

INSTRUCTIONS FOR USING THE ONLINE
**WYOMING CAREER AND TECHNICAL
ASSESSMENT DATABASE**

2009-2010

for Secondary Schools



MANUAL FOR THE WyCTA

2009-2010
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WYOMING CAREER AND TECHNICAL ASSESSMENT TIMELINE 2009-2010

Spring 2010 (tentative)	New CTE Online Assessments Piloted
April 2010	Recommended month for the administration of the WyCTA
May, 2010 (tentative)	New CTE Online Assessments should be given
May 31, 2010	Deadline for completing data entry into the WyCTA Database

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BEFORE YOU BEGIN:

- In order to meet the new Federal Perkins IV Guidelines, most of the changes and additions that were incorporated to the WyCTA database for the 2007-2008 school year are still in place.

Any new changes/additions to the database for this year will be noted with the following red text:

New for 09-10→

DEFINITIONS

New for 09-10→

CTE enrollee: You are no longer required to report information on enrollees.

CTE participant: At the *secondary level*, a **CTE participant** is defined as a secondary student who has completed one or more courses in a CTE program sequence.

CTE concentrator: At the *secondary level*, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.

CTE program sequence refers to classes that are part of a specific CTE career cluster including:

- Agriculture & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Safety
- Manufacturing
- Retail/Wholesale Sales & Services
- Scientific Research & Engineering
- Transportation, Distribution, & Logistics

For example, your school's Welding program requirement might be Applied Math, Algebra II, Welding I, Welding II, and Employability Skills. When trying to determine whether a student is "CTE" or not, you would take into account only those classes in the Welding program that the student took. Do not count CTE classes the student might have randomly taken in Business Ed, Woodworking, etc. which were not part of the sequence of courses designated for Welding. Please note that the rationale in applying such criteria is that **we want to exclude students who are just taking a random CTE course (or courses) and are not really part of a CTE program.**

WHAT AREAS ARE TO BE ASSESSED?

New for 09-010→ For the 2009-2010 year we will be using the newly developed assessments for pathways within the clusters of Architecture & Construction, Agriculture and Manufacturing. It is anticipated that these assessments will be made available online during the month of May. The following pathways falling under these three cluster areas will participate in the new online assessment system:

Agriculture Cluster

- a. General Agriculture programs will be given an overall agriculture assessment that covers areas pertaining to plant science, animal science, and ag business.
- b. Agricultural Mechanics programs will have a separate online assessment available.

Architecture & Construction Cluster

- a. Cabinetmaking and Woodworking
- b. Residential/Commercial Carpentry
- c. Technical Drafting
- d. Architectural Drafting

Manufacturing

- a. Welding

All students that are CTE concentrators within the aforementioned cluster/pathway areas will need to take the online assessment related to their program area in May, 2010. Note that CTE concentrators who are taking the online assessment are NOT expected to be assessed using the older WyCTA performance rubrics.

Note: If you try to enter in assessment information on the WyCTA performance rubric page for CTE concentrators within these program areas, you will see the following message, "You are not required to complete this performance rubric on this student, instead this student needs to take the new online state assessment available in this area."

All CTE concentrators in the following cluster and pathway areas will need to have the WyCTA performance rubric assessment data entered into the online database (the same as in previous years)¹ unless they attempted to pass an industry certified exam.

Ag Cluster

1. Natural Resource Management

Arts, A/V Tech & Communications

1. Video Production
2. Digital Photography
3. Communications Systems Technology
4. Computer Engineering Technology
5. Computer Programmer
6. Information Support Services
7. Programming & Software Development
8. Graphic Design

¹ Online assessments have not yet been developed for these other areas.

Family & Consumer Science

1. Hospitality & Tourism
2. Child & Human Development
3. Community Human Services
4. Consumer Economics
5. Life Management
6. Interior Design
7. Textiles
8. Culinary
9. Nutrition

Business

1. Finance
2. Computer Information Systems
3. Information Management & Support
4. Accounting

Education & Training

Gov & Public Admin

Health Science

Law & Public Safety

Manufacturing

1. Precision Machining

Retail & Wholesale Sales

Science Research & Engineering

Transportation, Distribution & Logistics

The assessment for these areas will consist of the following content areas that CTE Concentrators should be assessed in:

- Affective and Thinking
- Pre-Employment
- Employability

Within each of these content areas are sub-skills for actual rating purposes. *You are to assess those sub-skills that the student had an opportunity to demonstrate during the current academic year.* If a student did not have an opportunity to learn and or demonstrate a skill during the current year you may choose the option *“No opportunity to demonstrate skills this year”* in the database. Please note, however, that the proportion of students not assessed because they did not have an opportunity to learn and/or demonstrate specific skill(s) will be reported in state and local reports and will need to be stated in your annual Perkins reports to the Wyoming Department of Education (WDE).

Students should be assessed on any areas of the employability rubric that can be observed, regardless of whether or not they have been involved in a paid or unpaid work experience. For example, most students could probably be assessed on the sub-skill entitled “task completion,” even if they have not been involved in an actual work experience.

WHICH ASSESSMENT WILL STUDENTS PARTICIPATE IN

At the secondary level:

All secondary students, regardless of grade level, who meet the definition of a *CTE concentrator* (completed three or more courses in a CTE program, including those who may be currently enrolled in their third course) should be assessed using **ONE** of the following:

1. **The new online assessments**
2. **The “old” performance rubrics**
3. **Industry certified exam**

To reiterate, **ALL CTE Concentrators should be assessed using ONE of the above assessments.** Note that in prior years, 11th grade students have not been required to be assessed due to PAWS testing. Given new guidelines under Perkins IV, this is no longer the case.

Note: For the assessment page, the system will not allow you to save a student that has less than the required number of courses (3 or more courses, including those enrolled in third course).

For the CTE Concentrator Information Pages, an individual student record needs to be filled out on all concentrators. **If a concentrator drops out, moves or transfers out of school in the 2009-2010 school year, a student record is still required for that student.** However, if a student left the CTE program prior to the assessment, you will not be required to collect assessment data for that student.

Note that **data is required on CTE concentrators as indicated above, regardless of whether or not that student was part of a Carl Perkins IV funded program.** This is consistent with new federal reporting requirements put forth under Federal Carl Perkins IV Legislation.

ACCESSING THE ONLINE WyCTA DATABASE

The database is best accessed by using Internet Explorer as your internet browser and making sure your pop-up blocker is turned off, as many of the screens for the database, along with helpful validations and reminders, will be shown in new windows.

- The Wyoming Career and Technical Assessment database is housed at PRES Associates’ website at the WyCTA homepage. To access the WyCTA homepage, go to <http://presassociates.com/wycta.html>.

On the WyCTA homepage, a library of documents related to the WyCTA can be found for download, including, a copy of this manual, competencies that have been developed for Agriculture & Natural Resources, Architecture & Construction and Manufacturing, WyCTA rubrics, WyCTA prompts, the Wyoming Vocational Standards, a crosswalk between the WyCTA and the state standards, and guides to career clusters and CIP codes.

