



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: High School Principals
FROM: Ajit Gopalakrishnan, Chief
Performance Office
Ajit Gopalakrishnan
DATE: September 2, 2015
SUBJECT: 2014-15 Career and Technical Education Report (ED400)

Each year, the Connecticut State Department of Education (CSDE) conducts a survey of enrollment and completions in career and technical education programs. The results of this survey, the Career and Technical Education (CTE) Report (ED400), are needed to meet federal reporting requirements (Carl D. Perkins Career and Technical Education Improvement Act of 2006 [Perkins IV], 20 U.S.C. §2301 et seq.).

Under Perkins IV, districts are held accountable for student participation and performance levels on the federal core indicators of performance based on data derived from CTE Report ED400, and English Language Arts and Mathematics scores from the high school state assessment. Therefore, data for students who elected to take career and technical education courses during 2014-15 should be reported using the Form ED400 to the CSDE by **Tuesday, October 13, 2015**. Please request the Perkins staff in your high school to work with the Perkins Administrator in your district to coordinate the accurate and timely collection and submission of these data.

As required under Perkins IV, the Form ED400 for schedules I, IIA and IIB should reflect enrollment for the 2014-15 collection year. The follow up data reported on Section III for students who graduated in the prior year should reflect the prior school year, which is from July 1, 2013 – June 30, 2014. Please see the following to assist with the collection and submission of these data:

1. Instructions for completing the Career and Technical Education Report;
2. Sample copy of Form ED400, Section I, Section IIA, Section IIB and Section III, along with enclosed blank forms;
3. Definitions related to this report;
4. A four-page summary of career and technical education clusters;
5. Answers to frequently asked questions about the CTE Report; and
6. A career and technical education student follow-up survey.

Please contact Stephen Hoag at 860-713-6764 or stephen.hoag@ct.gov for general questions about career and technical programs. Please refer specific data entry questions to Richard Cloud at 860-713-6871 or via e-mail at richard.cloud@ct.gov.

Thank you for your attention and timely response to this report.

AG:rjc
cc: Perkins Administrators

Attachments

Career and Technical Education Report Instructions

2015

The purpose of this document is to provide guidance on completing the Connecticut State Department of Education ED400 Career and Technical Education Report data collection.

ED400

GENERAL INSTRUCTIONS

- 1) The following forms and instructions are attached to assist you in completing this report:
 - a) Instructions for completing the Career and Technical Education (CTE) Report;
 - b) A sample copy of all four sections included in this report;
 - c) Definitions relating to this report;
 - d) A summary of Career and Technical Education Clusters, which should be distributed to all persons responsible for report preparation;
 - e) Answers to frequently asked questions (FAQs) about the Career And Technical Education Report; and
 - f) Career and Technical Education Student Follow-up Questionnaire.
- 2) Please make additional copies of these instructions and forms as needed.
- 3) Fill out a separate report for each school in your district with students in Grade 9 or higher.
- 4) Each district should designate one person to coordinate the preparation of these reports and act as the district data coordinator. After each school's forms are completed, they should be returned to the district data coordinator. The district coordinator should then review all forms for accuracy.
 - a) The district data coordinator should submit all reports via the Connecticut State Department of Education (CSDE) data entry Web site (<http://www.csde.state.ct.us/>).
- 5) General questions regarding the career and technical programs should be referred to Stephen Hoag at 860-713-6764 or e-mailed to him at stephen.hoag@ct.gov. Please refer specific data entry questions regarding the completion the ED400 form to Richard Cloud at 860-713-6871 or e-mail him at richard.cloud@ct.gov.

FORM ED400 SECTION I - INSTRUCTIONS

- 1) Complete the "District and School Information" section. "Contact Person" refers to the name of the person to contact regarding any questions on the data submitted for your school. **There should be only one ED400, Section I, completed for each school in your district. Thus, the enrollment count should be unduplicated.**
- 2) Place a check by any career and technical education cluster offered by your school during the collection year (CY)¹. A list of CTE cluster definitions is attached. All of your career and technical education courses must be reported in one of the cluster areas listed in Section I.
- 3) Within any cluster, if one or more courses have College Career Pathway (formerly Tech Prep) students enrolled, those students should be reported separately, i.e., College Career Pathways students enrolled in accounting, which is categorized under the "Financial Services" cluster, should be reported under cluster code #29 in Section I, and separately in Section IIB. All remaining accounting students within that cluster should be reported under cluster code #07 (Financial Services) in Section I and again separately in Section IIB.

