CTE Information - All in one place!!

FY10 CTE-26 CHECKLIST

This checklist is to assist you in preparing the required paperwork to submit a CTE-26 in 2009-2010. It is simply a tool for your use and does not need to be sent with the CTE-26 to the Office of Career-Technical Education.

1. Obtain the **correct** CTE-26 for the program you want funded (available at www.education.ohio.gov, *key word search "CTE forms."* Choose one (1) from these four (4) forms:

- **FY2010 CTE-26 Application for Preliminary Approval of Secondary Career-Technical Workforce Development (WFD) Program** (PDF) – Use for all Workforce Development programs except Vocational Job Training Coordinating (JTC).
- **CTE-26 Application for Preliminary Approval of Secondary Career-Technical Family and Consumer Sciences (FCS) (Work and Family Life) and Graduation, Reality and Dual-Role Skills (GRADS)** – Use for all FCS, Work and Family Life and GRADS programs.
- **CTE-26 CBI Application for Preliminary Approval of Secondary Career-Technical Career-Based Intervention (CBI) Programs** – Use for all CBI programs.
- **CTE-26 JTC Application for Preliminary Approval of a Secondary Vocational Job Training Coordinating – 990371** – Use for all JTC programs.

☐ ONLY ONE PROGRAM AREA MAY BE INCLUDED ON A CTE-26 APPLICATION.
   Separate applications must be submitted for each program area. Include any academic courses related to the program for which you want weighted funding.
☐ Each CTE-26 must have **its own second page with original signatures** as legally required.
   In the past, we have received multiple first pages with only one signed assurances page.

Part **I. School District Information:**
☐ Double-check that the District and Building IRNs are listed and are correct.
☐ Complete the District's Contact Person information as requested.
   Make sure the Contact Person's e-mail address is correct as we will send information about the receipt and approval of this CTE-26 to him/her via e-mail.

Part **II. Program Information**:
☐ List the career field, career pathway, specialization (if applicable), the total CTE hours in the Pathway and the name of the Career Field Technical Content Standards (CFTCS) covering this program.
   An example of a CFTCS is the *Human Services Career Field Technical Content Standards Document.* This information is available by clicking on Career-Technical in the top white row of topics on the ODE Web site home page, clicking on Career Fields in the left area of the screen that comes up, and clicking on the specific career field you need, then accessing the several screens accessible on that career field's page.

Part **III. Career Technical Weighted Funding Request:**
☐ Double-check that subject codes reflect FY10 subject code prefixes and/or new course numbers, if these have been updated or added for 2009-2010.
   In some cases the old prefix subject code is still acceptable and approvable in FY10.
   Note that we will refer to the subject name given your course in EMIS, even if you list

your local course name on your CTE-26 application. Some of the EMIS subject names have been updated in FY10 as well.

☐ Use the FY2010 Curriculum (CN310) code instead of the old Course Type.

A crosswalk of the old course type to the new Curriculum code with a definition of each curriculum code is available at *www.education.ohio.gov, key word search "CTE Forms" under "Resources."*

☐ Double-check that the program hours are listed and are correct.

Program hours are calculated as follows:

# of minutes/day X 180 days ÷ 60 minutes in an hour = total hours/year. Do NOT use credit hours.

Part **IV. Tech Prep Information:**

☐ Complete the Consortium information requested.

Make sure the Consortium Director's e-mail address is correct as we will send information about the receipt and approval of this CTE-26 to her/him via e-mail.

☐ Part **IV. Program of Study (POS)** requires separate forms to be completed and enclosed with the CTE-26 form:

- One **Secondary 2009-2010 Program of Study,** and
- One or more **Postsecondary 2009-2010 Program of Study.**

We suggest you review the **FY2010 Program of Study Instructions** (Microsoft Word document) which is located as the third open bullet under **Workforce Development Programs (except Vocational Job Training Coordinating) Applications** on the ODE Web site **"CTE Forms"** page**.** Then

---

☐ Complete and enclose one Program of Study (POS) form for each postsecondary partner you have developed for this program.

☐ Use **either** the PS Quarter Program of Study form **or** the PS Semester Program of Study form, depending on whether your postsecondary partner(s) is/are on quarters or semesters. Note: The actual Postsecondary Program of Study forms are abbreviated as "PS Quarter" and "PS Semester" on the tabs of the Excel form (which includes the secondary and both postsecondary forms).

☐ The Program of Study forms must be accompanied by the **Program of Study Assurances** which must be signed by the Perkins IV Recipients, i.e. it must have

☐ The CTPD Superintendent's signature, and

☐ The signature of the College President.

- If more than one postsecondary institution is involved, use a separate Program of Study Assurance form for each postsecondary partner.

☐ Please ensure that the signatures on these **Assurances** also include:

✓ the **printed** name of the signee on the line indicated for this, since many signatures are hard to read, and

✓ if you are a designee, indicate this by adding words to the effect of "as designee of the CTPD Superintendent" (or whatever is appropriate).

No Program of Study forms are **needed for** the **FCS, CBI** or **JTC** CTE-26 forms. However, **the CBI and JTC CTE-26's** and **all CTE-26's submitted by Community Schools must enclose an Education Plan** before their CTE-26 can be approved. There is a specific template provided for a CBI CTE-26 application and another template for a JTC CTE-26. Both are available on the "CTE forms" Web page.

Community Schools may work with the program consultant in submitting their Educational Plan.

Part **V. CTE-26 Assurances** of the CTE-26 Application form:

☐ Make sure the CTE-26 is signed by both

☐ the School District Superintendent or his/her designee, and

☐ the CTPD Superintendent or Community School Sponsor, as appropriate, or his/her designee.

✓ If a designee has signed, indicate for whom he/she is a designee.

✓ Since many signatures are hard to read, be sure to **print** the name of the signee on the line indicated for this**.**

If you have any further questions, please call (614) 466-2901 and ask to speak to the consultant who approves CTE-26's for the career field in question.

CTE-26 CBI
Application for a Career-Based Intervention Program in Career-Technical Education

Use one form per CBI program addition. <u>Application deadline for requesting new career-technical CBI program approval is June 1, 2010</u>. After that date, contact the CBI consultant for assistance. Approval of this application signifies approval of the secondary portion of the program design. Final approval is contingent upon submission of accurate EMIS data and course offerings that meet established guidelines for career-technical programming. For general assistance, contact the Office of Career-Technical Education at (614) 466-2901.

I. School District Information

District IRN   County   CTPD#

☐ Check if Community School

School District Name

Building* IRN   Building Name
where program is located

Contact Person   Title

E-mail

Phone   Extension   Fax

Address

City   Zip Code

II. Approval Request

Complete the chart below listing only those courses for which your district is requesting career-technical CBI program approval for FY 2011.

Subject code: Refer to Appendix C of the EMIS Manual or the CBI Web site (education.ohio.gov, keyword *CBI*). All subject codes are in a six-digit format.
Subject name: Enter the subject name corresponding to the subject code.
Curriculum code: Enter the curriculum code for the course being offered (VN, VC or V3). Refer to the EMIS Manual.
Total hours: Enter the total course hours for FY 2011.

Subject Code	Subject Name	Curriculum Code	Total Hours

B. Assurances

Program approval is contingent upon complying with the following Rules:

- Career-Based Intervention (CBI) programs shall follow established program guidelines, maintain a course of study that is current and based on valid content standards (education.ohio.gov), and have advisory committees authorized by local boards of education. OAC 3301-61-05.
- CBI is designed for students ages twelve through twenty-one in grades seven through twelve identified as disadvantaged (either academically, economically, or both) and have barriers to achieving academic and career success. CBI consists of classroom instruction, academic intervention and instruction, and work-based learning experiences. Models of instruction include middle grade single-period, middle grade multiple-period, high school single-period or high school multiple-period, and are detailed in the program guidelines (education.ohio.gov). OAC 3301-61-05(A)
- All programs shall be approved by the Ohio Department of Education. Applications for new programs shall be subject to renewal at five-year intervals. Programs approved before July 1, 2009, shall be renewed according to a published schedule (education.ohio.gov) with a minimum of a two-year prior notice. Applications shall be signed by the career technical planning district (CTPD) superintendent or by a person designated by the CTPD. Applicants shall be held accountable for assuring that the state criteria referenced in this rule are addressed. Failure to comply with paragraphs (A) to (C) of this rule may result in non-renewal of an application. OAC 3301-61-05(B)
- All districts receiving state weighted funds for CBI shall report performance data. Data on a common set of indicators of performance shall be used by the state department of education for the purposes of program improvement and continued program funding. Definitions for baseline data and performance target processes shall be established based on the first three years of data collected following the effective date of this rule. To provide a foundation for measuring and improving operational and educational performance, each district shall annually report the following key performance indicators of program operations and student performance:
    a. Transition rate to the next grade level of students in grades seven through eleven participating in any CBI model;
    b. Graduation rate of grade twelve students participating in any high school CBI model;
    c. Attendance rate of students in the year of participation in any CBI model;
    d. Discipline rate of students in the year of participation in any CBI model;
    e. Rate of students participating in any CBI model who drop out of school;
    f. Transition rate to a high school career-technical education CTE workforce development program;
    g. Passage rate on state required academic assessments in the year of participation in any CBI model. ORC 3301-61-05(C)
- Career-technical education additional weighted cost funds and career-technical education associated services costs, as set forth in section 3317.014 and 3317.022 of the Revised Code, shall only be expended on career-technical programs. ORC 3301-61-16 (A)
- Career-technical education additional weighted cost funds shall only be expended on costs associated with the delivery of career-technical programming to career-technical students for which the school district provides enrollment, performance and fiscal data to the Ohio department of education. OAC 3301-61-16(B)
- Program complies with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975 and Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, the Fair Labor Standards Act (FLSA) and all applicable minor labor laws.

Information contained in this application is current and accurate and all Rules will be adhered to:

_____   _____   _____
CTPD Superintendent's Name (typed)   CTPD Superintendent's Signature (required)   Date

_____   _____   _____
District Superintendent's Name (typed)   District Superintendent's Signature   Date

Mail completed application to:	Ohio Department of Education Office of Career-Technical Education 25 South Front Street, MS 608 Columbus, Ohio 43215-4183

CTE-26

Application for Preliminary Approval of Secondary Career-Technical Family and Consumer Sciences (FCS), (Work and Family Life) and Graduation, Reality And Dual-Role Skills (GRADS)

FCS (Work and Family Life) courses and GRADS programs must submit separate forms. Application **deadline** for requesting new career technical program approval is **June 1, 2009**. After that date, contact the appropriate career field consultant for assistance. Approval of this application signifies approval of the secondary portion of the program design. Final approval is contingent upon submission of accurate EMIS data and course offerings that meet established guidelines for career technical programming. For general assistance, contact the Office of Career-Technical Education at (614) 466-2901.

☐ Check if submitting FCS courses   ☐ Check if submitting a GRADS program

I. School District Information

District IRN [   ]   County [   ]   CTPD# [   ]

☐ Check if Community School

School District Name [   ]

Building* IRN [   ]   Building Name [   ]
where program is located

Contact Person [   ]   Title [   ]

E-mail [   ]

Phone [   ]   Extension [   ]   Fax [   ]

Address [   ]

City [   ]   Zip Code [   ]

II. Career Technical Weighted Funding Request

Complete the chart below listing only those courses for which your district is requesting career technical weighted funds for FY 2010.

Subject Code: Enter the subject code number for each course in the program for which funding is requested in FY 2010. Refer to Appendix C of the EMIS manual or the information sheets located on the FCS/GRADS website for the subject code. All numbers will be in a six-digit format.

Subject Name: Enter the subject name corresponding to the subject code.

Curriculum Code: Enter the curriculum code (formerly course type) for the course being offered. Refer to the EMIS Manual for new curriculum codes.

Total Hours: Enter the total course hours for FY2010 *academic year*.

Subject Code	Subject Name	Curriculum Code	Total Hours

III. CTE-26 Assurances

Program approval and funding is contingent upon complying with the following assurances.

1. Career based intervention and work and family studies programs must follow established program guidelines, maintain a course of study that is current and based on valid content standards and have advisory committees authorized by local boards of education. ORC 3301-61-18 (A)

2. Work and family studies serves students in grades seven through twelve. Work and family studies programs support career planning and have a unique focus on families, work and their interrelationships. Graduation, reality and dual-role skills (GRADS) is a targeted work and family studies program that provides intervention and instruction for pregnant and parenting students. ORC 3301-61-18 (2)

3. Program accountability shall be maintained within a performance system as outlined in the guidelines established by the state board of education. ORC 3301-61-18 (B)

5. Career-technical additional weighted cost funds shall only be expended on costs associated with the delivery of career-technical programming to career-technical students for which the school district provides enrollment, performance and fiscal data to the Ohio department of education. OAC 3301-61-16(B)

6. Program complies with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Age Discrimination Act of 1975 and Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, the Fair Labor Standards Act (FLSA) and all applicable minor labor laws.

7. Students in this program will have access to a career-technical student organization.

The information contained in this application is current and accurate and all assurances will be adhered to.

_____
Printed/Typed Name of School District Superintendent

_____   _____
Signature of School District Superintendent   Date

_____
Printed/Typed Name of CTPD Superintendent/Community School Sponsor

_____   _____
Signature of the CTPD Superintendent/Community School Sponsor   Date

| **Mail one copy, with original signature(s), to:** | Ohio Department of Education Office of Career-Technical Education 25 S. Front Street, MS 608 Columbus, Ohio 43215-4183 | 03/11/2009 |

CTE-26 JTC
Application for Preliminary Approval of a Secondary Vocational Job Training Coordinating—990371
An educational plan must be attached to this application.

I. School District Information

District IRN [   ]   County [   ]   CTPD# [   ]

☐ Check if Community School

School District Name [   ]

Building* IRN [   ]   Building Name [   ]
where program is located

Contact Person [   ]   Title [   ]

E-mail [   ]

Phone [   ]   Extension [   ]   Fax [   ]

Address [   ]

City [   ]   Zip Code [   ]

II. Career Technical Weighted Funding Request

Complete the chart below listing only those courses for which your district is requesting career technical workforce development weighted funds for FY 2010.

Subject Code: Enter the subject code number for each course in the program for which funding is requested in FY 2010. Refer to Appendix C of the EMIS manual or the information sheets located on the career field website for the subject code. All numbers will be in a six-digit format.

Subject Name: Enter the subject name corresponding to the subject code.

Curriculum Code: Enter the curriculum code (formerly course type) for the course being offered. Refer to the EMIS Manual for new curriculum codes.

Total Hours: Enter the total course hours for FY2010 *academic year*. All Job Training Programs must provide from 450 to 1080 hours of yearly instruction.

Subject Code	Subject Name	Curriculum Code	Total Hours
990371	Job Training Program		

III. CTE-26 JTC Assurances

Program approval and funding is contingent upon complying with the following assurances. The program listing shall reflect current and future needs of students, community, business and industry and meet criteria for Job Training Programs in accordance with rule 3301-61-03 of the Ohio Administrative Code (OAC 3301-61-02 (C)).

1. Workforce development programs that represent multiple career fields (e.g. workforce readiness, diversified cooperative training, vocational job training coordinating) can be counted only toward the minimum program requirements. OAC 3301-61-03 (C).
2. Workforce development advisory committees reflecting career fields and authorized by boards of education at the local level will engage business/industry and postsecondary representatives and utilize input from professional associations, labor, government and the community. Advisory committees will identify new and emerging careers; advise current programs on curriculum, assessment, work-based learning, facilities and equipment; and engage educators to improve and expand programs. OAC 3301-61-03 (D).
3. Courses of study must be current and based on business validated technical content standards; accrediting association and/or licensing agency standards when applicable; and academic content standards. OAC 3301-61-03 (E).
4. Facilities and equipment must support instruction of the technical and academic content standards and reflect current and emerging technology in the career field. OAC 3301-61-03(F)
5. A performance system must report student academic proficiency, technical proficiency, high school graduation and post-program placement. OAC 3301-61-03(G).
6. Career-technical additional weighted cost funds shall only be expended on costs associated with the delivery of career-technical student for which the school district provides enrollment, performance and fiscal data to the state department of education. OAC 3301-61-16(B)
7. Career-technical associated services funds must be used for apprenticeship coordination, career-technical program development, career assessment/evaluation, career development, school improvement, postsecondary articulation or placement coordination. OAC 3301-61-16(C).
8. Program will be instructed by an appropriately certified/licensed instructor.
9. The program is in compliance with the guidelines of other state agencies as appropriate (e.g., Ohio Board of Nursing, Ohio State Board of Cosmetology, Ohio Department of Health, Ohio Department of Public Safety, State of Ohio Office of the Attorney General).
10. Program complies with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975 and Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, the Fair Labor Standards Act (FLSA) and all applicable minor labor laws.

The information contained in this application is current and accurate and all assurances will be adhered to.

_____
Printed/Typed Name of School District Superintendent

_____   _____
Signature of School District Superintendent   Date

_____
Printed/Typed Name of CTPD Superintendent/Community School Sponsor

_____   _____
Signature of the CTPD Superintendent/Community School Sponsor   Date

| **Mail one copy, with original signature(s), to:** | Ohio Department of Education
Office of Career-Technical Education
25 S. Front Street, MS 608
Columbus, Ohio 43215-4183 | 03/20/2009 |

Application Number		Date	

CTE-26

Application for Preliminary Approval of Secondary Career-Technical Workforce Development (WFD)

Programs (except Vocational Job Training Coordinators - 990371)

An approved program of study must be attached to this application. All CTE programs/pathways must be a

minimum of 450 hours of instruction

Use one form per WFD program addition. Application **deadline** for requesting new career-technical WFD program approval is

June 1, 2010. After that date, contact the appropriate career field consultant for assistance. Approval of this application signifies

approval of the secondary portion of the program design. Final approval is contingent upon submission of accurate EMIS

data and course offerings that meet established guidelines for career-technical programming. For general assistance,

contact the Office of Career-Technical Education at (614) 466-2901.

**In order for "0" to appear at the begining of a number, you must use an apostrophe ' before the 0 (Example: '0135930).

I. School District Information

Check if ☐ Community School

District IRN [ ]   County [ ]   CTPD # [ ]

School District Name [ ]

Building IRN [ ]   Building Name [ ]
(Location of program)

Contact Person [ ]   Title [ ]

E-mail [ ]

Phone [ ]   Extension [ ]   Fax [ ]

Address [ ]

City [ ]   Zip Code [ ]

II. Program Information (use drop-down boxes for career field, career pathway & specializations {if applicable}.)

Career Field [ ]

Career Pathway [ ]

Specialization [ ]   Total CTE Hours in Pathway [ ]
(if applicable)   (Must be a minimum of 450 hours)

III. Request For Career-Technical Program Approval

Complete the chart below listing only those courses for which your district is requesting career-technical workforce development

approval for FY 2011.

Subject Code: Enter the subject code number for each course in the program for which approval is requested in FY 2011. Refer to

Appendix C of the EMIS manual or the information sheets located on the career field web site for subject code. All numbers will

be a six-digit format.

Subject Name: Enter the subject name corresponding to the subject code.

Curriculum Code: Enter the curriculum code (formerly course type) for the course being offered. Refer to the EMIS Manual

for new curriculum codes.

Total Hours: Enter the total course hours for FY2011 academic year.

Subject Code	Subject Name	Curriculum Code	Total Hours

IV. Tech Prep Information

Consortium ID [ ]   Consortium Name [ ]

Consortium Director [ ]   Phone # [ ]   Ext. [ ]

E-Mail Address [ ]   Fax [ ]

V. Program of Study

An approved program of study and signed assurances must be attached to this application. For assistance in completing a program of study, contact your Tech Prep Consortium Director or the career field consultant.

VI. CTE-26 Assurances

Program approval is contingent upon complying with the following assurances.

1. The program uses a state approved program of study. *Perkins IV, Title II, Sec. 203.(c)3A*
2. Coursework includes articulated credit that is directly related to the secondary program of study/postsecondary career fields. Postsecondary credit is transcripted no later than following the conclusion of the academic term in which the student has met the postsecondary residency requirements. *Perkins IV, Title II, Sec. 203.(c)1; (c)3B*
3. An appropriate Ohio Technical Competency Assessment and/or business/industry-recognized credential is offered. *Perkins IV, Title II, Sec. 203.1 (c)2; (c)3*
4. A college ready assessment, as determined by a primary receiving postsecondary institution, is offered. *Perkins IV, Title II, Sec. 203.7*
5. Technical and academic courses offerings in state-approved programs/pathways shall do the following:
    (1) Address the state board of education approved career field technical content standards (education.ohio.gov), including at a minimum, all competencies identified by business and industry as essential; and/or accrediting association and/or licensing agency standards where applicable. *OAC 3301-61-03(B)1*
    (2) Reinforce Ohio's state board of education approved academic content standards (education.ohio.gov) in mathematics, English language arts, science, and social studies. *OAC 3301-61-03(B)2*
    (3) Provide multiple measures to assess student attainment of academic and technical content standards (education.ohio.gov), including, but not limited to state board of education approved technical assessments, assessments for state recognized national credentialing/certifications where applicable and accrediting association and/or licensing agency examinations where applicable. *OAC 3301-61-03(B)3*
    (4) Meet all state and federal requirements with regard to access, non-discrimination and meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise. *OAC 3301-61-03(B)4*
    (5) Technical and academic course offerings must be designed in an Ohio State Department of Education approved sequence of courses/program of study that meets state approved graduation requirements (education.ohio.gov), creates an educational pathway for at least grades nine through twelve, and identifies postsecondary and employment options. *OAC 3301-61-04(B)5*
6. Courses of study must be current according to a locally approved cycle and based on career field technical content standards (education.ohio.gov); accrediting association and/or licensing agency standards where applicable; and Ohio's academic content standards (education.ohio.gov). *OAC 3301-61-03(E)*
7. Workforce development advisory committees reflecting career fields and authorized by local boards of education shall engage business/industry and postsecondary representatives and utilized input from professional associations, labor, government, and community. Advisory committees shall identify new and emerging careers; advise current programs on curriculum, assessment, work-based learning, facilities and equipment; and engage educators to improve and expand programs. *OAC 3301-61-03(F)*
8. Facilities and equipment shall support instruction of the technical and academic content standards (education.ohio.gov) and reflect current and emerging technology in the career field. *OAC 3301-61-03(G)*
9. All districts receiving state weighted funds shall annually report performance data that includes student academic attainment in mathematics and English language arts, technical skill attainment, placement, graduation rates, postsecondary credit, and, if available, industry certificate or license. Data shall be reviewed as part of the program renewal processes. *OAC 3301-61-03(H)*
10. Career-technical additional weighted cost funds shall only be expended on costs associated with the delivery of career-technical programming to career-technical students for which the school district provides enrollment, performance and fiscal data to the Ohio Department of Education. *OAC 3301-61-16(B)*
11. Program complies with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Age Discrimination Act of 1975 and Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, the Fair Labor Standards Act (FLSA) and all applicable minor labor laws.
12. The program is in compliance with the guidelines of other state agencies as appropriate (e.g., Ohio Board of Nursing, Ohio State Board of Cosmetology, Ohio Department of Health, Ohio Department of Public Safety, State of Ohio Office of the Attorney General).

13. Students in this program will have access to a career-technical student organization.

The information contained in this application is current and accurate and all assurances will be adhered to.