- To login to the database, click on the “**Enter the WyCTA Database**” link. This will bring you to the login screen. Enter your login name and password and click the **Login** button. *Remember, your login and password are case sensitive- use only lowercase letters.* Your password and login have been given to the primary Perkins Grant contact. The logins and the passwords are the same as last year. If you do not have these, please contact PRES Associates. Once you have successfully logged in, you will be redirected to the **main menu page**.

To ease navigation to the login screen, you may wish to mark this page as a “Favorite” site in your web browser.

- On the login screen, you will notice a “**For Assistance, click to send an email to PRES Associates**” link. This function is located on all WyCTA database pages. To use this function, click **Send Email**. This will bring you to the email screen. Enter your email address in the appropriate box. In the question box, type the text of your email. Hit **send** when you have completed your email and the program will automatically send an email to PRES Associates.

NOTES ON NAVIGATING IN THE PROGRAM

- As a general rule, it is best to navigate the database by using your mouse to point and click. You can also use the **tab** key. *Using the enter key will not move you to other fields.*
- To move within the database it is best to use the buttons provided in the database rather than the buttons on the Internet browser.
- The database uses **pull down menus**, **check boxes**, and **text boxes** to collect data. **Pull-down menus** work by clicking on the down arrow, which brings up the list of options or choices. Scroll down to the choice you wish to make and click the mouse button. To use **check boxes**, point and click on the box you wish to check (or uncheck.) You type data directly into **text boxes** after clicking them with your mouse.
- **Validation/Error Messages:** The on-line WyCTA database ensures that the data entered are complete and accurate. The database has automatic validations in place that will prevent a user from moving forward if data entered is not complete or is contradicted by other data.

For example, if a user fails to select an eligibility category (e.g. regular, displaced homemaker, economically disadvantaged, single parent, etc.) and tries to save the page, the following message will appear:

Student Page 1 Validations:

<u>Error with Eligibility marks</u>
You must select at least one eligibility category!

There were errors found. This information has NOT been saved. Please go [BACK](#) and fix the problems listed above...

As another example, if a user indicates a student has taken applied classes, but does not indicate the type of applied classes taken, the following message will appear.

Student Page 1 Validations:

Error 12122: Applied Classes

When 'Applied Classes' is checked you must select at least one type of applied class!

There were errors found. This information has NOT been saved. Please go [BACK](#) and fix the problems listed above...

MAIN MENU PAGE

The main menu page is the first page you will see after logging into the on-line WyCTA database. In the upper right hand corner you will see the due date for completing data entry and how many days remain until all data entry should be completed.

- **Enter User Information:** *This information **must** be completed by the person responsible for data entry before starting to enter student data.* Clicking this button will bring you to a screen where you can enter the contact information for your institution's primary database user or responsible party.
- **Go to School Information:** Clicking this link will bring you to the school information pages. Details on the school information pages follow. Until all school information is entered and saved, a message next to the link will appear reading "**School info is NOT complete!**" Once all school information data is entered and saved "**School information is complete!**" will appear next to the link.
- **Go to CTE Concentrator Information:** Clicking this link will bring you to the CTE concentrator information pages, where you can enter data for your CTE concentrators. Next to this link you will see a status report indicating the number of concentrators in the active CTE database and the number of concentrators with student pages marked as done.
- **Go to CTE Participant Information:** Clicking this link will bring you to the participant information page, where you must include counts of CTE participants in a data table. Details on this page are provided in the following sections. Until all participant information is entered and saved, a message next to the link will appear reading "**CTE Participant info is NOT complete!**" Once all participant information data is entered and saved "**CTE Participant is complete!**" will appear next to the link.
- **Go to Follow-Up Information:** Clicking this link will bring you to the CTE Concentrator Follow Up Information page.

NOTE: Follow-up data is required for all concentrators who left secondary education, for any reason, during the prior school year (i.e., past year's graduates or dropouts). In addition, only one year of follow-up data is needed. Under Perkins IV guidelines, follow-up placement information is collected during the second quarter of each year (e.g., between October 1, 2009 to December 31, 2009 for the 09-10 reporting year)..

The database will automatically place students for whom follow up data is needed based on prior year data collection entries. Next to this link you will see a status report indicating the number of concentrators in the follow-up database and the number of students with student pages marked as done.

- **Mark All Data as Final:** Use this function to finalize your data entry. This link can only be clicked if records in the CTE Concentrator, Participant, Enrollment, and Follow-up data entry pages have been marked as complete and your school information page is complete. Note: clicking this link makes all your data "read only." You cannot add or edit data after clicking this link. After clicking this link, this line will read "**All Data Marked as Final.**"

After you have marked all data as final you can still review your data in a read only format by logging into the database.

- **Reports:** This link will take you to the interactive reporting pages. You can use these reports to complete your state reports. Note: You can only access this function once you have completed all data entry and have clicked the "Mark All Data as Final" link.

CTE CONCENTRATOR INFORMATION PAGES

CONCENTRATOR LIST PAGE

This is the first page you will see after clicking the "Go to CTE Concentrator Information" link from the main menu page. This page provides you with your list of concentrators and allows you to enter new concentrators as well. To return to the Main Menu Page from the student list, click the **Return to Main Menu** button above the student list. To logout from the student list page, click the green **Logout** link.

Display Options

You can display your student list in a number of ways.

- **Number of Records per Page:** You can change the number of records shown per page in two ways. You can choose between showing 10 records per page, 25 records per page, 50 records per page, or all records on one page, by using the text box in the upper left hand corner of the student list page and the **Show** button. Alternatively, you can show all records on one page by clicking the "**All (### Students)**" link in the right side of the blue title bar above the student list.
- **Sorting Student Records:** You can sort your student records by Student ID (post-secondary), WISER ID and Old Student ID (secondary), Name, Gender, and Grade. To sort by one of these categories, click the link in the header column of the student list for the category you wish to sort your students. You can also sort by "Grade then by Gender then by Page1Done" by clicking on this link above the header column of the student list.
- **Navigating Student List Pages:** To move from page to page (if you have not selected to display all your records on one page), clicking the desired page number link in the right side of the blue title bar above the student list, next to the word **Page**. This navigation links can also be found in the blue bar at the bottom of the student list page.

Selecting a Student Record

- You can select a student record in several ways. You can select a student's record by clicking on the **WISER ID or Old Student ID**, in the student list for secondary schools OR by clicking on the **Student ID** for post-secondary schools. This will automatically bring you to **Student Information Page 1**. Alternatively, you can go directly to a particular student information page by clicking the status link for that page in the student list (**Not Done, Partial, or Done**). These last three columns labeled **Page 1, Page 2, and Page 3** on the right of the student list screen indicate the status of a particular page for each student record. Until all the information has been entered in all the required fields on each page, **Not Done** will be indicated in these columns unless you have clicked in the **Mark all info for this page complete** (default) on each page. If you used this box, **Partial** will be indicated in the column. If you have entered all required data for that record and you check the **Mark all info for this page complete** box, **Done** will be indicated in this column.
- **Find Name:** This function allows you to search for a particular record by name. Type the student name as you have entered it into the database in the text box. Click **Find** next to the text box to search for that student's record.
- **Find WISER ID (secondary):** This function allows you to search for a particular record by WISER ID. Type the student's WISER ID in the text box. Click **Find** next to the text box to search for that student's record.
- **Find Old Student ID (secondary):** This function allows you to search for a particular record by the OLD STUDENT ID. Type the student's OLD STUDENT ID in the textbox. Click **Find** next to the text box to search for that student's record.