- 4) All of your career and technical education courses should be reported as one of the cluster areas as listed in Section I. If you have any doubt about which courses belong to a particular cluster area, please call the program specialist at the State Department of Education, Bureau of Curriculum, Instruction, and Assessment, listed below:

Career Area	Contact Name	Phone Number
Business & Finance Technology	Lee Marcoux	860-713-6768
Cooperative Work Education	Suzanne Loud	860-713-6746
Family & Consumer Sciences	Lee Marcoux	860-713-6768
Marketing Education	Stephen Hoag	860-713-6764
Medical Careers	Lori Matyjas	860-713-6785
Tech Prep	Lori Matyjas	860-713-6785
Technology Education	Harold Mackin	860-713-6779
Agricultural Science and Technology Education	Harold Mackin	860-713-6779

FORM ED400 SECTION IIA - INSTRUCTIONS

- 1) A single Section IIA must be completed for each school.
- 2) Enter the school name.
- 3) **Enrollment Data** - Report cumulative enrollment for the collection year. Enrollment for Grades 9-12 should include any student taking even a single CTE course. ***Each student should be counted only once, regardless of how many career and technical courses the student takes.***
- 4) **Enrollment by Gender and Race/Ethnicity** - Report the cumulative number of students enrolled in the appropriate grade level by gender and racial/ethnic designation.
 - a) Each student must be reported in one of the seven racial/ethnic groups as defined in the list of definitions.
- 5) **Enrollment by Target Population** - Report the cumulative registration of students enrolled in the appropriate grade level by specific targeted population as defined in the list of definitions. Counts may be duplicated.

FORM ED400 SECTION IIB - INSTRUCTIONS

- 1) Only one Section IIB must be completed for each cluster area that was checked off in Section I. (Make duplicate copies as necessary).
- 2) Enter the school name.
- 3) Report cumulative enrollment for the collection year. Enrollment for Grades 9-12 should include any student taking even a single CTE course. Counts for Grades 9-12 cannot be duplicated within a career cluster.

Enrollment Data

- a) **Enrollment by Gender and Race/Ethnicity** - Report the cumulative number of students enrolled in each career and technical education cluster in the appropriate grade level by gender and racial/ethnic designation.

- i) Each student must be reported in one of the seven racial/ethnic groups as defined in the list of definitions. A student's race/ethnicity must be self-identified.
- b) **Enrollment by Target Population** - Report the cumulative enrollment of students enrolled in each career/technical education cluster by specific targeted population as defined in the list of definitions. Counts may be duplicated (e.g., a student may be an English language learner).

5) **Cluster Concentrator Data**

Report students that have qualified as cluster concentrators. A student who is enrolled in courses (academic or CTE) that include instruction in all of the competencies contained in one of the 20 state-recognized CTE areas of concentration, documented in the 2011 Connecticut State Performance Standards and Competencies, totaling two credits, is to be identified a "concentrator."

For students enrolled in one of the state regional agricultural science and technology education centers, a concentrator is defined as a student who is a senior and has completed the 2011 state performance standards and competencies in one of the content areas: Animal Science; Plant Science, Agriculture Mechanics; and Natural Resources or Aquaculture, and successfully met the performance elements of premier leadership, personal growth and career success through involvement in the National Future Farmers of America (FFA) Organization, as well as planned Supervised Agricultural Experience (SAE) project.