_____

Printed/Typed Name of School District Superintendent

_____   _____

Signature of School District Superintendent   Date

_____

Printed/Typed Name of CTPD Superintendent/Community School Sponsor

_____   _____

Signature of the CTPD Superintendent/Community School Sponsor   Date

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Mail one copy, with the original signature(s) to: Ohio Department of Education
Office of Career-Technical Education
25 South Front Street, Mail Stop 608
Columbus, Ohio 43215-4183

Revised 10/16/09

2010 - 2011 Program of Study - Secondary

Submitted by CTPD Name: _____   **CTPD Number:** _____

Secondary Program Information

Career Field: _____

School District Name: _____   **Pathway Name:** _____

School District IRN: _____   **Specialization Name** *(if applicable)* **:** _____

Building (location) Name: _____   **EMIS Subject Code:** _____

Building (location) IRN: _____   **Local Program Name:** _____

For JVSD only: specify grade level(s) and building location for associate schools component: | **Grade** | | **School Name** | |

Identify the # or range of **POTENTIAL** college courses and credits in the career field: | **Courses** | | **Credits** | |

Grade	English	Code	Math	Code	Science	Code	Social Studies	Code	Course	Code	Course	Code	CTE Course	Code	CTE Course	Code
					Required or Elective Academic Courses and Other Courses								**Career and Technical Education Courses**			
9																
10																
11																
12																

Contact Person: _____

Title: _____

Phone: _____

E-mail: _____

Date Completed: _____

Specify Industry Credential Opportunities (if applicable):

CODES *(use all that apply)*

RA: Required Courses   RE: Recommended Electives

CT2: Eligible for CT2 Credit

*CC: College Credit Opportunities based on articulation or dual/concurrent enrollment agreements in career field

2010 - 2011 Program of Study - Postsecondary Quarters

Postsecondary Institution: _____

College Major: (*if applicable*) _____   **College Degree:** (*if applicable*) _____

Specify Industry Credential Opportunities (if applicable): _____

Certificate, Adult and/or Apprenticeship Program: (*if applicable*) _____

Secondary Program Name: _____   Secondary School Name: _____   District Name: _____

	Course	Code	Course	Code	Course	Code	Course	Code	Course	Code	Course	Code	Course	Code	Course	Code
Year 1 1st Qrt.																
Year 1 2nd Qrt.																
Year 1 3rd Qrt.																
Year 2 1st Qrt.																
Year 2 2nd Qrt.																
Year 2 3rd Qrt.																

Contact Person: _____

Title: _____

Phone: _____

E-mail: _____

POTENTIAL number or range of college credits available to secondary pathway students upon admission:

Date Completed: _____

CODES (*use all that apply*)

RT: Required Technical Courses   **CT2:** Eligible for CT2 Credit

RA: Other Required Courses   **TAG:** Eligible for TAG Credit

RE: Recommended Electives

CC: Other College Credit Opportunities (based on articulation or dual/concurrent enrollment agreements with partner high school)

2010 - 2011 Program of Study - Postsecondary Semesters

Postsecondary Institution:

College Major: (*if applicable*)   **College Degree: (*if applicable*)**

Specify Industry Credential Opportunities (if applicable):

Certificate, Adult and/or Apprenticeship Program: (*if applicable*)

Secondary Program Name: Secondary School Name: District Name:

	Course	**Code**	**Course**	**Code**	**Course**	**Code**	**Course**	**Code**	**Course**	**Code**	**Course**	**Code**	**Course**	**Code**	**Course**	**Code**
Year 1 1st Sem.																
Year 1 2nd Sem.																
Year 2 1st Sem.																
Year 2 2nd Sem.																

Contact Person:

Title:

Phone:

E-mail:

POTENTIAL number or range of college credits available to secondary pathway students upon admission:

Date Completed:

CODES *(use all that apply)*

RT: Required Technical Courses   **CT2:** Eligible for CT2 Credit

RA: Other Required Courses   **TAG:** Eligible for TAG Credit

RE: Recommended Electives

CC: Other College Credit Opportunities (based on articulation or dual/concurrent enrollment agreements with partner high school)

FY11 Program of Study Assurance Page

Program of Study approval is contingent upon complying with the following assurances in accordance with Ohio's Perkins IV State Plan.

This program of study was developed through a collaborative effort between the Career-Technical Planning District (CTPD) and the college(s) specified below.

This POS is based on a pathway identified in one of Ohio's Career Field Technical Content Standards.

This POS supports the requirements to earn an Ohio high school graduation diploma as specified in the Ohio CORE.

This POS identifies all required academic and technical coursework from grade 9 through the associate degree (minimally), listed by course name and sequenced by grade level.

This POS identifies recommended academic and technical electives appropriate for the career field.

Courses identified in this POS are aligned to State academic and technical standards and, where applicable, regulatory business and industry standards.

Course descriptions for all courses identified in the POS are available.

This POS identifies articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities.

This POS identifies appropriate and obtainable industry/state credential opportunities.

In the implementation of the attached POS, strategies will be employed to assure access and success for special populations.

In the implementation of the attached POS, strategies will be employed to incorporate appropriate adult workforce education transition opportunities.

In the implementation of this attached POS, strategies will be employed to facilitate creative, innovative, artistic and/or designoriented knowledge and skills acquisition.

The signatures below indicate that the attached Program of Study meets the criteria specified in the Ohio State Plan for Perkins IV

REQUIRED SIGNATURES (Perkins IV Recipients)

Printed Name of CTPD Superintendent		Printed Name of College President (or indicate if designee)	
Signature CTPD Superintendent		Signature of College President (or indicate if designee)	
Name of CTPD	Date	Name of College	Date

ADDITIONAL SIGNATURES

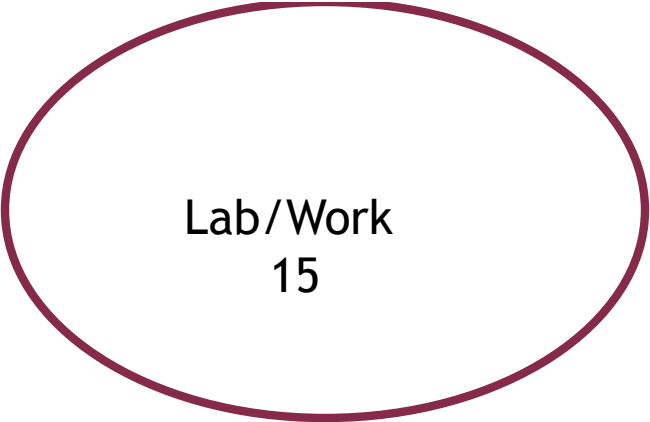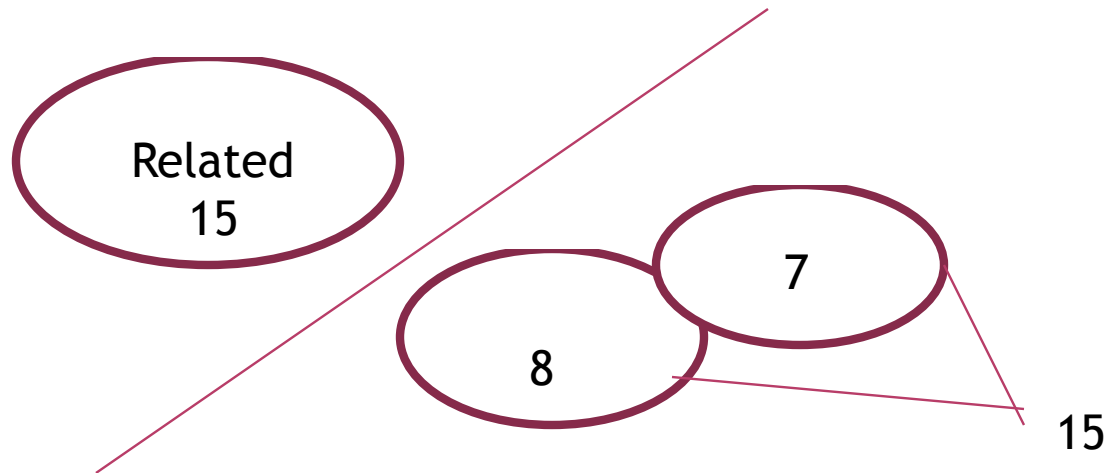| Printed Name of District Superintendent/ School Principal		Printed Name of Tech Prep Consortium Director	
Signature of District Superintendent/School Principal	Date	Signature of Tech Prep Consortium Director	Date

The complete package

CBI

- Lab/Work
- VC if Co-op
- VN if Not Co-op

Lab/Work
15

CBI

- Related
- V3
- MUST always be the exact same kids in the VC/VN
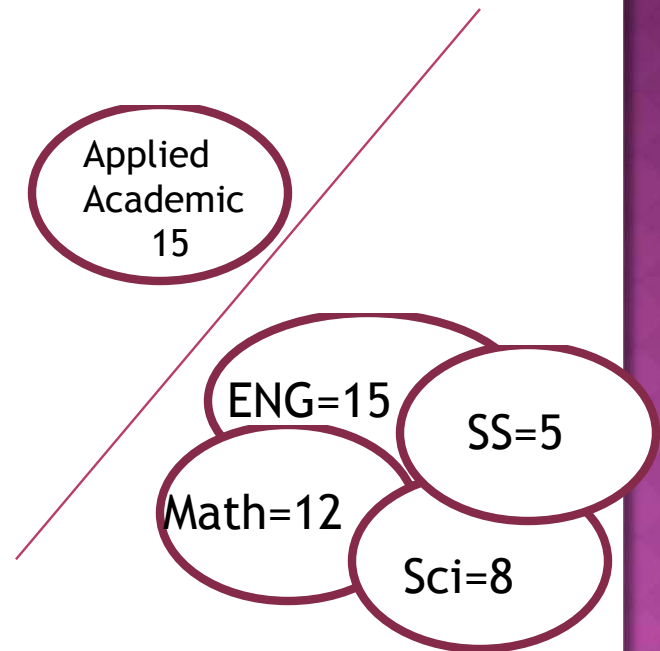
Related
15

8

7

15

CBI

- Applied Academic (if applicable)
  - CBI English
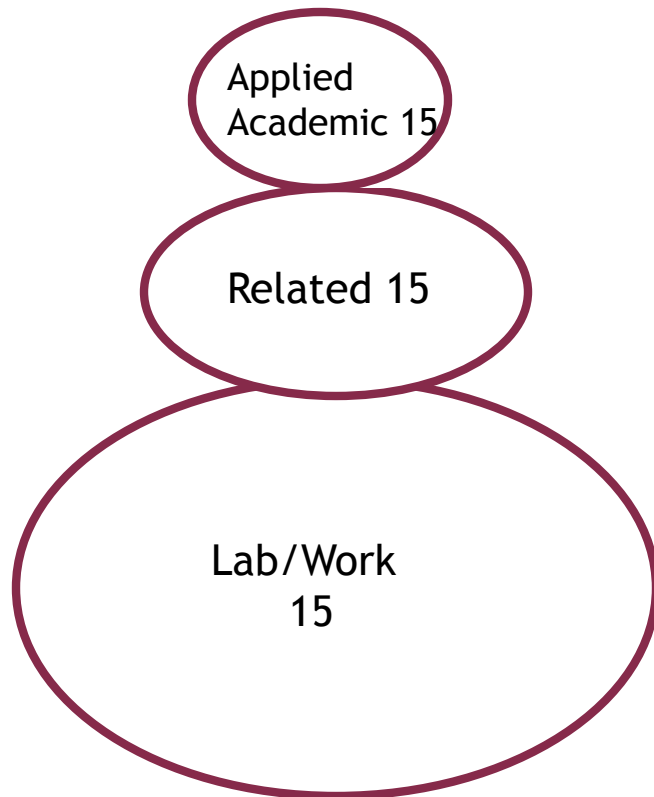 - CBI Social Studies
  - CBI Math
  - CBI Science
- Can be different totals

  Per class but must ONLY contain the same kids as the VC/VN

Applied Academic 15

ENG=15

SS=5

Math=12

Sci=8

CBI

- The complete package

Applied Academic 15

Related 15

Lab/Work 15

CAREER-TECHNICAL EDUCATION SECTION

WORKFORCE DEVELOPMENT SECTION

Table 1. Career Field 01: Environmental & Agricultural Systems Codes (01xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
010001	**Environmental and Agricultural Science** A sequence of introductory courses designed to deliver basic knowledge and skills across all disciplines and industries associated with agriculture, horticulture, mechanics, and natural resources. Communications, business principles and leadership skill development are essential to the program.	CTA	—
010150	**Animal Bioscience** A life science course that applies basic animal physiology and anatomy, animal health, animal nutrition, reproductive physiology and breeding systems, genetics and animal improvement to agronomic animals, companion animals and wildlife species. This is an activity driven course with an inquiry approach, providing a meaningful and relevant application of animal biology to post-secondary fields of study and 21st century careers in agriculture, food and natural resources.	CTA	—
010155	**Plant Bioscience** A life science course focusing on plants, soils, and their interaction in the environment and economy. The course applies basic plant physiology and anatomy, plant protection and health, reproductive biology in plants, influences in bioengineering, plant nutrition and disorders to agronomic, horticultural, and native plant species. This is an activity driven course with an inquiry approach, providing a meaningful and relevant application of plant biology to post-secondary fields of study and 21st century careers in agriculture, food and natural resources.	CTA	—
010201	**Agricultural and Industrial Equipment** Applies principles of engineering in power, construction technology gaining understanding of operation, maintenance, repair of power, electrical, hydraulic and mechanical systems. Communications, business principles and leadership skill development are essential.	CTA	—
010301	**Agribusiness and Production Systems** Applies principles of economics, business management and marketing in both an entrepreneur/manager and an employee role to the leadership, planning, developing and analyzing of business enterprises related to agriculture, food and natural resources.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
010601	**Horticulture** Applies principles of plant anatomy, nutrition, reproduction, genetics, health and artistic design to production, management, processing and marketing of ornamental plants, landscapes and floral designs. Communications, business principles and leadership skill development are essential to the program.	CTA	—
010701	**Natural Resource Management** Applies science to management and protection of renewable and non-renewable resources; includes fundamentals of land use, watersheds, wildlife, fisheries and forestry. Communications, business principles and leadership skill development are essential to the program.	CTA	—
010901	**Animal Science and Management** Applies principles of animal anatomy, physiology, genetics, behavior and nutrition to the research and development, selection and reproduction, health, and management of animals in a domestic and/or natural environment.	CTA	—
011001	**Food Science and Technology** Applies principles of biology, chemistry and physics to the research and development, production, processing, and distribution of food products meeting quality assurance standards in a system that is safe and secure.	CTA	—
012000	**Biotechnology for Food, Plant, and Animal Sciences** Applies principles of chemistry, microbiology and genetics to plant and animal research. The focus of this research is to enhance the production and physical attributes of plants and animals, as well as to generate animal and plant products used today in transportation, manufacturing, medicine, food production and environmental protection.	CTA	—

Table 2. Career Field 02: Arts & Communications Codes (04xxxx, 17xxxx, 34xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
040001	**Arts and Communication Foundation (Career Technical)** The foundation course for the arts and communication cluster.	CTA, BUS	—
170700	**Commercial Art Occupations** Organized specialized learning experiences that include theory and laboratory as they relate to the creation, design, and execution of layouts and illustrations on various mediums including electronic.	CTA	—
170900	**Commercial Photography Occupations** Organized specialized learning experiences that include theory, laboratory, and studio work as each relates to all phases of camera uses and photographic processing.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171900	**Graphic Occupations** Specialized learning experiences that include theory, laboratory and shop work as they relate to all phases of layout, composition, presswork and binding, including flexography, lithography, photoengraving and other techniques.	CTA	—
340005	**Visual Design and Imaging** Programs that focus on the creation, design, and execution of layouts and illustrations on various mediums including electronic media and the theory and processes of image transfer, including offset, flexography, lithography, photoengraving and other techniques. Communications, business principles and leadership skill development related to the industry are essential to the program. Specialization areas include commercial art and graphic occupations.	CTA, TEC	—
340010	**Principles of Arts and Communications** A course focused on the fundamental principles and practices of image capture, audio and writing in Media Arts; creating and outputting illustrations for Visual Design and Imaging; and creating, interpreting and performing works for the Performing Arts all of which convey a message and stimulate thought. Business principles and leadership skill development related to the industry are essential to the program.	CTA	—
340015	**Media Arts** Programs that focus on the use of still and motion photography in journalism. Communications, business principles and leadership skill development related to the industry are essential to the program. Specialization areas include journalism, photography and digital media.	CTA	—
340020	**Performing Arts** Programs that focus on the creation, interpretation and performance of works that use auditory, kinesthetic, and visual phenomena to express ideas and emotions in various forms. Communications, business principles and leadership skill development related to the industry are essential to the program. Specialization areas include music, dance and theater.	CTA	—

Table 3. Career Field 03: Business & Administrative Services Codes (14xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140001	**Business and Management Foundation (Career Technical)** The foundation course in the business and management cluster of occupations (which includes the career fields of business and administrative services, finance, information technology, marketing, and hospitality). Can be the foundation component of a career pathway design.	CTA, BUS	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140050	**Introduction to Business and Administrative Services** This career field course is based upon the Business and Administrative Services Career Field Technical Content Standards and includes content that crosses all pathways of the career field. It is the basics course that leads to specialization in one of the career pathways of Administrative and Professional Support, Legal Management and Support, Medical Management and Support, and Management.	CTA, BUS, TEC	—
140075	**Interdisciplinary Career Field Business Concepts** This course addresses business content specific to the various career fields and is addressed in a contextual manner. Content is based on business competencies, including business process and computer applications, within the career field technical content standards for the career field that serves as the anchor class. The course must be correlated to an anchor course in any career field except business and administrative services, finance, marketing, or information technology.	CTA, BUS	—
140300	**Administrative and Professional Support** Based on a sequence of courses, students will be prepared for careers which support business operations through a variety of administrative duties including information and communication management, data processing and collection, and project tracking. Due to changes in technology, the skills required in administrative support careers have increased and correspond with that of a mid-level manager. Sample occupations within this pathway include: administrative assistant, customer service representative, executive assistant, office manager, and project coordinator.	CTA, BUS, TEC	—
140310	**Legal Management and Support** Based on a sequence of courses, students will be prepared for careers which facilitate legal operations through a variety of management and administrative duties. Employees in this field are found in law firms, courts, court reporting firms, legal departments of corporate businesses, and government regulatory agencies. Sample occupations within this pathway include: legal office manager, legal assistant, legal secretary, paralegal, court administrator, compliance analyst, regulatory analyst.	CTA, BUS, TEC	—
140320	**Medical Management and Support** Based on a sequence of courses, students will be prepared for careers which facilitate medical business operations, through a variety of management and administrative duties. Employees in this field are found in medical offices, hospitals, and insurance companies. Sample occupations within this pathway include: admissions specialists, benefits coordinators, medical billing specialists, medical records and health information technician, medical office manager, claims processor, and medical coding specialist.	CTA, BUS, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140800	**Business Management** Based on a sequence of courses, students will be able to plan, organize, direct, and evaluate all or part of a business organization (including their own) through the allocation and use of financial, human and material resources. Activities in which they are engaged include project management, business analysis, quality control, scheduling, procurement and warehousing, and activities related to staffing. Sample occupations within this pathway include: business analyst, chief operations officer, district manager, master scheduler, project manager, purchasing manager, small business manager/owner, supervisor, human resources generalist/manager, labor relations, manager, recruiter, training manager.	CTA, BUS, TEC	—

Table 4. Career Field 04: Construction Technologies Codes (17xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
170003	**Construction Foundations** A one-year 9th and/or 10th grade course that is a component of a series of academic, technological, employability and occupational courses leading to a career major in the area of construction.	CTA	—
170005	**Construction Technologies** Combined with specialization competencies utilizing business and industry technical standards and a math, science, ELA, technology, and business process framework, develops technical literacy in construction systems leading to pathways in pre-construction and design, construction management, apprenticeship and specialization areas (e.g., carpentry, electrical, masonry, environmental control technologies, etc.) and post-secondary articulation.	CTA, TEC	—
170100	**Environmental Control Technologies** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of installation, repair and maintenance of residential, commercial, and industrial air-conditioning systems.	CTA, TEC	—
171001	**Carpentry** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of layout, construction and repair of residential and commercial structures.	CTA, TEC	—
171002	**Electrical Trades** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of layout, assembly, installation, testing, and maintenance of electrical fixtures and apparatus, and the wiring used in electrical systems.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171003	**Heavy Equipment (Construction)** Classroom and practical work experiences concerned with the operation, maintenance and repair of heavy-duty construction equipment and the gasoline or diesel engines powering the equipment.	CTA, TEC	—
171004	**Brick, Block and Cement Masonry** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of cutting, chipping and fixing in position of brick and concrete block.	CTA	—
171005	**Interior Design Applications** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of the interior construction industry; including painting, wallpapering, flooring, tiling, drywall, trim, lighting and more.	CTA	—
171007	**Plumbing and Pipefitting** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of layout, assembly, installation, alteration and repair of piping systems and related fixtures and fittings.	CTA, TEC	—
171011	**Building and Property Maintenance** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of the physical structure of an office building, factory, apartment building, house, or similar structure in good repair.	CTA, TEC	—
171017	**Building Technology** Utilizing industry standards and a math, science, ELA and a technology framework introduces concepts across multiple areas of construction. Areas include carpentry, electrical trades, masonry, and plumbing and related technical topics.	CTA, TEC	—
171100	**Custodial Services** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of layout, assembly, installation, testing, and maintenance of electrical fixtures and apparatus, and the wiring used in electrical systems.	CTA	—
171805	**Construction – Design-Build** Utilizes industry standards and a math, science, ELA and technology framework to introduce concepts of designing, planning, managing, building and maintaining the built environment.	CTA, TEC	—
171806	**Construction – Management** Classroom and laboratory experiences combining advanced academics and the skills and knowledge essential to the construction industry. Focus is on supervision, planning and management of the construction process. The program will follow the state TCP and culminate in an associate degree.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
173601	**Wood Product Technologies** Utilizing business and industry, math, science and technology standards, introduces concepts of wood product materials and technologies; design and production of window frames, molding, trims and panels; and wood crafting skills including the design and manufacture of wood products such as furniture, moldings, trims, fixtures and cabinetry.	CTA, TEC	—

Table 5. Career Field 05: Education & Training Codes (09xxxx, 35xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090011	**Career Paths for the Teaching Professions** Career major courses to prepare students for entry level, technical and professional career options within the teaching professions.	CTA	—
090201	**Early Childhood Education and Care** Preparation for employment in childcare services, child development, and early childhood education within the childcare and guidance industries.	CTA	—
350001	**Introduction to Education and Training** Provides options for students to explore Education and Training career field to allow students to pursue the career pathways.	CTA	—
350011	**Teaching Professions** Major career courses to prepare students for entry level, technical and professional career option within the teaching professions.	CTA	—
350201	**Early Childhood Education** Preparation for employment in childcare services, child development, and early childhood education within the childcare and guidance industries.	CTA	—

Table 6. Career Field 06: Engineering & Science Technologies Codes (17xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171821	**Computational Science and Engineering** Combined with Engineering Technologies-Emerging (subject code 171815), utilizes business and industry technical standards and math, science and technology framework to introduce concepts of the utilization of mathematical formulas to serve as forecasting models across multiple industries in a problem-based format.	CTA, TEC	