Inserting a New Student Record

To insert a new student into the database, click **Insert New Student**. This will bring up the new student page.

- **WISER ID (secondary):** The student's new state assigned WISER ID should be typed in this field.
- **Student Name (optional):** Although this field is optional, for ease in entering and editing data, you may want to record the student's name along with their ID number. Once the database is online, you will have the option to enter the student name in each record to help you navigate through your records. You will be able to clear the student names from the database prior to submitting your data, if you so desire. *However, we recommend that you do not delete student names, as keeping them will help you with your data entry in following years. Student names are not downloaded by researchers when data analysis is performed.*
- **Insert:** Click this bar to enter the student into the database. Clicking this button will bring you to **Concentrator Information Page 1** for the newly entered student. The student will also appear on your **Concentrator List Page**.
- **Cancel- Return to Student List:** Click this bar to cancel the entry of the new student. Using this function will bring you back to your **Concentrator List Page**.

Marking Students Who Should Not be Assessed

At the bottom of the concentrator list page, you will find buttons that allow you to indicate that a concentrator should not be assessed because they have left the school or program, or actually graduated or left the school during the previous year and should be moved to the follow up database. **Note: These functions cannot be undone; use caution when using them.**

To enable any of the following functions, click the check boxes to the left of the student's WISER ID number. You can select multiple students at any time when using these functions.

- **Left in current school year:** If you mark concentrator(s) as leaving secondary education during the current school year (e.g., because student graduated early or dropped out), this button will bring you to a confirmation screen asking if you wish to proceed. If you have selected the student in error, click **Cancel**. If you wish to mark the student as left, click **Proceed**. And you will be taken to a confirmation screen and Exit information page.

Clicking **Proceed** will bring you to an "exit" page where you will be asked to report data for that concentrator including:

- Reason and date of departure from secondary education
- Program Completer status
- Program Certified status
- Total number of semester long courses and credits earned in CTE program sequence student took at this school upon departure
- At the time the student left school, did s/he receive or was eligible to receive any degree, certificate, etc (specify type).
- Placement upon exiting secondary education

For details on these data elements, refer to the instructions for **Student Information Page 1 and Student Information Page 2**.

Once data entry on this screen is complete, click **Update**. If you do not wish to mark the student as leaving the program, click **Cancel** to bring you to a link to return to the concentrator list page.

- **Left in Prior School year:** This button will bring user to a confirmation screen asking if you wish to proceed. If user has selected the student in error, click **Cancel**. If user wishes to move the student to the follow-up file, click **Proceed**. **Note that selection this option will move the concentrator(s) to the Follow-Up Page.**
- **Dropped out of CTE Program:** Clicking this button will mark a student as having dropped out of the CTE program prior to the WyCTA Assessment cutoff (April 1). Clicking this button will mark all pages of a selected student's record as done and no further data entry will be required.
- **Moved/Transferred:** Clicking this button will mark a student as having moved/transferred out of school prior to the WyCTA Assessment cutoff (April 1). Clicking this button will mark all pages of a selected student's record as done and no further data entry will be required.

- **CTE Participant:** Clicking this button will mark a student as NOT having met the requirements for a CTE concentrator (i.e. completing 3 or more CTE courses, including those currently enrolled in a third course). Clicking this button will mark all pages of a selected student's record as done and no further data entry will be required. Note that this student should be included in the CTE participants count on the CTE Participant Page.

Deleting a Student Record

If you come across a student record that needs to be deleted from the database, please email PRES Associates with the student ID number OR the WISER ID number to be deleted and the reason why the student needs to be removed.

CTE CONCENTRATOR INFORMATION PAGE 1

Navigation Functions

- **Return to Menu:** Clicking this link at the top of the page will bring you back to the main menu page *without saving any data entered.*
- **Return to Student List:** Clicking this link at the top of the page will bring you back to the Concentrator List Page *without saving any data entered.*
- **Jump to Page without Saving!** Click on the Concentrator Information page number you wish to view. Any data you have entered will not be saved.
- **View Next Page (Data not Saved):** Click this button on the bottom of the page to view Concentrator Information Page 2. Any data you have entered will not be saved.
- **Logout:** Clicking this link will log you out of the WyCTA database without saving.

Saving Data

- **Save:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to Concentrator Information Page 2.
- **Save and Return to Student List:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to the Concentrator List page.
- **Mark all info for this page complete:** When you have accurately entered *all* data for this page, *check this box* and click one of the save buttons. *Checking this box will mark the page as done.* When you return to this page, you will see "This page is marked as done" at the bottom of the page.

Data Entry

- **School Code:** Your school code is automatically entered by the database for each student.
- **Student Name:** Although this field is optional, for ease in entering and editing data, you may want to enter the student's name so that it will show up in the student list along with their ID number. Please note that researchers do not have access to student names when performing data analysis.
- **WISER ID (secondary):** The student's new state assigned WISER ID should be typed in this field.
- **New for 09-010→Birth Date:** In order to access follow up information related to students' post secondary enrollment provided by the National Student Clearinghouse you must enter student birth date. Note: It is required for all 12th grade students and optional for 9th through 11th graders.
- **Eligibility Categories:** Check boxes to the left of *all* eligibility categories attributable to the student from the following:
 - Regular (no other eligibility category)
 - Disability
 - Economically Disadvantaged
 - Limited English Proficiency
 - Single Parent
 - Displaced Homemaker
 - Corrections
 - Migrant
 - Other Educational Barrier

Refer to the definitions provided below for details on criteria for each of these categories. Remember that a student should not be categorized as "Regular" if they qualify for any other categorization.

Disabled: A CTE student with disabilities is one who, by reason of one of the following conditions, needs special education and related services.

- mental retardation,
- hearing impairments including deafness, speech or language impairments,
- visual impairments including blindness
- serious emotional disturbance
- orthopedic impairments
- autism
- traumatic brain injury
- other health impairments or specific disabilities.

Economically disadvantaged: This category includes CTE students (including foster children) meets one or more of the following criteria:

- Eligible for Aid to Families with Dependent Children or other public assistance programs
- Family income at or below the official poverty line established by the Director of OMB
- Eligible for programs assistance under Title II of the Job Training Partnership Act.

Limited English Proficiency (LEP): A CTE LEP student is one who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him/her opportunity to learn successfully in English only classrooms due to one or more of the following reasons:

- The student was born outside the United States or whose native language is a language other than English;
- The student comes from environments where a language other than English is dominant; or
- The student is Alaskan Native or American Indian and comes from an environment where language other than English has had a significant impact on his/her level of English language proficiency.