- a) To address the acquisition of competencies, courses included in a sequence may be academic and/or from different Career and Technical Education (CTE) programs. A concentrator in any of the 20 areas of concentration may follow multiple career cluster pathways; however, upon completion (when a concentrator graduates), a concentrator will only be identified in one career cluster category. Once students have qualified as concentrators in a career cluster, they remain a concentrator in that career cluster for the remainder of their high school career, even if they stop taking courses in that cluster.
- b) Concentrators are reported in two separate rows on Section IIB:
 - i) #Program Concentrator (9th - 12th grade); then
 - ii) #Program Concentrators (12th grade only).

6) **Cluster Completer Data**

- a) A completer is a student who **graduates** and completes a planned sequence of courses or activities to meet an occupational objective and which purports to teach entry-level job skills. Essentially, a completer is a concentrator who has graduated. It is important to note that while a student can be a concentrator in more than one cluster, he/she can only be a completer in one cluster.
- b) Report the **unduplicated** number of cluster completers who also **graduated** with a diploma (or graduated with a diploma by June 30) by sex, racial/ethnic group and target population.
- c) Students graduating this June will be tracked on next year's survey (Placement, Section III). It is, therefore, essential that pertinent information regarding these students be gathered now and maintained in your records for use during next year's follow-up survey. You should maintain the student's name, address, telephone number, e-mail address or access to any other means of contact, gender, racial/ethnic designation, career cluster and whether the student ever took a College Career Pathways course. For state and federal reporting purposes, the follow-up survey should be administered in November following graduation for CTE completer students only. The district data coordinator is responsible for indicating whether the survey respondents are College Career Pathways students in accordance with the definition in this document.

FORM ED400 SECTION III - INSTRUCTIONS

- 1) Enter the school name on the appropriate line.
- 2) Placement of Cluster Completers:
 - a) Report the total number of previous collection-year cluster "completers" who graduated from your school with a diploma into the appropriate placement, racial/ethnic and target population categories. This number is derived by adding the "# of Completers who Graduated with Diploma" for all the clusters in your school, reported in all of your Section II forms last year, onto one Section III. There should be only one ED400, Section III filled out for each school. Section III, should be completed upon receipt of the follow-up questionnaire. Please see the attached definitions section.
 - b) The follow-up questionnaire is provided as an example. You can use it or use another method to collect the necessary information.
 - c) To see a unique list of students who have taken the CTE Assessment, identify the appropriate collection year and click on the data number to download a .CSV file with some basic information. The purpose of this list is to assist schools and districts in identifying CTE concentrators.

SUBMISSION OF FORMS

After each school's form is completed, it should be returned to the district data coordinator. The district data coordinator should then review all forms for accuracy before submitting them via the Connecticut State Department of Education's data entry Web site:
www.csde.state.ct.us.

Please follow these steps:

- 1) On the home page, www.csde.state.ct.us, click the "Enter" button. You will be asked for your username and password. This will enable you to access the district data entry site.
- 2) Select the ED400 Career and Technical Education Report from the list of forms that appear. You will be asked to enter the ED400 system's security code. Enter "ED40015" for your ED400 security code. Once you have accessed the ED400 Career and Technical Report, follow the instructions on the screen.
- 3) In lieu of a superintendent's signature, please use the superintendent's security code when you are finished submitting data which are ready for approval. Simply click "Superintendent's Certification" and when prompted, enter the superintendent's security code. Until this is done, the data are not considered submitted and are not acceptable for CSDE's use.

CAREER AND TECHNICAL EDUCATION CLUSTER AREA

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture and other plant and animal products/resources.

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Arts, Audio/Video Technology & Communications

Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training

Planning, managing and providing education and training services, and related learning support services, such as administration, teaching/training, administrative support and professional support services.

Finance

Planning and related services for financial and investment planning, banking, insurance and business financial management.

Government & Public Administration

Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism

Preparing individuals for employment in career pathways that relate to families and human needs, such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care and consumer services.

Information Technology (IT)

Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security

Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

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 manufacturing/process engineering.

Marketing

Planning, managing and performing marketing activities to reach organizational objectives, such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics

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.

Transportation, Distribution & Logistics

The 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.

