

wvde

WyCTE Collection Guidebook

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Introduction

The WyCTE Collection is a software platform on which to conduct annual local negotiations and data reporting for districts that received Carl D. Perkins funds. The data collection portion requires reporting of data at the individual student level. This data will satisfy the state and federal requirements for reporting on Carl D. Perkins CTE Performance Indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. These indicators are defined and explained in more detail on page 5 of this document. The local negotiations portion of this platform requires a back and forth negotiation of performance indicator targets between LEA personnel and WDE personnel.

School Districts are required to submit a variety of data collections each year. The data collected by the Wyoming Department of Education (WDE) is critical and essential to the continual growth of Wyoming's education system. It is widely agreed upon that you need quality and timely data to inform the work of stakeholders such as students, teachers, administrators, parents, and policymakers to most appropriately impact the teaching and learning process.

Department CTE staff will be available to assist districts to provide complete, accurate data before certifying their schools, courses and students on the WyCTE Collection platform. This collection is accessed through the Department forms inventory, downloaded, completed, and uploaded by the district to the Department. The WyCTE Collection data is meant to be used by the WDE for state and federal reporting requirements, Wyoming Legislature, and district employees. It is inaccessible to the general public.

This guidebook serves as the definitive instruction set for data reporting and negotiations within the WyCTE Collection platform.

WyCTE Collection Authority

The authority for the WDE to collect CTE data by means of the WyCTE Collection is listed below:

Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(c)(2)

The authority for the WDE to facilitate local negotiations of performance targets for indicators by means of the WyCTE Collection is listed below:

Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(b)(4)(A)

Important Definitions

WyCTE Collection: The software platform used to facilitate Perkins local negotiations and data reporting. The WDE software development team has built the system to fit the needs of users.

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

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

SCED Code: School Courses for the Exchange of Data - a voluntary, common classification system for secondary school courses. Classification is based on a five-digit Course Code that provides a basic structure for classifying course content. Additional elements and attributes provide descriptive information about each course. These must be submitted to the WDE each year in the 638 Collection, and are required for the additional 29% state CTE funding. CTE courses eligible for the 29% funding are found in subject areas 9-21. WDE is currently using SCED Version 3.0 Resource found at <http://nces.ed.gov/forum/SCED.asp>

SCED Coding Courses (18520G1.012)

- ❖ The first two numbers in the SCED code refers to the subject area. CTE courses are typically found in 9-21.
- ❖ The next three numbers describe the course. Refer to the the SCED Version 3.0 resource for guidance.
- ❖ The letter identifies course level, ie: rigor. The levels include: Basic, General, Honors, Enriched, College and No specified rigor.
- ❖ The next two numbers are available Carnegie unit, ie: 1.0 or 0.5
- ❖ The last two numbers identify a sequence of courses. The example above, is listed as the first class in a two course sequence. ie: 1 of 2
- ❖ It is important for this data collection system that ***no two SCED codes and course name are identical.***

CIP Code: The Classification of Instructional Programs provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. These codes are assigned to CTE programs in order to determine whether or not a program would be considered nontraditional for either gender.

Local Negotiations: This is the process of negotiating performance targets for each of the Core Indicators of Performance. This process occurs as an exchange between WDE CTE staff and LEA/IHE staff annually in early spring for the current program year.

Core Indicators of Performance

Definitions & Calculations

Indicator 1S1 - Academic Attainment, Reading/Language Arts:

- ❖ *Numerator* - number of CTE concentrators who have met the proficient or advanced level on the statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.
- ❖ *Denominator* - number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State's computation of AYP in the reporting year.
- ❖ *Calculation* - CTE concentrators entered in the DSC R1 CTE Edition platform are matched with ACT data collected by the WDE (NOTE: per Federal guidelines, only students whose scores were included in the statewide AYP computation are included). For example, for the 2014-2015 school year, CTE concentrators were matched with all 11th graders who took the ACT in Spring 2015.