Single Parent: Includes individuals who are single, primary custodial parents within a household. This would include single pregnant women.

Displaced Homemakers: Refers to an individual who has worked primarily in the home and is now preparing to enter the formal workplace.

Corrections: A corrections CTE student is one who is currently adjudicated. That is the student is on probation or incarcerated in a correctional institution.

Migrant: The term "migrant" means migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain or to accompany such parents or spouses to obtain temporary or seasonal employment in agricultural or fishing work have done at least one of the following:

- moved from one local education agency (LEA) to another.
- moved from one administrative area to another in a state that is comprised of a single LEA.
- resided in an LEA with an area larger than 15,000 square miles and migrated a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Other Educational Barrier: Refers to individuals that have any other barriers to educational achievement.

- **Did this student take any concurrent enrollment classes?:** Select from the pull down menu - Yes/no,
 - If yes, how many courses did they take?
 - For how many total credits?
 - If possible, please list the courses that were taken

- **Year in School:** Select from the following from a pull down menu to describe the student's status for the current year.
 - Freshman
 - Sophomore
 - Junior
 - Senior

New for 09-10→

- **Ethnicity:** Indicate whether or not the student is *ethnically* Hispanic/Latino by marking “yes” or “no” for the appropriate answer.

New for 09-10→

- **Race:** For each racial category listed indicate whether or not the person considers himself/herself to be of that race by selecting “yes” or “no”.

- | | | |
|---|---------------------------|--------------------------|
| A. White: | <input type="radio"/> Yes | <input type="radio"/> No |
| B. Black or African American: | <input type="radio"/> Yes | <input type="radio"/> No |
| C. Asian: | <input type="radio"/> Yes | <input type="radio"/> No |
| D. American Indian or Alaskan Native: | <input type="radio"/> Yes | <input type="radio"/> No |
| E. Native Hawaiian or Other Pacific Islander: | <input type="radio"/> Yes | <input type="radio"/> No |

- **Gender:** Select the student’s gender from the pull down menu.
- **New for 09-10→ Program/Pathway:** Select the career program/pathway in which the student is pursuing a defined sequence of CTE courses from the pull down menu. The sequence must be intended to produce a specific occupational competency. Each student must be assigned to a *single program/pathway area*. If a student is taking courses in multiple CTE program areas, a determination of a single primary program/pathway area should be made based upon the area in which the student has taken the greatest number of courses. Use the key below to identify the program/pathway:

- Ag Business
- Ag Mechanics
- Animal Science
- Architectural Drafting
- Arts, A/V Technology & Communications
- Business & Administration
- Carpentry
- Education & Training
- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technologies
- Law & Public Safety
- Natural Resource Management
- Plant Science
- Precision Machining
- Retail/Wholesale Sales
- Science, Research & Engineering
- Technical Drafting
- Transportation, Distribution & Logistics
- Welding
- Woodworking

Note: Just beneath the drop down menu for Program/Pathway the career cluster will be automatically generated based on which Program/Pathway you select.

Included in **Appendix A** is a listing of various classifications of instruction to help you determine which best describes the student's career cluster/program area. Additionally there are several resources regarding Career Clusters and CIP codes in the online document library at <https://presassociates.com/wycta.html>.

- **CIP Code:** Type the Classification of Instruction (CIP) code for the career cluster/program area the student is pursuing in this text box. You must use the ##.#### format, whereby # can be any number. A listing of the CIP codes can be found in **Appendix A** with the Career Cluster/Program Area descriptions. Additionally there are several resources regarding Career Clusters and CIP codes in the online document library at <https://presassociates.com/wycta.html>.

In some instances, an exact code for a particular cluster/area may not be clearly defined in the listing. When this occurs, use the code that you think best coincides with that student's career cluster.

- **If this is a new career cluster for this student (i.e., student changed to new CTE program this school year):** You can click this item if the student has changed to a new CTE program and the defaults will reset to blank.
- **How many CTE credits has the student earned in this selected program sequence?** Type the number of CTE credits the student has earned *in the program sequence* throughout the student's schooling in this text box. **Note: If the student was entered in the database last year and was automatically moved forward, you will see the number of CTE credits reported last year above the box. You must update this number to include any additional credits earned.**
- **How many total CTE credits has the student earned?** Type the number of CTE credits the student has earned for *any CTE classes taken* throughout the student's schooling in this text box. **Note: If the student was entered in the database last year and was automatically moved forward, you will see the number of CTE credits reported last year above the box. You must update this number to include any additional credits earned.**
- **# Of Semester-Long Courses Taken in Program Sequence:** Type the number of semester long courses taken in the program sequence *throughout the student's schooling* in this text box. This information can most easily be obtained through an evaluation of the student's transcript. **Note: If the student was entered in the database last year and was automatically moved forward, you will see the number of courses reported last year above the box. You must update this number to include any additional courses, including those that the student is currently enrolled in.**
- **Any of these courses taken this year?** Choose **yes** or **no** from the pull-down box in this field. *(secondary only)*

CTE CONCENTRATOR INFORMATION PAGE 2

Navigation Functions

- **Return to Menu:** Clicking this link at the top of the page will bring you back to the main menu page *without saving any data entered.*
- **Return to Student List:** Clicking this link at the top of the page will bring you back to the Concentrator List Page *without saving any data entered.*
- **Jump to Page without Saving!:** Click on the Concentrator Information page number you wish to view. Any data you have entered will not be saved.
- **View Next Page (Data not Saved):** Click this button on the bottom of the page to view Concentrator Information Page 3. Any data you have entered will not be saved.
- **Logout:** Clicking this link will log you out of the WyCTA database without saving.

Saving Data

- **Save:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to Concentrator Information Page 3.
- **Save and Return to Student List:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to the Concentrator List page.
- **Mark all info for this page complete:** When you have accurately entered *all* data for this page, *check this box* and click one of the save buttons. *Checking this box will mark the page as done.* When you return to this page, you will see **"This page is marked as done"** at the bottom of the page.

Data Entry

- **Expected to Graduate this Year:** Select whether the concentrator is expected to graduate or not from secondary education. Even though you will be filling this data out in April, you should choose yes if the student is expected to graduate.
- **Career/ Occupational Plan:** Select whether or not the CTE concentrator has an occupational plan.
- **CTE Program Completed:** Select **Yes, completed CTE program** if the student has completed the required sequence of courses in their CTE program area OR if you know the student will graduate and complete the sequence because he/she is enrolled in the remaining course(s) at the time of the assessment. Or, if this is not true for the student, choose **No, still in program, not yet completed.**

- **CTSO Participation:** Select if the student participated in any career and technical service organizations (CTSO) or not. If **yes** is selected, mark *all* the CTSO organizations the student participated in *for at least one semester at any point during their academic career* from the following choices, using the check boxes to the left of each choice.