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171402	**Power Transmission** Utilizing business and industry technical standards and a math, science, ELA, technology and business process framework, develops technical literacy in erecting and maintaining power lines and circuits for transmission and distribution of electrical power, and assembling and erecting related equipment and structures.	CTA	—
171504	**Telecommunications** Utilizing business and industry technical standards and a math, science, ELA, technology and business process framework, develops technical literacy in assembly, installation, operation, maintenance and repair of telecommunications equipment.	CTA, TEC	—
171807	**Engineering Technologies – Design** A combination of subject matter and experiences designed to offer skills and knowledge in the Design cluster. Program will follow the state TCP and culminate in an associate degree.	CTA, TEC	—
171808	**Engineering Technologies – Process** A combination of subject matter and experiences designed to offer skills and knowledge in the Process cluster. Program will follow the state TCP and culminate in an associate degree.	CTA, TEC	—
171809	**Engineering Technologies – Product/Service** A combination of subject matter and experiences designed to offer skills and knowledge in the Product/Service cluster. The program will follow the state TCP and culminate in an associate degree.	CTA, TEC	—
171815	**Engineering Science** Utilizing business and industry standards and a pre-calculus/trigonometry, science and technology framework introduces pre-engineering skills, problem-solving and critical thinking in the areas of introduction to engineering, principles of engineering, digital electronics, and engineering design and development in the Project Lead the Way model and leads to post-secondary articulation.	CTA, TEC	—
171816	**Computer Integrated Manufacturing** Combined with Engineering Science (171815), utilizes business and industry technical standards and a math, science, and technology framework to introduce concepts of pre-engineering related to robotic manufacturing in the Project Lead the Way model and leads to post-secondary articulation.	CTA, TEC	—
171817	**Civil Engineering and Architecture** Combined with Engineering Science(171815), utilizes business and industry technical standards and a math, science, and technology framework to introduce concepts of pre-engineering related to civil engineering and architecture in the Project Lead the Way model and leads to post-secondary articulation.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171818	**Fuel Cell Technologies** Combined with Engineering Technologies – Emerging (subject code 171815), utilizes business and industry technical standards and a math, science, and technology framework to introduce concepts of pre-engineering related to fuel cell types, materials, function, and design in the Project Lead the Way model and leads to post-secondary articulation.	CTA, TEC	—
171819	**Materials Joining Technologies** Combined with Engineering Technologies – Emerging (subject code 171815), utilizes industry technical standards and a math, science, and technology framework to introduce concepts of pre-engineering related to robotics, material science and nanofabrication in welding in the Project Lead the Way model and leads to post-secondary articulation.	CTA, TEC	—
172000	**Chemical Laboratory Assisting** Specialized classroom and laboratory experiences organized to prepare a person to perform the quantitative, qualitative, and analytical analysis of human or naturally occurring substances in a chemical laboratory.	CTA, TEC	—
172004	**Industrial Lab Assisting** Specialized classroom and laboratory experiences organized to prepare a person to perform the quantitative, qualitative and analytical analysis of human or naturally occurring substances in an industrial laboratory.	CTA, TEC	—
175000	**Biomedical Science** Utilizing business and industry, mathematics, science and technology standards, introduces concepts of biomedical science including principles of the biomedical sciences, human body systems, medical interventions, and science research. This is a Project Lead the Way program only.	CTA	—
170007	**Engineering Systems** Combined with specialization competencies utilizing business and industry technical standards and a math, science, ELA, technology and business process framework, develops technical literacy in engineering and science leading to pathways in the engineering and science career field.	CTA, TEC	—
171600	**Energy Science** Utilizing industry standards and a math, science, ELA and a technology framework introduces concepts of solar, wind, fossil fuel, nuclear, geothermal, biomass, and fuel cell energy and leads to post-secondary.	CTA, TEC	—
171810	**Engineering Technology** Combined with the first course in the pathway and utilizing business and industry technical standards and a math, science, ELA, technology framework, introduces concepts of engineering related to mechanical, electrical and industrial engineering and leads to post-secondary education.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
171820	**Biotechnical Engineering** Combined with Engineering Science (subject code 171815), utilizes business and industry technical standards and a math, science, and technology framework to introduce concepts of biotechnical engineering, genomics, bioprocesses, agricultural, environmental, and biomedical science in a problem-based format.	CTA, TEC	—
171825	**Engineering Design and Development** Combined with Engineering Science (subject code 171815) and an elective Project Lead the Way Course introduces concepts of formal research and design in the construction of a solution to an engineering or societal problem.	CTA, TEC	—

Table 7. Career Field 07: Finance Codes (14xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140025	**Finance Career Field Course** This career field specialization course is based upon the Finance CFTCS and includes content that crosses all pathways of the career field. It is the basics course that leads to specialization in one of the career pathways of Accounting or Financial Services.	CTA, BUS	—
140100	**Accounting (Career Technical)** Prepares students for careers that record, classify, summarize, analyze and communicate a business's financial information and business transactions. Accounting includes such activities as bookkeeping, systems design, and analysis and interpretation of accounting information. Sample occupations include: certified public accounting (CPA), auditor, financial accountant, accounting clerk, treasurer, bookkeeper, forensic accountant, and international accountant.	CTA, BUS	—
140110	**Financial Services** Prepares students for careers in banking, securities and investments, and insurance. Activities include accepting deposits, lending funds and extending credit, banking services, investments, mortgages and loans, investments, real estate, and insurance. Sample occupations include: loan officer, branch manager, investment banker, financial planner, bank teller, personal financial advisor, real estate broker, and credit analyst.	CTA, BUS	—

Table 8. Career Field 08: Government and Public Administration Codes (090230, 360230)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090230	**Government and Public Administration** Prepare students for careers in government and public administration at the local, county, state and federal levels. Areas of study include public management and administration, revenue and taxation, regulation, homeland security, foreign service and environmental policy and resource management.	CTA	—
360230	**Government and Public Administration** Students will focus on those careers that are inherent to government, as well as other career fields that are utilized in a government and public administration context.	CTA	—

Table 9. Career Field 09: Health Science Codes (07xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
070001	**Foundation for Health Careers** A 9th and/or 10th grade Career Pathway foundations course leading to Health Services career majors. Curriculum must be based on the integrated technical & academic competencies (ITAC) for health careers.	CTA	—
070005	**Health Science** Utilizing business and industry technical standards and a math, science, ELA, technology, and business process framework combined with specialized competencies develops technical literacy in the Health Science Career Field leading to pathways in Clinical Healthcare Services, Health Information Management, Health Support Services and Bioscience Research & Development and specialization areas (e.g. physical therapy, dental assisting, medical assisting, nursing, radiology, surgical technology, etc.) with post-secondary articulation.	CTA	—
070101	**Dental Assistant** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and laboratory experience to assist the dentist in the dental operatory, clerical functions, and selected dental laboratory work.	CTA	—
070103	**Dental Laboratory Technology** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces subject matter and experiences in producing restorative appliances authorized by a dentist.	CTA	—
070203	**Medical Laboratory Technology** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences to perform diagnostic analytic laboratory tests including phlebotomy techniques.	CTA	—
070204	**Phlebotomy** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces subject matter and experiences to lead to a recognized, portable credential as a certified phlebotomist.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
070302	**Practical Nursing** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes subject matter and supervised clinical experiences to provide direct nursing care under the supervision of a registered nurse, licensed physician, dentist, or chiropractor.	CTA	—
070303	**Nurse Assisting** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and clinical experiences in the care of individuals under the supervision of a nurse.	CTA	—
070305	**Surgical Technology** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences as a general assistant on the surgical team in the operating suite.	CTA	—
070307	**Home Health** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences to assist elderly, convalescent, or handicapped in their homes for daily living needs.	CTA	—
070410	**Exercise Science/Sports & Recreation Healthcare** Utilizing business and industry technical standards and math, science, ELA, and technology framework, in the study of organ systems, study of movement & associated functional response and adaptations, understand scientific basis underlying exercise-induced physiological responses in athletic training, biomechanics, exercise physiology and nutrition for the prevention, diagnosis and treatment of injuries.	CTA	—
070603	**Optometric Occupations** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experience to prepare, assemble, and/or fit corrective lenses prescribed by a physician, optometrist or optician.	CTA	—
070904	**Medical Assistant** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experience to perform functions and procedures concerned with the diagnosis and treatment of patients under the supervision of a physician.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
070906	**Community Health Aide** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experience to serve as a liaison between professional health workers and the recipients of health services.	CTA	—
070912	**Pharmacy Assisting** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experiences to work in a pharmacy under the supervision of a pharmacist.	CTA	—
070913	**Health Unit Coordinator** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences to manage components of non-patient care activities in health care facilities.	CTA	—
071100	**Clinical Health Care Services** Combined with specialized competencies and utilizing business and industry technical standards with a math, science, ELA, social studies and technology framework involved in changing the health status of a patient/client over time through performance of tests or evaluations to identify the presence or absence of illness or injury that creates a picture of the health status of an individual at a single point of time.	CTA	—
070994	**Patient Care Technician** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences to perform clinical skills such as blood collection, EKGs, catheterization, recording vital signs and patient treatments, and other tasks related to patient care in a variety of healthcare environments under the direct supervision of a registered nurse or other medical professionals.	CTA	—
070998	**Diversified Health Occupations (DHO)** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences for basic entry-level knowledge and skills required for a variety of careers in the Healthcare field.	CTA	—
074820	**Diagnostic Pathway** A clustered program utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experiences in health careers that focus on diagnostic procedures to determine status of body functions/systems, cause and nature of diseases and disorders.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
074830	**Therapeutic Pathway** A clustered program utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes concepts, subject matter and experiences in health careers that focus on care and treatment of individuals for the promotion and maintenance of wellness; prevention and treatment of physical, mental and emotional disorders.	CTA	—
074840	**Health Support Pathway** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences for health support services careers, including operation, resource management, esthetics and aseptic procedures of the physical plant to ensure a healthy and well equipped environment in healthcare.	CTA	—
074850	**Biotechnology** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts and subject matter in classroom and laboratory experiences in the bioprocesses of organisms, cells or their components to create products or solve problems. Program concentrates on biomedical, environmental, pharmaceutical, bioinformatics and bioethics.	CTA, TEC	—
074890	**Health Information Management Services** A clustered program utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and experiences for health careers that focus on compilation, maintenance and retrieval of records, reports and statistical data on health services.	CTA, TEC	—
079960	**Diversified Cooperative Health Occupations (DCHO)** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts, subject matter and work-based experiences as a cooperative educational program in multi-occupational areas of health care.	CTA	—

Table 10. Career Field 10: Hospitality & Tourism Codes (04xxxx, 09xxxx, 33xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
041118	**Hospitality and Tourism (Career Technical)** Preparation for marketing occupations in all aspects of the travel and tourism industry.	CTA, BUS	—
090203	**Culinary Arts & Food Service Management** Preparation for employment in management, production and service positions in the hospitality and tourism industry.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090205	**Hotels and Resorts** Preparation for employment in service and management positions in the hospitality management, lodging and institutional care in the hospitality and tourism industry.	CTA	—
330005	**Culinary and Food Service Operations** Educational programs in Culinary and Food Service Operations prepare learners for careers in the art and science of food preparation and presentation.	CTA	—
330010	**Lodging** Preparation for careers in the management, marketing and operations of lodging facilities.	CTA, BUS	—
330015	**Introduction to Hospitality and Tourism** Preparation for careers requiring broad, cross-functional knowledge of marketing, management and operations of restaurants, and other food services, lodging, destination marketing organizations, attractions, meetings and events, transportation and travel-related services.	CTA, BUS	—
330020	**Travel and Tourism** Educational programs in travel and tourism prepare learners for careers in management, marketing and operation of destination marketing organizations, attractions, meetings and events, transportation, and travel related services.	CTA, BUS	—

Table 11. Career Field 11: Human Services Codes (09xxxx, 17xxxx, 99xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
172600	**Human Services** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts in Human Services leading to pathways in Family & Community Services or Personal Care Services.	CTA	—
172605	**Family and Community Services** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, introduces concepts in the Family and Community Services Pathway such as unemployment, substance abuse, aging and physical, emotional and cognitive disabilities, domestic violence, physical/emotional abuse, poverty and community resources.	CTA	—
090001	**Human Resources/Services Foundation** A career pathway foundations course which leads to one of the Human Resources/Services career majors.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
172602	**Cosmetology** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction includes variety of beauty treatments including care and beautification of the hair, complexion, hands and feet.	CTA	—
172601	**Barbering** Utilizing business and industry technical standards, math, science, ELA, social studies and technology with a business process framework, instruction and clinical experiences includes haircutting and styling, shaving and massaging with emphasis on hygiene, skin and scalp diseases, and sterilization of instruments and utensils.	CTA	—
990371	**Vocational Job Training Coordinating** A specialized community based job training program for students with disabilities who are unable to successfully participate in regular career-technical education programs even when adjusted programs and supplemental aides or specialized supportive personnel are available. The program utilizes a job training coordinator to match specific jobs in the community to the individual student's skills. Job coach services must be made available to assist the students to gain the skills necessary for the job. Students must be at least sixteen years old and this program must be identified on the student's individualized educational program (IEP).	CTA	—

Table 12. Career Field 12: Information Technology Codes (14xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140200	**Information Technology I (Career Technical)** This course is designed to serve as the first course in a Career-Technical program in information technology. Based on information technology basics (9th and 10th grade competencies) and other fundamental skills drawn from it WORKS.OHIO, the Ohio Career Field Technical Content Standards for Information Technology, this course must lead to a specialized program in Information Support and Services, Network Systems, Programming and Software Development or Interactive Media.	CTA, BUS, TEC	—
140210	**Information Support and Services (Career Technical)** An instructional program that provides training for careers dealing in information technology deployment and information systems management and support.	CTA, BUS, TEC	—
140220	**Network Systems (Career Technical)** An instructional program that provides training for careers in communication network systems planning, administration, and management.	CTA, BUS, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
140230	**Programming and Software Development (Career Technical)** An instructional program that provides training for careers dealing with hardware and software programming to design, develop, and implement computer systems and software.	CTA, BUS, TEC	—
140240	**Interactive Media (Career Technical)** An instructional program that provides training in the area of interactive multi-media development that includes creating, designing, and producing interactive multimedia products and services and digitally-generated or computer-enhanced media.	CTA, BUS, TEC	—

Table 13. Career Field 13: Law & Public Safety Codes (17xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
172801	**Fire Fighter Training** Utilizing business and industry, math, science and technology standards, provides concept of paid, full-time firefighter. The training program must be chartered through the Ohio Department of Public Safety or have an agreement with a chartered fire fighter training program.	CTA	—
172802	**Criminal Justice** Utilizing business and industry, math, science and technology standards, introduces concept of training provided by officially designated law enforcement agencies. The program must be certified by the Ohio Peace Officers Training Commission.	CTA	—
172808	**Private Security** A one-year program utilizing business and industry, math, science and technology standards, introduces concept of physical and personal security, internal loss and facility access.	CTA	—
172809	**Fundamentals of Public Safety** This course is designed to introduce foundational competencies common to all public safety career pathways. Curriculum is based on the Career Cluster ITACs of Human Resources/Services.	CTA	—
172810	**Career Paths for the Law Profession** Utilizing business and industry, math, science and technology standards, introduces knowledge and skills to prepare students for entry level, technical and professional career options within the law and public administration professions.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
172811	**Emergency Medical Technician – Secondary** Utilizing business and industry, math, science and technology standards, instructs~~This course is designed to instruct~~ to the level of EMT-Basic. This course must include the Ohio Department of Public Safety approved EMT-Basic curriculum and be provided through an accredited ODPS provider. This course is a minimum of 450 hours with the ODPS curriculum limited to the senior level.	CTA	—
172812	**Public Safety – Core** Utilizing business and industry, math, science and technology standards, introduces concept of knowledge and skills applicable to public safety careers, e.g., Firefighter, EMT-Basic, and Criminal Justice. This course is to be taught only in conjunction with an approved senior level specialized public safety program.	CTA	—
172815	**Criminal Science Technology** Utilizing business and industry standards as framework for application of clinical and criminal laboratory science, evidentiary testing & analysis, study of society's formal control system, investigative techniques, criminal law, criminal process, administration of Justice System, computer applications, record-keeping, and reconstruction techniques.	CTA	—

Table 14. Career Field 14: Manufacturing Technologies Codes (17xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
170360	**Manufacturing Operations** Utilizing business and industry, math, English, science and technology standards, introduces the concepts of Manufacturing Operations; management, process and product quality assurance, logistics, maintenance, manufacturing costs, marketing, safety and health.	CTA	—
170370	**Automation & Robotics** Utilizing business and Industry, math, English, science and technology standards, introduces concepts of Automation and Robotics technologies: Computer Numerical Control (CNC), Data Acquisition and Analysis, Electrical/Electronic controls, Fluid Power, Robotics and Programmable Logic Controllers (PLC).	CTA	—
170002	**Manufacturing Foundations** A one-year 9th and/or 10th grade course that is a component of a series of academic, technological, employability and occupational courses leading to a career major in manufacturing. Curriculum must be based on the ITAC for manufacturing.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
170006	**Manufacturing Technologies** Combined with specialization competencies utilizing business and industry technical standards and a math, science, ELA, technology, and business process framework, develops technical literacy in manufacturing systems, leading to pathways in manufacturing operations, product design and material production and post-secondary articulation.	CTA, TEC	—
170050	**Workforce Readiness Program** Classroom and laboratory experiences designed for students who are not prepared for the rigors of occupationally specific workforce development programs. Content includes elements of laboratory experiences from one or more Industrial and Engineering Systems programs offered in the district.	CTA	—
170200	**Appliance Repair** Classroom and laboratory learning experiences concerned with the diagnosis, repair, and maintenance of major home appliances.	CTA, TEC	—
171012	**Integrated Systems Technology** Utilizing business and industry, math, science and technology standards, introduces concept of the maintenance of machinery and mechanical equipment of an industrial plant or factory.	CTA	—
171300	**Manufacturing Design and Development** Utilizing business and industry, math, English, science and technology standards, introduces concepts of Design and Development Technologies: Design Process, Teamwork and Project Management, Marketing, Technical Applications, Modeling, Materials and Quality Assurance.	CTA, TEC	—
171503	**Electronics** Utilizing business and industry, math, science, and technology standards, introduces concepts of electronic theory and practice.	CTA, TEC	—
172302	**Precision Machining** Utilizing business and industry, math, science, and technology standards, introduces concepts related to set-up and operation; and the control of various metal working equipment.	CTA, TEC	—
172303	**Manufacturing Occupations** Specialized one-year program to prepare a semi-skilled worker for entry-level positions in diverse manufacturing occupations not specifically addressed in the OCAP, TCPs, or ITACs.	CTA, TEC	—
172306	**Welding and Cutting** Utilizing business and industry, math, science, and technology standards, introduces concepts of metal welding, brazing and flame cutting.	CTA, TEC	—

Table 15. Career Field 15: Marketing Codes (04xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
040115	**Entertainment Marketing (Career Technical)** Preparation for marketing in radio and TV broadcasting, performing arts and related media.	CTA, BUS	—
040805	**Introduction to Marketing** Broad preparation for careers that help identify and understand target audience needs and wants, generate demand, or get a good, service or idea to that audience. This can be the first course for all marketing, business administration or hospitality and tourism pathways.	CTA, BUS	—
040810	**Marketing Management** ~~and Research (Career Technical)~~ Educational programs in marketing management prepare learners for careers requiring broad, cross-functional knowledge of marketing and management. These functions include supply-chain management, marketing-information management, pricing, product/service management, marketing communications, and selling.	CTA, BUS	—
040815	**Marketing Communications** Preparation for careers that inform, remind, and/or persuade a target audience including advertising, public relations, and multimedia marketing communications.	CTA, BUS	—
040820	**E-Commerce Marketing (Career Technical)** Preparation for ~~T~~the development and implementation of e-commerce marketing activities for businesses conducting transactions in an on-line environment.	CTA, BUS, TEC	—
040830	**Marketing Technology (Career Technical)** Preparation for marketing careers focused on product/service planning, financing, promotion, distribution, information management, pricing and selling.	CTA, BUS	—
040840	**Sports Marketing** Preparation in the marketing functions as they relate to the sports industry. Included are recreational, collegiate and professional sports and the licensing, endorsement, venue and sponsorship issues common to the industry.	CTA, BUS	—
041900	**Acquisition and Logistics (Career Technical)** Preparation for the strategic operation and management of marketing systems with emphasis on logistics components, including purchasing and warehousing.	CTA, BUS	—
044110	**Entrepreneurship** Preparation for starting new ventures that create, power and change business activity – meaning new markets, new products, new production methods and new businesses.	CTA, BUS	—
044100	**Introduction to Entrepreneurship** Preparation for the early business stages of starting new ventures that create, power and change business activity – meaning new markets, new products, new production methods and new businesses.	CTA, BUS	—

Table 16. Career Field 16: Transportation Systems Codes (17xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
170350	**Transportation Systems** Combined with specialization competencies utilizing business and industry technical standards and math, science, ELA, technology, and business process framework, develops technical literacy in transportation systems, leading to pathways in ground and air transportation and post-secondary articulation.	CTA	—
170004	**Transportation Foundations** A one-year 9th and/or 10th grade course that is a component of a series of academic, technological, employability and occupational courses leading to a career major in the area of transportation. Curriculum must be based on the ITAC for transportation.	CTA	—
170301	**Auto Collision Repair** Specialized learning experiences concerned with all phases of the repair of damaged vehicle bodies and frames. Areas of Instruction may include: Paint and Refinishing, Mechanical/Electrical Repair, Structural and Non-Structural Repair.	CTA, TEC	—
170302	**Auto Technology** Learning experiences involving the service and repair of the mechanical components of the vehicle. The focus of the program will be in the ASE areas of Electrical/Electronic Systems, and Suspension and Steering, Brakes and Engine Performance.	CTA, TEC	—
170303	**Auto Specialization** Specialized learning experiences that involve more intensive training in a single automotive system. Examples may include Automotive Detailing, Custom Car Prep, High Performance, Alternative Fuel, Engine Repair, Transmission Service.	CTA, TEC	—
170400	**Aviation Occupations** Classroom and practical experiences that include instruction relating to aircraft maintenance, operation, and ground support. Instructor and program must be certified by the Federal Aviation Administration (FAA).	CTA, TEC	—
170401	**Aircraft Maintenance** This is the official FAA – Aviation Maintenance Air Frame and Powerplant Course. 1800 hour program. Instructor and program must be certified by the Federal Aviation Administration (FAA) in airframe and power plant.	CTA, TEC	—
170403	**Ground Operations** This program is geared toward the Airport Environment and activities concerning the ground support of commercial aircraft, terminal and hanger activities.	CTA, TEC	—
171200	**Medium/Heavy Truck Technician** This program focuses on the service and repair of trucks. Instruction includes the diagnosis, maintenance and repair of diesel engines operational systems. ASE areas of concentration are: Diesel Engines, Suspension and Steering, Brakes, Electrical/Electronic Systems and Preventive Maintenance Inspection.	CTA, TEC	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
173100	**Power Equipment Technology** Training in this program focuses on 2 and 4 cycle gasoline powered engines and their use in outdoor power and recreational equipment. This includes the basic service and preventative maintenance of equipment.	CTA, TEC	—
179960	**Diversified Cooperative Training (DCT)** This is a specialized program designed for high school students who are at least 16 years of age and are in their final year of high school.	CTA	—

CAREER BASED INTERVENTION SECTION

Table 17. Career Based Intervention (CBI) Codes (25xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
250510	**CBI Language Arts** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with course type "V3".)	ENG	Language Arts
250519	**CBI Reading** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with course type "V3".)	ENG	Reading
251110	**CBI Mathematics** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with course type "V3".)	MTH	Mathematics
251310	**CBI Science** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with course type "V3".)	SCI	Science
251510	**CBI Social Studies** Content based on academic content standards; for CBI students facing academic barriers. (These courses are always reported in EMIS with course type "V3".)	SOC	—
252525	**Career Based Intervention** CBI programs are designed for students ages 12 through 21 in grades 7 through 12 who are identified as disadvantaged (either academically or economically or both) and who have barriers to achieving academic and career success. The goals of the program are to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for postsecondary education and/or careers.	CTA	—