Indicator 1S2 - Academic Attainment, Mathematics:

- ❖ *Numerator* - number of CTE concentrators who have met the proficient or advanced level on the statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.
- ❖ *Denominator* - number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State's computation of AYP in the reporting year.
- ❖ *Calculation* - same as calculation for Indicator 1S1.

Note: The Every Student Succeeds Act (ESSA) was signed into law on December 10th, 2015, reauthorizing ESEA. As the WDE begins transitioning to ESSA and incorporating provisions of the new law, the definitions and calculations for Indicators 1S1 and 1S2 will change. This document will be updated to reflect the changes when they are official.

Indicator 2S1 - Technical Skill Attainment:

- ❖ *Numerator* - number of CTE concentrators who *passed* end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.
- ❖ *Denominator* - number of CTE concentrators who *took* end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.
- ❖ *Calculation* -
 - If in a pathway that has CTE online assessment delivered via the NOCTI online assessment platform, including the 21st Century Skills Assessment, the calculation is based on:
 - Concentrators over proficiency cut score
 - Concentrators who took CTE online assessment
 - If in an engineering pathway and completed Project Lead the Way (PLTW):
 - # of Concentrators with GPA >= 3.0 in PLTW courses

- # of Concentrators who completed PLTW program
- If in a pathway that offers an industry-certified assessment (including ASE for automotive):
 - Concentrators who passed an industry certified assessment
 - Concentrators who took an industry certified assessment

Indicator 3S1 - Secondary School Completion:

- ❖ *Numerator* - number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State- recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.
- ❖ *Denominator* - number of CTE concentrators who left secondary education during the reporting year.
- ❖ *Calculation* - CTE concentrators who were noted as having graduated or dropped out of secondary education (as entered in the DSC R1 CTE Edition system) during the reporting year (e.g. 2014-2015) are identified. Calculation is based on:
 - Graduates
Graduates + Dropouts

Indicator 4S1 - Student Graduation Rates:

- ❖ *Numerator* - number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.
- ❖ *Denominator* - number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.
- ❖ *Calculation* - AYP graduation rate calculations are based on prior year's graduation information. For example, 2014-2015 AYP decisions are based on the 2013-2014 graduation rates. Given this, we use prior year's graduation rates to calculate this indicator. The WDE creates a graduation cohort using a listing of all graduates from 2013-2014, for example, along with all dropouts from 2011-2012 through 2013-2014. Only students who are noted as graduating on time (within 4 years) are included in the analysis.

Then, all CTE concentrators in the database who were expected to graduate by Spring 2014 are pulled, including those who were identified as concentrators as sophomores, juniors and seniors. This is done so that once a student becomes a concentrator, they will be included in the graduation cohort appropriate for their grade level. The Perkins files are merged and duplicate students are removed so that each field pertains to a unique concentrator. This file, containing all concentrators expected to graduate in 2014, is merged to the graduation cohort listing. This allows the WDE to identify CTE concentrators who graduated and dropped out, thus allowing an accurate calculation of this indicator.

Note: The Every Student Succeeds Act (ESSA) was signed into law on December 10th, 2015, reauthorizing ESEA. As the WDE begins transitioning to ESSA and incorporating provisions of the new law, the definition and calculation for Indicator 4S1 will change. This document will be updated to reflect the changes when they are official.

