

User and Specifications Manual for Postsecondary Career and Technology (CTE) Enrollment and Outcome Systems

Data Collection and Reporting for School Year 2013-2014

(Submissions May 2014 – September 2014)

- List A of State Approved CTE Programs
- CTE Student Enrollment (Summer, Fall and Spring)
- CTE Concentrator / Graduate Outcomes



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Specifications Manual for Postsecondary CTE Enrollment and Outcome Systems

School Year 2013-2014
(for students in the July 1, 2013 – June 30, 2014 program year)

Table of Contents

Introduction and New Perkins Requirements1

Section I Post Secondary Credit Enrollment Data.....3

 A. Due Dates and File Submission.....4

 B. Student Record Layout5

Section II Data Definitions and Coding Instructions7

Appendix A Definitions for Race/Ethnic Groups and
Special Populations9

Appendix B Nontraditional CTE Programs12

Post Secondary CTE Credit Enrollment and Data Reporting School Year 2013-2014

Introduction

Post secondary Career and Technology Education (CTE) is vital to the social and economic welfare of the people of Maryland. It is imperative that every available financial, administrative, and organizational resource be provided. In order that such resources may be properly managed from the federal and state levels, the reporting of the career and technology education data is essential.

The purpose of this manual is to specify the data requirements of the Maryland State Department of Education, Division of Career and College Readiness (DCCR). The specifications manual includes an overview of federal and state requirements as well as: 1) directions for collection and reporting; 2) record layout specifications; and 3) data element specifications.

The success of Maryland CTE programs is built upon strong partnerships, excellent instruction and a state-wide process for continuous improvement and informed decision-making. We appreciate your leadership and efforts to collect and report accurate information on Maryland's CTE students. For additional information or assistance regarding CTE data collection and reporting, please contact Pat Mikos, CTE Program Manager, Division of Career and College Readiness, at 410-767-0186 or at pmikos@msde.state.md.us.

New Perkins IV Measures

Core Indicator of Performance 1P1: Technical Skill Attainment

The percentage of CTE concentrators who have met state-recognized CTE standards in the program, including assessments aligned to industry standards, if available and appropriate

Numerator: $\frac{\text{Number of CTE concentrators who met state-recognized CTE standards, including assessments aligned to industry standards and who, in the reporting year, left postsecondary education}}{\text{Number of CTE concentrators who took an assessment aligned to state-recognized CTE standards and industry standards, and who, in the reporting year, left postsecondary education}}$

Denominator: $\frac{\text{Number of CTE concentrators who took an assessment aligned to state-recognized CTE standards and industry standards, and who, in the reporting year, left postsecondary education}}{\text{Number of CTE concentrators who took an assessment aligned to state-recognized CTE standards and industry standards, and who, in the reporting year, left postsecondary education}}$

Core Indicator of Performance 2P1: Credential, Certificate or Degree

The percentage of CTE concentrators who receive an industry-recognized credential, certificate, or a degree

Numerator: $\frac{\text{Number of CTE concentrators who have received a degree, certificate, or industry credential in the reporting year}}{\text{Number of CTE concentrators who have left postsecondary education during the reporting year}}$

Denominator: $\frac{\text{Number of CTE concentrators who have left postsecondary education during the reporting year}}{\text{Number of CTE concentrators who have left postsecondary education during the reporting year}}$

Core Indicator of Performance 3P1: Student Retention or Transfer

Percentage of CTE concentrators who remain enrolled in their original institution or transfer to another 2-year institution or baccalaureate degree program

Numerator: $\frac{\text{Number of CTE concentrators who remained enrolled in postsecondary education based on fall term enrollments}}{\text{Number of CTE concentrators who are enrolled in postsecondary education in the previous year and did not complete a CTE program in the previous year}}$

Denominator: $\frac{\text{Number of CTE concentrators who are enrolled in postsecondary education in the previous year and did not complete a CTE program in the previous year}}{\text{Number of CTE concentrators who are enrolled in postsecondary education in the previous year and did not complete a CTE program in the previous year}}$

Core Indicator of Performance 4P1: Student Placement

The percentage of CTE concentrators who completed their CTE program who were employed, on active duty in the military, or placed in apprenticeship program at any point in the 2nd quarter following the program year in which they left postsecondary education

Numerator: Number of CTE completers who are employed, in the military, or in an apprenticeship program in the 2nd quarter following completion of the CTE program

Denominator: $\frac{\text{Number of CTE completers who are employed, in the military, or in an apprenticeship program in the 2}^{\text{nd}} \text{ quarter following completion of the CTE program}}{\text{Number of CTE completers who left postsecondary education in the reporting year}}$
Number of CTE completers who left postsecondary education in the reporting year

Core Indicator of Performance 5P1: Non-traditional Participation

Percentage of under-represented student enrollment in career and technology education programs that lead to non-traditional training and employment