CAREER DEVELOPMENT SECTION

Table 18. Career Development Codes (99xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
990361	**Entrepreneurship (Career Technical)** Exploring owning your own business.	CTA	—
990362	**Employability Skills (Career Technical)** Work related skills for entering, competing and advancing in a changing work world.	CTA	—

FAMILY AND CONSUMER SCIENCES (CAREER TECHNICAL) SECTION

Table 19. Work & Family Studies Codes (09xxxx)

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090101	**Personal Development** Practical problems related to taking responsibility for self and others; building self-esteem; building relationships with family and others; managing stress and conflict; and planning for future careers.	CTA	—
090102	**Parenting and Child Development (9-12)** Practical problems related to parenting roles and responsibilities; taking responsibility for personal growth within the parenting role; preparing for parenthood; meeting developmental needs of children and adolescents; building positive parent-child relationships; using guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior in children and adolescents; accessing sources of parenting information, support, and assistance; and planning ways that families and society can share in nurturing children and adolescents.	CTA	—
090106	**Family Relations** Practical problems related to nurturing human development throughout the life span; forming one's own family; building and maintaining healthy family relationships; developing positive communication patterns; dealing effectively with family stresses, conflicts, and crises; managing work and family roles and responsibilities, and responding to social forces that influence families.	CTA	—
090107	**Nutrition and Wellness (9-12)** Practical problems related to making choices that promote wellness and good health; evaluating and controlling influences on food choices; obtaining and storing food; preparing and serving nutritious meals and snacks; and selecting and using equipment for food preparation.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090108	**Resource Management** Practical problems related to managing resources to achieve personal and family goals; making informed consumer choices; creating and maintaining a living environment; selecting, obtaining and maintaining clothing; making food choices; and preparing and serving nutritious food.	CTA	—
090111	**Life Planning (9-12)** Practical problems related to developing a life-management plan for life beyond high school; caring for self and others; building and maintaining constructive interpersonal relationships and strong functional families; planning to assure career success; and coordinating personal and career responsibilities.	CTA	—
090112	**Life Planning with Career Mentorship (9-12)** Life Planning course with a career mentorship (work-based learning) experience attached. Student experience must include local documentation of ITAC competency achievement and follow established guidelines for program design.	CTA	—
090185	**Middle School Work and Family Life (7-9)** Focuses on helping middle school students develop self-responsibility and competence dealing with the practical problems of early adolescence. Content is drawn from two to four of the following content areas: Career, Community and Family Connections; Consumer and Family Resources; Family; Interpersonal Relationships; Nutrition and Wellness; and Parenting. Career, Community and Family Connections provides an ideal context for career exploration and the development of the Individual Career Plan (ICP).	CTA	—
090192	**GRADS – Minimum Intervention/Follow-up** Graduation, Reality and Dual-role Skills (GRADS) is an instructional and intervention program for pregnant and parenting students, male and female. An in-school instructional program for pregnant and parenting students, grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
090193	**GRADS – Alternative Structure** Graduation, Reality and Dual-role Skills (GRADS) is an instructional and intervention program for pregnant and parenting students, male and female. An in-school instructional program for pregnant and parenting students, grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies.	CTA	—
090194	**GRADS – Class Structure** Graduation, Reality and Dual-role Skills (GRADS) is an instructional and intervention program for pregnant and parenting students, male and female. An in-school instructional program for pregnant and parenting students, grades 7-12. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are for the student to remain in school, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain orientation to work, set goals toward balancing work and family, and delay subsequent pregnancies.	CTA	—
090700	**Consumer and Financial Literacy** Students will learn how to manage money, set goals, understand needs and wants, develop spending plans that fit different careers, and make financial decisions based on the impact of advertising and practice good consumer responsibilities.	CTA	—
091025	**Child Development** Provide students with knowledge of how parents and child care providers meet the needs of infants and young children to provide for healthy growth and development. Prominent theories of child psychology will be studied.	CTA	—
091050	**Financial Management I** Course provides students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy.	CTA	—
091051	**Financial Management II** Course helps students evaluate resources, financial institutions and services that meet individual, family and business goals, protect financial health including credit and debit, prevent loss of assets, and advocate public policy issues that impact financial well-being.	CTA	—

Subject Code	Description	Suggested Subject Area for Credit	Core Subject Area (for HQT)
091400	**Career Search I** Update IACP plans, practice job skills, and interpret career and workplace issues. Demonstrate how academic achievement influences personal and career growth, conflict resolution techniques and apply social skills that lead to effective school, career and family relationships that lead to a healthy, caring and responsible citizen.	CTA	—
091401	**Career Search II (Includes Mentorship)** Areas of study would include assessing career plans, managing job searches, and examining career and workplace issues, develop essential interpersonal skills, communication skills and workplace related skills. The course has a mentorship experience attached.	CTA	—
091410	**Transitions and Careers** Students develop personal assets of a healthy, responsible citizen and family member who are responsible for their academic, career and personal growth.	CTA	—
090050	**Healthy Food – Middle School** Provide students with the knowledge to evaluate good food choices and develop a plan for maintaining healthy weight. Demonstrate proper food handling, food preparation and apply safe kitchen practices.	CTA	—
091077	**Healthy and Safe Food** Develop practical problem solving that influences cultural and social factors that affect the body weight and healthy lifestyles. Demonstrate safe food-handling practices related to food-borne pathogens and kitchen environments.	CTA	—
091200	**Healthy Living** Develop practical problem solving that influences cultural and social factors that affects the body weight and healthy lifestyles. Demonstrate safe food-handling practices related to food-borne pathogens and kitchen environments. Use time management strategies, decision-making skills, peer pressure and multi-cultural awareness that relate to educational, work and family goals that sustain productive, meaningful lifestyles.	CTA	—
091300	**Managing Transitions** Assess values and resources that support lifestyle goals, effective time management plans, stress management, multicultural awareness that sustains a productive, meaningful lifestyle. Choose resources that meet individual, family and business financial goals, credit and debt issues, techniques to prevent financial loss of assets conflict resolution and public policy that impact financial well-being.	CTA	—

FY 2010 Conversion from Course Type to Course Attribute Elements

Old Course Type	New Course Attribute Elements			
	Curriculum (CN310)	Delivery Method (CN320)	Educational Options (CN330)	Student Population (CN340)
VV1—Anchor	VN	FF	NO	RG
VV2—Coop	VC	FF	NO	RG
VT1—Tech Prep	VT	FF	NO	RG
VV3—Related	V3	FF	NO	RG
VA1—Academic	VA	FF	NO	RG
V00—Interactive Distance Learning	VO	ID	NO	RG
V91—CT Contract	V9	FF	NO	RG
V99—All Other Vocational Programs	OT	FF	YS	RG

Curriculum Element—The curriculum source/model/program for a specific course.

- **VT—Career Technical Education Tech Prep Anchor**
  Establishes a class as Tech Prep. This curriculum value defines the anchor class that will be used to determine Tech Prep program enrollment either as an independent class or for a set of connected classes. Tech Prep is a high school and college career path linked to business, industry and labor that ensures a specified seamless pathway from high school to college to careers meeting Ohio's technological employment needs.

- **V3—Career Technical Education Related/Correlated**
  Designates a class as a career-technical education course. Use with all career technical classes not identified as an anchor class (see VC, VN, or VT). Must be connected with an anchor class (VC,VN, or VT) in the Career Technical Education Correlated Class Records. The curriculum element is used for career field workforce development courses when the course is part of a career field workforce development program.

- **VA—Career Technical Education Applied Academic**
  Used to designate a class as a high school academic class that is integral to the career field workforce development program and which only enrolls students who are enrolled in a career field workforce development program (VC, VN, or VT)

- **VC—Career Technical Education Cooperative Program Anchor**
  Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site based instruction. All VC classes MUST be connected with at least one V3 class.

- **VN Career Technical Education Non-Cooperative Based Anchor**
  Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with all non-cooperative based programs (i.e., all students are not involved in paid work-site based instruction.)

- **V9—Career Technical Education Contract Program**
  Used to designate a career technical program that is contracted to a source outside the school district's realm. Limited availability—must be approved.

- **VO—Career Technical Education Not Specifically Covered by Another CTE Option**
  Instruction designed specifically to serve CTE students. A career-technical program that cannot be described by one of the other Vx curriculum values. This course does not qualify for career-technical weighted funding.

Delivery Method—Identifies the means by which instruction is provided/communicated to the student(s) in the course.
- **FF—Face to Face Classroom Instruction**
  Instruction where the teacher and students are face to face in the same physical location.

- **ID—Interactive Distance Learning**
  Instruction where the course is provided via interactive video with a teacher at a remote site. (Programs using this delivery method do not qualify for CT weighted funds.)

- **OL—Online**
  Instruction between a pupil and an instructor by electronic media other than interactive video. (Programs using this delivery method do not qualify for CT weighted funds.)

(Note: Additional delivery method options are available in the 2010 EMIS Manual)

Educational Option Element—Identifies the Educational Option status for a course per Ohio Administrative Code 3301-35-06 (G).
- **NO**
  Not an Educational Option Course
- **YES**
  Course is an Educational Option Course

Student Population—Identifies students served in course.
- **RG—Regular Student**
  Students who are not identified as either gifted or special needs or for classes that consist of a mixture of students.

CURRICULUMN ELEMENT OPTIONS

VA   Career Technical Education Applied Academic

Used to designate a class as a high school academic class that is integral to the career field workforce development program and which only enrolls students who are enrolled in a career field workforce development program (VC, VN, or VT).

With a few exceptions, this curriculum value can be reported with most high school mathematics (11xxxx), science (13xxxx), English/language arts (05xxxx) and social studies (15xxxx) courses.

Below is a list of high school courses which should not have this curriculum value reported as they do not qualify for funding. These courses are remedial/intervention in nature. These courses are to prepare students to retake test(s) or to take high school level courses.
- 050014 – Intervention English
- 050119 – Intervention Reading
- 111950 – Intervention Mathematics
- 110190 – Transition to High School Mathematics
- 132900 – Intervention Science
- 150400 – Intervention Social Studies

This curriculum value is NOT TO BE USED for Career Based Intervention (CBI) academic courses.

VC   Career Technical Education Cooperative Program Anchor

Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with cooperative programs only. Cooperative programs are those requiring all students to be involved in PAID work-site based instruction. A teacher may teach more than one anchor class IF individual classes are taught with separate and generally unique student enrollment. All VC classes MUST be connected with at least one V3 class in the Career-Technical Education Correlated Class Record.

VN   Career Technical Education Non-Cooperative Based Anchor

Establishes a class as an anchor class. Anchor classes define the class that will be used to determine program enrollment either as an independent class or for a set of connected classes. Use this code with all non-cooperative based programs (i.e., all students are not involved in paid work-site based instruction).A teacher may teach more than one anchor class if individual classes are taught with separate and generally unique student enrollment.

VT   Career Technical Education Tech Prep Anchor

Establishes a class as Tech Prep. This curriculum value defines the anchor class that will be used to determine Tech Prep program enrollment either as an independent class or for a set of connected classes. Tech Prep is a high school and college career path linked to business, industry and labor that ensures a specified seamless pathway from high school to college to careers meeting Ohio's technological employment needs.

Only those students in a State approved Tech Prep Program (reported as a VT curriculum value) AND reported using the Tech Prep Program Code (305005) will be counted toward Tech Prep Enrollment. Districts may
(a) enroll only Tech Prep Students or
(b) enroll both career-technical and tech prep students.

In either case, districts must report all students identified as tech prep students by using the tech prep program code.

The VT curriculum value should not be used for 9th and 10th grade portions of a pathway leading to a tech prep program (except for subject code 171815 Engineering Technologies – Emerging, 9th and 10th grade students may be reported as tech prep students (program code 305005)). A list of state approved tech prep programs can be found at the ODE career-technical website. For all VT enrollment exceptions, see a document entitled Career-Technical Education Programming and EMIS Reporting. This document can be located under Resources and Tools for EMIS as well as on the CTE section of ODE's website.

V3   Career Technical Education Related/Correlated

Designates a class as a career-tech course. Use with all career-tech classes not identified as an anchor class. Must be connected with an anchor class (VC, VN or VT) in the CTE Correlated Class Records This curriculum type is used for career field work-force development courses when part of the career field workforce development program and for academic courses when a part of a Career Based Intervention (CBI) program. The curriculum value is also used to designate GRADS (090194, 090193 or 090192) instructional support time.

2009-2010

Career-Based Intervention

Program Matrix

Career-Based Intervention Program Matrix, 2009-2010

The Career-Based Intervention (CBI) Program Matrix, developed by the Office of Career-Technical Education, is a reference for program-specific EMIS reporting information.

Subject Code: The six (6) digit subject code for the program/course.

Subject Name: The program/course name used by the Ohio Department of Education, Office of Career-Technical Education (CTE). School districts may use different program/course names locally.

Ohio CTE Content Standards: The competencies identified by state-level stakeholder groups that identify what students should know and be able to do. Local courses of study must be based on the Core Integrated Technical and Academic Competencies (ITAC). *ITAC competencies developed for the Ohio Department of Education are now available in PDF at www.eric.ed.gov. The database can be searched by author, title, and subject.* **Document ED444000**

CTE Technical Assessments: Career-Based Intervention does not *yet* have a technical assessment requirement for the program/course.

Possible Curriculum **Codes**: Curriculum code identifies the curriculum source/model/program for a specific course and must be identified in EMIS. A list of career-technical curriculum types and their definitions is available in the EMIS manual, Chapter 3. Go to www.education.ohio.gov, keyword: *EMIS Manual.*

Course Hours: The number of hours the course is to be offered.

CTSO: Career-Technical Student Organization that is appropriate for the program/course.

Additional Resources: to assist with program design and implementation, available at www.education.ohio.gov, keyword: *CBI.*
- *Career-Based Intervention Program Manual of Operations* – a complete guide for parameters of a CBI program
- *Career-Based Intervention Model Course of Study*

Suggested changes made by Enright, 11/30/09.

Career-Based Intervention Program Matrix, 2009-2010

Subject Code	Subject Name	Content Standards	Technical Assessment	Possible Curriculum Codes (for EMIS)	Course Hours	CTSO
252525	Career Based Intervention	Core ITAC for Career-Focused Education (refer to NOTE on page 2)	N/A	VN VC V3	120 hours minimum	CBI-Career Connections student activities
250510[1]	Career Based Intervention Language Arts	English Language Arts Academic Content Standards	N/A	V3	120 hours minimum	CBI-Career Connections student activities
250519[2]	Career Based Intervention Reading	English Language Arts Academic Content Standards	N/A	V3	120 hours minimum	CBI-Career Connections student activities
251110[3]	Career Based Intervention Mathematics	Mathematics Academic Content Standards	N/A	V3	120 hours minimum	CBI-Career Connections student activities
251310[4]	Career Based Intervention Science	Science Academic Content Standards	N/A	V3	120 hours minimum	CBI-Career Connections student activities
251510[5]	Career Based Intervention Social Studies	Social Studies Academic Content Standards	N/A	V3	120 hours minimum	CBI-Career Connections student activities

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[1] If teacher does not have 049801 or 179801 endorsement, use 05XXXX subject code
[2] If teacher does not have 049802 or 179804 endorsement, use 05XXXX subject code
[3] If teacher does not have 049800 or 179800 endorsement, use 11XXXX subject code
[4] If teacher does not have 049810 or 179805 endorsement, use 13XXXX subject code
[5] If teacher does not have 049812 or 179803 endorsement, use 15XXXX subject code

FY2010 Modified Matrix FCS
Family and Consumer Sciences

Subject Code	Subject Name	Content Standards	End of Course Assessment	EMIS Curriculum Code	Course Hours	CTSO
090101	Personal Development (phased out FY11)	FCS Content Standard	Webxam: Personal Development	VN	60-90 hrs	FCCLA
090102	Parenting (phased out FY11)	FCS Content Standard	Webxam: Parenting	.	60-90 hrs	FCCLA
090106	Family Relations (phased out FY11)	FCS Content Standard	Webxam:Family Relations	VN	60-90 hrs	FCCLA
090107	Nutrition & Wellness (phased out FY11)	FCS Content Standard	Webxam: Nutrition and Wellness	VN	60-90 hrs	FCCLA
090108	Resource Management (phased out FY11)	FCS Content Standard	Webxam: Resource Mgmt	VN	60-90 hrs	FCCLA
0090111	Life Planning (phased out FY11)	FCS Content Standard	Webxam: Life Planning	VN	60-90 hrs	FCCLA
090112	Life Planning/With Career Mentorship (phased out FY11)	FCS Content Standard	Webxam: Life Planning with Career	VN	60-180 hrs	FCCLA
091300	Manage Transitions	Manage Personal Transitions/ Manaage a Life Plan (grade level 9-10)	Webxam:Manage Transition	VN	60-90 hrs	FCCLA
091400	Career Search I	Manage a Life Plan/ Build Relationships/Design a Career Blueprint (grade level 9-10)	Webxam:Career Search I	VN	60-90 hrs	FCCLA
091401	Career Search II (with Mentorship)	Manage a Life Plan/Design a Career Blueprint (grade level 11-12)	Webxam: Career Search II with Mentorship	VN	60-180 hrs	FCCLA

FY2010 Modified Matrix FCS
Family and Consumer Sciences

Subject Code	Subject Name	Content Standards	End of Course Assessment	EMIS Curriculum Code	Course Hours	CTSO
091077	Healthy and Safe Food	Advocate a Healthy Lifestyle/Ensure Safe Foods (grade level 9-10)	Webxam: Healthy and Safe Foods	VN	60-90 hrs	FCCLA
091200	Healthy Living	Advocate a Healthy Lifestyle/Ensure Food Safety (grade level 11-12)	Webxam: Healthy Living	VN	60-90 hrs	FCCLA
091050	Financial Management I	Demonstrate Personal Financial Litercay/Become Consumer Savvy (grade level	Webxam: N/A	VN	60-90 hrs	FCCLA
091051	Financial Management II	Demonstrate Personal Financial Literacy (grade level 11-12)	Webxam: Financial Literacy II	VN	60-90 hrs	FCCLA
091025	Child Development	Nurture and Care for Children (grade level 11-12)	Webxam: Child Development	VN	60-90 hrs	FCCLA
090050	Healthy Foods	Advocate a Healthy Lifestyle/Ensure Food Safety (grade level 7-8)	Culminating Project/Service Learning	VN	60-90 hrs	FCCLA

FY2010 Modified Matrix FCS
Family and Consumer Sciences

Subject Code	Subject Name	Content Standards	End of Course Assessment	EMIS Curriculum Code	Course Hours	CTSO
091410	Transitions and Careers	Build Relationships/Design a Career Blueprint/Manage a Life Plan/Manage Personal Transitions (grade level 7-8)	Culminating Project/Service Learning	VN	60-90 hrs	FCCLA
090700	Consumer and Financial Literacy	Demonstrate Personal Transitions/ Become Consumer Savvy (grade level	Culminating Project/Service Learning	VN	60-90 hrs	FCCLA
090185	Middle School Work and Family Life (phased out FY11)	FCS Content Standard	Culminating Project/Service Learning	VN	60-180 hrs	FCCLA
090192	GRADS (Graduation, Reality, And Dual-role Skills)-Minimum Intervention (phased out FY11)	GRADS OCAP	N/A	VN(V3 for Instructional Support Time)	120-150 hrs per class	FCCLA
090193	GRADS (Graduation, Reality, And Dual-role Skills)-Alternative Structure	GRADS OCAP	N/A	VN(V3 for Instructional Support Time)	48-119 hrs per class	FCCLA
090194	GRADS (Graduation, Reality, And Dual-role Skills)-Daily Class Structure	GRADS OCAP	N/A	VN(V3 for Instructional Support Time)	120-180 hrs per class	FCCLA

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
FY 2010 Career Technical Workforce Development Modified Matrix (All Min CTE Prog Hrs = 450)							
Agricultural and Enviromental Systems	Enviromental and Agricultural Science	010001	VN/60; VT/60; V3/60	FC/CC	No	F	
Agricultural and Enviromental Systems	Animal Bioscience	010150	VN/120; VT/120; V3/60	PC	Yes		
Agricultural and Enviromental Systems	Plant Bioscience	010155	VN/120; VT/120; V3/60	PC	Yes		
Agricultural and Enviromental Systems	Agricultural and Industrial Equipment	010201	VN/120; V3/60, VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Agribusiness and Production Systems	010301	VN/120;VC/240; V3/60; VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Horticulture	010601	VN/120; V3/60; VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Natural Resource Management	010701	VN/120; V3/60; VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Animal Science and Management	010901	VN/120; V3/60; VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Food Science and Technology	011001	VN/120; V3/60; VT/120	PC	Yes	F	
Agricultural and Enviromental Systems	Biotechnology for Food, Plant and Animal Sciences	012000	VN/120; V3/60; VT/120	PC	Yes		
Arts and Communication	Arts and Communication Foundation	040001	VN/60, VT/60, V3/60	FC	No		
Arts and Communication	Commercial Art Occupations	170700	VN/120; VT/120; V3/60	PC	Yes	F	CSUn
Arts and Communication	Commercial Photography Occupations	170900	VN/120; VT/120; V3/60	PC	Yes	F	CSUn
Arts and Communication	Graphic Occupations	171900	VN/120; VT/120; V3/60	PC	Yes	F	CSUn
Arts and Communication	Visual Design and Imaging	340005	VN/120; VT/120; V3/60	PC	Yes		
Arts and Communication	Principles of Arts and Communications	340010	VN/60; VT/60; V3/60	CC	No		
Arts and Communication	Media Arts	340015	VN/120; VT/120; V3/60	PC	Yes		
Arts and Communication	Performing Arts	340020	VN/120; VT/120; V3/60	PC	Yes		
Business and Administrative Services	Business and Management Foundation	140001	VN/60; VT/60; V3/60	FC	No		
Business and Administrative Services	Introduction to Business and Administrative Services	140050	VN/60; VT/60; V3/60	CC	No	M	
Business and Administrative Services	Administrative and Professional Support	140300	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	
Business and Administrative Services	Legal Management and Support	140310	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	
Business and Administrative Services	Medical Management and Support	140320	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	
Business and Administrative Services	Business Management	140800	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	
Construction Technologies	Heavy Equipment Operations (Construction)	171003	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Wood Product Technologies	173601	VN/240; VT/240; V3/120	SC	Yes	F	
Construction Technologies	Construction Foundations	170003	VN/60; VT/60; V3/60	FC	No		CSUn
Construction Technologies	Construction Technologies	170005	VN/60; VT/60; V3/60	CC	No	F	
Construction Technologies	Environmental Control Technologies	170100	VN/120; VT/120; V3/60	SC	Yes		
Construction Technologies	Carpentry	171001	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Electrical Trades	171002	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Brick,Block and Cement Masonry	171004	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Interior Design Applications	171005	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Plumbing and Pipefitting	171007	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Building and Property Maintenance	171011	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Building Technology	171017	VN/120; VC/210; V3/60; VT/120	SC	Yes	F	