Indicator 5S1 - Secondary Placement:

- ❖ *Numerator* - number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (e.g., unduplicated placement status for CTE concentrators who graduated by June 30, 2014 would be assessed between October 1, 2014 and December 31, 2014).
- ❖ *Denominator* - number of CTE concentrators who left secondary education during the reporting year.
- ❖ *Calculation* - CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded). The indicator calculation is as follows:
 - CTE concentrators in advanced placement
CTE concentrators who were followed up with

Indicator 6S1 - Nontraditional Participation:

- ❖ *Numerator* - number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- ❖ *Denominator* - number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
- ❖ *Calculation* - total number of participants who are in a non-traditional occupational field (as determined by CIP code assigned) are first counted. Counts are then examined by gender to determine the percentage of participants who are in the non-traditional fields according to gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females in an engineering program) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. males in an engineering program) are considered traditional participants. Calculations are based on:
 - Non-traditional CTE participants
Non-traditional + traditional CTE participants in non-traditional programs

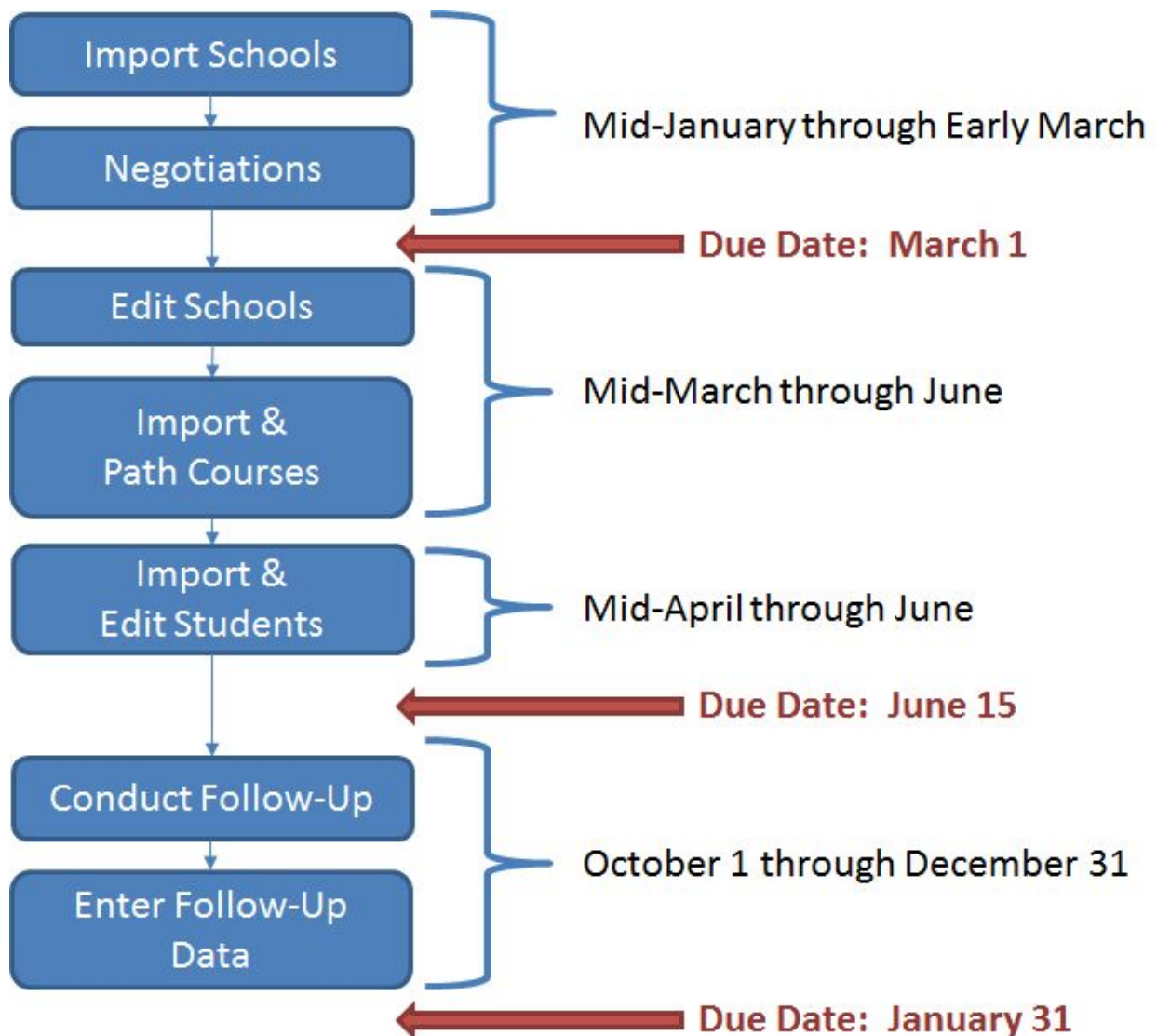
Note: This indicator is calculated using unduplicated counts (e.g. each participant is assigned to ONE primary program and CIP code).

