



PUBLIC EDUCATION INFORMATION
MANAGEMENT SYSTEM (PEIMS)

HANDBOOK FOR TECH PREP PRACTITIONERS

Effective as of October 19, 2010

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INTRODUCTION AND ACKNOWLEDGMENTS

Tech Prep of the Rio Grande Valley is pleased to present this handbook for use by the education partners with whom we work in the PreK-12 system, as follows:

School Districts

Brownsville Independent School District	Pharr-San Juan-Alamo ISD
Donna Independent School District	Point Isabel Independent School District
Edcouch-Elsa Independent School District	Progreso Independent School District
Edinburg Consolidated ISD	Raymondville Independent School District
Harlingen Consolidated ISD	Rio Grande City Consolidated ISD
Hidalgo Independent School District	Rio Hondo Independent School District
La Feria Independent School District	Roma Independent School District
La Joya Independent School District	San Benito Consolidated ISD
La Villa Independent School District	San Isidro Independent School District
Lasara Independent School District	San Perlita Independent School District
Los Fresnos Consolidated ISD	Santa Maria Independent School District
Lyford Consolidated ISD	Santa Rosa Independent School District
McAllen Independent School District	Sharyland Independent School District
Mercedes Independent School District	South Texas Independent School District
Mission Consolidated ISD	Valley View Independent School District
Monte Alto Independent School District	Weslaco Independent School Districts

Charter Schools

IDEA Public Schools

We gratefully acknowledge the significant contributions made by these individuals:

Doris Sharp, Executive Director, College Tech Prep of East Texas consortium, who developed a handbook entitled *PEIMS for D.U.M.M.I.E.S* and has shared her excellent work with us. Much of the content of this handbook reflects the writing and research done by Doris Sharp for completion of that handbook. The “*D.U.M.M.I.E.S*” part of the *PEIMS for D.U.M.M.I.E.S* title represents multiple acronyms, as follows:

Defining & Utilizing the Multiple Methods of Identifying & Entering Students
Debunking & Understanding the Many MythS in Identifying & Entering Students
Demystifying & Uncovering the M myriad of Mysteries in Identifying & Entering Students
Duh’s and Uh’s to Make Miracles in Identifying & Entering Students

Ms. Sharp has done a tremendous amount of work with staff of the Texas Education Agency in developing the PEIMS for D.U.M.M.I.E.S. handbook published by her consortium, and the value of her work in development of the Rio Grande Valley's Tech Prep PEIMS handbook cannot be overstated! The content in this handbook has been adapted from that publication originally developed by Doris Sharp.

We also gratefully acknowledge the time spent reviewing, and excellent input for the content of this handbook provided by Mary Trevino-Cortez, PEIMS Coordinator, Region One Education Service Center, and Christina Salas, Education Specialist for Career and Technical Education, Region One Education Service Center. We value our excellent partners from the Region One Education Service Center and appreciate their collaboration and support.

It is Tech Prep's hope that this handbook will answer many questions and assist with continuing to serve our students and families with excellence in the coming year!

EXCERPTS FROM THE TEXAS EDUCATION AGENCY'S
2010-2011 STUDENT ATTENDANCE ACCOUNTING HANDBOOK

The section below provides direct excerpts from the *Student Attendance Accounting Handbook* published by the Texas Education Agency. The complete handbook can be accessed at this link: http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id=645&menu_id2=789

Section 5 Career and Technical Education

This section addresses unique attendance accounting provisions for career and technical education (CTE). They must be applied in conjunction with the general rules in Section 1, 2, and 3. If students are served by multiple programs, review and apply the provisions of each applicable program.

Important: See Section 3 for general attendance requirements that apply to all program areas, including CTE.

5.1 Responsibility

List in the following spaces the name and phone number of the district personnel to whom all career and technical education (CTE) coding questions should be directed:

Name: _____

Phone Number: _____

[Note added for TPRGV Handbook: Section 5.3 assigns this responsibility to CTE staff.]

5.2 Eligibility and Eligible Days Present (see complete handbook to read this section.)

5.2.1 Eligibility of Students for Funding (refer to TEA handbook for the content of this section).

5.2.2 Eligibility of Courses for Funding (refer to TEA handbook for the content of this section).

5.2.3 Earning Contact Hours (refer to TEA handbook for the content of this section).

5.2.3.1 Earning CTE Contact Hours While Also Being Served by a Special Education Program (refer to TEA handbook for the content of this section).

5.2.3.2 Earning CTE Contact Hours While Receiving PRS (refer to TEA handbook for the content of this section regarding Pregnancy-Related Services).

5.2.4 Career Preparation Eligibility Requirements (refer to TEA handbook for the content of this section).

5.2.5 Practicum Course Eligibility Requirements (refer to TEA handbook for the content of this section).

5.3 Enrollment Procedures

The procedures for enrolling a student in CTE courses are as follows:

1. A student enrolls in school, and the student's class schedule is determined.
2. **Appropriate CTE staff review the student's schedule and determine the correct CTE code. [emphasis added for TPRGV handbook]**
District master schedule must be verified for correct service ids and CTE contact hours. Since there are two distinct CTE codes in PEIMS, both CTE indicator and the CTE contact hour code must be determined appropriately (Source: Mary Trevino-Cortez).
3. Attendance personnel record the CTE code in the attendance accounting system.
4. Appropriate CTE staff review changes in the student's schedule.

If CTE courses are added or dropped, the student's CTE code could change. Changes will occur most often at the beginning of a new semester. If your district operates a block schedule, CTE staff may need to review student schedules more often, depending on the type of block schedule.

Attendance personnel should record the effective date of any change in a student's CTE code in the attendance accounting system. The effective date is the date the student's schedule changed.

Important: A student enrolled in a CTE course for the entire semester must be reported on the PEIMS 415 course completion record to be reported for CTE contact hours on the PEIMS 410 record for student attendance and weighted funding.

5.3.1 Determining the Number of Students to Enroll in a Course (refer to TEA handbook for the content of this section).

5.4 Withdrawal Procedures (refer to TEA handbook for the content of this section).

5.5 Coding to Be Used on the PEIMS 101 and 410 Records

This subsection explains the coding to use on the PEIMS 101 and 410 records.

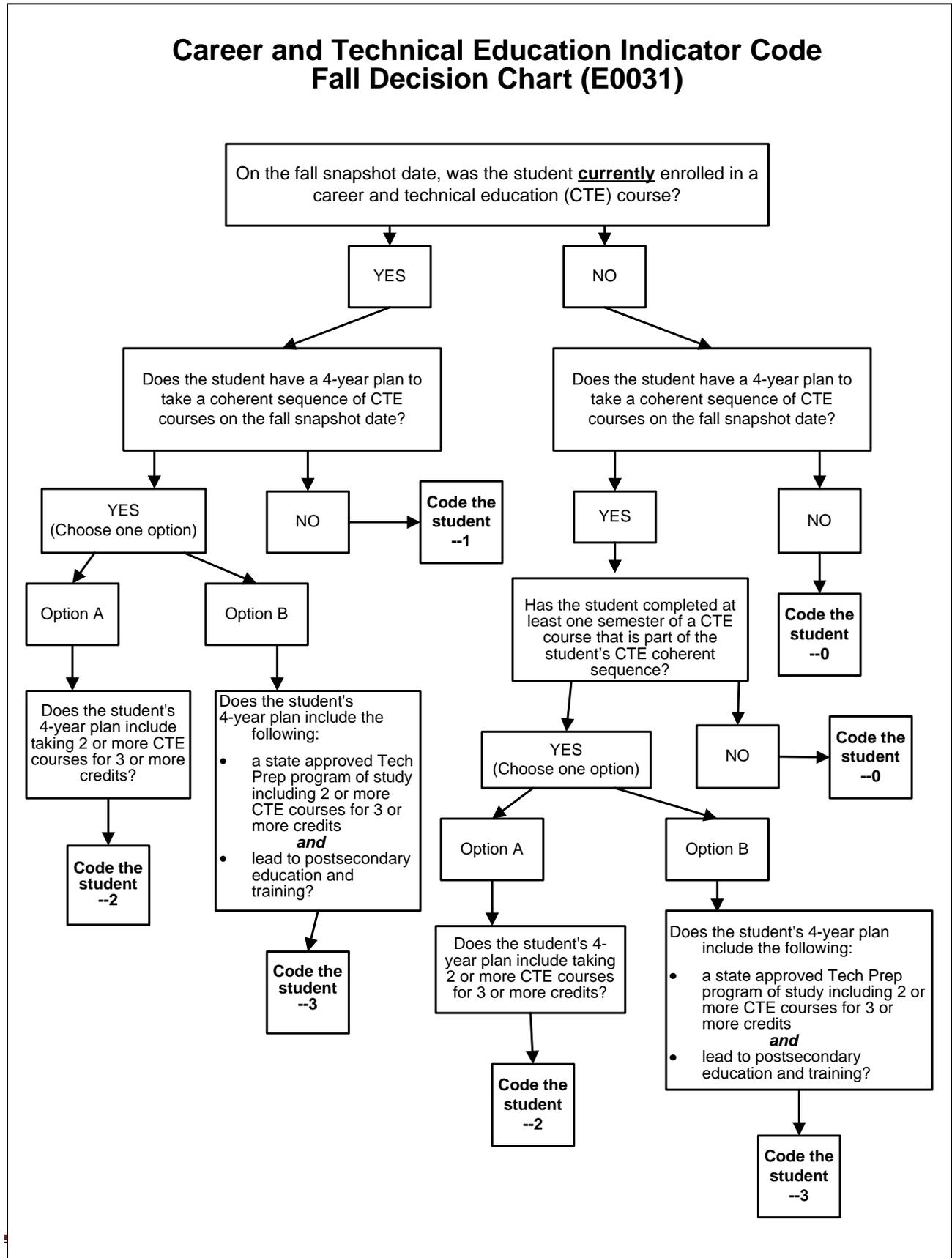
5.5.1 PEIMS 101 Record

Your district must code CTE student participation correctly on the PEIMS 101 record in the fall and summer reporting, as shown in the following chart.