ADDITIONAL HELP

For additional help in filling out these forms, please refer to the attached examples of the forms, the "Question and Answer" pages and the "Definitions" page. Please contact Stephen Hoag at 860-713-6764 or via e-mail at stephen.hoag@ct.gov, for further information. Please refer data entry questions regarding completing the form to Richard Cloud at 860-713-6871 or via e-mail at richard.cloud@ct.gov.

Thank you for your cooperation.

CAREER & TECHNICAL EDUCATION REPORT

SECTION I

1. Please read the enclosed detailed instructions.
2. Check all career and technical education clusters that your school offered during the current collection school year. This form will allow you to ensure that you complete a Section IIB for every cluster offered in your school.
3. Please refer general questions about career and technical programs to Stephen Hoag at 860-713-6764 or email at: stephen.hoag@ct.gov. Please refer questions regarding completing the form to Rick Cloud at 860-713-6871 or email at: richard.cloud@ct.gov.

DISTRICT AND SCHOOL INFORMATION		
District Name:	District Code:	School Name:
School Code:	Contact Person:	
Phone:	Date:	

CAREER & TECHNICAL EDUCATION CLUSTERS

COLLEGE CAREER PATHWAYS CLUSTERS ONLY

<u>Cluster Code</u>	<u>Cluster Title</u>
___ 01	Agriculture and Natural Resources
___ 02	Construction
___ 03	Manufacturing
___ 04	Transportation and Distribution Services
___ 05	Information Tech and Telecom Services
___ 06	Wholesale, Retail Sales and Services
___ 07	Financial Services
___ 08	Hospitality and Tourism
___ 09	Business and Administration Services
___ 10	Health Services
___ 11	Human Services
___ 12	Arts and Communication Services
___ 13	Legal and Protective Services
___ 14	Scientific Research and Tech Services
___ 15	Education and Training Services
___ 16	Public Administration/Gov. Services

<u>Cluster Code</u>	<u>Cluster Title</u>
___ 23	Agriculture and Natural Resources
___ 24	Construction
___ 25	Manufacturing
___ 26	Transportation and Distribution Services
___ 27	Information Tech and Telecom Services
___ 28	Wholesale, Retail Sales and Services
___ 29	Financial Services
___ 30	Hospitality and Tourism
___ 31	Business and Administration Services
___ 32	Health Services
___ 33	Human Services
___ 34	Arts and Communication Services
___ 35	Legal and Protective Services
___ 36	Scientific Research and Tech Services
___ 37	Education and Training Services
___ 38	Public Administration/Gov. Services

CAREER & TECHNICAL EDUCATION REPORT

School Name: _____

SECTION IIB: Individual Cluster Enrollments

1. Read the enclosed detailed instructions.
2. Complete one copy of Section IIB for each career cluster checked in Section I.
3. Do not leave any area blank. If there is no enrollment in an area, please enter a zero.
4. Please refer general questions about career and technical programs to Stephen Hoag at 860-713-6764 or email at:stephen.hoag@ct.gov. Please refer questions regarding completing the form to Rick Cloud at 860-713-6871 or email at: richard.cloud@ct.gov.

Career Cluster Title:	Enrollment by Race/Ethnicity and Gender														Career Cluster Code:	Enrollment by Target Population (Students may be counted in more than one category, but only once in each category)					
Grade Level	American Indian or Native Alaskan		Asian American		Black or African American		White		Hispanic/Latino		Native Hawaiian or Other Pacific		Two or More Races		Limited English Proficient	Students with Disabilities	Economically Disadvantaged	Single Parents	Migrant	504	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F							
Report any student (Grades 9-12) taking even a single career & technical education course within a career cluster area (counts can be duplicated).																					
Grade 9																					
Grade 10																					
Grade 11																					
Grade 12																					
Report unduplicated concentrators below. Also, students who have been identified as concentrators in Grades 9, 10 or 11 on previous year end reports must be reported as completers upon graduation.																					
# Program Concentrators (9th-12th Grade)*																					
# of Program Concentrators (12th Grade Only)																					
# Completers Graduated with Diploma**																					

*Career and Technical Education Cluster Concentrator: A concentrator is a student who is enrolled, or has been enrolled in a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 20 areas of concentration. To address the acquisition of competencies, courses included in a sequence may be academic and/or from a different CTE program. A concentrator in any of the 20 areas of concentration may follow multiple career cluster pathways, however upon completion (when a concentrator graduates); a concentrator will only be identified in only one career cluster category.