Indicator 6S2 - Nontraditional Completion:

- ❖ *Numerator* - number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- ❖ *Denominator* - number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.
- ❖ *Calculation* - CTE concentrators who completed a program during the reporting year are identified. The total number of concentrators in a non-traditional field (as determined by CIP code assigned) are determined using the latest federal guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator's gender to determine if a concentrator is a non-traditional student (see Indicator 6S1 for examples). Calculation is based on:
 - Non-traditional CTE Concentrators who completed a program in a non-traditional field
Non-traditional + Traditional CTE Concentrators who completed a program in a non-traditional field

Negotiation and Collection Schedules

Local negotiations will occur in early spring, and will end upon final certification by the district superintendent. The data collection timeline will occur as follows: 1) Import Schools (you will do this prior to starting Negotiations); 2) Edit Schools; 3) Import & Path Courses; 4) Import & Edit Students; 5) Conduct Follow-Up; and 6) Enter Follow-Up Data. All of the steps are dependent on completion of the prior step. For example, the user may not edit schools until he/she has imported schools. Data entry must be complete and certified by mid-June. This timeline is meant to be a general guide that can be referenced year-to-year, though there may be some variation in due dates depending on the year.



Note: timeline based on federal reporting schedule set forth by the Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(c)(2).

Access and Roles

The WyCTE Collections platform can be accessed by either of the following methods:

- ❖ On the WDE Career and Technical Education page, under the menu titled CTE Pages, you will see a link titled WyCTE Collection. This link will take to the home page shown below.
(<http://edu.wyoming.gov/in-the-classroom/career-tech-ed/>)
- ❖ This link will take you directly to the WyCTE Collection home page, shown below.
<https://portals.edu.wyoming.gov/cte/home/index>

The screenshot below will be your Home screen. Before you can sign-in, you will need to have a fusion username and password. Contact the Fusion administrator at your district for assistance, or contact Susan Williams @ susan.williams@wyo.gov . You will also need to have the appropriate roles assigned.

USER ROLES:

- ❖ Negotiations
 - WyCTE Collection Negotiators: this is the person(s) who will be entering targets and negotiating with the WDE during the Negotiation process.
 - WyCTE Collection Negotiation Approvers: this is the person (usually the Superintendent) who will certify and approve the negotiated targets.
- ❖ Data Reporting
 - WyCTE Collection Users: This is the person(s) who will be doing the bulk of the data entry, including student and enrollment information, career pathway alignment, etc.

Keep in mind, the district can decide who has which roles. The roles do not need to be different people, however each role provides slightly different access.

You can access the login screen two ways:

1. Click sign-in (indicated at the arrow).
2. Click "Go to Schools" under School Information - this will also take you to the login screen.

WyCTE Collection Schools Support Loralyn District Sig.

Career Technical Education (CTE)

WyCTE Collection is an web-based application that allows the Wyoming Department of Education and Wyoming School Districts to manage information related to CTE in Wyoming.

[Learn more about CTE on the WDE Website](#)

Negotiations

Starting in January of each school year indicator targets are negotiated between the State and local districts. This module will allow users to negotiate with the state targets for each indicator.

School Information

Every January the CTE application is loaded with CTE schools and students enrolled in CTE approved classes. This import requires verification by the district before course information can be entered.

[Go To Schools »](#)

Follow-up



Every year a follow-up survey is executed to collect information about how graduating seniors have fared in the real world.