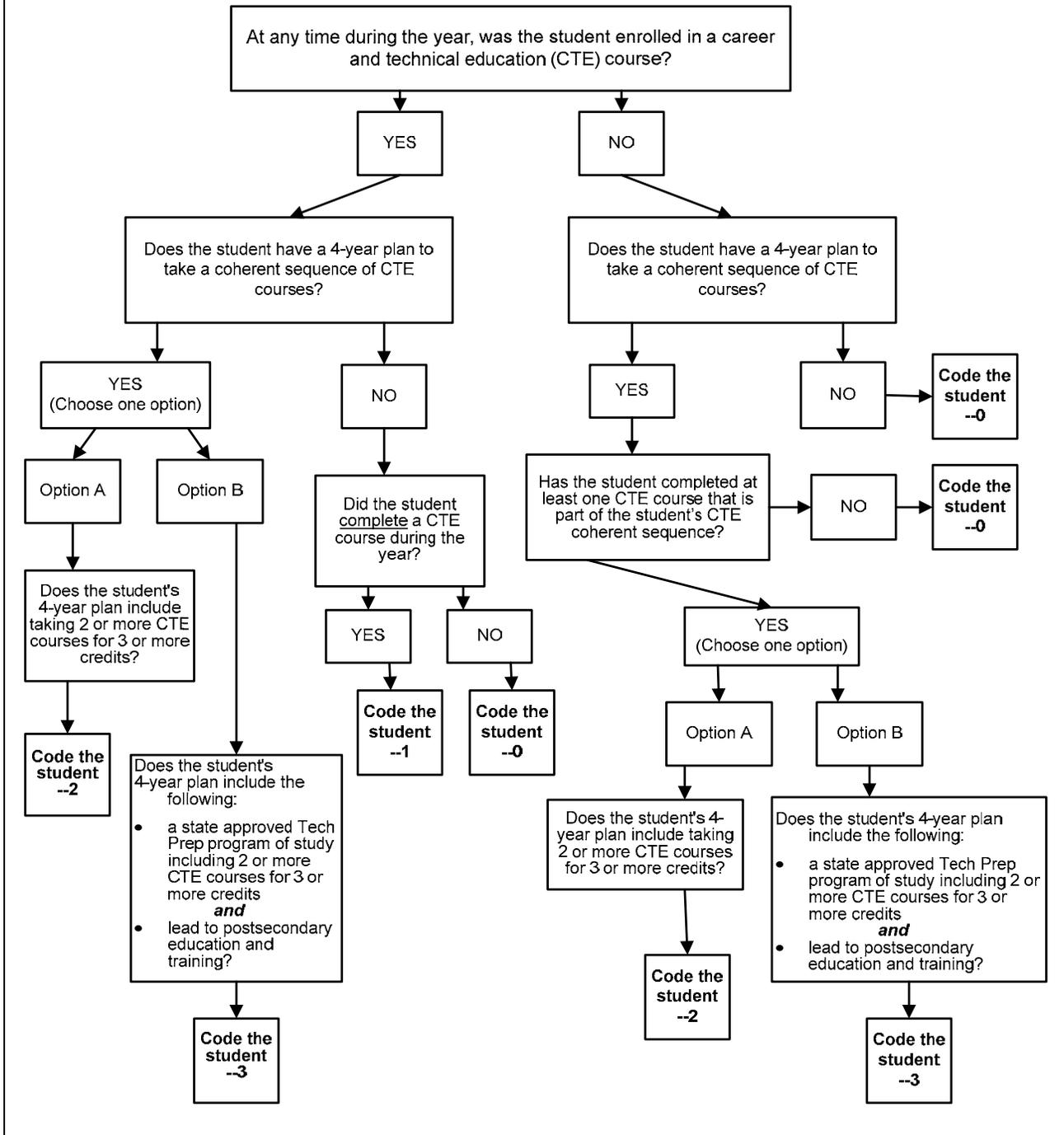
Description of Student's CTE Participation	Code to Be Used on PEIMS 101 Record
not enrolled in a CTE course	0
enrolled in one CTE course (a CTE participant, 6–12)	1
CTE coherent sequence taker (CTE concentrator, 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)	2
Tech-Prep program participant (9–12)	3

Use the following fall and summer decision charts to determine appropriate coding for CTE student participation.

Career and Technical Education Indicator Code Fall Decision Chart (E0031)



Career and Technical Education Indicator Code Summer Decision Chart (E0031)



5.5.2 PEIMS 410 Record (refer to TEA handbook for the content of this section).

5.5.2.1 Special 410 Record Coding Instructions for Districts Operating Block Schedules (refer to TEA handbook for the content of this section).

5.6 Computing Contact Hours (refer to TEA handbook for the content of this section).

5.7 Career Preparation and Practicum Learning Experiences (refer to TEA handbook for the content of this section).

5.7.1 Date on Which Students May Earn Contact Hours (refer to TEA handbook for the content of this section).

5.7.2 Additional Requirements for Students Participating in Paid Learning Experiences (refer to TEA handbook for the content of this section).

5.7.3 Required Site Visits by Teachers (refer to TEA handbook for the content of this section).

5.8 CTE Problems and Solutions (Formerly CTE Independent Study) (refer to TEA handbook for the content of this section).

5.9 CTED Courses (refer to TEA handbook for the content of this section, dealing with Career and Technical Education for the Disabled).

5.10 Contracting With Other Entities to Provide CTE Instruction (refer to TEA handbook for the content of this section).

5.10.1 Attendance Reporting Requirements (refer to TEA handbook for the content of this section).

5.10.2 Student Absences and Contracted CTE Courses (refer to TEA handbook for the content of this section).

5.10.3 Dual Credit CTE Courses

If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources. Important: See **Error! Reference source not found.** 11.3, Dual Credit (High School and College/University); 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C.

5.11 Documentation (refer to TEA handbook for the content of this section).

5.12 Quality Control (refer to TEA handbook for the content of this section).

5.13 Examples (refer to TEA handbook for the content of this section).

SUGGESTIONS FOR SIMPLIFYING THE PROCESS OF ASSIGNING CTE CODES “0-1-2-3” TO STUDENTS

These definitions are based upon the assumption that a student’s graduation plan does not change and that the student’s graduation plan stays the same all four years. Tech Prep recommends that students be given the opportunity to change “career majors” once each year, and that would include the opportunity to change graduation plans as well. If a student’s graduation plan changes, then an adjustment in codes must be made based upon the student’s most current plan.

FOR FALL REPORTING USE:

At **fall snapshot date**, students in grades 9, 10, 11, and 12:

FOR SUMMER REPORTING USE:

At **any time during the year**, students in grades 9, 10, 11, and 12:

- 0 Not enrolled in a CTE course and student has not been coded a “2” or a “3” in previous years. If student has been coded a “2” or a “3” in previous years, the student will remain a “2” or a “3” even if the student is not currently enrolled in a CTE course.
- 1 Enrolled in a CTE course but student’s 4-year graduation plan does not outline a coherent sequence of CTE courses or there is no Intent Form on file to indicate that the students plans to follow a coherent sequence of CTE courses.
- 2 Student’s 4-year graduation plan or Intent Form outlines a coherent sequence of CTE courses that ARE NOT part of a State-Approved Tech Prep Program AND student is enrolled in or has completed a semester of a CTE course(s).
- 3 Student’s 4-year graduation plan or Intent Form outlines a coherent sequence of CTE courses that ARE part of a State-Approved Tech Prep Program AND student is enrolled in or has completed a semester of a CTE course(s).

NOTE: A “coherent sequence of CTE courses” is defined as being two or more CTE courses that equal 3 or more credits of a sequential course of study that develops occupational knowledge, skills, and competencies relating to a career concentration.”

Records of State-Approved Tech Prep Program: Texas has a state Tech Prep website that can be accessed at this address: <http://www.techpreptexas.org>, and records of Tech Prep programs that have been approved by the Texas Education Agency and Texas Higher Education Coordinating Board can be accessed online at that site. To view the state’s records for Rio Grande Valley school districts and colleges, follow these steps:

1. Go to <http://www.techpreptexas.org>
2. Click on the link for “Tech Prep Consortia.”
3. Click on the link for “Map & Consortia Information.”
4. Click on “Rio Grande Valley.”

5. Click on “AAS Tech-Prep Articulation Agreements By Consortium, By College” or on “AAS Tech-Prep Articulation Agreements By Consortium, by School District” or on “Approved AAS Tech-Prep Programs by Consortium, by College.” [NOTE: Many Rio Grande Valley programs are not appearing on the state’s website at the time this PEIMS handbook is written. Tech Prep staff will be working with college and school district partners to update the state’s records in the coming year. Any questions should be directed to the Tech Prep Coordinator.]