Numerator: Number of under-represented CTE participants in non-traditional CTE programs during the reporting year

Denominator: Number of CTE participants in non-traditional CTE programs during the reporting year

Core Indicator of Performance 5P2: Non-traditional Completion

Percentage of under-represented student completion in career and technology education programs that lead to non-traditional training and employment

Numerator: Number of under-represented CTE concentrators who complete non-traditional CTE programs and who, in the reporting year, left postsecondary education

Denominator: Number of CTE concentrators who complete non-traditional CTE programs and who, in the reporting year, left postsecondary education

Data Definitions for New Perkins Measures

Perkins IV legislation requires utilizing a new level of Career and Technology Education (CTE) participation – *CTE Concentrator* – for a number of accountability measures. This designation indicates a student who intends to complete a CTE program. In Maryland, the threshold level of participation utilized is identification of a *Concentrator Level* for each approved CTE program. The concentrator designation for each program represents the most accurate indication that a student intends to pursue a program of study leading to CTE graduate.

More specific guidelines issues for Perkins IV, allows colleges to identify concentrators after 12 CTE credits of a program sequence. ***This will require each college to designate the Concentrator level for each program (CIP).*** This leads to the adoption of the following definitions in Maryland:

CTE Participant: Any student enrolling in at least one course which is part of an identified CTE program

CTE Concentrator: A postsecondary/adult student who completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree

New Perkins IV Accountability Measures and Data Collection Requirements:

Previously, CTE student outcomes were reported for students designated as a *completer* or one who had finished a certificate or degree as reported in the MHEC Degree Information System (DIS) file. Under Perkins IV, the reporting of CTE student outcomes has been modified and expanded to include any *CTE Concentrator* who has *left postsecondary education*. Based on federal guidelines from OVAE, to determine that a CTE Concentrator has left postsecondary education, the student must not be enrolled in any institution of high education in the following year. MSDE also requires Maryland Community Colleges to submit a Fall Enrollment file, based on September 30th enrollment. DCCR will use this information to identify returning students to any Maryland Community College.

Previously, technical skill attainment was measured by a cumulative grade point average (GPA) included in the Degree Information System (DIS) file submitted to MHEC following the academic year (graduation). This indicator has been replaced with the requirement for CTE Concentrators to demonstrate technical skill attainment through passing technical assessments aligned to industry standards.

Technical Assessment Available: A yes/no designation to indicate if a technical assessment (industry certification) is available to the student, prior to graduation. This is designated by program area (CIP), or as indicated by the student/instructor.

Technical Assessment Attempted: A yes/no designation to indicate if a student has attempted the technical assessment.

Technical Skill Attainment: A yes/no designation to indicate if an individual student has passed an assessment/certification requirement aligned to industry standards.

Section I -- Post Secondary CTE Credit Enrollment Data

Credit Students

Data for each college student enrolled in a **state-approved credit career program** should be reported. These state-approved credit career programs are those approved by the Maryland Higher Education Commission and the Division of Career and College Readiness (DCCR), Maryland State Department of Education. The approved programs may be found on “List A” or “Appendix A” which is aligned to the MHEC list of approved programs and shared with the college’s instructional dean for career programs every June for verification (to be completed by September 30).

Social Security Number

It is important to specify the student’s social security number because many of the new federally- required Perkins performance measures and the Maryland high school graduate follow-up system are based on being able to identify a student using that number. This information is strictly confidential and is used for educational purposes. At no time is individual student data identifiable. All data are aggregated.

Student Record Layout

The CTE student record layout begins on page 5. Data descriptions and coding instructions are on pages 7 and 8.

Special Populations Data

Special Populations data is to be included on the regular credit enrollment record (old record type 5). The record type field has been eliminated.

A - Due Dates and Data Submission Instructions

1. CTE Enrollment and Outcome File (Summer, Fall and Spring) Due Date: **August 15, 2014**

Each Community College submits CTE Enrollment for the School Year 2013-2014 (the program report year is between July 1, 2013 through June 30, 2014), with students designated as *CTE Concentrators*. **New in School Year 2008-2009 and continued for School Year 2013-2014;** for those students designated as CTE Concentrators, the record includes a Yes/No designation on whether or not those students met the Technical Skill Attainment requirement of Perkins IV. **New for School Year 2009-2010 and continued for School Year 2013-2014;** an additional field has been added to designate if an individual student has taken or *attempted* to pass a technical assessment (not just if they passed).

2. List A Verification (for next report year 2014-2015) Due Date: **September 30, 2014**

Each Community College verifies the listing of all state-approved CTE programs, by comparison to the MHEC list of approved programs. Any additions and/or deletions of programs may occur throughout the year, and will be confirmed by September 30, 2014.