[Submit Follow-Up »](#)

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❖ The page below will be where you sign in.

Sign In

  Sign in using your fusion username and password.

Wyoming Department of Education (Testing & Staging)

Type your user name and password.

User name: Example: Domain\username

Password:

[Sign In](#)

Instructions - Negotiations

STEP 1: IMPORT SCHOOLS

- ❖ Once logged in, click on the *Schools* link at the top of the page.

DCS R1 CTE Edition Schools Support Loralyn District Sign-out

Support

Here is a list of WDE staff that are associated with the CTE program or information systems.

Supervisor - Career Technical Education (CTE) Programs	Education Consultant - CTE - Carl D. Perkins	Education Consultant - CTE - Carl D. Perkins
Guy Jackson 307-777-3655 guy.jackson@wyo.gov	Tonya Gerharter 307-777-6808 tonya.gerharter@wyo.gov	Randall Butt 307-777-5329 randall.butt@wyo.gov

- ❖ The next screen will be the one shown below. Click *Import School(s)*.

Schools for Uinta County School District #6

Import School(s) 2015-16 Uinta County School District #6 Switch

School Code	Name	Data Entry Status
1		

25 items per page No items to display

- ❖ Click the checkboxes for each school in your district that utilize Perkins funds. If the district has multiple high schools, please be sure to select all applicable schools.
- ❖ Click *Import School(s)*.

Import Schools for Uinta County School District #6

<< Back to Schools Import Schools Select All

	School Code	Name
<input type="checkbox"/>	2106055	Lyman High School
<input type="checkbox"/>	2106050	Lyman Intermediate School

- ❖ Once you have imported your schools, you will see a screen similar to the screenshot shown below. If you have multiple schools, you should see them all displayed on the Schools screen in this view.

Schools for Uinta County School District #6

Import School(s)		2015-16	Uinta County School District #6	Switch
		School Code	Name	Data Entry Status
View	Edit	Negotiations	2106055 Lyman High School	In Progress
		25	items per page	1 - 1 of 1 items

- ❖ When schools are imported, you may begin negotiations.

STEP 2: BEGIN NEGOTIATIONS

- ❖ To begin the negotiation process, click on *Negotiations* on the school screen.

Import School(s)		2015-16	Weston County School District #7	Switch
		School Code	Name	Data Entry Status
View	Edit	Negotiations	2307055 Upton High School	Certified

- ❖ If you see the “Have not begun” symbol (similar to the screenshot below), the WDE has not set initial targets, yet. The WDE will notify district Perkins Coordinators of the date that initial targets are set and negotiations can begin.

Perkins Local Negotiations

NOTICE: Not all 90% thresholds were met for last year. An improvement plan will need to be sent to the state. [Download a sample plan.](#)

To obtain your performance results and determine which indicators have been met, please download [School's Indicator Report](#). Please expect an email from the WDE the week of February 10th containing instructions for the 2013-14 Local Negotiations. Included in this email will be an update timeline and the initial offers provided by the WDE for your school to accept or decline.

Have not begun.
 In progress waiting on school.
 In progress waiting on State.
 Complete.
 Declined.
 Approved.

Central High School												
Indicator	Program Year 2015-2016			Program Year 2014-2015			Program Year 2013-2014			Program Year 2012-2013		
	Target	Actual	90%	Target	Actual	90%	Target	Actual	90%	Target	Actual	90%
1S1: Academic Attainment: Reading/ Language Arts												
1S2: Academic Attainment: Math												
2S1: Technical Skill Attainment												
3S1: Secondary School Completion												
4S1: Student Graduation Rates												
5S1: Secondary Placement												

- ❖ The screenshot below shows that the WDE has proposed a target for Indicator 1S1. The purple graduation cap symbol indicates that you can proceed with negotiating the respective target on behalf of the school.
- ❖ **The following are true regarding WDE initial targets:**
 - Student count targets (details on page 14) will always be defaulted to six (6) students.
 - Targets for which actual school performance was above 95% the prior year will always be defaulted to 95%. It is not recommended to negotiate a target higher than 95%.
 - The formula for calculating initial targets (percentages) is: Last Year's Actual Performance x .05 + Last Year's Actual Performance. For example, $36.2 \times .05 = 1.81 + 36.2 = 38.01$.