The Texas Higher Education Coordinating Board publishes rules for College Tech Prep programs that provide this additional guidance regarding the content of Tech Prep programs (the following are excerpts from the Guidelines for Instructional Programs in Workforce Education [GIPWE] published by the Coordinating Board):

Texas’ Tech Prep programs incorporate the academic requirements of Texas’ recommended high school program or distinguished achievement program and include, in high school, coherent sequences of career and technical education (CTE) courses. Tech Prep programs may include specific academic courses appropriate to the program. College-credit courses that may be included in Tech Prep programs include locally articulated courses, statewide-articulated (Advanced Technical Credit) courses, academic and CTE concurrent/dual enrollment courses, and other types of courses through which students can earn college credits while in high school.

Tech Prep program of study articulation agreements should specify the purpose, process, program requirements, roles and responsibilities of participating secondary and postsecondary institutions, and accountability measures. The articulation agreement should delineate the college credit included and should provide information on such details as fees and tuition, eligibility requirements, prerequisites, procedures for transcription of credit, and minimum grade standards.

Copies of College Tech Prep Program of Study Articulation Agreements for the Rio Grande Valley are on file with school districts and colleges. PDF copies of signed agreements may also be obtained from the Tech Prep office by contacting either the Tech Prep Coordinator or the Tech Prep Executive Director.

The colleges and school districts participating in the Lower Rio Grande Valley Tech Prep Consortium conduct the annual review of program-of-study graduation plans and create online access to the most current versions of those plans through the website of Tech Prep of the Rio Grande Valley, Inc. (TPRGV), the Texas nonprofit and federal 501c3 corporation that serves as managing partner for the Lower Rio Grande Valley Tech Prep Consortium. School district and college representatives can access the current versions of graduation plans by following these steps: (1) logon to the TPRGV website at <http://www.techpreprgv.com>; (2) enter through the “Educators” link; (3) follow the “Programs of Study” link; (4) follow the link for the college through which programs are offered; (5) follow the link for the school district, and then for STC Tech Prep program.

There is a difference in the requirements for PEIMS coding of Tech Prep students and the requirements for Tech Prep Texas Scholars, which is an honors program developed by the board of Tech Prep of the Rio Grande Valley in collaboration with the Texas Business and Education Coalition, as follows:

- To meet the requirement for PEIMS code 3, the high school component of the program must have at least one option for college credit (articulated courses—either local or statewide articulation, or dual-credit CTE courses).
- To meet the requirements for Tech Prep Texas Scholars, graduating students must have completed a minimum of two college-level CTE courses in high school.

USING CURRENT STUDENT CLASS ENROLLMENT ROSTERS IN CTE COURSES AND STUDENT TRANSCRIPTS

Some PEIMS coders find it helpful to use current class CTE rosters and transcripts to code CTE students in PEIMS.

By having student transcripts handy, particularly for juniors and seniors, one can readily see whether or not the student is on target with a coherent sequence of courses.

By having current CTE rosters handy, one can easily see whether a student is enrolled in a CTE course, particularly for freshmen when one is trying to determine if the student has satisfied the requirement “to be enrolled in or have completed at least one semester of CTE courses.”

Tech Prep encourages its school district partners to review the transcripts of graduating seniors early in the senior year so that any necessary course selections necessary for meeting graduation requirements, including the requirements for graduating with honors as a Tech Prep Texas Scholar, can be made in time to have no disappointments at the end of the senior year!

METHODS FOR PEIMS CODING AND THE USE OF A STUDENT DECLARATION OF INTENT

There are many methods to determine the correct code for a CTE student, as follows:

Four-Year Graduation Plan: Using a student's four-year high school graduation plan, it can be determined whether a student plans to follow a coherent sequence of courses. The school's records of state-approved Tech Prep programs can then be used to determine if the student is a Code 2 or Code 3, based upon whether or not the coherent sequence of courses is in a program of study that is Tech Prep or not.

College Tech Prep Program of Study Plans: Some colleges have designed their Tech Prep graduation plans in a format that requires students' signatures. These records can also be utilized in identifying students as Code 2 or Code 3.

Utilizing a Student Intent Form: A student intent form is a form designed by the school to give a student an opportunity to specify his intent to follow a specific program of study on the form. This is not mandated by the State; it is an optional tool used by some schools to better identify students planning to take a coherent sequence of courses.

NOTE: Although a student intent form is not a requirement for PEIMS, a student intent form is a requirement for the Tech Prep Texas Scholars program.

In the early 1990's, Tech Prep required a signed intent form by every Tech prep student. Several years later, TEA ruled that intent forms for Tech Prep students could not be mandated because it was discriminatory to require a signed intent form for one group and not for all.

Intent forms may not be required, but they are useful tools for those students who wish to show their intent to follow a coherent sequence of courses. A sample of a student intent form, based on a declaration of career major and including an opportunity for declaration of Tech Prep intent, appears below.

DECLARATION OF HIGH SCHOOL CAREER MAJOR

School District:	
Campus Name:	
City:	
Student's Name:	
Student's SSN:	
Student's District ID No., if any:	
Student's Date of Birth:	
Other Identifying Information Needed (such as advisor or homeroom teacher):	
Parent/Guardian's Name:	
Parent/Guardian's Permanent Address (including City/State/ZIP):	
Parent/Guardian's Temporary Address (if any—including City/State/ZIP):	
Home Phone No.:	
This year I am in the: <input type="checkbox"/> 9th Grade <input type="checkbox"/> 10th Grade <input type="checkbox"/> 11th Grade <input type="checkbox"/> 12 th Grade	After high school, I plan to: <input type="checkbox"/> Go to a university and get a four-year degree in _____ <input type="checkbox"/> Enroll in/continue my Tech Prep studies in _____ <input type="checkbox"/> Go into military service <input type="checkbox"/> Get a job and work for awhile <input type="checkbox"/> Undecided

I understand that I can change my high school career major once each year.

_____/_____
Student's Signature Date

_____/_____
ISD Representative's Signature Date

USING THE CATEMA SYSTEM TO DECLARE INTENT

Tech Prep of the Rio Grande Valley provides a CATEMA system as a service to help students claim credits for their articulated courses at local colleges, and also so that colleges can provide outreach for students. This system can also be utilized to establish a student's declaration of intent.

Rio Grande Valley CATEMA system utilization is governed by Data-Sharing Agreements signed for all school districts and colleges served by Tech Prep of the Rio Grande Valley. Copies of these agreements can and will be shared in PDF format upon request. Contact the Tech Prep Coordinator or Tech Prep Executive Director to obtain a copy.

When school district partners have their students access the CATEMA system through Tech Prep's website, they should follow these steps the first time students create accounts in the system:

1. Go to the Tech Prep website at <http://www.techpreprgv.com>
2. Click on the "CATEMA" button on the left of the screen.
3. Go over the information that appears on the screen entitled "Online Registration (CATEMA)". Read the information aloud to students, then have them click on the button entitled "Proceed to Secure Registration." The information that the school district staff goes over with the students provides a declaration of Tech Prep intent, as follows:

I understand that the information I am providing will be collected by Tech Prep and shared with the colleges that offer the courses for which I am eligible for articulated credits and also shared with my school district. I understand that this information will be managed in accordance with the rules of confidentiality outlined in the catalogs of colleges offering articulated courses and in secondary school handbooks.

Based on my interest, knowledge, and experience at this time, I intend to enroll in and pass the academic and technical courses necessary to help me prepare for an occupation in the career area(s) indicated.

Based on my interest, knowledge, and experience at this time, I consider myself to be a Tech Prep student and am interested in the Tech Prep opportunities at the college(s) offering Tech Prep articulated credits for which I may be eligible.

Once a student has created a CATEMA account, that student should utilize that one CATEMA account throughout the student's high school years. This is a true statement even if the student changes from one school district or campus to another. For assistance with accessing CATEMA records, contact either the Tech Prep Coordinator or the Secretary/Credit-Tracking Specialist in the Tech Prep offices.

MYTHS ABOUT CODING CTE STUDENTS IN PEIMS

MYTH #1: We cannot code our students as “3” because the teacher of the course those students are taking does not have a Master’s degree with 18 graduate hours in the program area.

DEBUNK: Teacher credentials are a less a factor when assigning codes to students than they are in helping ensure that colleges comply with SACS requirements. For both articulated and dual-credit courses, public school teachers have to meet the SACS requirements for college faculty when they are teaching these courses that are taken in high school but utilized not only for high school credit, but also for college credit. For college-level CTE courses within Tech Prep programs, the college faculty requirements for these technical faculty are most often an Associate Degree and work experience.

Because of all the changes made during the past year, though, it is prudent to be sure teachers meet the requirements for teaching the courses to which they have been assigned. Kathleen Park of the Texas Education Agency provided this guidance to Tech Prep Directors on October 6, 2010:

The [Texas Administrative code](#), Chapter 231, Assignment of Public School Personnel and Rule §231.1, Criteria for Assignment of Public School Personnel, will provide you with the teaching assignment guide. Scroll down to the bottom left and click on “[Attached Graphic](#)” to view the entire guide.