**Career and Technical Education Cluster Completer: a completer is a student who is a concentrator who graduates (Note: A student can qualify as a concentrator in more than one cluster, but can only be a completer in one cluster).

CAREER & TECHNICAL EDUCATION REPORT

School Name: _____

SECTION III: Placement

1. Read the enclosed detailed instructions.
2. Report the number of completers who graduated with a diploma placed in each category by their population. These numbers must equal the total number of completers graduated with a diploma reported in Section II for your school on your previous collection year form.
3. Do not leave any areas blank. If there is no enrollment in an area, please enter a zero.
4. Please refer general questions about career and technical programs to Stephen Hoag at 860-713-6764 or email at: stephen.hoag@ct.gov. Please refer questions regarding completing the form to Rick Cloud at 860-713-6871 or email at: Richard.cloud@ct.gov.

PLACEMENT OF JUNE 2014 PROGRAM COMPLETERS WHO GRADUATED WITH A DIPLOMA

Career Cluster Title:	Enrollment by Race/Ethnicity and Gender (non-duplicated)														Career Cluster Code:							
Placement	American Indian or Native Alaskan		Asian American		Black or African American		White		Hispanic/Latino		Native Hawaiian or Other Pacific		Two or More Races		Enrollment by Target Population (Students may be counted in more than one category, but only once in each category)							
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Limited English Proficient	Students with Disabilities	Economically Disadvantaged	Single Parents	Migrant	College Career Pathways	504	
Number Completers Graduated with Diploma *																						
Post-Secondary Education																						
Advanced Training **																						
Part-Time or Full-Time Employment																						
Military Service																						
Other																						

* These numbers must equal the previous collection year total number of completers graduated with a diploma entered in Section II for your school last year.

** Other than a two year or four year degree program.

Career and Technical Education Definitions

2015

The purpose of this document is to provide definitions for the Connecticut State Department of Education Career and Technical Education Report.

ED400

Career and Technical Education Table

Term(s)	Definition(s)
504 Student	Individuals eligible solely for services under the Section 504 of the Rehabilitation Act of 1973 (ADA).
College Career Pathways Student	A student that has indicated an intent to pursue, and is enrolled in a sequential program of study that includes mathematics, science, communication and a career course within a recognized tech prep education plan that consists, at a minimum, of two years of secondary study and two years of post-secondary study; is carried out under a written articulation agreement; may allow the student to earn post-secondary credit while in high school; and leads to a specific two-year certificate, associate degree or a bachelor's degree in a career and technical education field.
Completer	A completer is a concentrator who graduates.
Concentrator	A concentrator is a student who is enrolled or has been enrolled in a two-credit sequence of courses that specifically addresses the state performance standards and competencies in one of Connecticut's 20 areas of concentration. To address the acquisition of competencies, courses included in a sequence may be academic and/or from a different CTE program. A concentrator in any of the 20 areas of concentration may follow multiple career cluster pathways; however, upon completion (when a concentrator graduates), a concentrator will only be identified in one career cluster category.
Cumulative Enrollment	Cumulative Enrollment equals the total number of career and technical education students who were enrolled at any time during the year, regardless of whether they are presently enrolled.
Economically Disadvantaged	Economically Disadvantaged individuals raised in economically disadvantaged families, also includes foster children.
Individuals with a Disability	Individuals identified under Individuals with Disabilities Education Act (IDEA) and receiving special education services.
Limited English Proficiency (LEP)	A secondary school student, an adult, or an out-of-school youth who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.
Migrant	A child who is, or whose parent or spouse is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisher) and who has moved within the past 36 months across state or district boundaries to accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work. (Supported under federal PL 107-110, Title I, Part C – Education of Migratory Children).