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
Construction Technologies	Custodial Services	171100	VN/120; VT/120; V3/60	SC	Yes	F	
Construction Technologies	Construction--Design-Build	171805	VN/120; VT/120; V3/60	PC	Yes	F	
Construction Technologies	Construction--Management	171806	VN/120; VT/120; V3/60	PC	Yes	F	
Education and Training	Career Paths for the Teaching Professions	090011	VN/120; VT/120; V3/60	PC	Yes	M	NSC
Education and Training	Early Childhood Education	090201	VN/120; VC/210; V3/60; VT/120	PC	Yes	M	NSC
Education and Training	Introduction to Education and Training	350001	VT/60; V3/60	CC	No		
Education and Training	Teaching Professions	350011	VN/120; VT/120; V3/60	PC	Yes		
Education and Training	Early Childhood Education	350201	VN/120; VC/210; V3/60; VT/120	PC	Yes		
Engineering and Science Technologies	Engineering Systems	170007	VN/120; VT/120; V3/120	CC	No	F	
Engineering and Science Technologies	Power Transmissions	171402	VN/240; VT/240; V3/120	SC	Yes	F	
Engineering and Science Technologies	Telecommunications	171504	VN/240; VT/240; V3/120	SC	Yes	F	
Engineering and Science Technologies	Energy Science	171600	VN/240; VT/240; V3/120	SC	Yes	F	
Engineering and Science Technologies	Engineering Technologies--Design	171807	VT/240; V3/120	SC	Yes	F	CSUn
Engineering and Science Technologies	Engineering Technologies--Process	171808	VT/240; V3/120	SC	Yes	F	CSUn
Engineering and Science Technologies	Engineering Technologies--Product/Services	171809	VT/240; V3/120	SC	Yes	F	CSUn
Engineering and Science Technologies	Engineering Technology	171810	VN/240; VT/240; V3/120	PC	Yes	F	
Engineering and Science Technologies	Engineering Science (PLTW)	171815	VN/120; VT/120; V3/120	PC	Yes	F	
Engineering and Science Technologies	Computer Integrated Manufacturing (PLTW)	171816	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Civil Engineering and Architecture (PLTW)	171817	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Fuel Cell Technologies (PLTW)	171818	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Materials Joining Technologies (PLTW)	171819	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Biotechnical Engineering (PLTW)	171820	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Computational Science and Engineering (PLTW)	171821	VN/120; VT/120; V3/120	SC	No	F	
Engineering and Science Technologies	Engineering Design and Development (PLTW)	171825	VN/120; VT/120; V3/120	PC	No	F	
Engineering and Science Technologies	Chemical Laboratory Assisting	172000	VN/120; VT/120; V3/60	SC	Yes	F	CSUn
Engineering and Science Technologies	Industrial Lab Assisting	172004	VN/120; VT/120; V3/60	SC	Yes	F	CSUn
Engineering and Science Technologies	Biomedical Science	175000	VN/120; VT/120; V3/120	PC	Yes		
Finance	Finance Career Field Course	140025	VN/60; VT/60; V3/60	CC	No	M	
Finance	Accounting	140100	VN/120; VC/300; V3/60; VT/120	PC	Yes		
Finance	Financial Services	140110	VN/120; VC/300; V3/60; VT/120	PC	Yes		
Government and Public Administration	Government and Public Administration	090230	VT/120; V3/60	PC	Yes		NSC
Government and Public Administration	Government and Public Administration	360230	VT/60; V3/60	CC/PC	Yes		
Health Science	Foundation for Health Careers	070001	VN/60; VT/60; V3/60	FC	No		CSUn
Health Science	Health Science	070005	VN/60, VT/60, V3/60	CC	No	M	
Health Science	Dental Assistant	070101	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Dental Laboratory Technology	070103	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Medical Laboratory Technology	070203	VN/120; VT/120; V3/60	SC	Yes	M	

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
Health Science	Phlebotomy	070204	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Practical Nursing	070302	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Nurse Assisting	070303	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Surgical Technology	070305	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Home Health	070307	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Exercise Science/Sports and Recreation Healthcare	070410	VN/120; VT/120; V3/60	SC	Yes	F	
Health Science	Optometric Occupations	070603	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Medical Assistant	070904	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Community Health Aide	070906	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Pharmacy Assistant	070912	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Health Unit Coordinator	070913	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Patient Care Technician	070994	VN/120; VT/120; V3/60	SC	Yes	M	
Health Science	Diversified Health Occupations (DHO)	070998	VN/120; VT/120; V3/60	SC	Yes	M	CSUn
Health Science	Clinical Health Care Services	071100	VN/120; VT/120; V3/60	PC	Yes	M	
Health Science	Diagnostic Pathway	074820	VT/120; V3/60	SC	Yes	M	
Health Science	Therapeutic Pathway	074830	VT/120; V3/60	SC	Yes	M	
Health Science	Health Support Pathway	074840	VT/120; V3/60	PC	Yes	M	
Health Science	Biotechnology	074850	VT/120; V3/60	SC	Yes	F	
Health Science	Health Information Management Services	074890	VT/120; V3/60	PC	Yes	M	
Health Science	Diversified Cooperative Health Occupations (DCHO)	079960	VC/300; V3/60	SC	Yes	M	CSUn
Hospitality and Tourism	Hospitality and Tourism	041118	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	NSC
Hospitality and Tourism	Culinary Arts and Food Service Management	090203	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	NSC
Hospitality and Tourism	Hotels and Resorts	090205	VN/120; VT/120; V3/60	PC	Yes	F	NSC
Hospitality and Tourism	Culinary and Food Service Operations	330005	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	
Hospitality and Tourism	Lodging	330010	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	
Hospitality and Tourism	Introduction to Hospitality and Tourism	330015	VN/60; V3/60; VT/60	CC	No	F	
Hospitality and Tourism	Travel and Tourism	330020	VN/120; VC/300; V3/60; VT/120	PC	Yes	M	
Human Services	Human/Resources Services Foundation	090001	VN/60; V3/60; VT/60	FC	No	M	CSUn
Human Services	Human Services	172600	VN/120; V3/60; VT/120	CC	No	M	
Human Services	Barbering	172601	VN/120; VT/120; V3/60	SC	Yes	F	
Human Services	Cosmetology	172602	VN/120; VT/120; V3/60	SC	Yes	M	
Human Services	Family and Community Services	172605	VN/120; VT/120; V3/60	PC	Yes	M	
Human Services	Vocational Job Training Coordinating	990371	VN/450; VT/450; V3/60	JT	Program only		
Information Technology	Information Technology I	140200	VN/60; V3/60; VT/60	CC	No	F	
Information Technology	Information Support and Services	140210	VN/120; VC/240; V3/60; VT/120	PC	Yes	F	
Information Technology	Network Systems	140220	VN/120; VC/240; V3/60; VT/120	PC	Yes	F	
Information Technology	Programming/Software Development	140230	VN/120; VC/240; V3/60; VT/120	PC	Yes	F	

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
Information Technology	Interactive Media	140240	VN/120; VC/240; V3/60; VT/120	PC	Yes	F	
Interdisciplinary Courses	Interdisciplinary Career Field Business Concepts	140075	VV3/60	IC	No	M	CORWF
Law and Public Safety	Fire Fighter Training	172801	VN/240; VT/240; V3/120	SC	Yes	F	
Law and Public Safety	Criminal Justice	172802	VN/240; VT/240; V3/120	SC	Yes	F	
Law and Public Safety	Private Security	172808	VN/240; VT/240; V3/120	SC	Yes	F	
Law and Public Safety	Fundamentals of Public Safety	172809	VN/60; V3/60; VT/60	FC	No		CSUn
Law and Public Safety	Career Paths for the Law Professional	172810	VN/240; VT/240; V3/120	PC	Yes		
Law and Public Safety	Emergency Medical Technician-Secondary	172811	VN/240; VT/240; V3/120	SC	Yes		
Law and Public Safety	Public Safety Core	172812	VN/60, VT/60, V3/60	CC	No	F	
Law and Public Safety	Criminal Science Technologies	172815	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Manufacturing Foundations	170002	VN/60; V3/60; VT/60	FC	No	F	CSUn
Manufacturing Technologies	Manufacturing Technologies	170006	VN/60, VT/60, V3/60	CC	No	F	
Manufacturing Technologies	Workforce Readiness Program	170050	VN/120, VT/120, V3/60	PC	Yes		CSUn
Manufacturing Technologies	Appliance Repair	170200	VN/240; VT/240; V3/120	SC	Yes	F	CSUn
Manufacturing Technologies	Manufacturing Operations	170360	VN/240; VT/240; V3/120	PC	Yes	F	CSUn
Manufacturing Technologies	Automation and Robotics	170370	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Integrated Systems Technology	171012	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Manufacturing Design and Development	171300	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Electronics	171503	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Precision Machining	172302	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Manufacturing Occupations	172303	VN/240; VT/240; V3/120	SC	Yes	F	
Manufacturing Technologies	Welding and Cutting	172306	VN/240; VT/240; V3/120	SC	Yes	F	
Marketing	Entertainment Marketing	040115	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	NSC
Marketing	Introduction to Marketing	040805	VN/60, VT/60, V3/60	CC	No		
Marketing	Marketing Management	040810	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	
Marketing	Marketing Communications	040815	VN/120; VC/300; V3/60; VT/120	PC	Yes		
Marketing	E-Commerce Marketing	040820	VN/120; V3/60; VT/120	PC	Yes		NSC
Marketing	Marketing Technology	040830	VN/120; VC/300; V3/60; VT/120	PC	Yes		NSC
Marketing	Sports Marketing	040840	VN/120; VC/300; V3/60; VT/120	PC	Yes		NSC
Marketing	Acquisition and Logistics	041900	VN/120; VC/300; V3/60; VT/120	PC	Yes	F	
Marketing	Entrepreneurship	044110	VT/120; V3/60	PC	Yes	F	*1
Marketing	Introduction to Entrepreneurship	044100	VT/120; V3/60	PC	Yes	F	*2
Other Workforce Development	Entrepreneurship	990361	V3/60	OC	No		
Other Workforce Development	Employability Skills	990362	V3/60	OC	No		
Transportation Systems	Diversified Cooperative Training (DCT)	179960	VC/210; V3/60	PC	Yes	F	CSUn
Transportation Systems	Aviation Occupation	170400	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Transportation Foundations	170004	VN/60; V3/60; VT/60	FC	No		CSUn

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
Transportation Systems	Auto Collision Repair	170301	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Auto Technology	170302	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Auto Specialization	170303	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Transportation Systems	170350	VN/60, VT/60, V3/60	CC	No		
Transportation Systems	Aircraft Maintenance	170401	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Ground Operations	170403	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Medium/Heavy Truck Technician	171200	VN/120; VT/120; V3/60	SC	Yes	F	
Transportation Systems	Power Equipment Technology	173100	VN/120; VT/120; V3/60	SC	Yes	F	

WFD Type Codes:

   FC = Foundations Courses

   CC = Career Field Courses

   PC = Pathway Courses

   SC = Specialization Courses

   IC = Interdisciplinary Courses

   OC = Other Workforce Development Courses

   JT = Job Training WFD

CTE "12/8" rule -- Each school district shall provide CTE opportunities representing twelve (12) different CTE programs in at least eight (8) career fields.

FC and CC courses may be reported as a V3 attached to a PC, or SC anchor. However, No V3s can be attached to a FC or CC anchor course.

In what CTE courses may a student be a CTE Concentrator?

A student may be a CTE Concentrator in certain CTE Workforce Development courses.

- CTE Workforce Development anchor course, limited to *Curriculum Element* options:
  - VN
  - VT
  - VC

       AND

- Specific types of CTE Workforce Development programs, including:
  - Pathway course (PC)
  - Specialization course (SC)
  - Job Training Workforce Development (JT)

A student enrolled ONLY in these types of CTE Workforce Development courses CANNOT be reported as a CTE Concentrator in EMIS:

- Foundations course (FC)

Career Field	Subject Name	Subject Code	Curriculum Code/ Minimum Course Hours	WFD Type*	8/12 Count	Non-Trad	Special Notes
• Career Field course (CC)							
• Interdisciplinary course (IC)							
• Other Workforce Development course (OC)							
Special Notes Codes							
CSUn = Course and Subject code will be unavailable in FY 2011							
NSC = Course available in FY 2011, under new subject code. Transition to new code in FY 2010 or submit CTE-26 in FY 2011.							
CORWFD = May be correlated to any WFD program to deliver business competencies from the CFTCS by a business licensed teacher.							
*1 = May only be offered as a VV3 when correlated to the same subject code or 044100							
*2 = May only be offered as a VV3 when correlated to the same subject code or 044110 .							

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3.2.7 CAREER-TECHNICAL EDUCATION CORRELATED CLASS RECORD (CV)

General Guidelines

To form a career-technical program, the Career-Technical Education Correlated Class Record is used to indicate the relationship between a career-technical anchor (*Curriculum Element* options VN, VC or VT and its

- Associated technical related class (*Curriculum Element* option V3) for career field workforce development programs,
- Associated technical related class and/or academic class(es) (*Curriculum Element* option V3) for Career Based Intervention, and
- Instructional support time (*Curriculum Element* option V3) for GRADS.

One or more Correlated Class Records may be used for a career-technical anchor class. This file is comprised of local classroom codes.

All co-op classes (*Curriculum Element* option VC) MUST be correlated with a technical related class (*Curriculum Element* option V3).

Rules for Determining Anchor/Lab/Co-op, First and Second Academic or Technical Related Correlated Classes for the Career-Technical Education Correlated Class. The Career-Technical Correlated Class Record is used to form a career-technical program by associating the career-technical anchor class with its associated class(es).

Rules for the Anchor/Lab/Co-op Class of a career-technical Block.
- The Career-Technical Correlated Class Record must have an Anchor/Lab/Co-op local classroom code with a valid career-technical subject code and career-technical *Curriculum Element* option (VX).
- The valid *Curriculum Element* options for the Anchor/Lab/Co-op local classroom code are VN, VC and VT.
- The valid Subject Codes for the Anchor/Lab/Co-op local classroom code are found in Appendix C of this guide under the following headings:

All subject codes in the following Career Fields could be used as Anchor/Lab/Co-op subject codes (*Curriculum Element* options VN, VC or VT) for the correlated class record:
- Career Field 05: Education & Training Subject Codes
- Career Field 06: Engineering & Science Technologies Subject Codes
- Career Field 07: Finance Subject Codes
- Career Field 08: Government and Public Administration Subject Codes
- Career Field 10: Hospitality & Tourism Subject Codes
- Career Field 11: Human Services Subject Codes
- Career Field 12: Information Technology Subject Codes
- Career Field 15: Marketing Subject Codes
- Vocational Job Training Coordinating (990371)
- Career Based Intervention (CBI) (252525)

The following table includes the Career Fields where some subject codes are valid but others are not for Anchor/Lab/Co-op subject codes (*Curriculum Element* options VN, VC or VT).

Anchor/Lab/Co-op Subject Codes (VN, VC & VT Curriculum options ONLY)	Does not include subject codes
Career Field 01: Environmental & Agricultural Systems Subject Codes	010001 – Environmental and Agricultural Science
Career Field 02: Arts & Communications Subject Codes	040001 – Arts and Communication Foundation
Career Field 03: Business & Administrative Services Subject Codes	140001 – Business and Management Foundation 140200 – Business Information Technology 140075 – Interdisciplinary Career Field Business Concepts
Career Field 04: Construction Technologies Subject Codes	170003 – Construction Foundations
Career Field 09: Health Science Subject Codes	070001 – Foundation for Health Careers
Career Field 13: Law & Public Safety Subject Codes	172809 – Fundamentals of Public Safety
Career Field 13: Law & Public Safety Subject Codes	172809 – Fundamentals of Public Safety
Career Field 16: Transportation Systems Subject Codes	170004 – Transportation Foundations
Family and Consumer Sciences Work & Family Studies Subject Codes (Includes GRADS – 090194, 090193, 090192)	090001 – Human Resources/Services Foundation 090101 – Personal Development 090102 – Parenting and Child Development 090106 – Family Relations 090107 – Nutrition and Wellness 090108 – Resource Management 090111 – Life Planning 090112 – Life Planning w/Career Mentorship 090185 – Middle School Work & Family Life 090700 – Consumer and Financial Literacy 091025 – Child Development 091050 – Financial Management I 091051 – Financial Management II 091400 – Career Search 091401 – Career Search II (Includes Mentorship) 091410 – Transitions and Careers 090050 – Healthy Food – Middle School 091077 – Healthy and Safe Food 091200 – Healthy Living 091300 – Managing Transitions

Workforce Development Programs – Rules for the Technical Related Correlated Classes of a Career Field Workforce Development Block.

- The *Technical Related Correlated Local Classroom Code Elements* must be career-technical *Curriculum Element* option V3.
- The related correlated local classroom code subject code must be a valid career-technical subject code for the V3 *Curriculum Element* option. The CTE Secondary Workforce Development Program Matrix (career-technical and Adult Education Website on ODEhttp://www.ode.state.oh.us/ctae/teacher/program_information/default.asp) lists workforce development subject codes that are valid as *Curriculum Element* option.
- All students enrolled in a correlated technical related class (V3 *Curriculum Element* option) must also be enrolled in an approved and funded career field workforce development anchor class (VN, VC & VT).

Career Based Intervention (CBI) (252525 subject code) – Rules for the First and Second Academic or CBI Related Correlated Classes of a Career-Technical CBI Block.

- The related correlated local classroom code subject code may be a related CBI class (252525 subject code), a valid CBI academic subject code or a valid mathematics, science, English/language arts or social studies subject code. The related correlated class must be the V3 *Curriculum Element* option.
- CBI teachers can instruct ONLY academic subjects in which they are age- and subject-appropriate certificated/licensed (e.g., an elementary certificate (K-8) permits the CBI teacher to teach any academic to 7th -8th grade CBI students only).
- Only CBI technical related or academic V3 courses taught by one CBI teacher can be correlated. CBI technical related or academic V3 courses taught by different CBI teachers cannot be correlated.
- All students enrolled in correlated technical related and academic V3 courses must also be enrolled in that teacher's approved and funded CBI anchor class (VN or VC).

Graduation, Reality and Dual-role Skills (GRADS) (subject codes 090194, 090193, and 090102) – Rules for the Instructional Support Time Correlated Class of a Career-Technical GRADS Program Block.

- The correlated local classroom codes subject code must be career-technical *Curriculum Element* option V3.
- The correlated local classroom codes subject code must be 090194, 090193, or 090192.
- A GRADS teacher must have one (1) Instructional Support Time (*Curriculum Element* option V3) correlated with one (1) GRADS class taught by that GRADS teacher.
- Students must NOT be enrolled in the Instructional Support Time.

Career-Technical Education Correlated Class Record Data Elements. The following portion of this section discusses each of the data elements within the Career-Technical Education Correlated Class Record data. The elements are organized alphabetically.

☼ *Anchor/Lab/Co-op Local Classroom Code Element*

Record Field Number	CV060
Definition	The Anchor/Lab/Co-op local classroom code found on the Course Master Record.

Valid Options
  Alphanumeric code

Reporting Instructions. Report the local classroom code of the career-technical anchor course (VN, VC & VT) in the first column on the State Software EMIS screen EMSVEP (labeled "Anchor/Lab/Coop LCC").

☼ *First Correlated Academic or Technical Related Local Classroom Code Element*

Record Field Number	CV070
Definition	The Technical Related local classroom code (or academic local classroom code for Career-Based Intervention; or Instructional Support Time local classroom code for GRADS) from the Course Master Record of the first correlated class.

Valid Options
  Alphanumeric code Local district classroom code

Reporting Instructions. Report the local classroom code of the related course (*Curriculum Element* option–V3) in second column on the State Software EMIS screen EMSVEP (labeled "First Corr. Academic or Tech. Related LCC").

☼ *Second Correlated Academic or Technical Related Element*

Record Field Number	CV080
Definition	The Technical Related local classroom code (or academic local classroom code for Career Based Intervention; or Instructional Support Time local classroom code for GRADS) from the Course Master Record of the second correlated class.

Valid Options
  Alphanumeric code Local district classroom code

Reporting Instructions. Report local classroom code of related course (*Curriculum Element* option V3) in the third column on the State Software EMIS screen EMSVEP (labeled "Second Corr. Academic or Tech. Related LCC").

3.2.8 MAPPED LOCAL CLASSROOM CODE RECORD (CM)

General Guidelines

The Mapped Local Classroom Code Record allows a district to map (combine) the students from a specific class into another class. Mapping means combining (merging) students from two or more classes in EMIS to look like a single class. The students that are reported in the "Mapped From Local Classroom Code" (CM050) will be mapped (moved) to the "Mapped To Local Classroom Code" (CM060) and for EMIS reporting will no longer exist in the "Mapped From Local Classroom Code". The process should only be used for Career Technical courses.

This process should only be used in instances where there is physically one teacher and one set of students in a class but due to scheduling constraints subsets of the students are scheduled into different classes. This process should not be used to combine students from different classes when the students are not physically in the same classroom.

In order to map classes together both classes must have the same values in the following elements:
- *Subject Code* (CN050)
- *Employee Id* (CN070)

- *Curriculum (CN310)*
- *Delivery Method (CN320)*
- *Educational Option (CN330)*
- *Student Population (CN340)*

Only classes with a Semester Code of '1', '2', or 3 will be eligible to be included in the mapping process.

Types of Mapping. There are two types of mapping which can be accomplished using the "mapping" process.
1.) Mapping two classes from the same semester
2.) Mapping first and second semester classes together

The "mapping" process will automatically determine which type of mapping is being performed based upon the semester code of both classes.

Mapping Two Classes From the Same Semester. This type of mapping is used to combine two classes from the same semester which should be reported as one class. For example, juniors and seniors were scheduled separately for a class which is truly one class (taught by the same teacher during the same period), the classes should be reported as a single class.

If a student is enrolled in both classes then the student is only included once in the combined class.

Mapping First and Second Semester Classes Together. This form of mapping may be used when a school district schedules a year long class in two parts (a first and a second semester class). For Vocational Education some of these classes are required to be reported as a single all year class.

A first and a second semester class may be mapped together for reporting to ODE. When this occurs the mapping process will automatically combine the classes and convert the class into an "All Year" class. The length of scheduled instruction from both classes will be added together and used for the

"All Year" class. Students which are enrolled in both the first and second semester classes will only be included once in the combined class.

     Combinations. It is possible to do combinations of the above mappings with a set of classes. For instance, it may be necessary to combine two first semester classes into one class, also combine two second semester classes into one class, and then mapped the combined classes into a single all year class. In this type of situation the district should map all first semester classes into on class and all second semester classes into one class then map the one first semester class into the one second semester class. A class can only appear once as a "From" class. However, a class can appear multiple times in the "To" field, and a class that has been mapped into can also be mapped to another class.

     Mapped Local Classroom Code Record Data Elements. The following portion of this section discusses each of the data elements within the Mapped Local Classroom Code Record data. The elements are organized alphabetically.

☼ *Mapped From Local Classroom Code*

Record Field Number	CM050
Definition	The Local Classroom Code of the class that the students should be mapped (moved) from.

    Valid Options
        Alphanumeric code

     Reporting Instructions. Report the Local Classroom Code (CN060) of the class that the students should be mapped (moved) from. Each student that is reported in the "From" local classroom code will be removed from this class and moved into the "To" local classroom code.

☼ *Mapped To Local Classroom Code*

Record Field Number	CM060
Definition	The Local Classroom Code of the class that the students should be mapped (moved) into.

    Valid Options
        Alphanumeric code

     Reporting Instructions. Report the Local Classroom Code (CN060) of the class that the students should be mapped (moved) into. Each student that is reported in the "From" local classroom code will be mapped into this class. If a student is reported in both the "From" class and the "To" class that student will only be in the "To" class once.

