AFTER count week (who was not reported as a concentrator in the October K reporting period) should be reported as a concentrator in the Yearend N reporting period.

Who is a completer? (Section 2.1.7.8 of the FY2005 EMIS Manual)

- 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 reported 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. A student can be reported as a completer in only one specialized workforce development program (course type VV1, VV2 or VT1).

Student enrolled in a foundation class or a “career field” specialization class *ONLY CANNOT* be reported as 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
 - 170002 – Manufacturing Foundations
 - 170003 – Construction Foundations
 - 170004 – Transportation Foundations
 - 172809 – Fundamentals of Public Safety
- “Career field” specialization classes are designed to be delivered early in the series of WFD program classes, not as the last class. “Career field” specialization classes include:
 - 140200 – Business Information Technology
 - 172812 – Public Safety Core

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

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

CAREER-TECHNICAL ASSESSMENT

Career-technical assessment results are reported on the CTAE Student Testing Record (section 2.1.6 of the FY2005 EMIS Manual).

- 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 FY2005 EMIS Manual)

- 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, GA) 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
 - 01EA – 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
 - 07EA – Heating, Ventilation, Air-conditioning, and Refrigeration
 - 08DA – Animal Management Technician
 - 09EA – Auto Collision Technician
 - 10DA – Auto Mechanics
 - 12EA – Building and Property Maintenance
 - 13EA – Business Administration and Management
 - 15MA – Carpentry
 - 15EA – Carpentry
 - 16EA – 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
 - 24EA – Diesel Mechanics
 - 25GA – Diversified Health Occupations
 - 26MA – Drafting
 - 26EA – Drafting
 - 27MA – Electrical Trades
 - 27EA – Electrical Trades
 - 28MA – Electronics
 - 28EA – Electronics
 - 30EA – Entertainment Marketing
 - 34EA – 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

- 40EA – Hospitality and Facility Care Services
- 41DA – Travel and Tourism Marketing
- 42EA – Industrial Maintenance
- 43EA – Criminal Justice
- 44EA – Precision Machine Technologies
- 45DA – Masonry
- 46DA – Meat Processor
- 47EA – 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
- 59EA – 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 FY2005 EMIS Manual)

- 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 FY2005 EMIS Manual)

- Report **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

WORKFORCE DEVELOPMENT COMPLETER FOLLOW-UP

CTAE Workforce Development Completer Follow-Up Record (section 2.1.11 of the FY2005 EMIS Manual)

- The completer follow-up data are collected 6-9 months AFTER graduation or after the student has left school, and are reported during the FY2005 March D reporting period. The data should be collected by districts during the period January, 2005 through March, 2005. Districts may use the Career-Technical Student Follow-up Form (VE-2404-5), included in Appendix H of the FY2005 EMIS Manual, 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 FY2004 Yearend N reporting period shall report the completer follow-up data during the FY2005 March D reporting period.
- Completer follow-up data can be reported in the FY2005 March D reporting period only if the following critical data elements were accurately reported on the Student Attendance Record in the FY2004 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 FY2005 EMIS Manual). 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)

- All CBI students must enroll in an Anchor class. Report subject code 252525 for:
 - CBI Single Period Class (VV1 course type) OR
 - CBI Related Class (VV3 course type) AND
 - CBI Work Based Learning Component (VV1 or VV2 course type)
- CBI students may enroll in CBI academic courses.
 - Report standard academic subject codes for VV3 academic classes when CBI teacher teaches academic classes under a standard academic certificate or license (English Language Arts, Math, Science, Social Studies)
 - Report CBI academic subject code when the teacher currently holds a valid and appropriate academic endorsement earned under an OWA or OWE certification.
CBI academic subject codes:
 - 251310 for CBI Science
 - 250510 for CBI Language Arts
 - 251110 for CBI Mathematics
 - 251510 for CBI Social Studies
 - 250519 for CBI Reading

CBI Work Based Learning Experience

- Work based learning is a required program component for all CBI students (section 2.1.7.7 of the FY2005 EMIS Manual). This element indicates whether or not a student participates in Work Based Learning Experiences. Report this element 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:
 - * – 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: Since 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)

CBI and Disadvantage

- All CBI students must be identified as academically and/or economically disadvantaged (section 2.1.1.14. of the FY2005 EMIS Manual for definitions) or have a disability (section 2.1.1.13 of the FY2005 EMIS Manual).
- **During the October K reporting period**, districts should report the student's disadvantage status as of the first full week of October. **During the Yearend N reporting period**, districts should report the student's disadvantage status as of the last day of school (or the student's status as of the last day s/he was enrolled in your district).
- VALID OPTIONS:
 - 1 = Economic disadvantage
 - 2 = Academic disadvantage (reported for career-technical education students only)
 - 3 = Both economic and academic disadvantage (reported for career-technical education students only)

GRADUATION, REALITY AND DUAL-ROLE SKILLS (GRADS)

GRADS is an instructional and intervention program for pregnant and parenting students, male and female. Report GRADS student enrollment from initial date of enrollment (**NEW for FY2005**).