To begin negotiating a target performance level for an indicator, click on the indicator link. For example: 1S1: Academic Attainment: Reading/ Language Arts.

Indicator	Program Year 2015-2016			Program Year 2014-2015			Program Year 2013-2014			Program Year 2012-2013		
	Target	Actual	90%	Target	Actual	90%	Target	Actual	90%	Target	Actual	90%
1S1: Academic Attainment: Reading/ Language Arts												
1S2: Academic Attainment: Math												
2S1: Technical Skill Attainment												
3S1: Secondary School Completion												

A negotiation window will appear that displays “LEA” with the purple graduation cap. Click *Reply*.

Negotiation Details for 1S1: Academic Attainment: Reading/ Language Arts

Indicator: **1S1: Academic Attainment: Reading/ Language Arts**

Measurement Definition:

- **Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.
- **Denominator:** Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP in the reporting year.

[« Back to Negotiations](#)

Have not begun.
 In progress waiting on school.
 In progress waiting on State.
 Complete.
 Declined.
 Approved.

Perkins Target Negotiations for Upton High School

Target 2015-2016 ▲

Jan 23, 2016 12:14 PM

Proposal: **37.00%**

Comment:

Reply

Previous 2014-2015 ▲

Previous 2013-2014 ▲

Previous 2012-2013 ▲

- ❖ You have the option to accept or decline the proposal (see screenshot below). If you accept, the option to enter another proposal will no longer be available. You will still have the option to enter a comment, though comments are not required. In order to finalize the acceptance, click *Save* at the bottom of the box.
- ❖ If you decline, you will be required to enter your counter-proposal in the box labeled *Proposal*. Once again, you will have the option to make a comment. In order to finalize your offer, click *Save* at the bottom of the box.
- ❖ **Important note:** the option exists to change your target from a *percentage* to a *student count*, and visa versa. The only situation in which a student count target would be applicable is one in which the anticipated **denominator** for the indicator is equal to or less than six (6) students. For smaller schools, this is often the case.
 - Example: Indicator 1S1 reflects a proficiency in reading/language arts based on ACT scores. This indicator is measured using data generated by CTE concentrators who are **Juniors/11th Graders**, who took or will take the ACT within the current program year. A negotiator may decide to negotiate a student count for this indicator if he/she knows that there are only four (4) CTE concentrators who are juniors this year.
 - When a student count is negotiated, proficiency is not measured. The determination of whether or not the indicator is met is based on the actual number that ends up being reported in the *denominator* only.

Support ▾

Accept or Decline Proposal

Current Proposal: 37.00%

Reply: Accept Decline


Proposal: Student count proposal

Comment:


Close Save

- ❖ Repeat this process for all eight of the indicators, and for each school that was imported.


- ❖ When counter-offers are proposed by the WDE, an email will be generated and sent to the negotiator as an alert that new proposals are ready for LEA review.


Target 2015-2016 

Feb 02, 2016 11:22 AM

 Proposal: **6 students**
Comment:

Feb 02, 2016 11:25 AM

 Response: **Accepted 6 students**
Proposal:
Comment:

 **Waiting on final approval.**

Previous 2014-2015 

Jan 02, 2014 8:00 AM

 Proposal: **6 students**
Comment:

Jan 02, 2014 10:00 AM

 Response: **Accepted 6 students**
Proposal:
Comment:

Jan 02, 2014 12:00 PM

 Response: **Approved 6 students**
Proposal:
Comment:

STEP 3: FINALIZE NEGOTIATIONS

This back and forth negotiations process will continue until final performance targets are agreed upon by both the LEA and the WDE. Once all indicator targets are complete for the school, the indicator page will look like the screenshot below.