File retrieval and submission should be done using the **MSDE Secure Transport Server:**

<https://sst.msde.state.md.us/>

A separate folder for each college has been created on this server. Each college can access their assigned folder with a user name and password. Please contact Matthew Koerner (410) 767-0172 if you have forgotten or do not have your user name and password.

3. CTE Fall 2014 Enrollment (Retention in Postsecondary for Fall 2014) Due Date: **October 31, 2014**

Each Community College submits CTE Fall Enrollment for the School Year 2014-2015. This information is used to determine retention in postsecondary education. MSDE will use this information determine the exit status of School Year 2013-2014 CTE concentrators (CTE outcomes are reported for students who have *left postsecondary education.*)

This Fall 2014 enrollment file will contain just the SSN (social security number) for all students enrolled.

B - Post Secondary Student Record Layout

Data may be submitted as a ‘flat file’ or as an Excel spreadsheet. All fields or cells are text format to preserve the leading zero that may occur in some fields or cells.

If submitting an Excel spreadsheet, make sure the cells in each row are in the order specified in the record layout.

Data Element	Codes	Length	Position
Last Name	Student’s Last Name (no punctuation).....	25.....	01-25
First Name.....	Student’s First Name (no punctuation).....	15.....	26-40
Middle Initial	Student’s Middle Initial.....	01.....	41
Social Security Number	Student’s Social Security Number.....	09.....	42-50
College Number	See List ‘A’	06.....	51-56
Gender.....	1 (male), 2 (female)	01.....	57
Hispanic or Latino.....	Y = yes or N = no (Must enter a ‘Y’ or a ‘N’)	01.....	58
American Indian/Alaskan Native...1 = yes; 0 = no (must enter a ‘1’ or a ‘0’)		01.....	59
Asian.....2 = yes; 0 = no (must enter a ‘2’ or a ‘0’)		01.....	60
Black or African American.....3 = yes; 0 = no (must enter a ‘3’ or a ‘0’)		01.....	61
Native Hawaiian or Other Pac. Isle.4 = yes; 0 = no (must enter a ‘4’ or a ‘0’)		01.....	62
White.....5 = yes; 0 = no (must enter a ‘5’ or a ‘0’)		01.....	63
CIP Code.....	The six digit Classification of Instructional	06.....	64-69
	Program (CIP) Code as defined by DCCR		
Occupational Credit Hours	Student’s cumulative credit hours	02.....	70-71
	(required by DCCR for Perkins IV for Concentrator designation)		
SASID.....	State Assigned Student ID (see Definition)	10.....	72-81
	(Maryland secondary students)		
Technical Assessment Available ... Y or N		01.....	82
	(student had available assessment/certification requirement)		
Technical Assessment Attempted...Y or N.....		01.....	83
Technical Skill Attainment	Y or N.....	01.....	84
	(student passed an assessment or met certification requirement)		
Concentrator Designation	Y or N	01.....	85
Limited English Proficiency	1 or Blank	01.....	86
Disadvantaged.....	2 or Blank	01.....	87

Disabled	3 or Blank	01.....	88
Single Parent	4 or Blank	01.....	89
Nontraditional Career Program	(Leave blank – See data definition)	01.....	90
Displaced Homemaker	6 or Blank	01.....	91
HEGIS Code.....	6-Digits (no decimal point, w/leading zeros).....	06.....92-97	
	(optional – for comparison to MHEC reports)		
Date of Birth	Student’s date of birth in	08.....	98-105
	month, day, year format (MMDDYYYY)		

Section II -- Data Definitions and Coding Instructions

Last Name	Student's last name (no punctuation)
First Name	Student's first name (no punctuation)
Middle Initial	Student's middle initial
Social Security Number	Student's social security number. This is important because the new required federal Perkins Act Performance Measures and the Maryland high school graduate follow-up system are based on SS#'s. This information is strictly confidential and is used for educational purposes. At no time is individual student data identifiable. All data are reported in aggregate. A consistent and unique pseudo student number must be used if the actual SS# is not available.
College Number	The six-digit college number may be found on the List 'A' document.
Gender	The one-character gender code. 1 = Male 2 = Female
Ethnicity	If the student is Hispanic or Latino, enter 'Y' (yes) in this field. Otherwise enter 'N' in this field. Must enter a 'Y' or a 'N'.
Race	Race codes – There are five positions to be reported. The position that identifies the respondent's race will be indicated with the appropriate race code. All other positions will be reported as '0'. More than one position may contain a race code. 1 = American Indian/Alaskan Native 2 = Asian 3 = Black or African American 4 = Native Hawaiian or Other Pacific Islander 5 = White
Birth Date	Students date of birth specifying month, day and year (mmddyyyy).
CIP Code	Each student must be identified by the appropriate Classification of Instructional Program (CIP) code. The CIP code is designated by the MSDE Division of Career Technology and Adult Learning (DCTAL) and conforms to the federal coding structure. The codes identify the approved DCTAL programs as indicated on LIST 'A'. LIST 'A' can be obtained from the instructional dean for career programs at each college or by contacting the Division of Career Technology and Adult Learning, MSDE.
Occupational Credit	The number of <u>cumulative</u> credit hours that directly relate to the CIP Code reported for the student. The field is right justified and filled with leading zeroes.
SASID	Secondary student's "State Assigned Student ID". Assigned in the Fall 2007. Post Secondary applicability to be determined.
Technical Assessment Available	A yes/no designation to indicate if a technical assessment (industry certification/licensure) is available to the student, prior to graduation. This is designated by program area (CIP).