Program hours and class hours are listed below. Funding is based on GRADS Teacher FTE, as outlined in the *Ohio Career-Technical Education Funding Guide FY2005*:

<http://www.ode.state.oh.us/ctae/Funding/default.asp>

	Hours, Full Time Program	Hours, Part-Time Program
GRADS Daily Class Structure (090194)		
Total Teacher Hours	690 minimum	360-689
VV1 Teacher Hours	450 minimum	240 minimum
VV3 Instructional Support Time (Teacher Hours) ▪ No student enrollment ▪ Must be correlated to a VV1	240 minimum	120-240
VV1 Classes	120-180 hours	120-180 hours
GRADS Alternate Class Structure (090193)		
Total Teacher Hours	690 minimum	360-689
VV1 Teacher Hours	450 minimum	240 minimum
VV3 Instructional Support Time (Teacher Hours) ▪ No student enrollment ▪ Must be correlated to a VV1	240 minimum	120-240
VV1 Classes	48-119	48-119

Classes must be scheduled during October reporting period, but do not require student enrollment during count week. Enrollment must be updated in the Yearend N reporting period.

Minimum Intervention/Follow-Up Structure (090192)

- This class is available only for students who are not able to schedule GRADS into their regular school schedule.
- 120-150 hours of non-credit intervention, follow-up, support, and instruction for pregnant or parenting students (not to duplicate 090194 or 090193 enrollment). May be scheduled in a "0" period before or after school. (Foundation funded classes only.)

YEAREND N REPORTING

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

Reporting district IRN, local classroom code (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 K, the same 10 students, plus any new students who enrolled after count week, must be accounted for during the Yearend N 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).

Reporting 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 2.1.7.9 of the FY2005 EMIS Manual)

- Report student as a concentrator during the October K and Yearend N reporting periods on the Student Course Record. Student may be reported as a concentrator in the Yearend N reporting period even if not reported as a concentrator in the October K reporting period.
- The district employing the WFD teacher reports the student.
- Once a student is reported as a concentrator, the student remains a concentrator.
- Student enrolled in a CBI, Work & Family Studies or a foundation or “career field” specialization WFD class *ONLY CANNOT* be a concentrator. See p. 3 for lists of foundation and “career field” specialization WFD classes.

Reporting Completers (section 2.1.7.8 of the FY2005 EMIS Manual)

- A student *MUST* be reported as a concentrator in a specialized WFD program to be reported as a completer.
- Report student as a completer during the Yearend N reporting period on the Student Course Record.
- The district employing the WFD teacher reports the student.
- Report Completer status after the student leaves school.
- Student enrolled in a CBI, Work & Family Studies, foundation or “career field” specialization 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 FY2005 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

STAFF POSITION CODES AND ASSIGNMENT AREAS

Position assignment code (section 3.1.3.2 of the FY2005 EMIS Manual) must be reported for teachers of approved career-technical programs. A list of position assignment codes is located in Appendix D of the FY2005 EMIS Manual.

- 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.

Position assignment codes and assignment areas (section 3.1.3.16 of the FY2005 EMIS Manual) are required for career-technical program leaders and Career Assessment Specialists. A list of assignment area codes and definitions is located in Appendix B.

The following Position Assignment and Assignment Area Codes (reported on the Staff Employment Record) are recommended for non-teaching and non-administrative staff:

Position Assignment Code	Assignment Area Code	Other notes
113	999800 – Career-Technical Programs/Career Pathways	Report for positions such as program leader, career pathways specialist. Staff may have administrative or teacher certificate/license.
113	999805 – Career-Technical Education – Apprenticeship Program	Report for apprenticeship coordinator. Staff may have administrative or teacher certificate/license.
113	999895 – Career Assessment Specialist Services (formerly known as Vocational Evaluation)	Staff must have one of these teaching endorsements: <ul style="list-style-type: none"> ▪ 600010 ▪ 600114 Report program code for students: <ul style="list-style-type: none"> ▪ 305005
299	N/A	Report for career development state grant coordinators. Staff may or may not have an educator certificate/license.

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 are to report EMIS data that aligns with the approved program design. CTAE report edit codes will appear on data verification reports if data reported for career-technical programs is questionable, inaccurate, or does not meet program design requirements. Edit checks are revised yearly. 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 have differing levels of severity.

- *Fatal errors* – Do not meet program requirements
 - In October K reporting period, fatal errors result in loss of career-technical weighted funds if not corrected.