Placement	Refers to the status, six months or later post graduate date, of a career and technical education “completer” who has successfully graduated with a diploma.
Racial and Ethnic Categories	<p>Hispanic/Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race.</p> <p>American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), who maintains tribal affiliation or community attachment.</p> <p>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.</p> <p>Black/African American: A person having origins in any of the black racial groups of Africa.</p> <p>Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.</p> <p>White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa.</p> <p>Two or More Races: A combination of American Indian or Alaskan Native, Asian, Black/African American, Native Hawaiian or Other Pacific Islander and white.</p>
Single Parents	The term "single parents" includes single pregnant women.

Career and Technical Education Career Clusters

2015

The purpose of this document is to provide information regarding Connecticut State Department of Education Career and Technical Education Career Clusters.

ED400

FEDERAL CAREER AND TECHNICAL EDUCATION CLUSTERS

Career Clusters

Definitions of Clusters

Related Career and Technical Education Courses

Agriculture and 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 services industries; horticulture and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.

Agriculture Science and Technology
Education courses related to the study of Agriculture and Natural Resources
Bio-technology

Arts, Audio Video Tech. and Communications Services

Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services.

Video Production
Architectural Design
Web Site Design
Graphic Design

Business and Administrative Services

Planning, managing, and providing administrative support, information processing, accounting, and human resource management services, and related management support services.

Intro to Business
Economics
Consumer Economics
Business English
Entrepreneurship
Business Trends
International Business
Note-taking
Business Admin/Principles
General Business
Basic Business
Business Concepts
Business Administration
Management
Business Careers
Business Ownership/Mgmt.
Business Law

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.	Construction Systems Architectural Computer Aided Design (CAD) Structural Engineering Residential Construction Commercial Construction Construction Entrepreneurship CWE
Education and Training Services	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.	Family and Consumer Sciences courses related to education and children, i.e., Child Development, Early Childhood Education, Human Services, Parenting, Human Development
Financial Services	Planning, managing and providing banking, investment, financial planning, and insurance services.	Accounting Advanced Accounting Automated Accounting Banking & Investment Banking & Credit Bookkeeping Business Math Consumer Math Financial Literacy Financial Planning Financial RKP International Finance Personal Finance Strategies For Success
Health Services	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.	Medical Careers Courses, i.e., Allied Health, C.N.A, EMT, Bio Sciences, Medical Information, Medical Technology
Hospitality and Tourism	Planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.	Family & Consumer Sciences courses related to Foods and Nutrition, Culinary Arts Food Service, Dietetics, Food Science, Sports Nutrition, Hospitality and Tourism and careers in these areas.

Human Services	Planning, managing, and providing human services including social and related community services.	Family and Consumer Sciences courses related to the study of the family and careers in human services
Information Technology Services	Designing, developing, managing and operating communication and information technology systems, networks, and related hardware and software for telecommunications and computing services.	Keyboarding Word Processing Computer Networking Desktop Publishing Document Processing Office Technology Communications Intro to Computer Microsoft Office Applications Advanced Computer Applications Internet/Web Page Design Business Communications Computer Application Concepts Multimedia Communications Systems Electronic Communications Graphic Communications Cisco Networking A++ Certification
Legal and Protective Services	Planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.	
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 manufacturing/processing engineering.	Manufacturing Systems Materials Manufacturing Mechanical CAD Flexible Manufacturing Industrial Robotics
Public Administration/Government Services	Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.	

Scientific Research,
Engineering and
Technical Services

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.

Introduction to engineering design
Introduction to Technology Education
Principals of Engineering
Engineering Design and Development
Computer Integrated Manufacturing
Project Lead the Way (sequence)

Transportation,
Distribution and Logistic
Services

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.

Transportation Systems
A & Space Technology
Aviation and Aerospace
Land & Water Technology
Automotive Technology
Automotive Servicing

Wholesale/Retail Sales
and Services

Planning, managing and performing, wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

Marketing 1 and 2 ED
Family and consumer sciences courses related to fashion and interior design and related courses.