- FCCLA
- FFA
- FBLA
- SIFE/DECA
- SKILLS USA

- **Work Experiences/Job Training:** Record data on job training activities that take place in job settings. Such placements usually take place at the completion of a CTE course sequence leading to an occupational competency as a transition to independent employment. For each student you will be asked to record if they student participated in any of the following. Use the check boxes to the left of each activity to select *all that apply*.

- Job Shadowing
- Mentoring
- Apprenticeship
- Work Experience/Internship
- Cooperative Education
- School-Based Enterprises
- Community Service Learning
- None
- Other (*If you check this box you must type a description in the textbox marked "specify."*)

- **How long has this student been enrolled at your school?** Using the Drop Down Menu provided, select from the options 1) entire high school career, 2) student entered at some point during Freshman year, 3) student entered at some point during Sophomore year, 4) student entered at some point during Junior year, 5) student entered at some point during Senior year. 6) Other: Specify (linked to a text box)
- **New for 09-10 → Has the student attempted to pass an industry certified exam?** Indicate whether or not the student has attempted to pass an industry certified exam issued by an outside entity (such as Certified Nurse Assistant) by using the Drop Down Menu to select Yes or No. If you select **Yes**, please use the drop down menu to select the abbreviation for the industry certified exam the student attempted to pass. **If you do not see the industry certified exam abbreviation you would like to select, please contact PRES Associates at 307-733-3255.** You will also need to indicate whether or not the student passed the industry certified exam by selecting one of the follow options from the drop down menu 1) Results not yet available, 2) Yes, 3) No.

NOTE: If you enter 'Yes' (student attempted to pass an industry certified exam), you will see the following message on page 3 of the concentrator information, "This student doesn't have to take an assessment - they have taken an industry based exam certification."

- **Expected Post-Completion Placement:** Using the check boxes to the left of each item, select from the following categories to describe your graduating student's post-completion plans. (*Note that this is Only for those CTE concentrators who are graduating or have completed the CTE program*)

Attending College: Use if the student is continuing his/her education at a community college or university.

Unrelated Employment : Use if the student will be employed in a field that is not related to the CTE training received at your school.

Military: Use if the student completed his high school diploma and has joined the military.

Related Employment: Use if the student will be employed in a field related to the CTE training received at your school.

Advanced Training/Tech School: Use if the student will pursue advanced technical or CTE training.

Unknown: Use if plans are unknown.

CTE CONCENTRATOR INFORMATION PAGE 3 (WyCTA ASSESSMENT PAGE)

New for 09-10→ As stated on page 5 of this manual, the WyCTA Assessment Page will NOT be enabled for the following CTE concentrators:

1. Any CTE concentrator who has attempted to pass an industry certified exam in their area of concentration. The industry certified exam will serve as their official CTE Assessment. If you indicated that the student attempted to pass an industry certified exam you will see the following message on page 3 of the concentrator information, "This student doesn't have to take an assessment - they have taken an industry based exam certification."

Note: You will still need to mark all info on the page as complete by checking the corresponding box at the bottom of the page.

2. Any CTE concentrator in the following cluster/pathways for which the new online CTE assessments are available. This includes:

Agriculture Cluster

- a. General Agriculture (includes programs pertaining to plant science, animal science, and ag business).
- b. Agricultural Mechanics

Architecture & Construction Cluster

- a. Cabinetmaking and Woodworking
- b. Residential/Commercial Carpentry
- c. Technical Drafting
- d. Architectural Drafting

Manufacturing

- a. Welding

Students in the above program/pathway areas will be required to take the newly developed online CTE assessments and you will see the following message on page 3 of the concentrator information, "You are not required to complete this performance rubric on this student. Instead this student needs to take the new online state assessment available in this area."

Note: You will still need to mark all info on the page as complete by checking the corresponding box at the bottom of the page.

**THE FOLLOWING INSTRUCTIONS ARE FOR STUDENTS WHO DO NOT MEET THE ABOVE DEFINITIONS
AND WILL STILL BE ASSESSED USING THE OLD PERFORMANCE RUBRICS**

Navigation Functions

- **Return to Menu and Cancel- Return to Main Menu:** Clicking either of these links at the top and bottom of the page will bring you back to the main menu page *without saving any data entered*.
- **Return to Student List and Cancel- Return to Student List:** Clicking either of these links at the top and bottom of the page will bring you back to the Concentrator List Page *without saving any data entered*.
- **Jump to Page without Saving!** Click on the Concentrator Information page number you wish to view. Any data you have entered will not be saved.
- **Logout:** Clicking this link will log you out of the WyCTA database without saving.

Saving Data

- **Save:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to the Concentrator List Page.
- **Mark all info for this page complete:** When you have accurately entered *all* data for this page, *check this box* and click one of the save buttons. *Checking this box will mark the page as done*. When you return to this page, you will see **"This page is marked as done"** at the bottom of the page.

Data Entry -

Students who have attempted to pass and industry certified exam or students for whom the new CTE online assessments are available will not be assessed using the WyCTA rubrics – students in ALL OTHER CTE categories, regardless of grade level, should be assessed based on the WyCTA rubrics.²

The assessments should be conducted according to the directions in **Appendix B of this document**. The student assessment should be administered during the month of April. Use the definitions provided in the first part of this document to determine who to rate.

Using the rubrics and applying them as described under "Directions for Administering the Student Performance Assessments" (found in Appendix B) you will be asked to rate the students in *each* category and subcategory of the **Workplace Competencies Evaluation** listed below.

You are to use the following ratings for each subcategory. You select the rating appropriate for each subcategory using the pull down menus.

- 1-Novice
- 2-Basic
- 3-Proficient
- 4-Advanced
- no opportunity to demonstrate skills this year

² Note: You can access the rubrics in a number of ways. They can be found in the online WyCTA document library at <https://presassociates.com/wycta.html> or can be access by clicking the **Rubrics Page** link at the top of Student Information Page 3. You can also access help on which students to rate and what to rate them on using the **Help who/what do I rate?** links at the top of the page.

SECONDARY ASSESSMENT CATEGORIES AND SUBCATEGORIES

(Please refer to your rubrics for details on each)

- ❖ ***Pre-Employment Skills:*** Concentrators who have received relevant training in this area and are able to demonstrate these skills during the current school year should be assessed in this area.
 - Career Interests and Characteristics
 - Career Prerequisites
 - Employment Potential
 - Resume, Application, and Interview

- ❖ ***Affective and Thinking Skills:*** All concentrators should be assessed in this area.
 - Cooperation/Interpersonal Skills
 - Problem Solving
 - Work Ethic
 - Thinking
 - Leadership

- ❖ ***Employability Skills:*** Concentrators should be assessed on any areas of the employability rubric that can be observed, regardless of whether or not they have been involved in a paid or unpaid work experience. For example, most students could probably be assessed on the sub skill entitled “task completion,” even if they have not been involved in an actual work experience.
 - Interpersonal Relations
 - Attitude and Appearance
 - Task Completion-Rate and Productivity
 - Skill Performance
 - Punctuality and Attendance

CTE PARTICIPANT INFORMATION PAGE

The table on this page is designed to collect information on CTE Participants for the 2009-2010 school year. Specifically, identification of non-traditional participation among *all CTE participants* is a federal reporting requirement under Perkins IV. In addition to the enrollment counts that have always been a part of the WDE 330 report, **counts for CTE participants** will now be collected by CIP code for each eligibility category and gender subgroups. This is required as part of Perkins IV accountability requirements (specifically, for federal indicator 6S1 on nontraditional participation).