- No data can be reported in Yearend N or March D reporting periods for classes with fatal errors in October K reporting period.
- *Warning notes* – Recommended guidelines for best practice
 - A warning does NOT result in loss of career-technical weighted funds in October K reporting period.
 - Notes should be reviewed for possible program delivery changes in future years.
- *Informational notes*
 - T16 & T17 notes – Notes inform about GRADS teacher hours and GRADS teacher FTE.
 - M14 note – Class does not qualify for weighted career- technical funding (any changes in reporting will still result in no weighted career-technical funding for this class).

Edit codes differ by reporting period.

- *October K* reporting period edit codes:
 - CXX – Course 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 N reporting period

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 in part 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 *Mapping Career-Technical Classes*, p. 16.
 - 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 is not, the error **M17** will appear on the October K data verification report
- 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 technical class, course type VV3.
- Correlating course types other than CTAE course types
 - Noncareer-technical courses CANNOT be correlated with career-technical courses
 - Course types R00 or D01 cannot be correlated with VXX courses!

RESOURCES FOR CAREER-TECHNICAL EMIS REPORTING

Key resources useful for career-technical EMIS reporting include:

- *Secondary CTAE Administrative Rules* (adopted by State Board of Education, May 2004): http://www.ode.state.oh.us/ctae/Regulations/admin_rules.asp
 - Contains all secondary CTAE administrative rules adopted by the State Board of Education in May 2004
- *Appendix C of EMIS Manual*: <http://www.ode.state.oh.us/emis/documentation/manual/2005/>
 - Contains list of subject codes and definitions
- *CTAE EMIS Report Edit Codes*: <http://www.ode.state.oh.us/EMIS/documentation/>
 - Contains list and descriptions of CTAE edit codes (errors, warnings and information) for October K, March D and Yearend N reporting
- *EMIS Processing Schedule*: <http://webapp1.ode.state.oh.us/emis/processing/>
 - Contains processing dates for all reporting periods – October K, December M, March D, Yearend N, July H, 5 Yr (P); and comments
 - *EMIS FAQ (Frequently Asked Questions)*: <http://www.ode.state.oh.us/emis/> [click on EMIS FAQ]
 - Contains common and complex questions (and answers) about EMIS reporting
- Ohio Department of Education's online *Certification and Licensure Search*: <http://webapp1.ode.state.oh.us/emis/certification/>
 - Contains a searchable database of valid certificates/licenses and subject codes
- *CTAE Secondary Workforce Development Performance Measures*: http://www.ode.state.oh.us/ctae/superintendent/performance_systems/secondary_workforce_development/
 - Contains Secondary Workforce Development Master Document, Secondary Workforce Development Performance Measures List, Calculation of Performance Measure Improvement and Performance Report Calculations
- *CTAE Secondary Workforce Development (WFD) Program Matrix*: http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Contains information on subject code, subject name, proposed Ohio career fields, CTAE technical content standards, CTAE technical assessments, industry & credentialing assessments, possible course types, and career-technical student organizations.

- *CTAE Secondary Work & Family Studies (W&FS) and Career Based Intervention (CBI) Program Matrix:*
http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Contains information on subject code, subject name, technical content standards, technical assessments, possible course types, course hours and career-technical student organizations.
- *2004-05 Ohio Career Fields and CTAE Workforce Development Subject Codes and Titles:* http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Contains list of Ohio career fields (and definitions) and aligned secondary workforce development subject codes and titles
- *CTAE Community School Program Requirements and Guidelines:*
http://www.ode.state.oh.us/ctae/teacher/program_information/default.asp
 - Contains information on 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/superintendent/26_inst_2004_2005.asp
 - Contains the VE-26 Application (including an Outline for responding to items on pg. 2 and application instructions guidance
- *Ohio Career-Technical Education Funding Guide:*
<http://www.ode.state.oh.us/ctae/Funding/default.asp>
 - Contains rules for the use of funds, funding formulae, worksheet for estimating weighted funds and worksheet for estimating funds for GRADS program
- *CTAE Resource Tools:* <http://www.ode.state.oh.us/ctae/resources.asp>
 - Contains 20+ resources useful for CTAE program design and implementation
- *Career Based Intervention Program Information:*
<http://www.ode.state.oh.us/ctae/teacher/cbi/>
 - Contains Career Based Intervention Manuals and many other resources
- *Work and Family Studies Program Information:*
http://www.ode.state.oh.us/ctae/teacher/fcs/Work_Family_Studies/
 - Contains the *Work and Family Studies Operational Guidelines* and many other resources
- *Tech Prep:* http://www.ode.state.oh.us/ctae/tech_prep/ or <http://www.techprepohio.org>
 - Contains many Tech Prep resources as well as a list of approved Tech Prep programs
- *Ohio High School Career-Technical Performance Profile:*
http://www.ode.state.oh.us/ctae/superintendent/performance_systems/OHSCTPPP/default.asp
http://webapp1.ode.state.oh.us/tech_prep/
 - Contains Profiles for 2001-2002, 2002-2003 and 2003-2004