

## **FAQs about Career and Technical Education Data Reporting**

“Career and Technical Education” programs are those focused on career or occupational training. These programs are typically located in LEAs and BOCES and commonly fall into the subject area categories of Agriculture, Business and Marketing, Family and Consumer Sciences, Health Occupations, Trade and Technical Education and Technology Education. These programs are supported with local and/or state funding and may be provided with supplemental federal funding from the “Carl D. Perkins Career and Technical Education Improvement Act of 2006” (Perkins IV). Career and Technical Education programs are offered using a conventional career and technical education approach or a 2+2 approach.

Commonly asked questions about these programs and about the reporting of these programs in the Student Information Reporting System (SIRS - the data warehouse) follow:

### **1) Q: What is conventional Career and Technical Education?**

**A:** Conventional Career and Technical Education (CTE) is a program delivery model that uses an approach that allows the student to complete the entire experience at the secondary level. In general, CTE programs are comprised of organized educational activities that provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. This usually requires a sequence of courses and may/or may not be specifically linked with a postsecondary program. For SIRS data reporting purposes, students opting for an approved CTE sequence as an alternative to completing additional foreign language studies should be counted as CTE students. For SIRS reporting purposes:

*A CTE program is comprised of organized educational activities completed entirely at the secondary level. These activities include:*

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

- (i) incorporate the Career Development and Occupational Studies (CDOS) Learning Standards;*
- (ii) include one unit of study in the State-developed Career and Financial Management course;*
- (iii) provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and*
- (iv) provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree;*

*AND*

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

### **2) Q: What is 2+2?**

**A:** 2+2 is a program delivery model that uses an instructional approach comprised of two years of secondary instruction followed by two years of related postsecondary instruction. These programs are also known as Tech Prep, Tech-Prep/Career Pathways, or Title 2. In general, such programs must be designed to impart (at least) entry level job skills, be

comprised of academic and technical courses and feature an articulation component that links a secondary with a related postsecondary technical course of study. Such articulation components are jointly established by the secondary agency and post-secondary institution. Students opting to participate in 2+2 programs must sign a declaration form evidencing their intent to follow this approach by continuing at a postsecondary institution after their high school graduation. This declaration is basically a “letter of intent” and does not have to be vetted by the postsecondary institution. For SIRS reporting purposes:

*A 2+2 program involves two years of secondary instruction followed by two years of specifically linked postsecondary instruction. The program is comprised of organized educational activities delivered through academic courses and CTE courses or units of study. These programs must be provided with an articulation component that is jointly established by the secondary and postsecondary institution. A 2+2 program requires students to:*

*(A) sign a declaration evidencing their intent to follow the 2+2 instructional approach in a program of study that:*

*(1) includes at least two years of secondary education and two years of postsecondary instruction; and*

*(2) leads to the completion of a two-year associate degree program, two-year certificate program, or two-year apprenticeship in line with the technical instruction;*

*AND*

*(B) complete two or more CTE courses or units of study, or a sequence of a minimum of three courses or units of study in a CTE program.*

Note: Both the definition of CTE and the definition of 2&2 use the terms “course”, “unit of study”, and “program.” These are -

- *A unit of study is defined in Commissioner's Regulations as, "Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent".*
- *A course is the framework for delivering instruction and is typically one-half or one year in length.*
- *A program can be made up of a sequence of related courses or related units of study and can cover multiple years. A programs number of courses or units of study will vary from subject to subject and local agency to local agency.*

The terms “course” and “units of study” are often used interchangeably to cover the variations in offerings found across the State.

### **3) Q: Who should report CTE and 2+2 data in SIRS?**

**A:** All school districts with students in CTE or 2+2 programs must enter, in SIRS, program service records for such students. The school district accountable for the student is responsible for this reporting even if the district’s students receive their CTE or 2+2 at another program service provider (e.g., BOCES). Students taking stand-alone courses for personal interest with no intention of completing the full program (which usually consists of several courses or units of study) are not considered CTE or 2+2 students and, therefore, should not have a CTE or 2+2 program service record.

### **4) Q: Who is the “service provider”?**

**A:** The educational entity that operates the CTE or 2+2 program is the service provider. A school district operating a CTE or 2+2 program for its own students would be both the district responsible for reporting these program service records and the program service provider. A school district that sends its students to a BOCES which operates a CTE or 2+2 program would be the district responsible for reporting these program service records but the BOCES would be identified as the program service provider.