PLEASE NOTE: Counts included on this page should be unduplicated. That is, students should only be counted under ONE (and only one) program area. For example, even if a student has taken classes in multiple career clusters/program areas, count the student in one and only one program area based on what best fits their determined career path or the area they have taken the most classes.

You should select one of the following options on the top of this page indicating what type of data you are including:

The table includes counts of CTE participants *and* CTE concentrators (i.e. ALL students who have completed 1 or more CTE courses).

The table includes ONLY those who have *completed 1 or 2 CTE courses* and are *not* currently enrolled in a 3rd CTE course (i.e., excludes CTE concentrators).

For each CIP Code entered (and offered at your school), you must include counts of all *unduplicated* females and males within that career pathway.

For each CIP Code entered, you must also include counts of all males and females within each ethnicity and eligibility (special population) category. Note that these counts can be duplicated (e.g., can have a student who is single parent and displaced homemaker).

New for 09-10→

Aggregated counts for the following new ethnicity/race categories will need to be provided.

- Hispanic
- White, non Hispanic
- Black, non Hispanic
- Asian, non-Hispanic
- American Indian or Alaskan Native, non-Hispanic
- Native Hawaiian or Other Pacific Islander, non-Hispanic
- Two or more races

If you have more CIP Codes to enter than what is available on this page use the Save and Add More CIP Codes option at the bottom of the page.

STUDENT FOLLOW-UP PAGES

Under Perkins IV, follow-up information is required on concentrators who left secondary education, for any reason, during the previous school year. The database automatically creates a follow-up list for you to use. However, this information is based on prior year data entry and may not be complete. Please add other concentrators who may have left during the prior year.

CTE Concentrator FOLLOW-UP STUDENT LIST PAGE

Clicking on **Go to Follow-up Information** on the main menu will bring you to the Follow-up Student List Page. Use this page just as you would the Concentrator List Page.

CTE CONCENTRATOR FOLLOW-UP PAGE

Navigation Functions

- **Return to Menu and Cancel- Return to Main Menu:** Clicking either of these links at the top and bottom of the page will bring you back to the main menu page *without saving any data entered*.
- **Cancel- Return to Student List:** Click this link at the bottom of the page will bring you back to the Follow-up Student List Page *without saving any data entered*.
- **Logout:** Clicking this link will log you out of the WyCTA database without saving.

Saving Data

- **Save:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to the Student List Page.
- **This data has been reviewed and reflects the current follow-up status as of spring of this year:** You must check this box in order to save the student's follow up data as done.

Data Entry

- **Student did not in fact graduate:** If a student was marked as "expected to graduate" on the student pages during the prior year, but did not in fact graduate, check this box and the "**this data has been reviewed...**" box and hit save. In this case you will not be required to gather follow-up data for the student. ***NOTE: If the student is still in your school's CTE program, you will need to collect student information and assessment data for the student and re-enter him or her into your active Concentrator List Page.***

- **Follow-up Result:** You must collect information about what exiters (i.e., graduates/dropouts) do after they leave secondary education. In previous years, follow-up information was only required of graduates. In addition, only one year of follow-up information is required. You will be asked to record all of the following that apply to the former concentrator by checking the box to the left of each choice.

Enrolled in Community College: Use this category if the former student has continued their education beyond that provided by your institution in a community college.

Enrolled in 4yr College or University: Use this category if the former student has continued their education beyond that provided by your institution in a 4-year college or university.

Advanced Training/Tech School: Use this category the former student is currently enrolled in technical school.

Military: Use this category if the former student is currently enlisted in the armed forces of the United States.

Related Employment: Use this category if the former student obtained employment related to the occupational competency for which they trained in your school.

Unrelated Employment: Use this category if the former student is currently employed but in an area that is not related to the occupational competency for which they trained in your school.

Other: Use this category if the former student is currently doing something other than the choices available. *If you select this option you must specify the activity in the text box to the right.*

Unknown: did not follow-up: Use this category if follow-up was not performed for the former student.

Unknown: did not respond to follow-up: Use this category if the former student did not respond to your attempts to follow-up on their exit placement.

- **New for 09-10→Birth Date:** In order to access follow up information related to students' post secondary enrollment provided by the National Student Clearinghouse you must enter student birthdate. Note: This is only required on page one of the CTE Concentrator information pages for 12th grade students, but is optional as part of this follow up.
- **Follow-up Location:** Select whether the former student resides in-state or out of state. If the former student resides out of state, you will be asked to record the state where he or she resides using the pull down menu. If you do not know the location, you will record the location as "unknown."
- **This data has been reviewed and reflects follow-up information obtained between Oct. 1 – Dec. 31, 2009.** Note that according to Perkins IV guidelines, follow-up information should be collected during the second quarter of each year (e.g., between October 1, 2009 to December 31, 2009 for the 09-10 reporting year). If you cannot check this box, you will be required to answer the following question:
 - If follow-up did not occur in this timeframe, specify when the follow-up was done

SCHOOL INFORMATION PAGE

Navigation Functions

- **Cancel- Return to Main Menu:** Clicking this link at the bottom of the page will bring you back to the main menu page *without saving any data entered.*
- **View Next Page-Data Not Saved:** Click this link at the bottom of the page to view School Information Page 2 *without saving any data entered.*

Saving Data

- **Save:** Clicking this button at the bottom of the page will save data you have entered on this page and bring you to the School Information Page 2.
- **Mark all info for this page complete:** When you have accurately entered *all* data for this page, *check this box* and click one of the save buttons. *Checking this box will mark the page as done.* When you return to this page, you will see **"This page is marked as done"** at the bottom of the page.

Data Entry

- **Follow-up Methods:** Using check boxes to the left of the selections, select the methods your school uses to follow-up with previous years' exiters (i.e., graduates/dropouts). Choose from the following:
 - WDE Survey
 - E-Mail
 - Other Written Survey
 - Telephone Follow-Up
 - No follow-up done
 - Other (*If you check this box you must type a description in the textbox marked "specify."*)
- **Please briefly comment on or describe your follow up process:** a text field will be available for you enter this information.
- **Does your school have an articulation agreement in place with any community colleges?** Select Yes/No using a drop down menu. If Yes is selected, you will be asked to **specify with which colleges you have articulation agreements.**
- **What is the total number of students you had in concurrent enrollment classes during the entire 2008-2009 school year?** *Please provide an unduplicated count of students.*
- **If possible, please provide a list of the concurrent enrollment courses offered to your students during the 2008-2009 school year.** This question will be answered in a large open ended field. This item is not required, but will provide valuable information for future articulation agreement planning.