The No Child Left Behind (NCLB) Highly Qualified teacher information is located on the [Division of NCLB Program Coordination](#) webpage. Scroll down and click on the “2010 HQ Determination Forms” beside the 9/9/2010 date. Once on this page, click on “House Worksheet Secondary”, which is in PDF format and save the file. There are also sample forms on the website that are for use by Local Education Agencies.

To assist colleges with ensuring they comply with SACS requirements for high school teachers who are teaching statewide-articulated ATC courses, the ATC Texas website is now creating a database of high school teachers’ credentials. Visit the ATCTexas website or contact the Tech Prep office for additional information.

MYTH #2: We cannot code students as a “3” in the years that they are not taking an articulated or dual credit CTE course.

DEBUNK: Students are coded based upon their high school graduation plan, NOT based upon whether they are or are not taking articulated or dual-credit courses for the semester in which PEIMS codes are assigned.

MYTH #3: We cannot code freshmen and sophomores as “2” or “3” – only juniors and seniors can be coded “2” or “3.”

DEBUNK: PEIMS guidelines published by TEA state that students in grades 9 – 12 are to be assigned CTE codes—including codes “2” and “3.” Many freshmen and sophomores will be coded “2” or “3” if their high school graduation plans indicate that code would be appropriate.

MYTH #4: We cannot code students as “2” or “3” until they complete the sequence.

DEBUNK: Students are coded based upon their plan – NOT just what courses they are taking at the current time or what courses they have already completed. Students who have begun their sequence of CTE courses should be coded a “2” or a “3” at the first fall snapshot date they are enrolled in or have completed a CTE course.

MYTH #5: We cannot code a student a “3” because what if they don’t go to college and we got audited.

DEBUNK: PEIMS requires that the school district staff code students based upon the information they have for that student at the snapshot date. School district staff are not required to know what a student will actually do from one year to the next when assigning PEIMS codes. Instead, school district staff should make decisions based upon the student’s current status at snapshot date and based upon the student’s graduation plan.

MYTH #6: We cannot code a student a “2” or “3” because we don’t have a signed agreement by the student or a signed student intent form.

DEBUNK: TEA does not require a signed student intent form; however, signed student intent forms are a good method to use for coding students.

MYTH #7: We cannot code a student a “3” because the student is not taking an ATC course.

DEBUNK: Students who are coded “3’s” are following six-year Tech Prep graduation plans. Statement requirements for Tech Prep graduation plans are that those plans provide at least one opportunity for the student to earn college credit while in high school. That course might be local articulation, statewide, or ATC (Advanced Technical Credit), articulation, or technical dual credit. The PEIMS code is assigned to the student based on the student’s graduation plan. In coding the student, the year and semester in which the student takes the articulated course or dual credit course is not important in the coding.

MYTH #8: We cannot code a student a “3” because our teachers didn’t get ATC Certified.

DEBUNK: Codes are not assigned based upon whether the teacher of a particular course did or did not complete the requirements for ATC training. If codes were assigned based on teachers’ having completed ATC requirements, school districts would be adjusting students’ codes every time a new teacher came. PEIMS codes are assigned based on students’ graduation plans.

MYTH #9: We cannot code students as “2’s” or “3’s because it’s too risky—we might get audited.

DEBUNK: Actually, not coding students “2’s” and “3’s” makes a school more likely to have a TEA visit. The state has data showing what schools have state-approved Tech Prep plans. If a school district has Tech Prep graduation plans and is not coding any students a code “3,” then the state might want to schedule a visit to determine why that district does not have students in its Tech Prep programs. Also, grant recipients of basic Perkins funds are required to have opportunities for their students to get career preparation skills in high school. If a district is not coding any “2’s” or “3’s,” then that district is reporting that it is not giving students any opportunities to receive career preparation skills in high school. Code “1’s” designate students who take CTE courses as electives—not job preparation.

MYTH #10: Code all students in a coherent sequence a “2.” It’s safer than coding them a “3.”

DEBUNK: See answer to myth #9.

MYTH #11: We have to code students as “2” because code “2” is used for students who take coherent sequences of CTE courses and “3” is not used for student who take coherent sequences of CTE courses . . . it’s a Tech Prep plan.

DEBUNK: Even though the PEIMS definitions by TEA are not easy to understand, a code “3” student is also a student following a coherent sequence of courses. State-approved Tech Prep programs of study are 6-year plans of study that include a coherent sequence of courses.

MYTH #12: We cannot code a student a “3” even though the student is following our Tech Prep program because the student wants to be a doctor (or some other occupation) and the plan the student is following is Agriculture (or some other Tech Prep plan).

DEBUNK: Coding students is based upon their 4-year plan, not what they want to be when they grow up. No one knows what occupation students will actually be when they finish high school. So, if a student is following a 4-year plan that is approved as Tech Prep, the student should be coded a “3” even though the student may not plan to be in that occupation after graduation. Coding is based upon what the student’s high school graduation plan is at snapshot date.

MYTH #13: We cannot code a student a “3” because we don’t have an individual six-year plan for that student—only a four-year plan and Tech Prep is a six-year plan and the student must have a six-year plan on file.

DEBUNK: Coding in PEIMS is based upon the student’s four-year high school plan.

MYTH #14: We cannot code freshmen and sophomores “3”s because they have to move up from Code “1”s and “2”s in their first years of high school and then become “3”s their junior and senior years.

DEBUNK: There is not a “move-up” system in coding students in PEIMS. They are evaluated annually based upon what they are doing or are planning to do. If the student plans to follow a Tech Prep plan and takes a CTE course as a freshman, then the student should be coded as a “3” as a freshman. The district does NOT have to wait until the student becomes a junior or a senior to code the student as a “3.”

MYTH #15: We cannot code a student a “3” because we do not have parents’ signature indicating they approve of having their child be a Tech prep student.

DEBUNK: PEIMS rules have not been revised. Even though Perkins IV says that parents should be involved in the student’s choice of following a Tech Prep program of study, there is no rule change that the parents’ signature must be on file before you can code them a “3.” TEA suggests that schools include parents’ involvement in their student handbooks and whatever other ways that work for the school. But, it is NOT mandatory to have parents’ signatures. No other programs of study require parents’ signature, such as AP or taking a coherent sequence of a non-Tech Prep program of study, so districts cannot mandate parents’ signatures for Tech Prep. School district staff can suggest it, and they can work very hard to incorporate it. However, school districts cannot refuse to let students follow Tech Prep programs of study even if the district does not have the parents’ signature.

The page that follows shows the CTE PEIMS coding for Rio Grande Valley students during the 2009-2010 academic year.

Tech Prep Student Enrollments by District and PEIMS Code 2009-2010

Tech Prep of the Rio Grande Valley, Inc.

DISTRICT	PEIMS 0	PEIMS 1	PEIMS 2	PEIMS 3	Grand Total	% Tech Prep Enrollments (PEIMS 3)
Brownsville ISD	2,811	1,621	3,747	4,715	12,894	36.6%
Donna ISD	1,108	168	2,038	-	3,314	0.0%
Edcouch-Elsa ISD	154	403	689	168	1,414	11.9%
Edinburg CISD	3,418	3,858	213	748	8,237	9.1%
Harlingen Cons ISD	1,218	726	889	2,129	4,962	42.9%
Hidalgo ISD	172	7	365	463	1,007	46.0%
La Feria ISD	245	47	110	530	932	56.9%
La Joya ISD	2,718	3,082	527	544	6,871	7.9%
La Villa ISD	28	-	145	-	173	0.0%
Lasara ISD**	42	26	-	-	68	0.0%
Los Fresnos Cons ISD	869	475	186	1,049	2,579	40.7%
Lyford CISD	71	77	117	180	445	40.4%
McAllen ISD	1,998	2,737	208	1,796	6,739	26.7%
Mercedes ISD	463	432	250	261	1,406	18.6%
Mission Cons ISD	743	2,089	321	873	4,026	21.7%
Point Isabel ISD	210	183	201	60	654	9.2%
Progreso ISD	147	73	278	46	544	8.5%
PSJA ISD	1,328	2,792	1,568	2,185	7,873	27.8%
Raymondville ISD	171	101	217	108	597	18.1%
Rio Grande City CISD*	418	1,671	359	283	2,731	10.4%
Rio Hondo ISD	78	224	134	192	628	30.6%
Roma ISD*	342	87	89	1,177	1,695	69.4%
San Benito Cons ISD	741	773	922	385	2,821	13.6%
San Isidro ISD*	20	63	-	-	83	0.0%
San Perlita ISD	36	12	25	3	76	3.9%
Santa Maria ISD	1	4	116	21	142	14.8%
Santa Rosa ISD	67	23	92	174	356	48.9%
Sharyland ISD	1,020	1,553	97	117	2,787	4.2%
South Texas ISD	10	-	342	2,183	2,535	86.1%
Valley View ISD	317	667	174	91	1,249	7.3%
Weslaco ISD	1,423	1,921	733	517	4,594	11.3%
TOTALS	22,387	25,895	15,152	20,998	84,432	24.9%

NOTE: The PEIMS Code information cited above comes from records in TEA's Public Education Information Management System.

NOTE: Masking of data may lead to slight

DUH'S AND UH'S TO MAKE MIRACLES HAPPEN IN IDENTIFYING AND ENTERING STUDENTS

DUH! Why didn't I think of that!!!