**5) Q: Which student records must have CTE and/or 2+2 data reported in SIRS?**

**A:** All students participating in these programs;

- o whether the specific program is federally funded or not,
- o whether the specific program has been approved to allow the issuance of a Technical Endorsement or not,
- o whether the specific program uses a CTE or a 2+2 approach, and
- o all students participating in these programs who are also participating in a high school diploma-granting program or “approved” GED program.

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

**A:** Students that participate in CTE or 2+2 programs must have, for each such participation, a program service record that includes;

- o an Entry Date, and if exited, an Exit Date with a Reason for Ending Code,
- o the data elements associated with all CTE and 2+2 program services -
  - a) CTE/Tech Prep Program Type (i.e., conventional CTE or 2+2), and
  - b) CTE/Tech Prep Program Intensity, and
- o the assessment code 00199 “CTE/Tech Prep Technical Skills Assessment” with the assessment outcome (P or F) if the student took the assessment associated with the program s/he participated in.

*Note that the data elements and the assessment mentioned above use the term “Tech Prep” and not 2+2. These terms are interchangeable and as the “Tech Prep” term has been published in the SIRS documents and is used in the data warehouse structure we have continued to use it when referencing these data elements and this assessment.*

**7) Q: How is the level of program intensity determined?**

**A:** Program Intensity is a measure of the student’s progression through his/her entire CTE or 2+2 program. The definitions in the SIRS Manual should be used to determine the progress the student has attained as of the reporting point. The SIRS definitions are based on courses or units of study. However, not all programs fit the descriptions in the SIRS Manual. Some local programs may not be constructed with distinct courses or units of study or with a sufficient number of these to fit the SIRS definitions. If the SIRS descriptions cannot be applied, a “rule of thumb” approach can be used. Those definitions are;

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

Several examples, in a Q&A format, of how Program Intensity is applied follow -

- o If a student takes a one semester course and this is the only course in which he/she are enrolled, for example, Technical Drawing, is he/she considered an “enrollee”?

*The answer lies in the nature of the program and the student’s intent. Does this one semester Technical Drawing course meet the definition of a CTE or 2+2 program? Does it have three sequences of units of study? Even if it doesn’t, will this student be continuing in another CTE or 2+2 course or unit of study that, when taken in context with this course, constitutes a CTE or 2+2 program? If this course is, or will be, CTE or 2+2 the student is a CTE or 2+2 enrollee on the first day of the Technical drawing course.*

o If a student takes two one semester courses to explore career options, for example, one in FACS and one in Business Ed., is this student considered a “participant”?

*No. Students are not considered to be taking a CTE or 2+2 program if they were enrolled in or completed one of the following courses but no other career and technical education program:*

- *Career and Financial Management (CFM),*
- *Personal Keyboarding, or*
- *Business Math and Business Law.*

*However, students who are currently participating in a CTE or 2+2 program, and were not reported in prior years as participating in a CTE or 2+2 program, but took one or more of the three courses listed above in prior years must be reported as follows; in the current year report such students as having a CTE or 2+2 program service record and set the beginning date of that program service to the date they began taking the current year CTE or 2+2 program, set the "CTE/Tech Prep Program Intensity" data element by determining by the length of the student's program, including the prior, originally unrecognized, program participation. For example, if students took CFM in their junior year, the school district did not create a CTE or 2+2 program service record for the students in their junior year, the students started a school-district-recognized CTE or 2+2 program in their senior year, and the school district considers the prior year's courses as part of this CTE or 2+2 experience, then the school district must create a CTE or 2+2 program service record with an entry date that is the date of the start of the program service in the senior year and set the students' "CTE/Tech Prep Program Intensity" level based on the entire length of the program using the SIRS definitions. If the courses or units of study structure of this multi-year program does not lend itself to the application of the SIRS definitions, at the start of the senior year the CTE program (assuming the junior year ran a full year and the senior year portion will run the entire school year) is considered one-half complete. As such, these students have reached an intensity level of "Participant" at the start of their senior year. Some school districts may opt to identify every student who takes CFM and/or keyboarding and/or business math/law as a CTE or 2+2 student. However, not all of these students will continue to a full CTE or 2+2 program and the CTE or 2+2 program service records created when these students started CFM, etc., will have to be ended as "left without completing."*

o Must a student complete a certain number or percentage of courses in a program to be a “concentrator”? For example, if ten half-unit courses are available in FACS can a student plan to complete a three unit sequence and would this be three half year courses?