Technical Assessment Attempted	A yes/no to indicate whether an individual student attempted/took the technical assessment (industry certification).
Technical Skill Attainment	A yes/no designation to indicate if an individual student has passed an assessment or met certification requirements aligned to industry standards.
Concentrator Designation	A yes/no designation to indicate whether a student has met the requirements for CTE Concentrator. The field is Y or N.
LEP	The one-character code identifying whether the student qualifies as LEP: 1 - LEP Blank - Not LEP
Disadvantaged	The one-character code identifying if the student qualifies as disadvantaged: 2 - Disadvantaged Blank - Not Disadvantaged
Disabled	The one-character code identifying whether the student qualifies as disabled: 3 - Disabled Blank - Not Disabled
Single Parent	The one character code identifying whether the student qualifies as a single parent. 4 – Single Parent Blank – Not a Single Parent
Nontraditional	This field should be left blank. Nontraditional Career Program students will be identified automatically by the system.
Displaced Homemaker	The one character code identifying whether student qualifies as a displaced homemaker. 6 – Displaced Homemaker Blank – Not a Displaced Homemaker
Date of Birth	Student date of birth. Format of this field is MMDDYYYY (month, day, year).

Appendix A

Definitions for Revised Ethnicity and Race Categories

ETHNICITY

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

RACE

American Indian or Native Alaskan

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American

A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Special Populations

Individual with Limited English Proficiency (LEP)

The term 'individual with limited English proficiency' means a student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

- a. whose native language is a language other than English; or
- b. who lives in a family or community environment in which a language other than English is the dominant

Individuals From Economically Disadvantaged Families, Including Foster Children

The term "disadvantaged" means individuals (other than individuals with disabilities) who have economic disadvantages and who require special services and assistance in order to enable such individuals to succeed in career programs. This includes individuals who are members of economically disadvantaged families, migrants, and individuals of limited English proficiency.

Economically disadvantaged: The term identifies such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce. The poverty threshold for a particular family unit is dependent on its size and the age of its members, and is updated annually.

Individual or Student With Disabilities

The term "individual or student with disabilities" is the term replacing "handicapped" based on the Americans with Disabilities Act of 1990. Students with disabilities refers to those who have been determined through appropriate assessment as having temporary or long-term special educational needs arising from cognitive, emotional, or physical

factors, or any combination of these. Their ability to meet general educational objectives is impaired to a degree whereby the services available in the general education program are inadequate in preparing them to achieve their educational potential. (Authority is Education Article, Section 302-8-307 and 8-401-8-416, Annotated Code of Maryland).

The terms used to describe the categories of students with disabilities are taken from the Federal Register, Vol. 42, No. 163, August 23, 1987 and are defined as follows:

"Mentally retarded" means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a person's educational performance.

"Hard-of-hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a person's educational performance but which is not included under the definition of "deaf".

"Deaf" means a hearing impairment which is so severe that the person is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

"Speech and language impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a person's educational performance.

"Visually impaired" means a visual impairment which, even with correction, adversely affects a person's educational performance. The term includes both partially seeing and blind individuals.

"Emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or,
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

This category includes individuals who are schizophrenic or autistic. The term does not include those who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

"Orthopedically impaired" means a severe orthopedic impairment which adversely affects a person's educational performance. This term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractors).

"Other health impaired" means limited strength, vitality or alertness due to a chronic or acute health problem (such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) which adversely affects a person's educational performance.

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to those who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

"Multi-disabled" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

Single Parent

A single parent means an individual (student) who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Nontraditional CTE Program

A nontraditional CTE program is one that prepares an individual in an occupation or field of work for which individuals from one gender comprise less than 25 percent of the individuals employed in that occupation or field of work. See Appendix B for a list of Maryland's nontraditional career and technology programs based on Maryland labor market data.

Displaced Homemaker

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 not later than two years after the date on which the parent applies for assistance under that title; and

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

Appendix B: Nontraditional CTE Programs

The Nontraditional Occupations for Males from 2006 BLS Data and Nontraditional Occupations for Females from 2006 BLS Data, prepared by the *National Alliance for Partnerships in Equity*. A full listing may be found at www.mdctedata.org