If a school district has granted approval for allowing students to take CTE courses in middle/junior high school and to count those courses for high school credit (example: Keyboarding), then school district staff responsible for PEIMS coding can begin coding those students who are CTE coherent sequence-takers as a code "2" or code "3" (whichever is applicable) in grade 9, as long as the course is part of the sequence in the student's graduation plan. Those students will have satisfied the PEIMS coding rule that states that a student who is enrolled in or has already completed a CTE course and who plans to follow a sequence of CTE courses may be coded a code "2" or a code "3." School district staff should make sure the course is part of the student's coherent sequence. In those cases for which this scenario is applicable, this practice may significantly increase the number of students identified as PEIMS code "2" and code "3."

UH! Don't think so (probably not a good idea)!!!!

Because BIM (formerly BCIS I) is taken by a large percentage of freshmen, some schools might be tempted to "find" a four-year plan that the BIM course fits into nicely and then "prepare" a four-year plan for students showing BIM as a freshman course. Although this might create a situation in which a huge percentage of freshmen were identified as PEIMS Code "2" or PEIMS Code "3," it could also create a significant drop if the student does not follow the sequence as a sophomore or junior and the student's four-year plan is changed.

Tech Prep does not encourage this practice. A primary goal of the Rio Grande Valley's system of College Tech Prep/AchieveTexas Programs of Study is for the adults in the systems to provide students and their families with counseling and advisement that help students to understand the opportunities available to them in high school—and armed with this knowledge, then, to the extent possible, given the student's level of maturity and perceived career goals, that students become empowered to make informed decisions about the options this region's high schools and colleges are working diligently to provide for them.

DEFINITIONS

Articulation Agreements:

- Articulation Agreement for a Course: An agreement between a school district and a community/technical college that a specific high school course completed by a student will be eligible for college credit when the student enters the community/technical college and satisfies all components of the agreement.
- Articulation Agreement for a Program of Study: An agreement between two entities that outlines the manner in which a program at one entity will flow seamlessly to another entity. Programmatic agreements can cover either articulation from a high school to a community/technical college program or articulation from a community/technical college program to a university. In the Rio Grande Valley, programmatic articulation agreements are signed between a school district and Tech Prep or between a community/technical college and Tech Prep. Each agreement lists the school districts/colleges with which the education entity will create College Tech Prep graduation plans that are then linked through the “Programs of Study” section of the Tech Prep website. The community/technical college programs included in these programs of study are governed by the Guidelines for Instructional Programs in Workforce Education (GIPWE).

Articulated Courses: Articulated courses are one type of course that can be utilized in a College Tech Prep/Achieve Texas program of study.

- Locally Articulated Courses: Courses that are not on the ATC statewide articulated course list but for which a school district and a community/technical college have either entered into an Articulation Agreement for a Course or else made the decision to include the locally articulated course in one of six-year plans covered by Rio Grande Valley College Tech Prep Program of Study Agreements .
- Statewide-Articulated Courses—Courses Created Through the Advanced Technical Credit (ATC) Program. Several years ago TEA and the Coordinating Board entered into agreements governing Texas’ system of ATC courses. Complete information about Texas’ ATC system, including ATC course crosswalks (ATC crosswalks list school district CTE courses that have been “matched” with college WECM [Workforce Education Course Manual] courses), can be found at <http://www.atctexas.org>.

Coherent Sequence of Career and Technical Education Courses: A sequence of two or more CTE courses that together equal 3 or more credits and that develop occupational knowledge, skills, and competencies related to a career major.

GIPWE –Guidelines for Instructional Programs in Workforce Education: The Coordinating Board's official policy manual for both credit and non-credit workforce education programs offered at public higher education institutions in Texas. For additional information, see <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm>.

WECM – Workforce Education Course Manual: A manual published by the Texas Higher Education Coordinating Board listing courses, course numbers, and descriptions of courses career technical offered by community/technical colleges. For additional information, see <http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/>.

TECH PREP FUNDING FOR PEIMS CTE STUDENTS

Tech Prep Support Teams (S-TEAMs) are important Rio Grande Valley Tech Prep implementation teams. Each S-TEAM has an S-TEAM Leader. One important element of the S-TEAM Leader's duties is to work with campus leadership to ensure that PEIMS coding is as accurate as possible.

Recent state-level discussions with the Coordinating Board leadership and the Tech Prep directors' statewide group regarding Tech Prep funding formulas have stimulated Tech Prep Rio Grande Valley interest in examining percentages of Tech Prep students in school districts. An examination of the data included in Table 1 indicates wide variations between and among school districts participating in this consortium. This PEIMS handbook is provided in an effort to help establish consistency in PEIMS coding for our consortium.

HELPFUL WEBSITES

The websites below provide additional information that may be useful for school districts in working with PEIMS coding for Tech Prep and with Tech Prep programs of study:

Helpful websites:

Achieve Texas	http://www.achievetexas.org
ATC Texas	http://www.atctexas.org
Region One ESC	http://www.esc1.net
State Tech Prep	http://www.techpreptexas.org
TEA—CTE	http://ritter.tea.state.tx.us/cte/index.html
TEA—PEIMS	http://www.tea.state.tx.us/PEIMS
Tech Prep of the Rio Grande Valley	http://www.techpreprgv.com

A TEA PRESENTATION ABOUT PEIMS CODING FOR TECH PREP STUDENTS

The Region One Education Service Center has provided Tech Prep with a copy of a Texas Education Agency presentation about PEIMS coding for Tech Prep students. A copy of that presentation, printed in "handout" format, appears below.

**PEIMS UPDATE
FOR
CAREER & TECHNICAL
EDUCATION (CTE)**

Information Source: The Texas Education Agency
Presented by: Christina Salas
Region One ESC
Career & Technical Education Specialist



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 **Spirit of the New Perkins Law**

- Signed August, 2006
 - Global Competition
 - High skill, high wage, or high demand occupations in new and emerging fields
 - Accountability
 - Secondary-postsecondary connections
 - Business and industry partnerships

 **Programs of Study**

- a sub-grouping of occupations within a cluster
- a coherent, articulated sequence of rigorous academic and technical courses that help students prepare for their education and career goals



Definition of a CTE Student

TEC §28.009 defines a "CTE Student"

- A student who is enrolled in an academic or workforce course that **is part of a sequence of courses** leading to an industry-recognized credential, certificate, or degree

And

- Has declared that sequence of courses as the student's major course of study.

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Coherent Sequence of Courses

Definition

- Two or more career and technical education courses for three or more credits

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CODE 0

- Student is not enrolled in a career and technical education (CTE) course

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CODE 1 (PARTICIPANT)

•A student in grades 9-12 that is enrolled in a CTE course and does not have a CTE coherent sequence of courses listed on their graduation plan

OR

•A student in grades 6 – 8 that is enrolled in a CTE course

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CODE 2 (CONCENTRATOR)

•A student in grades 9-12 that is enrolled in a CTE coherent sequence of courses **AND** has the CTE coherent sequence of courses listed on their graduation plan

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CODE 3 (CONCENTRATOR PLUS A TECH PREP PARTICIPANT)

•A student in grades 9-12 that is enrolled in a CTE coherent sequence of courses **AND** has agreed to participate in a state approved Tech Prep program.

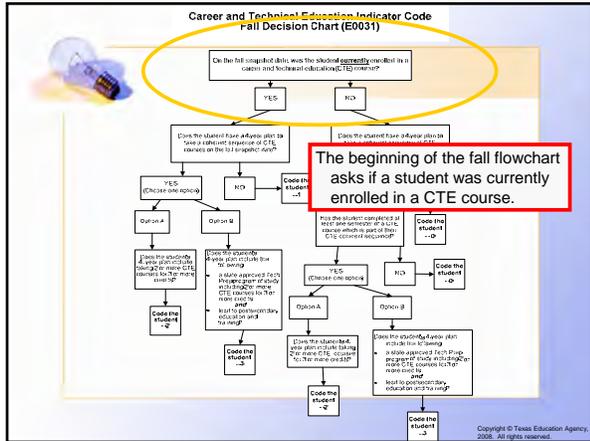
•Plan must contain one option for articulated and/or concurrent credit.

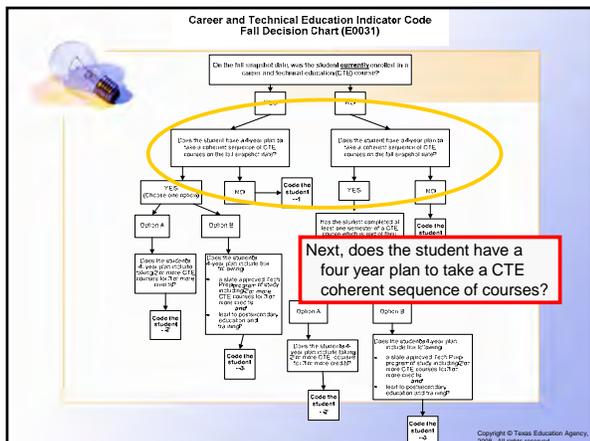
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PEIMS CTE Submission Dates

- Fall Submission-October 30
- Mid-year changes-January 28
- NEW-Summer Submission-June 24







ATC

- A statewide agreement between the **Texas Higher Education Coordinating Board** and the **Texas Education Agency**.
- A state-designed, advanced college placement program, the Advanced Technical Credit Program (ATC).