*All students must complete a specific number or percentage of a program's courses or units of study to be considered a Concentrator. That number is dependant on the overall program's structure. A student that opts to take a program in FACS that is made up of three sequenced courses or units of study is a CTE or 2+2 student. The length of the individual courses or units of study is a local decision. This student's level of “intensity” is dependant on how deep into that program the student has progressed. Program Intensity is determined as of the day the student completes or leaves the program or as of the end of the school year, whichever comes first. The following tables are from the SIRS Manual –*

	<b>CTE</b> <i>A student who has...</i>	<b>2+2</b> <i>A student who has...</i>
<b>Enrollee</b>	<i>...began instruction in the first course or unit of study in a CTE program. (Note: This does not apply to Career and Financial Management unless it is part of a CTE sequenced program.)</i>	<i>...signed a 2+2 enrollment form declaring the intent to follow a 2+2 program, and who has begun instruction in at least two courses/units of study in the secondary education component (academic or CTE) of a 2+2 program.</i>
<b>Participant</b>	<i>...successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program as part of a planned sequence and who has enrolled or plans to enroll in a second course/unit of study.</i>	<i>...successfully completed, as determined by the program service provider, at least one course or unit of study in the CTE component of the 2+2 program.</i>
<b>Concentrator</b>	<i>... successfully completed, as determined by the program service provider, two courses/units of study out of a three course/unit of study CTE program; OR who has successfully completed, as determined by the program service provider, three courses/units of study out of a four or more course/unit of study CTE program.</i>	<i>...successfully completed, as determined by the program service provider, two courses or units of study in the secondary CTE component of a 2+2 program.</i>

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

*The level of intensity depends on how deep into the program the student has progressed. A student that completes CFM and a second CTE or 2+2 course may be a Concentrator if the overall program is only three courses in length. In this scenario, the student would have completed 2 of the 3 courses that constitute his/her overall program, reaching the Concentrator level. If this student’s overall program were 5 courses in length, he/she would be 40% through the program (2/5) and would have reached only the Participant level.*

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

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

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

*As the student reaches each level, the student’s record should be updated. As this may prove problematic, program intensity should be measured, at least, as of the day the student leaves*

*the program, either because they drop the program or because they complete the program, or as of the end of the school year, whichever comes first.*

*If the student dropped the program, the Reason for Ending Code would be 663 and the Level of Program Intensity would be the level reached by the day the student left the program. If the student completed the program, the Reason for Ending Code would be 646 and the Level of Program Intensity should be entered as “Concentrator”. If the student is expected to continue in a multi-year program during the following school year, the Reason for Ending Code would be left blank and the Level of Program Intensity would be the level reached by the last day of the school year.*

**8) Q: What is meant by a CTE program being “Endorsed”?**

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

**9) Q: How is the appropriate program service code determined?**

**A:** Appendix 10 of the SIRS Manual contains all the acceptable codes for CTE and 2+2 programs. These codes are taken from the National Center for Educational Statistics “Classification of Instructional Programs” (CIP) manual. NYSED has selected a subset of these CIP codes that are appropriate for secondary level Career and Technical Education programs. When a school district or a BOCES is unable to determine the appropriate code they should contact their RIC. If need be, the RIC can contact the NYSED CTE Team at 518-486-1547 or [emsccte@mail.nysed.gov](mailto:emsccte@mail.nysed.gov) for assistance.

**10) Q: Are non-public schools required to report CTE and 2+2 program service data?**

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

**11) Q: Are students enrolled in a GED program eligible to take a CTE or 2+2 program and must they be reported through SIRS?**

**A:** Yes *and* yes;

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

No *and* no;

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

- b) if the student has not earned a high school diploma or GED and is not receiving any educational instruction (i.e., the student has dropped out) except CTE or 2+2, or

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

**12) Q: Are people who have earned a high school diploma or a GED and who are not currently enrolled in a full academic program eligible to take a CTE or 2+2 program and should such students be reported through SIRS?**

**A:** Yes and No. Such people can only take CTE or 2+2 as adult students (usually for a fee). Adult students are not reported in SIRS.