     If a Local Classroom Code has been entered into the "From" element in this record or any other record it cannot be entered in this element. Multiple classes can be mapped into one class, therefore, the same local classroom code can be reported multiple times in this element.

SAMPLE CAREER TECHNICAL CODINGS

ANCHOR CLASS IS A CO-OP (PAID work-site based instruction)

Curriculum Value	Course Hours	Related
VC	See WFD Matrix	**Must** have at least one V3

Must have a Related Class

Curriculum Value	Course Hours	Correlation
V3	See WFD Matrix	Must have correlation record to Anchor class

Could have an Applied Academic Class

Curriculum Value	Course Hours	Correlation
VA	See WFD Matrix	Don't have to correlate. Can be taught by another teacher. Not all students from the VC class have to attend, but those listed in the VA class must be from the list of students in the VC class. = Students not scheduled in the VC course **cannot** be scheduled into this class.
		If you chose to correlate, you can, only if this class is taught by the same VC teacher. Cannot correlate another teacher's class.

This is a PACKAGE deal. Any student listed in the VC course must also be the same students listed in the V3.

EXAMPLE:

ANCHOR Class	First Correlated Class	Second Correlated Class
0999-5363-01 (079960) (Lab)	0999-2263-01 (079960) (Related)	

ANCHOR CLASS IS NOT A CO-OP

Curriculum Value	Course Hours	Related
VN	See WFD Matrix	Must have at least one V3

Must have a Related Class

Curriculum Value	Course Hours	Correlation
V3	See WFD Matrix	Must have correlation record to Anchor class

Could have an Applied Academic Class

Curriculum Value	Course Hours	Correlation
VA	See WFD Matrix	Don't have to correlate. Can be taught by another teacher. Not all students from the VN

| | | class have to attend, but those listed in the VA class must be from the list of students in the VN class. = Students not scheduled in the VN course **cannot** be scheduled into this class. |
| | | If you chose to correlate, you can, only if this class is taught by the same VN teacher. Cannot correlate another teacher's class. |

This is a PACKAGE deal. Any student listed in the VN course must also be the same students listed in the V3.

EXAMPLE:

ANCHOR Class	First Correlated Class	Second Correlated Class
0999-0034-01 (172602) (Lab)	0999-134-01 (172602) (Related)	

ANCHOR CLASS IS TECH PREP

Curriculum Value	Course Hours	Correlation
VT	See WFD Matrix	Independent OR Connected. Students must have the Tech Prep program code of 305005.

Grades 11 and 12 only (except for subject code 171815).

Curriculum Value	Course Hours	Correlation (If connected)
V3	See WFD Matrix	Must have correlation record to Anchor class

Could have an Applied Academic Class

Curriculum Value	Course Hours	Correlation
VA	See WFD Matrix	Don't have to correlate. Can be taught by another teacher. Not all students from the VT class have to attend, but those listed in the VA class must be from the list of students in the VT class. = Students not scheduled in the VT course **cannot** be scheduled into this class.
		If you chose to correlate, you can, only if this class is taught by the same VT teacher. Cannot correlate another teacher's class.

This is a PACKAGE deal. Any student listed in the VT course must also be the same students listed in the V3.

EXAMPLE:

ANCHOR Class	First Correlated Class	Second Correlated Class
0999-5501-01 (171807) (Lab)	0999-1108-01 (171807) (Tech Prep Related)	

ANCHOR CLASS IS CBI (Career Based Intervention)

Curriculum Value	Course Hours	Related
VC	See WFD Matrix	Must have at least one V3
(VN if not Co-op)		

Must have a Related Class

Curriculum Value	Course Hours	Correlation
V3	See WFD Matrix	Must have correlation record to Anchor class. Students listed in this class must be the same students listed in the VC/VN class.
		Can only be correlated if taught by same CBI instructor

Could have an Applied Academic Class(es)

Curriculum Value	Course Hours	Correlation
VA	See WFD Matrix	Include in correlation record to Anchor class
		Can only be correlated if taught by same CBI instructor

This is a PACKAGE deal. Any student listed in the VC course must also be the same students listed in the V3 and the VA.

All students enrolled in correlated technical related and academic V3 courses MUST also be enrolled in the teacher's approved and funded CBI anchor class

EXAMPLE:

ANCHOR Class	First Correlated Class	Second Correlated Class
0999-6825-01 (252525)	0999-1108-01 (252525)	0999-1015-02 (251310)
(Lab)	(Career Connections)	(CBI Science)

GRADS

Curriculum Value	Course Hours	Correlation
VN	See WFD Matrix	Include in correlation record to Anchor class

**Must have an Instructional Support Class – NOTE: NO STUDENTS TO BE ENROLLED in this!)

Curriculum Value	Course Hours	Correlation
V3	See WFD Matrix	Must have correlation record to Anchor class

Subject code will be the same as the VN subject code

EXAMPLE:

ANCHOR Class	First Correlated Class	Second Correlated Class
0999-902-02 (090194)	0999-901-01 (090194)	
(GRADS)	**(Instructional Support)	

MAPPING THE LOCAL CLASSROOM CODE RECORD

This should only be used for Career Technical Courses.
Cant be used to combine students from different classes when students are not physically in the same classroom. (I.E. a group from Teacher A and a group from Teacher B)

To allow mapping, BOTH classes must have the same values in the following elements:
- Subject Code
- Employee Id
- Curriculum
- Delivery Method
- Educational Option
- Student Population

Only classes of a semester code of 1, 2, or 3 can be mapped.

EXAMPLE:

Mapped FROM Classroom Code	Mapped TO Classroom Code
0999-800-01 (040115)	0999-800-06 (040115)

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Community School Students Participating in Career-Technical (CT) Programs Question and Answer Document

Various questions and scenarios have been presented regarding community school (CS) students participating in career-technical education programs (CTE). This document is intended to clarify what is permissible.

There are two kinds of community schools – start-up community schools and conversion community schools. The type of community school has no bearing on a community school student's participation in CTE programs. Within the two kinds, there can be two types of programs offered - those that are site-based (sometimes called brick and mortar) and those that are Internet-based (often referred to as e-schools).

1) Can a community school student enroll in a career-technical program?

	Community School with an Approved Career-Technical Program	**JVSD**	District with a **Comprehensive** CT Program	Districts that have formed a **Compact**
Student in a site-based Community School (CS)	Yes, if the student follows the enrollment policies and procedures of the community school	Yes, if: 1) the CS student's district of residence is part of the JVSD's territory; and, 2) the community school and JVSD have a contract in place to permit community school student participation	Yes, if: 1) the CS student's district of residence is the district providing a Comprehensive CT program; and 2) the CS student is dually enrolled in the CS and the Comprehensive's CT Program	Yes, if: 1) the CS student is a resident of the Compact district offering the CT program; 2) the CS student participates in the resident district's CT Program; and 3) the CS student is dually enrolled in the CS and the Compact district offering the CT program
Student in an E-Community school	Not applicable; E-Community Schools are ineligible to be approved CTPs	Yes, with the same provisions above as apply to CS students in site-based schools	Yes, with the same provisions above as apply to CS students in site-based schools	Yes, with the same provisions above as apply to CS students in site-based schools

2) Is either the JVSD or Community School required to enter into a contract with the other?

No. The community school cannot compel a JVSD to agree to take its students nor can the JVSD require a community school to contract with it for services.

3) Are Comprehensives and Compacts required to admit community school students seeking to enroll, if the community school students are residents of the Comprehensive or Compact's district?

A community school student may enroll in Comprehensive/Compact career-technical education programs under the following criteria:
   1) The program must be located in their district of residence; and
   2) Meet any established enrollment/eligibility criteria of the district.

4) If the community school student is on an Individualized Educational Program (IEP) and the IEP includes participation in career-technical programs not offered by the community school, must a JVSD, Comprehensive or Compact whose territory includes the student's resident district permit the student to participate? In other words, do the requirements of a Free Appropriate Public Education (FAPE) override all other considerations?

No. The community school must find a way to provide the career-technical component required by the student's IEP.

5) How is enrollment reported?
   - For a community school with an approved career-technical program, the community school reports enrollment.
   - For a community school with a student attending a career-technical program at a JVSD, City, Exempted Village or Local, there is dual enrollment and both report.

6) How is attendance reported?
   - For a community school with an approved career-technical program, the community school reports enrollment.
   - For a community school with a student attending a career-technical program at a JVSD, City, Exempted Village or Local, there is dual enrollment and both report.

7) How is funding calculated?
Pursuant to ORC 3314.08 (B)(2)(e)
   - For a community school with a student attending an approved CT Program at the community school, the community school is funded for the entire Full-Time Equivalence (FTE) and is provided CT weighted funding for the portion of time the student is in the CT program.
   - For a community school with a student attending a JVSD, both the community school and the JVSD are funded for the portion of time the student is in the respective schools. In addition, the community school receives the 20 percent administrative fee.
   - For a community school with a student attending a Comprehensive CT program in the student's resident district, both the community school and the Comprehensive is funded for the portion of time the student is in the respective schools.

• For a community school with a student attending a Compact CT program in the student's resident district, both the community school and the Compact are funded the portion of time the student is in the respective schools.

8) How is Local Report Card (LRC) data reported?

- Generally speaking, a school's LRC performance data is based on all students enrolled in the school for the full academic year. There are exceptions to this rule. One exception to this rule is that the "participation rate," an Adequate Yearly Progress (AYP) measure, is based on all students enrolled during the May mathematics test administration for grades 3-8 standard assessments and the March mathematics test administration for all other grades and tests. Another exception to this rule is the graduation rate, which is calculated based upon the reporting IRN.
- Generally speaking, a conversion community school sponsored by a traditional public school district will have its LRC data rolled up into the sponsoring district's LRC. There is an exception to this rule for conversion community schools that meet the criteria for a dropout recovery school. The data for dropout recovery conversion schools does not get rolled up to the sponsoring district. A new startup community school's LRC data typically does not roll into a traditional public school district's LRC. However, a provision in the law does allow a traditional public school district to elect to roll up a startup school's data if that school is located in the district's geographic territory and the school leases space from the district or the school and district have an agreement in which they endorse one another's educational program.
- A student may enroll in a community school and in a CTE program in a public school district (i.e., City, Local, Exempted Village, and JVSD) at the same time. Both the community school and the public school district report the data they are required to report in EMIS.
  - Community school reports Local Report Card-related data (e.g., Ohio Graduation Tests results, diploma data).
  - School district providing CTE instruction reports data exclusive to CTE (e.g., technical assessment data, placement data).

  The student is included in the CTE performance of the school district providing the CTE instruction. Data reported in EMIS by both entities is used to calculate CTE performance.
- A student may enroll in a CTE program in a community school. The community school reports all data in EMIS, including data exclusive to CTE. CTE performance results are not calculated for community schools.

9) Who reports career-technical performance data for Perkins compliance?

- For students enrolled in both a community school and a public school district (i.e., City, Local, Exempted Village, JVSD) for CT, both the community school and the public school district report the data they are required to report.
- Both entities report data that are used to calculate CTE performance.
- The CS reports Local report card related data while the CT provider reports those elements exclusive to CT.

10) Who is responsible for transportation?

- For a community school with a student attending an approved CT Program at a JVSD, a Comprehensive or a Compact for *part of the day,* the community school is responsible for providing transportation. That transportation must be compliant with all Ohio pupil transportation laws and regulations.
- For a community school with a student attending an approved CT Program at a JVSD, a Comprehensive or a Compact *full time,* the resident district is responsible for providing transportation. In this case, the student will not be

transported to the community school campus.

The answer to the question, *"May a student enrolled in a community school participate in a Career-Tech Program?,"* is yes, under the conditions presented below; students enrolled in a community school may be able to participate in a Career-Tech Program.

Eligible community school students, whether enrolled in a brick and mortar or e-School, may be able to participate in CTE programs if one or a combination of the following opportunities is available:
1. If the community school has an approved career-tech education program (s) (ORC 3314.08 (B)(2)(d));
2. If the community school has a contract with a joint vocational school district (JVSD) and the community school student is a resident of a city, local, or exempted village school district whose territory is part of the territory of the JVSD (ORC 3314.08 (B)(2)(e)); or
3. By dual enrollment in both the community school and the career-technical program operated by the student's resident school district (ORC 3314.087(B)).

Definitions:

Joint Vocational School District (JVSD) – One form of a Career-Technical Planning District (CTPD), or legal entity through which career-technical programs are delivered. It serves two or more adjacent school districts and is governed by a joint vocational school board consisting of representatives from the participating districts. It meets the size/scope programming requirements per OAC 3301-61-03.

Comprehensive/Single District– One form of a CTPD, or legal entity through which career-technical programs are delivered. It offers career-technical programs in career centers and/or at existing high schools in a district. As a single district, the size/scope requirements of OAC3301-61-03 are met.

Compact/Contract: One form of a CTPD, or legal entity through which career-technical programs are delivered, created when a number of school districts collaborate via contract to provide career-technical programming to the districts' students to meet the size/scope requirements of OAC 3301-61-03.

Community School: means a public school created under Chapter 3314. of the Revised Code, independent of any school district and part of the state's program of education. Community Schools (often called "Charter Schools" in other states) are part of the state's system of public education, offering an education that is regarded as equivalent to that of Ohio's traditional public schools and private schools approved by the state department of education. Community schools are public

nonprofit, nonsectarian schools that operate independently of any school district but under a contract with an authorized sponsoring entity that is established by statute or approved by the Ohio Department of Education. Community Schools are public schools of choice and are state and federally funded.

There are two types of community schools: new start-up community schools and conversion community schools.

New start-up community schools are limited in their location to what are referred to as "challenged school districts." These districts include the eight largest urban school districts, as well as districts in academic emergency, academic watch, and districts in the original pilot project area, Lucas County.

New start-up community schools also must have an "operator" in place before the sponsor can enter into a contract to open a new start-up community school. An "operator" is a person or organization that has previously managed the daily operations of another community school in Ohio, or charter school out of state, and can demonstrate that the other community or charter school was academically successful by virtue of a state rating.

District Conversion community schools are created by converting all or a portion of an existing traditional public school or building to a community school. Conversion community schools may be opened by any school district in the state. Conversion community schools operate independently of the sponsoring district and are considered their own district for many purposes.

ESC conversion community schools are created when an ESC converts all or part of a building that it owns or operates into a community school. ESC-sponsored conversion community schools may be opened in any district in the state in which the ESC owns or operates a facility.

JVSD conversion community schools are created when a joint vocational school district converts all or part of a building that it owns or operates into a community school. Joint vocational school district-sponsored conversion community schools may be opened in any district in the state in which the joint vocational school district owns or operates a facility.

Internet- or computer-based community school is a community school established under this chapter in which the enrolled students work primarily from their residences on assignments in non classroom-based learning opportunities provided via an internet- or other computer-based instructional method that does not rely on regular classroom instruction or via comprehensive instructional methods that include internet-based, other computer-based, and non computer-based learning opportunities.

Sponsor is an entity which has legal obligations to provide sufficient technical assistance, oversight, monitoring, including taking steps to intervene in a school's operations, to ensure that the community schools it sponsors meet all legally mandated fiscal, academic, and operational requirements.

For More Information: Please contact Dwight Anstaett, Assistant Director, Career-Technical Education at 614-466-1866, or Joni Hoffman or William Nelson, Associate Directors, ODE Office of Community Schools, at 614-466-7058 for additional information on Career-Tech options for community school students.

FY 2010
Career-Technical Education Programming
and EMIS Reporting

Section 1

FY 2010
CAREER-TECHNICAL EDUCATION
(CTE) PROGRAMMING

Ohio Department of Education

Office of Career-Technical Education

Ohio | Department of Education

Revision History

Version	Date	Owner/Source	Description
1.0	12-22-2009	**Office of Career-Technical Education**	FY 2010 Career-Technical Education Programming and EMIS Reporting **Section 1**

TABLE OF CONTENTS

INTRODUCTION

FY 2010 Career-Technical Education Programming and EMIS Reporting was developed to supplement the EMIS Manual. This document provides information on secondary career-technical education programs (grades 7-12) and instructions for reporting career-technical data in EMIS.

Refer to the EMIS Manual for complete EMIS reporting information.

This is Section 1. The entire document contains three sections and appendices:

- **Section 1 – Career-Technical Education (CTE) Programming**

- Section 2 – Career-Technical Education (CTE) EMIS Reports

- Section 3 – Career-Technical Education (CTE) EMIS Reporting

- Appendix A – Secondary Student Definitions (including Guidance on identifying and reporting CTE Concentrators)

- Appendix B – Secondary Career-Technical Education (CTE) Workforce Development and Tech Prep Indicators of Performance

- Appendix C – FY2010 EMIS Records and Data Elements Unique to Career-Technical Education (CTE)

- Appendix D – CTE Single Parent Subgroup (Program Code 305010) – Guidance

- Appendix E – FY2010 Career-Technical Education (CTE) EMIS Edit Codes

- Appendix F – FY2010 Career-Technical Education (CTE) Workforce Development (WFD) Follow-Up Extraction Criteria and Data Processes

SECTION 1 – CAREER-TECHNICAL EDUCATION PROGRAMMING

OVERVIEW OF CAREER-TECHNICAL EDUCATION

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (commonly referred to as *Perkins IV*) defines career and technical education (CTE) as organized educational activities that—

- offer a sequence of courses that—
  - provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
  - provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
  - may include prerequisite courses (other than remedial course) that meet the requirements of this subparagraph; and
- include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Ohio's Perkins IV State Plan is published on the Ohio Department of Education (ODE) Web site, www.ode.state.oh.us (keyword search *Perkins State Plan*). *Appendix B* of this guide, *Secondary CTE Workforce Development and Tech Prep Indicators of Performance*, contains lists of the secondary CTE and tech prep indicators of performance.

CAREER-TECHNICAL EDUCATION DEFINITIONS

The following definitions address the delivery of Career-Technical Education (CTE) in school districts.

Career-Technical Planning District (CTPD) Definitions:
- **Career-Technical Planning District (CTPD)** – Local education agency configuration (comprehensive, compact, contract or joint vocational school district) that meets the minimum requirements of law and subsequent standards to offer state sanctioned career-technical programming. The CTPD Plan and the school district membership of a CTPD must be approved by the State Board of Education.
- **Comprehensive District CTPD** – A CTPD in which one school district of 1,500 or more students in grades 9-12 provides its own career-technical education in high schools and/or career centers (vocational schools) in the district.
- **Compact District CTPD** – A CTPD in which member districts enter into an operating agreement to share in the provision of career-technical education. Generally, member districts share control of the CTPD. One district serves as the lead district and fiscal agent for the CTPD.
- **Contract District CTPD –** A CTPD in which member districts enter into a contract of operation to provide career-technical education. Generally, districts that contract for services have little input into the operation of the CTPD. The district operating the

majority of the career-technical education programming serves as the lead district and fiscal agent for the CTPD.

- **Joint Vocational School District (JVSD) CTPD** – A CTPD in which the JVSD and other member districts provide career-technical education. Generally, the JVSD provides the majority of the career-technical education programming. The JVSD serves as the lead district and fiscal agent for the CTPD.

School District Definitions Unique to CTE:
- **Associate School District** – A member school district of a Compact, Contract or Joint Vocational School District CTPD that does not serve as lead district or fiscal agent for the CTPD.
- **Joint Vocational School District (JVSD)** – A "joint district" which serves an area consisting of two or more adjacent school districts in one or more counties, and is governed by a joint vocational school board consisting of representatives from the member districts. A JVSD is funded in part through tax levies in all participating counties.
- **Lead School District** – A member school district of a Compact, Contract or Joint Vocational School District CTPD that provides CTE leadership for the other member school districts and serves as fiscal agent for the CTPD.

School Definitions Unique to CTE:
- **Associate School** (also referred to as "home school") – Any school operated by an associate school district whose students may enroll in career-technical education programs in the CTPD.
- **Comprehensive School** – A high school operated by a Comprehensive District CTPD that runs core academic courses and career-technical education programs. Students enrolled in this school may or may not enroll in a career-technical education program.
- **Joint Vocational School (JVS)** – A career center operated by a Joint Vocational School District (JVSD) that runs career-technical education programming. Core academic courses may or may not be offered in this school. Students enrolled in associate school districts may enroll in a career-technical education program in this school.
- **Vocational School** (also referred to as "Career Center," "Career and Technology Center" and more) – A career center or high school operated by a city, local or exempted village school district that runs career-technical education programs. Core academic courses may or may not be offered in this school. Students enrolled in the district may enroll in a career-technical education program in the vocational school.

Program Definitions Unique to CTE:
- **Satellite Program/Course** – A career-technical education program/course operated by one school district in the building of an associate school district within the Career-Technical Planning District (CTPD). Most satellite programs/courses are operated by Joint Vocational School Districts in associate high schools and middle schools.

SECONDARY CAREER-TECHNICAL PROGRAMS

Career-technical education (CTE) is a process of preparing secondary students for careers and college. Ohio's CTE programs are organized into three major categories – CTE Workforce Development (including Tech Prep), Career-Based Intervention and Family and Consumer Sciences.

CTE WORKFORCE DEVELOPMENT

Career-Technical Education (CTE) Workforce Development (WFD) programs consist of an instructional sequence of courses and experiences that involve in-depth training and strong academics to prepare students for careers and college. CTE programs:

- Must be a minimum of 450 hours of instruction;
- May be comprised of multiple CTE courses; and
- May span multiple years.

Types of CTE Workforce Development courses include:
- Foundation courses;
- Career Field courses (sometimes called "first courses");
- Pathway courses;
- Specialization courses;
- Interdisciplinary courses;
- Job Training courses; and
- Other Workforce Development courses.

The *Career-Technical Education Workforce Development (WFD) Matrix* (and accompanying definitions document) provides information specifically for use in reporting EMIS data and program design and development. Information in the CTE WFD Matrix includes career field, subject name, subject code, curriculum code and minimum course hours, minimum CTE program hours, WFD course type, whether course is nontraditional for males/females and more.

A "Program Information Sheet" for each CTE WFD program, containing detailed information about the CTE program, is available on the Ohio Department of Education Web, www.ode.state.oh.us (Career-Tech > Career Fields > 16 career fields listed in left column).

Tech Prep

Many CTE Workforce Development programs are Tech Prep programs. Tech Prep is defined in the Perkins IV legislation as a program of study that combines—

- A minimum of 2 years of secondary education and 2 years of postsecondary education in a nonduplicative, sequential course of study (or an apprenticeship program of not less than 2 years following secondary education instruction); and
- Integrates academic and CTE instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
- Provides technical preparation in a career field, including high skill, high wage or high demand occupations;

- Builds student competence in technical skills and in core academic subjects as appropriate, through applied, contextual, and integrated instructions, in a coherent sequence of courses;
- Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career field;
- Leads to placement in high skill or high wage employment, or to further education; and
- Utilizes CTE programs of study, to the extent practicable.

Tech Prep information is available on the Ohio Department of Education Web, www.ode.state.oh.us (keyword search *Tech Prep*).

CAREER-BASED INTERVENTION

The Career-Based Intervention (CBI) program is a Career-Technical Education Program designed for students ages 12-21 in grades 7-12 who are identified as disadvantaged (either academically or economically or both) or students with disabilities and who have barriers to achieving academic and career success. The program is to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan and participate in a career pathway in preparation for postsecondary education and/or careers.