Teacher Eligibility

- Teachers **must** meet SACS requirements:
Requirement 1: The teacher must have a baccalaureate degree or higher in the teaching discipline.

OR

- **Requirement 2:** The teacher must have a minimum of an associate degree and 3 years verifiable non-teaching work experience directly related to the teaching discipline.





Teacher Eligibility

- The teacher's degree and/or work experience **must be related directly to the teaching discipline.**
 - (approval based more on cluster area).
 - › For instance, a teacher with a degree in biology would not qualify to teach Anatomy and Physiology in the Health Science Cluster unless they also had a degree and/or work experience related to hands on patient care.



Training Overview

ATC PART I

General instruction
(on line)

ATC PART II

Course-specific instruction
One hour minimum per college course

Eligibility to teach an ATC course expires three years after approval.



ATC Program Requirements for Students

- Junior or senior year completion of sequence
- Grade of at least 80%.....*And*
- Enroll in a related technical degree program
- Enroll within 15 months of graduation (*time may be extended*)
- Credit awarded on enrollment? (*however, a college may elect to require up to six credit hours*)



Advanced Technical Credit

Obstacles:

- Not all colleges are participating.
- Not all courses or programs are offered at all colleges.
- HS courses must be applied to a two-year technical program to receive credit.

TEACHER CERTIFICATION



Current CTE Certifications



- Agriculture Science and Technology
- Business Education
- Family and Consumer Sciences
- Health Science Technology Education
- Marketing Education
- Technology Education
- Trade and Industrial Education

Current CTE Teacher Status



- CTE certified teachers will be grandfathered
- 2010-2011 teacher assignment crosswalk (Handout)
- Gap analysis for teacher certifications



Questions?
Contact Information:
Christina Salas
CTE Specialist
984-6243
csalas@esc1.net

A glowing lightbulb is positioned in the bottom-left corner of the slide's content area. The bulb is illuminated from within, casting a soft yellow glow and a shadow on the surface below it. The entire slide content is enclosed in a thin blue border.

101 STUDENT DATA - DEMOGRAPHIC

Input Record Type Code	District ID	Student ID	Sex Code	Unschooler/Asylee/Refugee Code	Date of Birth	Career and Technical Ed Ind Cd	Campus ID of Residence	Last Date of Enrollment
E0755	E0212	E0001	E0004	E1076	E0006	E0031	E0903	E1044
C042			C013	C183		C142		
Columns 1 - 3	Columns 4 - 9	Columns 10 - 18	Column 19	Column 20	Columns 21 - 28	Column 29	Columns 30 - 38	Columns 39 - 46
101								

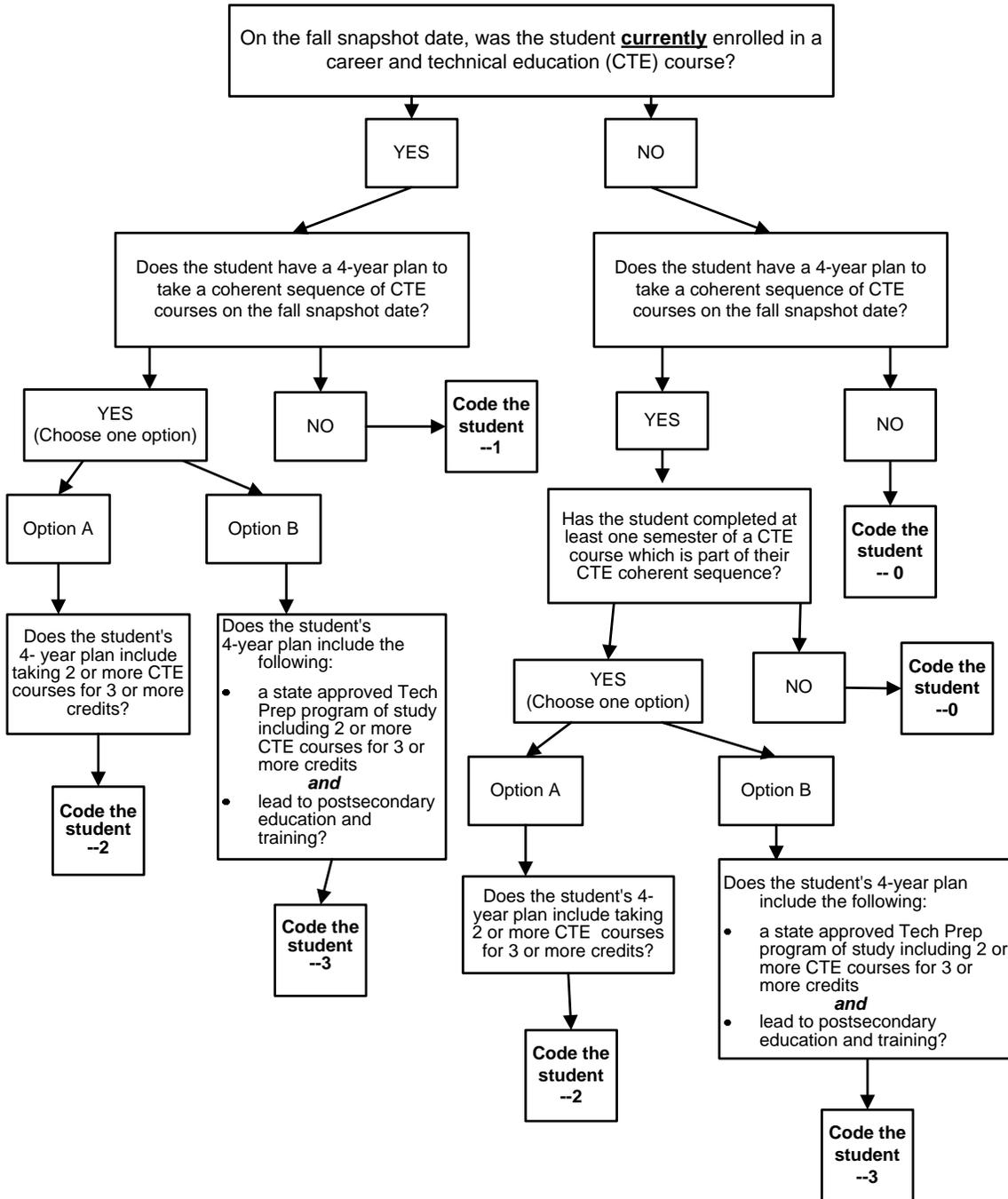
American Indian-Alaska Native Code	Asian Code	Black African American Code	Native Hawaiian Pacific Islander Code	White Code	Demographic Revision Confirmation Code	Student Attribution Code	As Of Status Code	Grade Level Code
E1059	E1060	E1061	E1062	E1063	E0924	E1000	E1002	E0017
C088	C088	C088	C088	C088	C088	C161	C163	C050
Column 47	Column 48	Column 49	Column 50	Column 51	Column 52	Columns 53 - 54	Column 55	Columns 56 - 57

Migrant Indicator Code	Campus ID of Enrollment	Campus ID of Accountability	Bilingual/ESL Summer School Indicator Code	Hispanic Latino Code	Economic Disadvantage Code
E0984	E0782	E1027	E1028	E1064	E0785
C088			C088	C088	C054
Column 58	Columns 59 - 67	Columns 68 - 76	Column 77	Column 78	Column 79 - 80

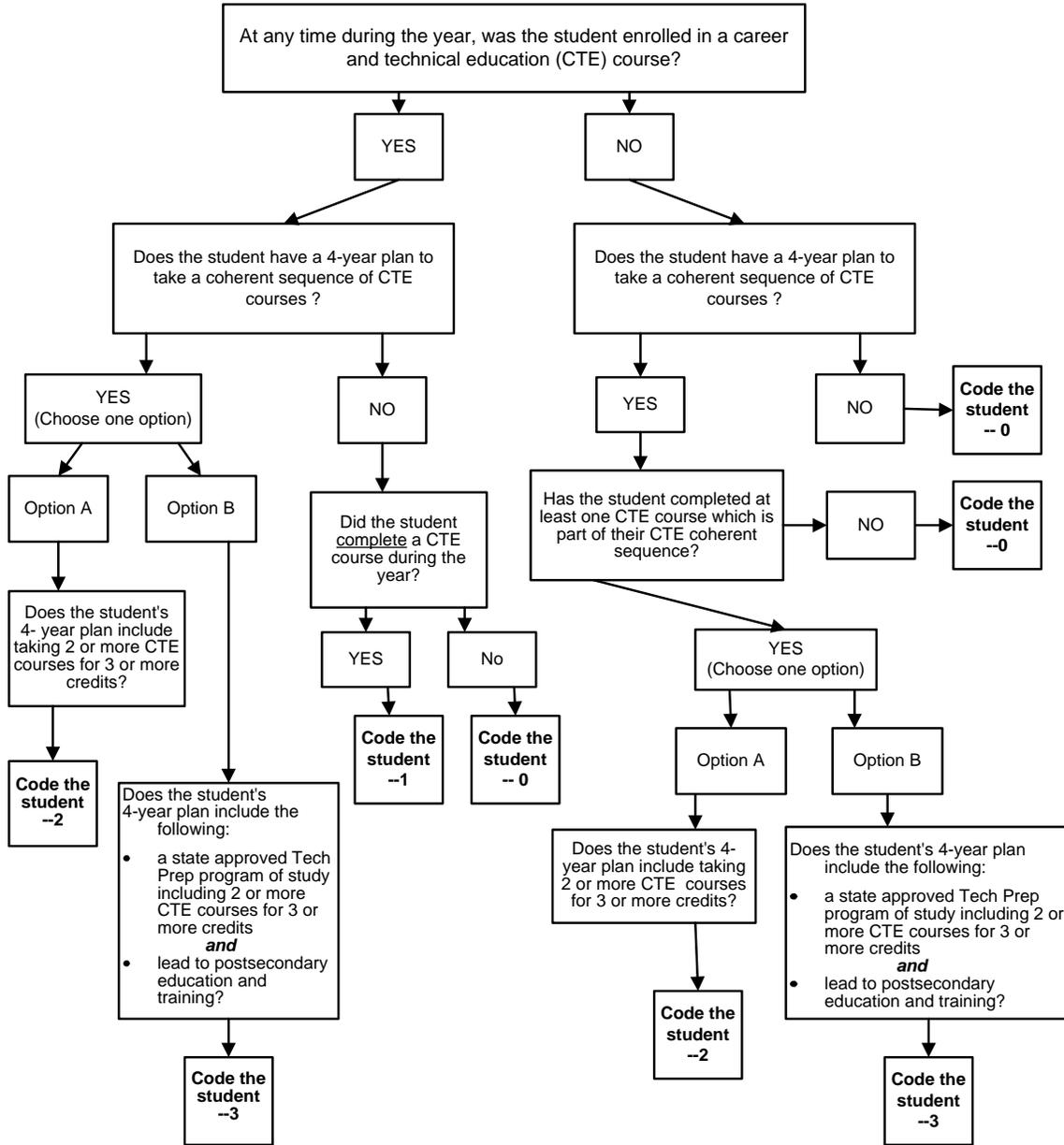
■ When reporting the CAREER-AND-TECHNICAL-ED-IND-CD:

- For **Submission 1**, the CAREER-AND-TECHNICAL-ED-IND-CD is reported as a “1”, “2”, or “3” only for those students enrolled on the snapshot date (AS-OF-STATUS-CODES “B”, “D”, or “F”). For example, if a student was only enrolled during the School-Start Window (AS-OF-STATUS-CODE “C”) and was a participant in the Career and Technical Education program, then the student’s applicable CAREER-AND-TECHNICAL-ED-IND-CD **would be “0”**. Likewise, if a student was enrolled in the prior year and not at all in the current year (AS-OF-STATUS-CODE “A”), then the CAREER-AND-TECHNICAL-ED-IND-CD must be “0”. (See the CTE Fall Decision Chart on page 2.85.)
- For **Submission 3**, the CAREER-AND-TECHNICAL-ED-IND-CD is reported based on the end of year status for the student. Generally, the student’s last CAREER-AND-TECHNICAL-ED-IND-CD would be reported for submission 3. For example, if the student was a CAREER-AND-TECHNICAL-ED-IND-CD of “1” in the fall but changed to a CAREER-AND-TECHNICAL-ED-IND-CD of “2” for the spring, then the CAREER-AND-TECHNICAL-ED-IND-CD would be reported as a “2” for Submission 3. For students who are coded as CAREER-AND-TECHNICAL-ED-IND-CD “1”, they must have completed a CTE course during the course of the school year. For students who are reported with a CAREER-AND-TECHNICAL-ED-IND-CD of a “2” or “3”, they must have either been enrolled in a CTE course during the school year, or have already completed at least one CTE course which is part of their CTE coherent course sequence. (See the CTE Summer Decision Chart on page 2.86.)

Career and Technical Education Indicator Code Fall Decision Chart (E0031)



Career and Technical Education Indicator Code Summer Decision Chart (E0031)



E0031 CAREER-AND-TECHNICAL-ED-IND-CD

CAREER-AND-TECHNICAL-ED-IND-CD indicates whether the student is enrolled in a state-approved career and technical education course as an elective, as a participant in the district's career and technical coherent sequence of courses, or as a participant in the district's tech prep program. When assigning the CAREER-AND-TECHNICAL-ED-IND-CD, all Career and Technical Education courses are included, regardless of course funding weight.

C142	CAREER-AND-TECHNICAL-ED-IND-CD	03/03/93	07/01/08
Code	Translation		
	When assigning the Career and Technical Indicator Code, include enrollment in all Career and Technical Education (CTE) courses, regardless of course funding weight		
0	Not Enrolled In A CTE Course		
1	Enrolled In A CTE Course A student in grades 6-8 who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year. A student in grades 9-12 who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year, and the student's 4-year plan of study does not outline a coherent sequence of courses in CTE The following codes are for students who on the fall snapshot date: (a) have a 4-year plan to take a coherent sequence (2 or more CTE courses for 3 or more credits) of courses in CTE, and (b) are enrolled in or have completed a semester of CTE course(s), which are part of their CTE coherent sequence of courses. If a student's 4-year plan changes, then the student could go from a code 2 or 3 to a 0 or 1 in a subsequent school year		
2	Participant In A Coherent Sequence Of Courses A student in grades 9-12 who is enrolled in a sequential course of study, which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student must have a 4-year plan of study to take 2 or more CTE courses for 3 or more credits		
3	Participant In Tech Prep Program A student in grades 9-12 who follows a state approved Tech Prep high school plan of study leading to postsecondary education and training. The student must have a 4-year secondary plan of study that includes a CTE coherent sequence of courses of 2 or more CTE courses for 3 or more credits. The plan must provide at least one option for articulated and/or concurrent credit at the postsecondary level		

169 STUDENT DATA - CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM

Input Record Type Code	District ID	Student ID	Displaced Home-maker Code	Sgl Parent Preg Teen Code	Filler	Trans- portation CTE Support Service	Filler
E0755	E0212	E0001	E1039	E0829		E0917	
C042			C088	C064		C088	
Columns 1 - 3	Columns 4 - 9	Columns 10 - 18	Column 19	Column 20	Column 21-23	Column 24	Columns 25 - 80
169							
169							

- A 169 record must be reported for each student enrolled in a state-approved career and technical course or a tech prep program. This does not include adults enrolled in vocational education courses.
- DISPLACED-HOMEMAKER-CODE indicates that the Career and Technical Education student has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become

ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

E0212 DISTRICT-ID

DISTRICT-ID indicates the district identification number registered with the Texas Education Agency.

E0001 STUDENT-ID

STUDENT-ID is the student's Social Security number or a state-approved alternative identification number.

Special Instructions

When available, the student's Social Security number should be used. If this number is not available, follow the instructions in Section 2 for the assignment of an alternative identification number.

The first character of STUDENT-ID must be "S" or "0"- "7". (implemented by edits 10001 and 10504)

E1039 DISPLACED-HOMEMAKER-INDICATOR-CODE

The term 'displaced homemaker' means an individual who:

has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

has been dependent on the income of another family member but is no longer supported by that income; or

is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and

is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

C088	PARTICIPATION-INDICATOR-CODE	04/10/89	03/01/95
Code	Translation		
0	Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or campus		
1	Participant in Program or Service, or Condition or Situation Applicable to this person or campus		

E0829 SGL-PARENT-PREG-TEEN-CODE

SGL-PARENT-PREG-TEEN-CODE indicates whether the student in the career and technical education program is: 1) unmarried or legally separated from a spouse; and has a minor child(ren) for which the parent has either custody or joint custody, or 2) is pregnant.

C064	SGL-PARENT-PREG-TEEN-CODE	04/10/89	03/03/93
Code	Translation		
0	Not Applicable To This Student		
2	Single Parent		
7	Pregnant Teen		

E0917 TRANSPORTATION-CTE-SUPPORT-SERVICE

TRANSPORTATION-CTE-SUPPORT-SERVICE indicates whether the economically disadvantaged student enrolled in a career and technical education course receives special transportation services to enable the student to commence or continue career and technical training.

C088	PARTICIPATION-INDICATOR-CODE	04/10/89	03/01/95
Code	Translation		
0	Not Receiving Services, Or Condition Or Situation Not Applicable To This Person Or campus		
1	Participant in Program or Service, or Condition or Situation Applicable to this person or campus		

170 STUDENT DATA - CAREER AND TECHNICAL EDUCATION (CTE) COURSE

Input Record Type Code	District D	Student ID	Service ID	Filler
E0755	E0212	E0001	E0724	
C042			C022	
Columns 1 - 3	Columns 4 - 9	Columns 10 - 18	Columns 19 - 26	Columns 27 - 80
170				

- A separate 170 record must be reported for every career and technical course in which a student is enrolled in grades 6-12. If a course taught in your district is described by one of the course numbers and names shown in C022 as appropriate for the 170 record it should be reported, even if no contact hours are allowed. Although some courses may not be eligible for weighted state career and technical funding, all state-approved courses should be reported on the 170 record.
- A CTE Tech-Prep program:
 1. combines at a minimum two years of secondary CTE with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study;
 2. integrates academic, and career and technical instruction, and utilizes work-based learning where appropriate and available;
 3. provides technical preparation in a career field such as engineering technology, applied science, a mechanical/industrial/practical art or trade, agriculture, health occupations, business, or applied economics;
 4. builds student competence in mathematics, science, reading, writing, communications, economics, and technical skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
 5. leads to an associate or a baccalaureate degree, a two-year postsecondary certificate in a specific career field; and
 6. leads to placement in appropriate employment or to further education.