Career and Technical Education Frequently Asked Questions

2015

The purpose of this document is to provide answers to frequently asked questions regarding the Connecticut State Department of Education ED400: Career and Technical Education Report.

ED400

Answers to Common Questions on the Career and Technical Education (CTE) Report

Question	Answer(s)
Is the ED400 form the same as last year?	Yes
What is the difference between the four sections of the ED400 form?	Section I allows schools to identify the appropriate career and technical education cluster they must report in Section IIB. Section IIA collects an unduplicated count of students taking career and technical education courses. Only one Section IIA is completed for each school. Section IIB reports the enrollment, number of concentrators and completers in each of these career and technical education clusters by grade and target population. There should be one Section IIB filled out for each career and technical education cluster offered in your school. Section III reports the placement of the completers who graduated with a diploma in the previous year. Like Sections I and IIA, only one Section III should be filled out for each school.
How do I know what courses constitute a particular career and technical education cluster?	Detailed information can be found on the Career and Technical Education Clusters Web site (http://www.careertech.org/career-clusters/glance/clusters.html). However, if you are not sure a particular course(s) constitutes a cluster, please call the program specialist at the State Department of Education listed on the "Instruction" page.
Are Section IIA and III CTE enrollment counts unduplicated?	Yes, by federal regulation, the state must provide unduplicated counts, so we must collect unduplicated counts on the ED400. This means for Sections IIA and III, and each of the individual clusters, each student should be counted only once in the race/gender column. Now, if the student qualifies as one or more of the target populations, you would count the student once in each of the categories he/she qualifies for. A student can qualify for more than one targeted population. For example, a white female who is a single mother and receives free meals would be counted under white female in the race/gender column, and then also in the single mother and economically disadvantaged column in the targeted populations area.
Do I have to report on programs if the district did not receive funds from the Carl Perkins Act?	Yes, the federal government requires districts to report data for students who take career technical education courses, regardless of whether Carl D. Perkins funds are awarded to the districts.
How do I report a student who is enrolled in a College Career Pathways (formerly tech prep) course, as well as another course within the same cluster, or any other career and technical education cluster?	The student should be reported separately under the College Career Pathways cluster code for the courses for which he or she will receive College Career Pathways credit.

How do I know which cluster Technology Education should be coded to?	As in other program areas, if you are not sure, please call the program specialists at the State Department of Education. The program specialist for Technology Education is Harold Mackin, and he may be reached at 860-713-6779.
How do I know in which clusters to report concentrators and completers?	Report concentrators in each cluster in which they qualify as a concentrator. If that same student graduated or will be graduating during the collection year, then he/she should also be reported as a completer in the cluster he/she took the most courses in and/or was most focused on.
What are the criteria for a student being migrant?	According to Federal Regulations [34 CFR 200.81], the term “migrant” means migratory agricultural workers, including migratory dairy workers, or fishers, 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.
What makes a student a concentrator?	<p>A “Concentrator” is any student enrolled in any course (CTE or academic) that includes instruction of the competencies of the Connecticut CTE Performance Standards and Competencies (2011) in one of Connecticut’s 20 areas of concentration. A concentrator must accumulate a minimum of two full credits that may be derived from both academic and CTE courses, provided those courses include competencies specific to an area of concentration as specified in the 2011 Connecticut Performance Standards and Competencies (PS&C). To address the acquisition of competencies, courses included may be academic and/or from different CTE program areas.</p> <p>A student may be a concentrator in more than one area of concentration in the same school year; or for more than one year if that student continues to receive instruction in courses that include state competencies in one or more of the areas of concentration.</p> <p>The definition of a concentrator in Agriculture is a student enrolled in a Regional Agricultural Science and Technology Education Center and is a senior who has completed the performance standards and competencies in one of the agriculture areas of concentration (Animal Science, Plant Science, Agriculture Mechanics, Natural Resources or Aquaculture) and has successfully met the performance elements of premier leadership, personal growth, and career success through involvement in the National FFA Organization and a planned Supervised Agricultural Experience (SAE) project.</p>

What is a completer?