The CBI program provides a combination of educational and work-based learning opportunities for student success. The number of years a student spends in the CBI program is determined by the local program design and individual student needs. CBI programs are recommended to have a minimum of 15 and a maximum of 25 students per class and all CBI students must have scheduled related instruction. CBI program models can be single period which is referred to as Connections (or Career Connections) in the models section of the Career-Based Intervention Manual of Operations (page 5) or programs may be multi period in which students have separately scheduled related instruction and work-based learning periods. Academic instruction (for credits) by the CBI instructor is not a program requirement but is recommended if the instructor is age and subject appropriately certified/licensed. All programs must provide academic intervention to assist the student with study skills, assist with academic progress and success and prepare for appropriate standardized testing (Ohio Achievement Assessment or Ohio Graduation Assessments).

Career-Based Intervention information is available on the Ohio Department of Education's Web site, www.ode.state.oh.us (keyword search *Career-Based Intervention*).

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences (FCS) is a set of courses that draws from a range of disciplines and contexts (education, business, social, economic, cultural, technological, geographical, political) to achieve optimal and sustainable living for individuals, families and communities.

Secondary programs, for students grades 7-12, include high school and middle school FCS; and Graduation, Reality And Dual-role Skills (GRADS) for pregnant and parenting students. FCS information is available on the Ohio Department of Education's Web site, www.ode.state.oh.us (keyword search *Family and Consumer Sciences*).

FY 2010
Career-Technical Education Programming and EMIS Reporting

Section 2

FY 2010
CAREER-TECHNICAL EDUCATION (CTE) EMIS REPORTS

Ohio Department of Education

Office of Career-Technical Education

Ohio | Department of Education

Revision History

Version	Date	Owner/Source	Description
1.0	10-5-2009	Office of Career-Technical Education	FY 2010 Career-Technical Education Programming and EMIS Reporting **Section 2**
1.1	12-22-2009	Office of Career-Technical Education	Added **"Appendix F"** to list on pg. 4. Changed FY09 (G) reporting for CTE from 11/13/09 to 11/20/09.

SECTION 2 – FY2010 CTE EMIS REPORTS

TABLE OF CONTENTS

INTRODUCTION

FY2010 Career-Technical Education Programming and EMIS Reporting was developed to supplement the EMIS Manual. This document provides information on secondary career-technical education programs (Grades 7-12) and instructions for reporting career-technical data in EMIS.

Refer to the EMIS Manual for complete EMIS reporting information.

This is Section 2. The entire document contains three sections and appendices:

- Section 1 – Career-Technical Education (CTE) Programming

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- Appendix F – FY2010 Career-Technical Education (CTE) Workforce Development (WFD) Follow-Up Extraction Criteria and Data Processes *[ADDED 12/22/09]*

FY 2010 CAREER-TECHNICAL EDUCATION (CTE) EMIS REPORTS

The following CTE EMIS reports are produced for school districts that operate career-technical education courses. Some or all of these reports may be produced for a school district, depending upon the district's CTE programs. The CTE EMIS reports should be regularly reviewed by EMIS coordinators and career-technical administrators during each reporting period.

FY09 Graduate (G) Reporting Period for CTE Accountability Purposes – 5/29/2009 ─ 11/20/2009 [DATE CHANGE – from 11/13/2009 to 11/20/2009]

CTE NOTE: The Graduate reporting period was extended to January 15, 2010, to accommodate the delay in the October reporting period. For CTE accountability and federal reporting requirements, Graduate data will be used prior to this extended deadline. The original deadline was November 13, 2009; so the data used for federal Career Tech reporting requirements will remain based the original timeframe. Please ensure that your graduate data is as accurate as possible as early as possible.

- *FY2009 CAREER-TECHNICAL EDUCATION PERFORMANCE INDICATORS REPORT* (TXT_2009G_STU_CTEG_PERFORM)
    - Aggregated and disaggregated (by student subgroup) performance data for approved workforce development programs.
    - Two types of reports:
        - A school district report for each school district that operates approved CTE courses.
        - A Career-Technical Planning District (CTPD) report for the CTPD lead district – Contains all CTPD district reports and the CTPD-wide report.

- *CSV_2009G_STU_PERFORM*
    - A district-level comma delimited file of individual student data for students enrolled in approved CTE workforce development courses.
    - File based on Graduate (G) *FY2009 Career-Technical Education Performance Measures Report.*
    - CSV file may be converted to a spreadsheet for review of individual student data; student names may be added locally for ease of review.

FY10 October (K) Reporting Period – To Be Determined

- *FY2010 CAREER-TECHNICAL EDUCATION COURSE LISTING AND EDIT REPORT* (TXT_2010K_STU_CTE_AGG)
    - A district-level report of teacher and career-technical course information, including (but not limited to) head count, FTEs, approval information and EMIS edit codes.

- *FY2010 CAREER-TECHNICAL EDUCATION COURSE LISTING AND EDIT REPORT TEACHER PAGE INDEX* (TXT_2010K_STU_CTE_PAGE_INDEX)
    - Index for looking up teachers in the TXT_2010K_STU_CTE_AGG report.

- o Lists the pages on which teachers' names appear; and indicates where errors appear.
- *FY2010 CAREER FIELD AND FUNDED PROGRAM REPORT* (TXT_2010K_STU_CTE_CAREERFIELD)
  - o A Career-Technical Planning District (CTPD)-level report of approved CTE courses in each building and district, by career field and by career-technical program, in CTPD.
  - o Available to each CTPD school district that operates approved CTE courses.
- *CSV_2010K_STU_CTE*
  - o A district-level comma delimited file of individual student data for students enrolled in CTE courses.
  - o File based on October (K) *FY2010 Career-Technical Education Course Listing And Edit Report.*
  - o CSV file may be converted to a spreadsheet for review of individual student data; student names may be added locally for ease of review.

FY10 March (D) Reporting Period – 2/10/2010 ─ 4/23/2010

- *FY2010 CAREER-TECHNICAL EDUCATION FOLLOW-UP LISTING AND ERROR REPORT* (TXT_2010D_STU_CTE_MAR_AGG)
  - o A district-level report listing workforce development courses funded the *prior* fiscal year (FY2009).
  - o Per course, includes number of FY2009 Yearend (N) CTE Concentrators who left secondary education; CTE Concentrators who left secondary education contacted for follow-up reporting; and numbers for each follow-up status.
- *FY2010 CAREER-TECHNICAL EDUCATION FOLLOW-UP LISTING AND ERROR REPORT TEACHER PAGE INDEX* (TXT_2010D_STU_CTE_MAR_PAGE_INDEX)
  - o Index for looking up teachers in TXT_2010D_STU_CTE_MAR_AGG report
  - o Lists on which pages teachers' names appear; and indicates where errors appear.
- *FY2010 CAREER-TECHNICAL EDUCATION FOLLOW-UP PERFORMANCE REPORT* (TXT_2010D_STU_CTE_MAR_PERFORM)
  - o Aggregated and disaggregated (by student subgroup) performance data.
  - o Two types of reports:
    - ▪ A school district report for each school district that had CTE Concentrators who left secondary education the previous year (FY2009).
    - ▪ A Career-Technical Planning District (CTPD) report for the CTPD lead district – Contains all CTPD district reports and the CTPD-wide report.
- *CSV_2010D_STU_PERFORM*
  - o A district-level comma delimited file of individual student data of CTE Concentrators who left secondary education the previous year (FY2009).
  - o File based on March (D) *FY2010 Career-Technical Education Follow-Up Performance Report.*
  - o CSV file may be converted to a spreadsheet for review of individual student data; student names may be added locally for ease of review.

FY10 Yearend (N) Reporting Period – 5/3/2010 — 7/16/2010

- *FY2010 CAREER-TECHNICAL EDUCATION COURSE LISTING AND EDIT REPORT* (TXT_2010N_STU_CTEYE_AGG)
  - A district-level report of student counts in each funded CTE course

- *FY2010 CAREER-TECHNICAL EDUCATION COURSE LISTING AND EDIT REPORT TEACHER PAGE INDEX* (TXT_2010N_STU_CTEYE_PAGE_INDEX)
  - Index for looking up teachers in TXT_2010N_STU_CTEYE_AGG report
  - Lists on which pages teachers' names appear; and indicates where errors appear.

- *FY2010 CAREER-TECHNICAL EDUCATION PROGRAM CODE REPORT* (TXT_2010N_STU_CTEYE_PROG)
  - A district-level report of student counts by EMIS program code (e.g., 305003, 305005, 305007, 305010, 410001, 410002, 410003, 410004, 410006, 410007)

- *FY2010 CAREER-TECHNICAL EDUCATION PERFORMANCE INDICATORS REPORT* (TXT_2010N_STU_CTEYE_PERFORM)
  - Aggregated and disaggregated (by student subgroup) performance data for approved workforce development programs.
  - Two types of reports:
    - A school district report for each school district that operates approved CTE courses.
    - A Career-Technical Planning District (CTPD) report for the CTPD lead district – Contains all CTPD district reports and the CTPD-wide report.

- *CSV_2010N_STU_PERFORM*
  - A district-level comma delimited file of individual student data for students enrolled in approved CTE workforce development courses.
  - File based on Yearend (N) *FY2010 Career-Technical Education Performance Measures Report*
  - CSV file may be converted to a spreadsheet for review of individual student data; student names may be added locally for ease of review.

- *FY2010 CAREER PATHS FOR THE TEACHING PROFESSIONS PORTFOLIO LIST* (TXT_2010N_STU_CTEYE_TCHPROF)
  - A district-level report for districts with Career Paths for the Teaching Professions program(s).
  - Student counts and portfolio assessment scores, by course.

FY10 Graduate (G) Reporting Period – 5/26/2010 — 11/12/2010

- *FY2010 CAREER-TECHNICAL EDUCATION PERFORMANCE INDICATORS REPORT* (TXT_2010G_STU_CTEG_PERFORM)
  - Aggregated and disaggregated (by student subgroup) performance data for approved workforce development programs.

- o Two types of reports:
  - A school district report for each school district that operates approved CTE courses.
  - A Career-Technical Planning District (CTPD) report for the CTPD lead district – Contains all CTPD district reports and the CTPD-wide report.

- *CSV_2010G_STU_PERFORM*
  - o A district-level comma delimited file of individual student data for students enrolled in approved CTE workforce development courses.
  - o File based on Graduate (G) *FY2010 Career-Technical Education Performance Measures Report.*
  - o CSV file may be converted to a spreadsheet for review of individual student data; student names may be added locally for ease of review.

Appendix A

Ohio Perkins IV Accountability

Secondary Student Definitions – FY2010 Guidance

Perkins IV accountability for secondary workforce education is based on two different Career-Technical Education (CTE) student definitions – CTE Participant and CTE Concentrator.

Definition of CTE Participant:
A secondary student who has earned credit in one (1) or more courses in any career and technical education (CTE) workforce development program area

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GUIDANCE:
To be a CTE Participant, a secondary student must be enrolled in a CTE workforce development course and must earn high school credit in that course.

NOTE:

- The *High School Credit Earned Element* (GN150) was added to the EMIS Student Course Record (GN) for Yearend (N) reporting. ODE calculates which students meet the definition of CTE participant using EMIS Yearend (N) data.

- CTE Participant is used to calculate CTE enrollment and Perkins Nontraditional Participation (6S1) indicator of performance.

Definition of CTE Concentrator:
A secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level

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GUIDANCE:
To be a CTE Concentrator, a secondary student must successfully complete 50% (half) of a CTE workforce development program and enroll in the next course of that CTE program. The EMIS *CTE Concentrator Element* definition reflects this definition.

Once a student has been reported as a CTE Concentrator in a particular CTE program, report that student as a CTE concentrator in all subsequent EMIS reporting periods until the student is no longer enrolled in a course of the same CTE program. The timeline for reporting this element is:

- If the student first becomes a CTE Concentrator during October Count Week, this element is to be reported "Y" in October (K) and Yearend (N) reporting periods of the current school

year and subsequent school year(s) until the student is no longer enrolled in a course of the same CTE program.

- If the student becomes a CTE Concentrator any time during the year, this element is to be reported "Y" in the Yearend (N) reporting period of the current school year and subsequent school year(s) until the student is no longer enrolled in a course of the same CTE program.

If a student is a CTE Concentrator in more than one CTE program, the student must continue to be reported as a CTE Concentrator in each required reporting period of every school year until the student is no longer enrolled in any CTE program in which the student is a CTE Concentrator.

IN WHAT CTE COURSES MAY A STUDENT BE A CTE CONCENTRATOR? [ADDED 12/22/2009]

A student may be a CTE Concentrator in certain CTE Workforce Development courses.
- CTE Workforce Development anchor course, limited to *Curriculum Element* options:
  - VN
  - VT
  - VC

   AND

- Specific types of CTE Workforce Development programs, including:
  - Pathway course (PC)
  - Specialization course (SC)
  - Job Training Workforce Development (JT)

A student enrolled ONLY in these types of CTE Workforce Development courses CANNOT be reported as a CTE Concentrator:
- Foundations course (FC)
- Career Field course (CC)
- Interdisciplinary course (IC)
- Other Workforce Development course (OC)

For specific information about each CTE Workforce Development subject code, see the current CTE Workforce Development Matrix on the Ohio Department of Education Web (www.ode.state.oh.us, Career-Tech > Career Fields > CTE Workforce Development Matrix).

SCENARIOS (Examples)

The following list of scenarios is provided as a guide to help school districts determine when to FIRST report students as CTE Concentrators. This list is not inclusive.

One-Year CTE Program
Semester 1 = 50% of the program; Semester 2 = 50% of the program

- If student successfully completes Semester 1 and does not enroll in Semester 2, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Semester 1 and enrolls in Semester 2, report student as a CTE Concentrator in this CTE program in Yearend (N).

Two-Year CTE Program
Year 1 = 50% of the program; Year 2 = 50% of the program

- If student successfully completes Year 1 and does not enroll in Year 2, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Year 1 and enrolls in Year 2, report student as a CTE Concentrator in this CTE program in October (K) of Year 2.

Two-Year CTE Program
Year 1 = 35% of the program; Year 2 = 65% of the program

- If student successfully completes Year 1 and does not enroll in Year 2, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Year 1 and enrolls in first semester of Year 2, do NOT report student as a CTE Concentrator in October (K) of Year 2.

- If student successfully completes Year 1 and the first semester of Year 2 and enrolls in the second semester of Year 2, report student as a CTE Concentrator in this CTE program in Yearend (N) of Year 2.

Three-Year CTE Program
Year 1 = 25% of the program; Year 2 = 25% of the program; Year 3 = 50% of the program

- If student successfully completes Year 1 and does not enroll in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Year 1 and enrolls in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Years 1 and 2 of this CTE program and does not enroll in Year 3 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Years 1 and 2 of this CTE program and enrolls in Year 3 of this CTE program, report student as a CTE Concentrator in this CTE program in October (K).

Four-Year CTE Program
Year 1 = 25% of the program; Year 2 = 25% of the program; Year 3 = 25% of the program; Year 4 = 25% of the program

- If student successfully completes Year 1 and does not enroll in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Year 1 and enrolls in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Years 1 and 2 of this CTE program and does not enroll in Year 3 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Years 1 and 2 of this CTE program and enrolls in Year 3 of this CTE program, report student as a CTE Concentrator in this CTE program in October (K).

Student Enrolls in Two Different CTE Programs:

Student completes Year 1 of a two-year CTE program; then enrolls in a different one-year CTE program the following school year.

Two-Year CTE Program
Year 1 = 50% of the program; Year 2 = 50% of the program

- If student successfully completes Year 1 and does not enroll in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

> **AND**

One-Year CTE Program
Semester 1 = 50% of the program; Semester 2 = 50% of the program

- If student successfully completes Semester 1 and does not enroll in Semester 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- If student successfully completes Semester 1 and enrolls in Semester 2 of this CTE program, report student as a CTE Concentrator in this CTE program in Yearend (N).

Student Enrolls in Two Different CTE Programs:

Student completes Year 1 of a two-year CTE program; then enrolls in a different two-year CTE program the following school year.

First Two-Year CTE Program
Year 1 = 50% of the program; Year 2 = 50% of the program

- If student successfully completes Year 1 and does not enroll in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

> **AND**

Second Two-Year CTE Program
Year 1 = 50% of the program; Year 2 = 50% of the program

- If student successfully completes Year 1 and does not enroll in Year 2 of this CTE program, do NOT report student as a CTE Concentrator in this CTE program.

- IF, in the following year, student enrolls in Year 2 of either CTE program, report student as a CTE Concentrator in the appropriate CTE program in October (K).

Appendix B

Secondary Career-Technical Education (CTE) Workforce Development
And
Tech Prep
Indicators of Performance

These are the secondary CTE workforce development and secondary/postsecondary Tech Prep indicators of performance. Data for calculating performance results for all of the secondary workforce development and two (2) of the secondary Tech Prep indicators of performance are reported in the Education Management Information System (EMIS). Data for calculating performance results for three (3) of the secondary Tech Prep and all of the postsecondary Tech Prep indicators of performance are reported in the Higher Education Information (HEI) data system, operated by the Ohio Board of Regents (University System of Ohio).

Secondary CTE Workforce Development Indicators of Performance
Career-Technical Planning Districts (CTPDs) are held accountable for these indicators:

Secondary Indicator	Secondary Workforce Development Indicator Name	Initial Year of CTPD Accountability
1S1	High School Academic Achievement—Reading/language arts (EMIS)	FY2008
1S2	High School Academic Achievement—Mathematics (EMIS)	FY2008
2S1	Technical Skill Attainment (EMIS)	FY2009
3S1	Secondary School Completion (EMIS)	FY2009
4S1	Student Graduation Rates (EMIS)	FY2008
5S1	Secondary Placement (EMIS)	FY2009
6S1	Nontraditional Participation (EMIS)	FY2009
6S2	Nontraditional Completion (EMIS)	FY2009

Secondary Tech Prep Indicators of Performance
Tech Prep Consortia are held accountable for these indicators:

Secondary Tech Prep Indicator	Secondary Tech Prep Indicator Name	Initial Year of TP Consortia Accountability
1STP1	Postsecondary Education Enrollment (HEI data system)	FY2011
1STP2	Postsecondary Education Enrollment in Same Field or Major (HEI data system)	FY2011
1STP3	State or Industry-Recognized Certificate or License (EMIS)	FY2012
1STP4	Completion of Course Awarding Postsecondary Credit (EMIS)	FY2012
1STP5	Enrollment in Postsecondary Education Remedial Course (HEI data system)	FY2011

Postsecondary Tech Prep Indicators of Performance

Tech Prep Consortia are held accountable for these indicators:

Postsecondary Tech Prep Indicator	Postsecondary Tech Prep Indicator Name	Initial Year of TP Consortia Accountability
1PTP1	Employment in Related Field (HEI data system)	FY2010
1PTP2	State or Industry-Recognized Certificate or License (HEI data system)	FY2010
1PTP3	On-time Completion of Two-Year Degree or Certificate Program (HEI data system)	FY2010
1PTP4	On-time Completion of Baccalaureate Degree Program (HEI data system)	FY2010

Appendix C

Perkins IV CTE Accountability
FY2010 EMIS Records and Data Elements Unique to
Career-Technical Education (CTE)

There are a number of EMIS records and data elements that are unique to CTE for Perkins IV CTE accountability purposes. The unique records and elements and corresponding EMIS reporting periods are as follows:

EMIS Records and Data Elements – Unique to CTE for CTE Accountability Purposes	Report during these FY2010 EMIS Reporting Periods
On the Student Course Record (GN): • CTE Concentrator Element (GN130)	October (K) Yearend (N)
CTE Student Assessment Record (GY): • Career Paths for the Teaching Professions – Portfolio Score Element (GY890) • CTE Technical Assessment Code Element (GY760) • CTE Technical Assessment Score Element (GY770)	Yearend (N)
Industry Assessment Record (GU): • CTE Industry Assessment Code Element (GU060) • CTE Industry Assessment Results Element (GU070)	Yearend (N) March (D)
CTE Workforce Development Follow-Up Record (GV) • Apprenticeship Element (GV620) • Diploma Element (GED) (GV630) • Employed Placement Element (GV640) • Military Placement Element (GV650) • Other Follow-Up Status Element (GV660) • Postsecondary Education or Advanced Training Element (GV670) • Student Earned Certificate/License Element (GV680) • Fiscal Year of Local Classroom Code Elements, 1-5 (GV570, GV580, GV590, GV600, GV610) • Local Classroom Code Flag Elements, 1-5 (GV340, GV370, GV400, GV530, GV560) Must follow up on CTE Concentrators who left secondary education the previous year (including, but not limited to, graduates and dropouts)	March (D)

CTE Single Parent Subgroup – Guidance

EMIS CTE Student Program Code 305010

CTE Single Parent Subgroup – 305010

Student participates in a Career-Technical program and should be included in the Federal Single Parent subgroup due to being a single parent, including single pregnant students. (*EMIS Manual, Appendix E*)

Additional Guidance, Office of Career-Technical Education:

- Expanded explanation: The term "single parent" refers to a student who, at some time during the school year, is either a pregnant female student who is unmarried; or a male or female student who is unmarried or legally separated from a spouse and has a minor child or children.

- The Carl D. Perkins Career and Technical Education Act of 2006 identifies "single parents, including single pregnant women" as a special populations student subgroup. Data for each of the Career-Technical Education indicators of performance must be disaggregated for each student subgroup, including the "single parents" subgroup.

- School districts must determine how to document which CTE students are "single parents" and maintain records for Yearend (N) EMIS reporting. Guidance counselors and CTE teachers (including GRADS teachers) are good resources for this information.

- Report program code 305010 in the Yearend (N) EMIS reporting period for a "single parent" who is enrolled in any CTE course in the school district (for JVSDs, this includes JVSD satellite courses). CTE courses include Workforce Development, Career-Based Intervention and Family and Consumer Sciences (including GRADS). Do NOT report this program code for a student who is not enrolled in a CTE course in the school district.

Appendix E

2009-2010
Career-Technical Education (CTE) Edit Codes
for
CTE EMIS Data Verification Reports

FY2010 Career-Technical Education Course Listing and Edit Report (October (K)) (*TXT_2010K_STU_CTE_AGG*)

FY2010 Career-Technical Education Follow-Up Performance Indicators Report (March (D)) (*TXT_2010D_STU_CTEMAR_PERFORM*)

FY2010 Career-Technical Education Course Listing and Edit Report (Yearend (N)) (*TXT_2010N_STU_CTEYE_AGG*)

FY2010 Career-Technical Education Performance Indicators Report (Yearend (N)) (*TXT_2010N_STU_CTEYE_PERFORM*)

FY2010 Career-Technical Education Performance Indicators Report (Graduate (G)) (*TXT_2010G_STU_CTEG_PERFORM*)

Version 1.00 – February 4, 2010

Appendix E

Version	Date	Owner/Source	Description
1.00	February 4, 2010	Office of Career-Technical Education	Version 1.0 Release 2009-2010 October (K)

Appendix E

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2009-2010 CTE EMIS Report Edit Code Information

The following CTE Data Verification Reports are referenced in this document:
- FY2010 October (K) Career-Technical Education Course Listing and Edit Report (TXT_2010K_STU_CTE_AGG)
- FY2010 March (D) Career-Technical Education Follow-Up Listing and Error Report (TXT_2010D_STU_CTEYE_AGG)
- FY2010 March (D) Career-Technical Education Follow-Up Performance Indicators Report (TXT_2010D_STU_CTEYE_PERFORM)
- FY2010 Yearend (N) Career-Technical Education Course Listing and Edit Report (TXT_2010N_STU_CTEYE_AGG)
- FY2010 Yearend (N) Career-Technical Education Performance Indicators Report (TXT_2010N_STU_CTEYE_PERFORM)
- FY2010 Graduate (G) Career-Technical Education Performance Indicators Report (TXT_2010G_STU_CTEG_PERFORM)

The edit codes used on CTE EMIS data verification reports generated by the Ohio Department of Education have differing levels of severity and different meanings.