**Allowable Uses of Career and Technical Education SERVICE-IDs on Code Table C022,
by Asterisk Indicator**

Number of Asterisks Associated with SERVICE-IDs on Code Table C022	090 Teacher Record	170 Student Record	410 or 510 Attendance Record (for weighted funding)	415 Course Completion Record
* (Grade 9-12 CTE courses with no WBL component)	X	X	X (If ADA eligibility requirements are met)	X
** (Grade 6-8 or 7-8 CTE courses)	X	X	X (If course is CTE for the Disabled)	X

Additional information regarding Career and Technical Education Tech Prep programs is located at <http://www.techpreptexas.org>.

Additional information regarding Career and Technical Education Advanced Technical Credit is located at <http://www.atctexas.org>.

410 CAREER & TECHNICAL EDUCATION (CTE) ATTENDANCE – STUDENT

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Instruc-tional Track Indi-cator Code	Reporting Period Indicator Code	Number Days Taught	Grade Level Code
E0755	E0212	E0001	E0782	E0975	E0934	E0935	E0017
C042				C141	C130		C050
Columns 1 - 3	Columns 4 - 9	Columns 10 - 18	Columns 19 - 27	Column 28	Column 29	Columns 30 - 32	Columns 33 - 34
410							

Eligible Days Present V1	Eligible Days Present V2	Eligible Days Present V3	Eligible Days Present V4	Eligible Days Present V5	Eligible Days Present V6	Filler
E0950	E0951	E0952	E0953	E0954	E0955	
Columns 35 - 38	Columns 39 - 42	Columns 43 - 46	Columns 47 - 50	Columns 51 - 54	Columns 55 - 58	Columns 59 - 80

- Refer to the [Student Attendance Accounting Handbook](#), Section V for Career and Technical Education (CTE) eligibility and complete coding instructions.
- There must be a 410 record for each eligible student enrolled in the attendance records for more than two hours per day and served by an approved vocational education program in your district. Districts who offer instruction in CTE courses that have not been approved for funding do not create a 410 record for students served in these courses.
- For each student with a 410 record, there must be a 400 record with matching values for CAMPUS-ID-OF-ENROLLMENT, INSTRUCTIONAL-TRACK-INDICATOR-CODE, REPORTING-PERIOD-INDICATOR-CODE, NUMBER-DAYS-TAUGHT, and GRADE-LEVEL-CODE.
- NUMBER-DAYS-TAUGHT is the actual number of instructional days in the school/track calendar for a specific reporting period. Instructional days do not include days of teacher in-service or preparation, or holidays. All the students in a particular school/track will have the same NUMBER-DAYS-TAUGHT. NUMBER-DAYS-TAUGHT may not exceed 45 days for the first five six-week reporting periods or 90 days for the sixth six-week reporting period.
- All of a student's CTE participation for a particular reporting period must be reported on the same 410 record, unless the record key changes.
- Students in grades 7 and 8 can only be reported for approved Career and Technical Education for the Disabled (CTED) courses. See the [Student Attendance Accounting Handbook](#), Section V.
- Students in grades EE through 5 cannot have 410 records.
- Do not create a 410 record for a student who did not participate in approved CTE courses during the reporting period indicated or who was ineligible for ADA during the entire reporting period.
- Eligible half-day students can only earn one half day of attendance in the CTE program for each day the student is present.
- Time spent at a WBL training site is instructionally engaged time. Up to 120 minutes required time at a training station counts toward meeting full-time and half-time attendance requirements (Section V, [Student Attendance Accounting Handbook](#)).
- To determine which CTE code (V1, V2, etc) is appropriate for block schedules, refer to Section V, of the [Student Attendance Accounting Handbook](#).

Allowable Uses of Career and Technical Education SERVICE-IDs on Code Table C022, by Asterisk Indicator

Number of Asterisks Associated with SERVICE-IDs on Code Table C022	090 Teacher Record	170 Student Record	410 or 510 Attendance Record (for weighted funding)	415 Course Completion Record
* (Grade 9-12 CTE courses with no WBL component)	X	X	X (If ADA eligibility requirements are met)	X
** (Grade 6-8 or 7-8 CTE courses)	X	X	X (If course is CTE for the Disabled)	X

415 COURSE COMPLETION DATA - STUDENT

Input Record Type Code	District ID	Student ID	Campus ID of Enrollment	Service ID	Course Sequence Code	Pass/Fail Credit Indicator Code	Dual Credit Indicator Code	ATC Indicator Code
E0755	E0212	E0001	E0782	E0724	E0948	E0949	E1011	E1058
C042				C022	C135	C136	C088	C088
Columns 1 - 3	Columns 4 - 9	Columns 10 - 18	Columns 19 - 27	Columns 28 - 35	Column 36	Column 37 - 38	Columns 39	Column 40
415								

Class ID Number	Student Begin Date	Student End Date	Course Completion Indicator	Course Grade	Final Course Grade	Filler
E1056	E1069	E1070	E1068	E1071	E1075	
			C088			
Columns 41 - 54	Columns 55 - 62	Columns 63 - 70	Column 71	Columns 72 - 74	Columns 75 - 77	Columns 78- 80

Purpose

Information from the 415 record is used to capture the course activity for students. This information is also used to link back to the 300 Course Section record in order to identify the classroom information associated with a student’s respective class assignments. This information is collected in Submission 3 only.

General

The information for the 415 Course Completion record is required to be tracked and reported beginning with the last Friday in October of each school year.

- There should be one 415 record for each student in membership in grades 1 through 12 that was enrolled in at least one course during the current school year. Courses that were completed in another district should not be reported. Multiple 415 records are used to report all of the course completion data for a student.

Minimum Reporting Standards for the 2010-2011 School Year

1. For the 2010 - 2011 school year, districts and charter schools will be permitted to only report the last classes that a student was enrolled in at the end of the semester. For example, if a student started a semester with Biology I and changed to a different course such as Theatre before the end of the semester, then only the Theatre course must be reported on a 415 record.
2. For the 2010 - 2011 school year, districts and charter schools will be permitted to only report the first date and the last date that the class met as the STUDENT-BEGIN-DATE and the STUDENT-END-DATE. For example, if a student started a semester with Biology I and changed to a different course such as Theatre on November 1st, then only the Theatre course must be reported on a 415 record, and the STUDENT-BEGIN-DATE and the STUDENT-END-DATE would reflect the first day of the semester and the last day of the semester.

3. If the school's software is capable of reporting all of the classes that a student participated in during the year along with the exact STUDENT-BEGIN-DATES and the STUDENT-END-DATES for each class, and the district or charter school wants to report this information, TEA will accept this additional information for the 2010-2011 school year submission.
4. Classes completed prior to the fall snapshot date should also be reported along with the classes completed after the fall snapshot date.
5. Locally developed courses such as the special education 9XXXXXXX series and the locally developed 8XXXXXXX series courses are not reported.

Early Notice of Minimum Reporting Standards for the 2011-2012 School Year

1. For the 2011 - 2012 school year, districts and charter schools must report all courses attempted by a student as of the last Friday in October.
 2. For the 2011-2012 school year, the exact STUDENT-BEGIN-DATES and the STUDENT-END-DATES for each class in which the student is enrolled as of the Last Friday in October must be reported. For example, if a student started a semester with Biology I and changed to a different course such as Theatre on November 1st, then both the Biology I and the Theatre course must be reported on a 415 record along with the actual STUDENT-BEGIN-DATES and the STUDENT-END-DATES for each class.
 3. Classes completed prior to the fall snapshot date must also be reported along with the classes completed after the fall snapshot date.
 4. Locally developed courses such as the special education 9XXXXXXX series and the locally developed 8XXXXXXX series courses are not reported.
- The COURSE-SEQUENCE-CODE identifies how course was taught to the student during the school year.
 - COURSE-GRADE and FINAL-COURSE-GRADE are only reported for high school courses taken for high school transcript credit.
 - Do not include audited courses or courses taken for local credit only.
 - Do not include courses with SERVICE-IDs that begin with SA, SR, SS, 01, 8, or 9.
 - If a student repeats a course during the year with different outcomes, each course completion is to be reported.
 - The 415 record must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at **the end** of the course. For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code "02"). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code "01"). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The 415 record should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of "08" (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code "02" originally recorded must be changed to Code "08".
 - CLASS-ID-NUMBER and SERVICE-ID identifies the unique number assigned to a particular course section at the campus level and must match a 300 Course Section record.
 - STUDENT-BEGIN-DATE identifies the first date a student was assigned to the class in the current school year.
 - STUDENT-END-DATE identifies the last date student was assigned to the class in the current school year.
 - CAMPUS-ID-OF-ENROLLMENT is the campus number of the campus where the student was enrolled at the time the course was completed.
 - A DUAL-CREDIT-INDICATOR-CODE of 1 is used only when a student is eligible to receive both high school and college credit for a SERVICE-ID listed in C022. AP courses taken at the high school are not to be reported as dual credit.
 - The ATC-INDICATOR-CODE indicates a high school course for which college credit may be awarded by a post-secondary institution under the conditions of a local articulation agreement or the statewide Advanced Technical Credit (ATC) program agreement.
 - Dual Credit courses are not to be reported as local or statewide articulated (ATC) credit. Likewise, ATC courses are not to be reported as dual credit courses. These rules are enforced by fatal edits