A completer is just a concentrator who has graduated with a diploma. Please note, a student can be a concentrator in multiple clusters, but can only be a completer in one cluster. If a student is a concentrator in more than one cluster, report them as a completer in the cluster that they took the most courses in.

What is the difference between “# of Program Concentrators (12th Grade only)” and “# of Completers Graduated with Diploma” in Section IIB?

There will only be a difference if there are Grade 12 students that finished the sequence of career and technical education courses to be classified as a concentrator but did not graduate from school this year, or if there are Grade 12 students who graduated but qualified as a concentrator in more than one cluster. If all of the concentrators will graduate and concentrate in only one cluster this year than the “# of Program Concentrators (12th Grade only)” and “# of Completers Graduated with Diploma” will be equal. Note - this is the reason there should never be more completers reported in a career and technical education area than concentrators.

Are we to summarize enrollment, concentrator and completers one or more times?

Basically, you report for any student taking even a single career & technical course within a career cluster area, under 9th-12th grade enrollment, in Section IIA and Section IIB. After they have completed a series of career and technical education courses, they are classified as concentrators at the bottom of Section IIB. One line reports all 9th-12th grade concentrators and a separate line reports only 12th grade concentrators. The concentrators, who will graduate this school year, become completers and are followed up under placement Section III the following school year.

<p>Wasn't the follow-up survey of June 2013 graduates supposed to be done last winter?</p>	<p>Yes, districts were to survey their previous collection year graduates six months following graduation. The Department collects these results with the rest of the ED400 information to simplify the process for both the schools and the Department. Section III is used for this purpose. If your school did not survey your previous collection year graduates this past winter, you should survey them immediately, but ask them their status as of this past January.</p>
<p>How do I report a student who is working part-time and going to school?</p>	<p>Determine what area he/she is devoting the most time and put him/her in that area on Section III. If the student is employed full-time and continuing education full-time, then report that student as "Attending either a two- or four-year college" on the Career & Technical Education Student Follow-up Questionnaire.</p>
<p>Do I have to use the "Career and Technical Education Student Follow-up Questionnaire" you provided?</p>	<p>No, the questionnaire was provided as a sample; however, all information requested on the sample must be collected.</p>
<p>Do I have to send in these reports via the Connecticut State Department of Education data entry Web site?</p>	<p>Yes, paper form submissions will not be accepted. By utilizing the data entry Web site (www.csde.state.ct.us), time spent reconciling errors after the data have been submitted will be greatly reduced.</p>
<p>Is it possible to have a greater number of students reported under "placement" in a given year than the number of students reported as graduated (completers) in that same year?</p>	<p>No, the number of students reported as "placed" should not exceed the number of completers that graduates in a given year.</p>

Career and Technical Education Student Follow-up Survey

2015

The purpose of this document is to acquire information regarding the placement of Career and Technical Education graduates.

ED400

Your cooperation in completing and returning this survey is greatly appreciated. Your school is required to collect this information in order to qualify for federal funds for career and technical education. Please place a check next to the line that best describes your status as of December 31, 2015, or later. Thank you for your cooperation.

Please return by _____ to: _____

Student Name:

Career Cluster Area:

Check off the area in which you are spending the most time. However, if you are attending college full-time and working full-time then just check the “working full-time” box.

- Employed full- or part-time (includes all employment, except full-time (military service));
- Attending either a two- or four-year college;
- Receiving advanced training (other than a two- or four-year degree program);
- In the military; or
- Unemployed.

Career Cluster Areas¹

¹ National Association of State Directors of Career Technical Education Consortium
<http://www.careertech.org/career-clusters/glance/clusters.html>

Agriculture, Food and Natural Resources	Architecture & Construction
Arts, Audio/Video Technology and Communications	Business Management and Administration
Education and Training	Finance
Government & Public Administration	Health Science
Hospitality and Tourism	Human Services
Information Technology	Law, Public Safety, Corrections and Security
Manufacturing	Marketing
Science, Technology, Engineering and Mathematics	Transportation, Distribution and Logistics