- Please describe any ways in which you coordinate instruction and/or CTE course offerings with postsecondary institutions.
 - *(We want more detail on how you go about articulation and coordinating your programs with the colleges)*
- Please describe the ways your school and/or teachers integrate career & technical education with academics?
- Which CTE career clusters are offered at your school? Select ALL of the CTE career clusters offered at your school. From this screen you will be automatically redirected to a new page:
 - **Career Pathways?** For each CTE program area that was selected on the previous page you will be asked to specify all of the Career Pathways that are offered under this CTE Program area, if any. In addition, you will note the number of courses and credit hours needed to complete each Career Pathway.
- What is your school size (approximate enrollment)? You will enter this information in a small textbox
- Does your school have an individual Advising/Career Guidance Program for students at your school? Select Yes/No from the drop down menu.
- Generally, who provides career guidance and advising at your school?
 - Guidance counselors
 - Administrator
 - Teachers
 - Other, please specify
- How many Advisors/Career Guidance Counselors are there at your school?
- How often does a typical student at each grade level meet with an Advisor/Career Guidance counselor at your school? You will be provided with a table where you will enter the average number of times a student meets with an advisor/Career Guidance counselor at each grade level.
- Roughly, what percentage of time would you estimate your counselors spend on the following activities? Note, total should equal 100%, unless "Don't Know" is marked.
 - Maintaining student records
 - Advising student on academic curriculum and/or course taking
 - Advising student on CTE curriculum and/or course taking
 - Advising student on career pathways
 - Meeting with parents
 - Assisting students with planning and preparation for college admissions
 - Informing student about postsecondary financing that can be used to support advanced education & training
 - Arranging dual/concurrent enrollment credits
 - Arranging Advanced Placement credits
 - Arranging job shadowing, work placements, and/or community-based learning programs
 - Sponsoring workshops, classes, focus groups, and special presentations that focus on job skills and personal development
 - Providing specialized counseling and intervention services to students in need of individualized attention
 - Other activity 1: Please Specify
 - Other activity 2: Please Specify
 - Other activity 3: Please Specify
 - Don't know

SCHOOL INDICATORS REPORT PAGE

Clicking the option to “**View School Indicators (PDF)**” will take you to a page summarizing performance on the 8 Perkins Indicators for the 2008-2009 school year.

This report is for your information and use in compiling other state required reports and as a reference for local negotiations that will be required in the future.

ONLINE INTERACTIVE REPORTS

The online WyCTA database makes interactive data reports available to individual institutions. *Note that these will only include data from CTE Concentrators.* Types of reports available include the following:

- WyCTA Demographic Information
- WyCTA Demographic Information by Grade Level
- Overall WyCTA Assessment Results
- CTE Related Programs and Services by Grade Level
- Follow-up Data Report
- Post-Completion Placement Report

PLEASE NOTE: Other interactive report options may become available.

ACCESSING INTERACTIVE REPORTS

NOTE 1: You can only effectively use the report functions once you have hit **mark all data as final** on the main menu page. If you access reports prior to completing data entry and marking all data as final *you will have inaccurate reports.*

NOTE 2: If you have multiple schools in your district that you need to print reports for, you will have to shut down your web browser to access reports for your other schools after logging in for the first.

NOTE 3: These report files are large and graphically intensive. The report functions work best if you have a high speed internet connection and function most appropriately using Internet Explorer as your web browser.

Instructions

- To access reports, click the **reports** link on the main menu page. This will bring you to the report screen.
- A menu of reports available to you appears on the left hand side of the screen. To see a particular report, please click on the title of the report (the text next to the bullet point.)
- Some reports have multiple pages. To navigate the pages use the page forward and back buttons on the reports page tool bar (the gray horizontal bar below the “WyCTA Reports” title). *Do not use the forward and back buttons on your web browser.*

- You should print and save all of your reports. **Important: to properly print and save your reports, you must have pop-up windows enabled and Adobe Acrobat Reader on your computer.** If you need to download Acrobat Reader, please click the link found on www.presassociates.com/wycta.html.
 - To print and save your reports, click the printer icon on the reports page toolbar when a report is displayed. *Do not click the print button on your web browser.*
 - This will bring up a new window entitled **Print Options**. Once in this window, make sure you click **All** under **Enter the page range that you want to print**. Then click the button marked **OK**. This will export your report into Adobe Acrobat Reader in a NEW window.
- Once you have your report in your Adobe Acrobat Reader window, please save it on your computer using the Save function in your Acrobat Reader toolbar (do not use the save function on your web browser). Name the file something you can easily find and remember. Your reports will be saved in a .PDF file. ***It is imperative that you save copies of all reports for your records. You will need them for future accreditation visits and for your annual reports to the state. They will not be held indefinitely on the WyCTA database, as data is cleared out every year.***

After saving your report, click the Print icon on your Acrobat Reader toolbar (do not use the print icon on your web browser because the reports will not print correctly).

Repeat this process for all of your reports.

- If you wish to save your reports in another format besides a .PDF file, you also have the option to **Export** your reports using the **Export** icon (an envelope with a downward arrow on the Reports toolbar). This will bring up a NEW window entitled "export options." Under **Please select an Export format from the list** you will find the export options, including Microsoft Word, Microsoft Excel, Acrobat Format and Rich Text format. Select the format you wish to use.

Under **Enter the page range that you want to Export**, select **All**. Then click the **OK** button.

PLEASE NOTE: Export functions can take some time to work and due to the size of the files, will only work properly with a high speed internet connection.

APPENDIX A:

Classification of Instructional Programs

Figure 1
Career Clusters and Proposed Primary and Related CIP Codes

Career Areas	Definitions	1990 CIP Codes
1. Agriculture & Natural Resources	Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.	<p><u>Primary:</u> Agricultural Business and Production (01.0101-01.9999), Agricultural Sciences (02.0101-02.9999), Conservation and Renewable Natural Resources (03.0101-03.9999), Mining and Petroleum Tech./Technician (15.0901-15.0999),</p> <p><u>Related:</u> Agricultural Engineering (14.0201), Mining and Material Engineering (14.2101), Petroleum Engineering (14.2501),</p>
2. Architecture & Construction	Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings.	<p><u>Primary:</u> Architecture and Related Programs (04.0201-04.9999), Architectural Engineering Technician (15.0101), Civil Engineering/ Civil Tech./Technician (15.0201), Surveying (15.1102), Construction Trades (46.0101-46.9999), Heating, Air Conditioning and Refrigeration Mechanic and Repairer (47.0201),</p> <p><u>Related:</u> Civil Engineering (14.0899), Transportation and Highway Engineering (14.0804), Industrial Electronics Installer and Repairer (47.0105), Cabinet Maker (48.0703).</p>
3. Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and	<p><u>Primary:</u> Robotics Tech/Technician, Industrial/Manufacturing Tech/Technician, Industrial Electronics Installer and Repairer (47.0105), Industrial Machinery Maint. and Repairer (47.0303),</p>