- **October (K) data reporting periods – CTE Course Listing and Edit Report**
  This EMIS report indicates whether CTE courses are approvable (and whether community school CTE courses qualify for state CTE funding).

  - **CTE EMIS Edit Codes:**
    - CXX – Course edit codes related to course master and CTE correlated class records
    - EXX – Enrollment edit codes related to student demographic, standing, attributes and course records
    - TXX – Teacher edit codes related to staff demographic and employment records
    - MXX – Miscellaneous edits
  - **Severity levels of CTE EMIS Edit Codes:**
    - *Fatal error for traditional school districts* – Course does not meet CTE requirements to be an approvable course.
    - *Fatal error for community schools* – Course does not meet CTE requirements to be an approvable course and does not qualify for state CTE funding.
    - *Warning note for traditional school districts and community schools* – Recommended guidelines for best practice
      - Course may not meet recommended guidelines for CTE programs
      - Notes should be reviewed for program delivery changes in future years.
    - *Informational note for traditional school districts and community schools*
      - T16 & T17 notes – Notes inform about GRADS teacher hours and GRADS teacher FTE.
      - M14 note – Course does not qualify for approval (or career-technical funding for community schools). No change in reporting will result in this course being approvable (or fundable).

- **March (D) reporting period – Follow-Up Listing and Error Report:**
  - **Edit Codes:**
    - FXX – Edit codes related to CTE follow-up reporting during March (D) reporting period.
  - **Severity levels:**
    - No severity levels are reported. Data may be inaccurate or missing, which may affect career-technical performance indicators calculations.

- **Yearend (N) reporting period – Course Listing and Edit Report AND Performance Indicators Report:**
  - **Edit Codes:**
    - JXX – Edit codes related to course, enrollment and performance data reported during Yearend (N) reporting period

- o **Severity levels:**
  - ▪ *Fatal error*
    - • Course master record data does not match course master data reported in October (K)
    - • Student course record data does not match student course data reported in October (K)
    - • Data are inaccurate or missing, which may affect CTE enrollment or CTE indicator of performance calculations
  - ▪ *Warning note*
    - • Data may be inaccurate, which may affect CTE enrollment or CTE indicator of performance calculations

NOTE: Edit codes may be updated each reporting period. The Ohio Department of Education recommends that users check for updated versions of this list on the Ohio Department of Education Web site, www.education.ohio.gov/. Messages will be added to help users understand and correct data reporting errors.

Appendix E

October (K) Report Edit Codes

Edit Code	(K) Edit Code Messages	Severity
C01	Not a valid SUBJECT CODE for EMIS. See Appendix C of the EMIS Manual for all valid SUBJECT CODES. See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
C03	This SUBJECT CODE requires a specific CURRICULUM CODE. For the valid CURRICULUM CODE/SUBJECT CODE combinations, check the CTE Program Matrices located on the Ohio Department of Education Web site: www.education.ohio.gov/ (keyword search: Career-Tech Content Standards, for Workforce Development Program Matrix, Family and Consumer Sciences Matrix, or CBI Matrix).	Fatal
C06	Not a valid SEMESTER CODE. See the EMIS Manual, Chapter 3, Semester Code Element, for valid reporting options. See the Course Master Record section in chapter 3 of the EMIS manual for more information. NOTE: Option '8' (Other) is not a valid semester code for career-technical courses (curriculum code VN, VC, VT, V3 and VA).	Fatal
C08	Required GRADS instructional support time (curriculum code V3) is missing. The local classroom code of the GRADS instructional support time (curriculum code V3) must be correlated to the local classroom code of a GRADS ANCHOR class (curriculum code VN) through the CTE Correlated Class Record. See the CTE Correlated Class Record section in chapter 3 of the EMIS manual for more information.	Fatal
C09	This CTE related/correlated class (curriculum code V3) must be correlated to a CTE ANCHOR class (curriculum code VN, VC, VT). The local classroom code of the CTE related/correlated class must be correlated to the local classroom code of the associated CTE ANCHOR class through the CTE Correlated Class Record. See the CTE Correlated Class Record section in chapter 3 of the EMIS manual for more information.	Fatal
C11	ACADEMIC SUBJECT CODE is not valid for CTE approval (or funding for community schools). Only non-remedial English Language Arts (subject codes 05XXXX), Mathematics (subject codes 11XXXX), Science (subject codes 13XXXX) and Social Studies (subject codes 15XXXX) are valid as approvable (or fundable for community schools) Academic classes for CTE Workforce Development programs. In addition to these, any of the Career Based Intervention academic subject codes (250510, 250519, 251110, 251310, 251510) are valid for Career Based Intervention academics as long as the academic class is taught by a CBI teacher. The CURRICULUM CODE may need to be changed to something other than VA or V3. See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
C15	LOCATION IRN (SCHOOL BUILDING IRN) for this course is not valid. See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Warning
C17	The LENGTH OF SCHEDULED INSTRUCTION (HOURS/COURSE HOURS) for this course is less than the minimum allowed. For the allowable minimum hours of instruction for this CTE course, please check the CTE Program Matrices on the Ohio Department of Education Web site: www.education.ohio.gov/ (keyword search: Career-Tech Content Standards, for Workforce Development Program Matrix; or Family and Consumer Sciences Matrix; or CBI Matrix). English/language arts, mathematics or science class (curriculum code VA) must be a minimum of 120 hours; social studies class (curriculum code VA) must be a minimum of 60 hours. The formula to calculate LENGTH OF SCHEDULED INSTRUCTION (in hours) is: (Number of minutes class meets each day X Number of days class meets) / 60 minutes. See the Course Master Record section in chapter 3 of the EMIS manual for more information. Also see the Mapped Local Classroom Code Record section in chapter 3 of the EMIS manual to determine whether CTE course mapping applies.	Fatal
C18	GRADS (subject code 090192, 090193, 090194) classes must be scheduled as All Year classes (SEMESTER CODE '3'). See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
C21	This Family and Consumer Sciences class must not be scheduled as an All Year class (SEMESTER CODE '3'). It may only be taught for a semester's worth of time. The minimum number of hours (LENGTH OF SCHEDULED INSTRUCTION) for the class is 60. The maximum	Fatal

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Edit Code	(K) Edit Code Messages	Severity
	number of hours for this class is 90. See the Course Master Record section in chapter 3 of the EMIS manual for more information.	
C22	LENGTH OF SCHEDULED INSTRUCTION (HOURS/COURSE HOURS) is greater than the maximum allowed. For the allowable maximum hours of instruction for this CTE course, please check the CTE Program Matrices found on the Ohio Department of Education Web site: www.education.ohio.gov/ (keyword search: Career-Tech Content Standards, for Workforce Development Program Matrix; or Family and Consumer Sciences Matrix; or CBI Matrix). The formula to calculate LENGTH OF SCHEDULED INSTRUCTION (in hours) is: (Number of minutes class meets each day X Number of days class meets) / 60 minutes. See the Course Master Record section in chapter 3 of the EMIS manual for more information. Also see the Mapped Local Classroom Code Record section in chapter 3 of the EMIS manual to determine whether CTE course mapping applies.	Fatal
C23	This intervention/remedial academic course subject code, reported as curriculum code VA, is not approvable (and does not qualify for community school CTE funding). Intervention/remedial academic courses include Intervention English (050014), Intervention Reading (050119), Intervention Mathematics (111950), Intervention Science (132900), Intervention Social Studies (150400) and Transition to High School Mathematics (110190). See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
C24	SEMESTER CODE '8' (Other) is not a valid semester code option for career-technical courses (curriculum code VN, VC, VT, V3, VA). See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
C25	This is the last year for this CTE subject code. A new subject code(s) is available and can be used this year. To transition to a new subject code this year, contact the appropriate state CTE career field consultant about the transition process. If a new subject code is not reported and approved in EMIS this year, then a CTE-26 Application For Preliminary Approval Of Secondary Career-Technical Education Programs must be submitted for this program next year. *[NEW in FY10]*	Warning
C26	This is the last year for this CTE subject code. A new subject code must be used next year. A CTE-26 Application For Preliminary Approval Of Secondary Career-Technical Education Programs must be submitted for this program next year. *[NEW in FY10]*	Warning
C27	For this Family and Consumer Sciences class (subject code 090112, 090185 or 091401), the minimum number of hours (LENGTH OF SCHEDULED INSTRUCTION) for the class is 60. The maximum number of hours for this class is 180. See the Course Master Record section in chapter 3 of the EMIS manual for more information. *[NEW in FY10]*	Fatal
C28	For this middle grades Family and Consumer Sciences class, (090050, 090700 or 091410), the minimum number of hours (LENGTH OF SCHEDULED INSTRUCTION) for the class is 60. The maximum number of hours for this class is 90. See the Course Master Record section in chapter 3 of the EMIS manual for more information. *[NEW in FY10]*	Fatal
C29	12-Week (semester code "4"), 9-Week (semester code "5"), 6-Week (semester code "6"), and Other (semester code "8") CTE courses cannot be mapped. Unmap these mapped courses. See the Mapped Local Classroom Code Record section in chapter 3 of the EMIS manual for more information. *[NEW in FY10]*	Fatal
C30	These Family and Consumer Sciences CTE courses cannot be mapped. Unmap these mapped courses. See the Mapped Local Classroom Code Record section in chapter 3 of the EMIS manual for more information. *[NEW in FY10]*	Fatal
E01	No students reported in the class. A minimum of 1 student is required for approval; or for community school CTE funding. For students to appear on the CTE report, students must be reported with the following: OCTOBER COUNT WEEK ATTENDANCE DAYS in the STUDENT STANDING RECORD greater than zero (0); COURSE ENROLLMENT START DATE in the STUDENT COURSE RECORD as of the last day of count week; STUDENT PERCENT OF TIME in the STUDENT STANDING RECORD greater than zero (0); and a valid Statewide Student	Fatal

Edit Code	(K) Edit Code Messages	Severity
	Identifier (SSID).	
E02	Number of students reported is greater than the RECOMMENDED maximum of 25.	Warning
E06	All Career Based Intervention students must be Disadvantaged (DIS) (economic, academic or both economic and academic) or have a Disability Condition (SWD). One or more students enrolled in this class have not been reported as such. See the Student Attributes—Effective Date Record section in chapter 2 of the EMIS manual for more information.	Fatal
E08	Student GENDER was not reported as Male (M) or Female (F) for one or more students in this class. This student(s) is not counted in any totals, causing the course to not be approved (or funded for community schools). See the Student Demographic Record section in chapter 2 of the EMIS manual for more information.	Fatal
E09	WECEP student(s) must not be in the 11th, 12th, 13th or 23rd grade. Remove the WECEP program code, 305007, from this 11th, 12th, 13th or 23rd grade student(s). The WECEP PROGRAM CODE 305007 is only to be reported for those students in a Career Based Intervention program, 14 or 15 years of age, working as part of the program, and being PAID. The student must meet all of these criteria in order to be coded with the WECEP program code. See the Student Program Record section in chapter 2 of the EMIS manual for more information.	Fatal
E10	SUBJECT CODE 090185 is limited to students in GRADE LEVELS 7, 8 and 9. Students in other grades are not counted in any totals, causing the course to not be approved (or funded for community schools).	Fatal
E11	No students below GRADE LEVEL 9 are to be enrolled in this class. Students below grade level 9 are not counted in any totals, causing the course to not be approved (or funded for community schools).	Fatal
E13	No students below GRADE LEVEL 7 are to be enrolled in this Career Based Intervention (CBI) class. Students below grade 7 are not counted in any totals, causing the course to not be approved (or funded for community schools).	Fatal
E14	All Students in this CTE Workforce Development Academic class (curriculum code VA) are required to also be enrolled in a CTE Workforce Development Anchor class (curriculum code VN, VC, VT). One or more students in this CTE academic class are not also enrolled in the required CTE Anchor class, causing the course to not be approved (or funded for community schools). See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
E15	All students in this CTE Workforce Development Cooperative Anchor class (curriculum code VC) are required to also be enrolled in the correlated CTE related/correlated class (curriculum code V3). One or more students in this class are not also enrolled in the required related/correlated class, causing the course to not be approved (or funded for community schools).	Fatal
E16	All students in this CTE related/correlated class (curriculum code V3) are required to also be enrolled in a CTE Workforce Development Anchor class (curriculum code VN, VC, VT). One or more students in this class are not also enrolled in the required CTE anchor class, causing the course to not be approved (or funded for community schools). The required Anchor class cannot be a CTE foundation course (subject codes 010001, 040001, 070001, 090001, 140001, 170002, 170003, 170004, 172809).	Fatal
E17	All students in this Career-Based Intervention (CBI) related/correlated class (curriculum code V3) are required to also be enrolled in a CBI Anchor class (curriculum code VN, VC). One or more students in this class are not also enrolled in the required class, causing the course to not be approved (or funded for community schools).	Fatal
E18	All students in this Career-Based Intervention (CBI) Academic class (curriculum code V3) are required to also be enrolled in the correlated CBI anchor class (curriculum code VN, VC). One or more students in this class are not also enrolled in the correlated CBI anchor class, causing the course to not be approved (or funded for community schools). If all students in this academic class are not CBI students, please change the curriculum code and remove this local classroom code from the CORRELATED CLASS RECORD. See the Course Master Record and CTE	Fatal

Edit Code	(K) Edit Code Messages	Severity
	Correlated Class Record sections in chapter 3 of the EMIS manual for more information.	
E19	All students in this Employability Skills (subject code 990362) or Entrepreneurship (subject code 990361) class are required to also be enrolled in a CTE Workforce Development Anchor class (curriculum code VN, VC, VT). One or more students in this class are not also enrolled in the required CTE anchor class, causing the course to not be approved (or funded for community schools). The anchor class must not be a CTE foundation course (subject codes 010001, 040001, 070001, 090001, 140001, 170002, 170003, 170004, 172809).	Fatal
E20	All students in this Business Communications class (subject Code 030600, curriculum code VA) are required to also be enrolled in a CTE Business and Administrative Services, Finance, Information Technology or Marketing Workforce Development Anchor class (curriculum code VN, VC, VT). One or more students in this Business Communications class are not also enrolled in the required CTE Anchor class, causing the course to not be approved (or funded for community schools). The anchor class must not be the Business and Management Foundation course (subject code 140001). Please change the curriculum code. See the Course Master Record section in chapter 3 of the EMIS manual for more information.	Fatal
E21	Students in this CTE class must not be marked with a 'Y' in the CTE CONCENTRATOR field. Please enter an 'N' in the CTE Concentrator field for all students in this class. The CTE CONCENTRATOR field is only for those students in a CTE Workforce Development Anchor class curriculum code VN, VC, VT) who meet the CTE Concentrator definition. See the Student Course Record section in chapter 2 of the EMIS manual for more information.	Fatal
E22	All students in this Career-Based Intervention (CBI) Cooperative Anchor class (curriculum code VC) are required to also be enrolled in a CBI related/correlated class (curriculum code V3). One or more students in this class are not also enrolled in the required CBI related/correlated class, causing the course to not be approved (or funded for community schools).	Fatal
E23	A student enrolled in Entrepreneurship (subject code 990361) CANNOT currently enroll in Introduction to Entrepreneurship (subject code 044100, curriculum code VT) or Entrepreneurship (subject code 044110, curriculum code VT). Student must concurrently be enrolled in another CTE workforce development Pathways anchor course or Specialization anchor course (curriculum code VN, VC, VT). See CTE secondary workforce development matrix on the Ohio Department of Education Web site (www.education.ohio.gov/, keyword search: Career-Tech Content Standards) for a list of courses.	Fatal
E24	These Family and Consumer Sciences courses, subject codes 090050, 090700 and 091410, are limited to students in GRADE LEVELS 7 and 8. Students in other grades are not counted in any totals, causing the course to not be approved (or funded for community schools).	Fatal
T01	EMPLOYEE ID not valid or missing. Reporting responsibility for CTE course and staff data lie with the district employing the teacher. If the instructor teaching the course is not employed by your district, DO NOT report Course Master, Staff Demographic, Staff Employment or Student Course Records for this class. If the instructor is employed by another district, DO NOT REPORT any Staff Demographic, Staff Employment, or Course Master Records for this person in EMIS.	Fatal
T06	STAFF NAME is missing. See the Staff Demographic Record section in chapter 3 of the EMIS manual for more information. Reporting responsibility for CTE course and staff data lie with the district employing the teacher. If the instructor teaching the course is not employed by your district DO NOT report Course Master, Staff Demographic, Staff Employment or Student Course records for this class.	Fatal
T07	The teacher does not have the appropriate certificate/license to teach this SUBJECT CODE. See Certification and Licensure Search on the Ohio Department of Education Web site: www.education.ohio.gov (keyword search: *Certification and Licensure Search*) for valid certificate/license code and subject code combinations.	Fatal

Appendix E

Edit Code	(K) Edit Code Messages	Severity
T08	STAFF EDUCATION LEVEL (DEGREE) is not valid or is missing. See the Staff Demographic Record section in chapter 3 of the EMIS manual for more information.	Fatal
T14	AUTHORIZED TEACHING EXPERIENCE YEARS is greater than TOTAL EXPERIENCE YEARS. See the Staff Demographic Record section in chapter 3 of the EMIS manual for more information.	Fatal
T15	Total of CTE course LENGTHS OF SCHEDULED INSTRUCTION for this teacher is greater than 1080 hours. Please check the LENGTH OF SCHEDULED INSTRUCTION on all CTE classes for this teacher. If LENGTHS OF SCHEDULED INSTRUCTION are correct, determine whether any CTE semester classes should be "mapped" together. See the Course Master Record and CTE Correlated Class Record sections in chapter 3 of the EMIS manual for more information. If mapping does not apply, contact the appropriate state CTE career field consultant and send (e-mail, regular mail, or FAX 614-644-6720) a copy of the teacher's schedule containing the beginning and ending times for each CTE class this teacher teaches. Make sure local classroom codes are included. The formula to calculate LENGTH OF SCHEDULED INSTRUCTION (in hours) is: (Number of minutes class meets each day X Number of days class meets) / 60 minutes.	Fatal
M02	No student data reported for this class. For students to appear on the CTE report, students must be reported with the following: OCTOBER COUNT WEEK ATTENDANCE DAYS in the STUDENT STANDING RECORD greater than zero (0); COURSE ENROLLMENT START DATE in the STUDENT COURSE RECORD as of the last day of count week; STUDENT PERCENT OF TIME in the STUDENT STANDING RECORD greater than zero (0); and a valid Statewide Student Identifier (SSID).	Fatal
M04	STAFF DEMOGRAPHIC DATA missing for this teacher. Reporting responsibility for CTE course and staff data lie with the district employing the teacher. If the instructor teaching the course is not employed by your district. DO NOT report Course Master, Staff Demographic, Staff Employment or Student Course Records for this class.	Fatal
M05	The students in this related/correlated V3 class do not match the students in the CORRELATED Anchor class. All students must be enrolled in both the ANCHOR and the related/correlated V3 class.	Warning
M07	CORRELATED CLASS RECORD is missing for this related/correlated V3 class. See the CTE Correlated Class Record section in chapter 3 of the EMIS manual for information.	Fatal
M09	This local classroom code cannot be the ANCHOR/LAB/CO-OP LOCAL CLASSROOM CODE in the CTE CORRELATED CLASS RECORD. See the CTE Correlated Class Record section in chapter 3 of the EMIS manual for information.	Fatal
M11	The STAFF EMPLOYMENT RECORD is missing or has invalid information for CTE approval (or funding for community schools). Reporting responsibility for CTE course and staff data lie with the district employing the teacher. If the instructor teaching the course is not employed by your district, DO NOT report Course Master, Staff Demographic, Staff Employment or Student Course Records for this class. The POSITION CODE must be 230. The TYPE OF APPOINTMENT must be a 1, 3, 4 or 5. The POSITION TYPE must be R. The POSITION STATUS must be C, A, or I. The POSITION FUND SOURCE CODE must be L. See the Staff Employment Record section in chapter 3 of the EMIS manual for more information.	Fatal
M14	No corresponding 1st semester, 2nd semester, 12-week, 9-week or 6-week class to base CTE FTE.	Information
M16	Anchor class of this CTE program is not approvable (or fundable for community schools), causing all correlated classes to not be approvable (or fundable for community schools). If all errors are corrected for the Anchor class (class with curriculum codes VN, VC, or VT), this error will be removed.	Fatal

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Edit Code	(K) Edit Code Messages	Severity
M17	One or more required components of this CTE program are missing or not correlated. For CBI programs, check for a related/correlated class with curriculum code V3, subject code 252525; for GRADS programs, check for GRADS teacher instructional support time with curriculum code V3and a GRADS subject code; for Cooperative programs, curriculum code VC, check for a CTE related/correlated class with curriculum code V3.	Fatal
M21	This class has been incorrectly correlated in the CTE Correlated Class Record. See the CTE Correlated Class Record section in chapter 3 of the EMIS manual for more information.	Fatal
M22	THIS COURSE IS NOT APPROVED BY THE OFFICE OF CTE. This combination of SUBJECT CODE/CURRICULUM CODE/SCHOOL BUILDING IRN was not a funded CTE course the previous year. Filing of a CTE-26 APPLICATION FOR PRELIMINARY APPROVAL OF SECONDARY CAREER-TECHNICAL EDUCATION PROGRAMS for this subject code/ curriculum code/school building IRN combination is necessary. For assistance, contact the appropriate CTE career field consultant at the Ohio Department of Education.	Fatal
M30	For a CTE Workforce Development or Career-Based Intervention Cooperative Anchor class (curriculum code VC) and the required correlated CTE related/correlated course (curriculum code V3), the subject code and the teacher must be the same for the VC course and at least one of the V3 courses. The subject code or the teacher are not the same for the correlated VC course and at least one of the V3 courses. *[NEW in FY10]*	Fatal
M31	Entrepreneurship (subject code 044110, curriculum code V3) CANNOT be correlated with this CTE anchor course. It can be correlated only with Entrepreneurship (subject code 044110, curriculum code VT). *[NEW in FY10]*	Fatal
M32	Introduction to Entrepreneurship (subject code 044100, curriculum code V3) CANNOT be correlated with this CTE anchor course. It can be correlated only with Introduction to Entrepreneurship (subject code 044100, curriculum code VT) or Entrepreneurship (subject code 044110, curriculum code VT). *[NEW in FY10]*	Fatal
M33	This Entrepreneurship (subject code 990362, curriculum code V3) or Employability Skills (subject code 990361, curriculum code V3) course CANNOT be correlated with the following: CTE Foundation courses, Career Field courses, or Introduction to Entrepreneurship (subject code 044100) or Entrepreneurship (subject code 044110). It can be correlated with another CTE workforce development Pathways or Specialization anchor course (curriculum code VN, VC, VT). See CTE secondary workforce development matrix on the Ohio Department of Education Web site (www.education.ohio.gov/, keyword search: Career-Tech Content Standards) for a list of courses. *[NEW in FY10]*	Fatal
NOTE	Approved (funded, for community school s) Workforce Development ACADEMIC (curriculum code VA) course hours are capped at 54% of the approved (funded, for community schools) CTE Workforce Development hours. Approved (funded, for community school s) CBI ACADEMIC (curriculum code V3) course hours are capped at 100% of the approved (funded, for community schools) CBI (subject code 252525) course hours. This academic course exceeds the allowable ACADEMIC hour limit for CTE approval (funding, for community schools), so is approved (funded for community schools) with 0 (zero) or partial CTE FTE.	Information

March (D), Yearend (N) and Graduate (G) Report Edit Codes will be added at a later time.