	manufacturing/process engineering	<p>Precision Production Workers (48.0101-48.9999), Plastics Technician (15.0607), Electromechanical Technician (production-related) (15.0403).</p> <p><u>Related:</u> Chemical Engineering (14.0701), Industrial/ Manufacturing Engineering (14.1701), Mechanical Engineering (14.1901), Logistics and Materials Management (52.0203), Quality Control Technician (15. 15.0702).</p>
4. , Transportation , Distribution and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	<p><u>Primary:</u> Automotive Repair (47.0603-47.0604), Aircraft Mechanic/Technician (47.0607-0608), Vehicle and Mobile Equipment Mechanics/Repairers (47.0699), Transportation and Material Moving Workers (49.0101-49.9999), Logistics and Materials Management (52.0203)</p> <p><u>Related:</u> Transportation and Highway Engineering (14.0804), Engineering/Industrial Management (14.3001), Automotive Engineering Tech/ Technicians (15.0803), Aeronautical and Aerospace Engineering Tech./Technicians, Industrial Electronics Installer and Repairer (47.0105)</p>
5. Information Technology	Designing, developing, managing and operating communication and information technology networks and related hardware and software including both telecommunications and computing services.	<p><u>Primary:</u> Computer and Information Sciences (11.0101-11.9999), Computer Engineering Tech. /Technician (15.0301), Computer Maintenance Tech. /Technician (15.0402), Computer Installer and Repairer (47.0105), Management Information Systems (52.1101-52.1205).</p>

		<p><u>Related:</u> Communications Technologies (10.0101-10.0199), Electrical, Electronics and Communication Engineering (14.1001), Library Science (Information Services-related) 25.0101-25.9999</p>
6. Wholesale/Retail Sales and Service	<p>Planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.</p>	<p><u>Primary:</u> Business Marketing and Marketing Management (52.1401), Marketing Operations/Marketing and Distribution (except Hospitality-related and Finance-Related) (08.0101-08.0899), (08.1203-08.9999). Personal and Miscellaneous Services (except Hospitality-related) 12.0301-12.0499), Vocational Home Economics (Apparel-related) (20.0301, 20.0305-20.0399), Vocational Home Economics (Home Furnishings-related) 20.0501-20.0599), Misc. Installer/Repairer (Except in other career areas (47.0101-47.9999)</p> <p><u>Related:</u> Marketing Operations/Marketing and Distribution (Hospitality-related and Finance-related) 08.0901-08.0999, 08.1001)</p>
7. Finance	<p>Planning, managing and providing banking, investment, financial planning, and insurance services.</p>	<p><u>Primary:</u> Marketing Operations/Marketing and Distribution (Finance-Related) 08.1001, Banking and Financial Support Services Science (52.0803), Actuarial Science (52.0802), Financial Planning (52.0804), Financial Management and Services (52.0899), Investments and Securities (52.0807), Insurance and Risk Management (52.0805).</p>
8. Hospitality and Tourism	<p>Planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.</p>	<p><u>Primary:</u> Marketing Operations/Marketing and Distribution (Hospitality-related) (08.0901-08.0999), Personal and Miscellaneous</p>

		Services (Hospitality-related) (12.0203-12.0299, 12.0501-12.0599), Vocational Home Economics (Food Service-related) (20.0401-20.0499). Executive Housekeeper (20.0605), Parks, Recreation, Leisure (31.0101-31.9999), Hospitality/Administration Management (52.0901), Hotel/Motel and Restaurant Management (52.0902), Travel-Tourism Management (52.0903).
9. Business and Administration	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	<u>Primary:</u> Business and Administration (General) (52.0201), Accounting (52.0301-52.0399), Administrative Assistant/Secretarial Science, (52.0401-52.0499), Human Resources Management (52.1001-52.1099).
10. Health Sciences	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.	<u>Primary:</u> Health Professions and Related Science (51.0101-51.9999) <u>Related:</u> Vocational Home Economics (Custodial Housekeeping and Home Service Workers and Managers (20.0601-20.0699), Social Work/Counseling Services (51.1501-51.15.999), Social Work (44.0701)
11. Human Services	Planning, managing, and providing human services including social and related community services	<u>Primary:</u> Social Work/Counseling Services (51.1501-51.15.999), Psychology (Clinical) (42.0201), Vocational Home Economics (Child care-related) 20.0201-20.0299), Vocational Home Economics (Custodial Housekeeping and Home Service Workers and Managers (20.0601-20.0699), Community Organization and Services (44.0201), Social Work (44.0701)
12. Arts, AV Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services	<u>Primary:</u> Business Communications (52.0501), Communications (09.0101-09.9999), Communications Technologies (10.0101-10.0199), Visual and Performing Arts (50.0101-50.999)

13 Law & Public Safety	Planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.	<u>Primary:</u> Law and Legal Studies (22.0101-22.0199), Protective Services (43.0102-43.9999).
14. Scientific Research & Engineering	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	<u>Primary:</u> Engineering (14.0101-14.9999), Engineer-Related Technologies (General) (15.0399, 15.9999), Biological and Life Sciences (26.0101-26.9999), Mathematics (27.0101-27.9999), Physical Sciences (40.0101-40.9999), Science Technologies (41.0101-41.9999), Psychology (General-Non-Clinical) (42.9999), Social Sciences (45.0101-45.9999) <u>Related:</u> All Other Engineering-Related Technologies (assigned to other career areas)
15. Education and Training	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.	<u>Primary:</u> Education (13.0101-13.999), Library Science (25.0101-25.9999)
16 Government & Public Administration	Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.	<u>Primary:</u> Public Administration and Services (44.0401-44.0501, 44.999),

APPENDIX B:

Directions for Administering Student Performance Assessments

DIRECTIONS FOR ADMINISTERING STUDENT PERFORMANCE ASSESSMENTS

The person assigned to coordinate the Wyoming Career & Technical Assessment (WyCTA) should distribute one set of rubrics, one set of rubric instructions, and a set of sample prompts to the individual who will be rating the student(s). These documents can be found in your WyCTA training notebook.

The coordinator should **select raters based on their opportunity to observe the students' performance in the skills being evaluated**. Whenever possible, CTE instructor(s) should be the first choice as raters although this is not always possible. (Academic instructors, counselors, etc. may also be used if they have had an opportunity to observe the relevant skills.) It is strongly recommended that the WyCTA coordinator provide training on the WyCTA performance rubrics to teachers who are not yet familiar with them.

Students should be rated using the WyCTA performance rubrics as of April of the current school year. The scores, which students receive on the WyCTA sub skill areas, should reflect their skill attainment as of that point in time. The evaluator is to use the rubrics to decide what rating the student should receive based on observations of the student in the classroom or other work situations *during the current year*. In order to receive a certain rating, student must meet all criteria for that score, that is, there is no such thing as a 2.5 -- a student should receive a score of 2 until he or she has met all of the elements required to get a score of 3. If no teacher of a given student can observe a given WyCTA sub skill during the current school year then the student should not be rated on this area. You will be allowed to record that a student did not have an opportunity to learn and/or demonstrate that skill during the current school year.

NOTE: You can find secondary rubrics for assessment at www.presassociates.com/wycta