Upton High School		Approve Targets		
Indicator	Program Year 2015-2016			
	Target	Actual	90%	
1S1: Academic Attainment: Reading/ Language Arts	✓			
1S2: Academic Attainment: Math	✓			
2S1: Technical Skill Attainment	✓			
3S1: Secondary School Completion	✓			
4S1: Student Graduation Rates	✓			
5S1: Secondary Placement	✓			
6S1: Nontraditional Participation	✓			
6S2: Nontraditional Completion	✓			

Negotiated targets must be approved by the district superintendent, or the individual who has been assigned the *WyCTE Collection Negotiation Approver* role for this application. That individual will be sent an email when ALL indicator targets for a school are ready for final review.

- ❖ The indicator targets will either be approved or declined, on an individual basis, by the Approver.
 - If declined by Approver, negotiations process will resume for the indicator(s) that were declined, and process will repeat.
 - If approved, negotiations process will be complete for the school and no further action is necessary. The screenshot below reflects final approved negotiations.

Upton High School Approve Targets			
Indicator	Program Year 2015-2016		
	Target	Actual	90%
1S1: Academic Attainment: Reading/ Language Arts	👍 37.50%		33.75%
1S2: Academic Attainment: Math	👍 32.00%		28.80%
2S1: Technical Skill Attainment	👍 68.00%		61.20%
3S1: Secondary School Completion	👍 97.00%		87.30%
4S1: Student Graduation Rates	👍 97.00%		87.30%
5S1: Secondary Placement	👍 97.00%		87.30%
6S1: Nontraditional Participation	👍 15.00%		13.50%
6S2: Nontraditional Completion	👍 6 students		N/A

- ❖ Complete this process for all schools that were imported for your district.

Instructions - Data Entry

STEP 1: VIEW SCHOOLS

- ❖ Congratulations, you have imported your schools and completed negotiations! The next step is to begin data entry.
- ❖ To start, login to the WyCTE Collection and navigate to the *Schools* page.
- ❖ Click on *View* next to the school you would like to begin editing data for.

Schools for Uinta County School District #6

Import School(s)			2015-16	Uinta County School District #6	Switch
			School Code	Name	Data Entry Status
View	Edit	Negotiations	2106055	Lyman High School	In Progress

25 items per page 1 - 1 of 1 items

- ❖ The View screen will display the statuses of the different school information categories. Items highlighted in green are complete, while those highlighted in red are incomplete. As categories are completed, they will turn from red to green.
- ❖ To proceed with editing school, click on *Edit* at the top of the screen.

2307055 - Upton High School for 2015-2016

« Back to Schools [Edit](#) School Information CTE Status: **Not Started**

Follow up information on... or program completers from previous school years will be collected on an individual basis. Please enter school wide methodology and timing information about the follow up process.

Follow up Methods

No follow up methods provided.

Follow up process description

No description provided.

Does your school have an articulation agreement with any community colleges?

No community colleges provided.

School Size (approximate enrollment)?

No school enrollment size provided.

Total Concurrent Enrollment Student Count?

No school enrollment count provided.

Concurrent Enrollment Courses (2)

Sced Code	Name
22203G0.5014	Cul Arts I
12104G0.5012	ACCT 1050

Instruction coordination with post-secondary institutions

No instruction coordination provided.

Academic Integration of CTE

No CTE academic integration description provided.

CIP Code to Career Pathway Mappings

STEP 2: EDIT SCHOOLS

- ❖ The Edit screen looks like the screenshot below. You are now able to edit the information for your school. While you are working, you will be able to click *Save* and return to any screen at any time.
 - **Follow Up Methods/Process Description:** Simply identify how your district plans to contact last year's senior concentrators for follow-up. You may check more than one follow-up method.
 - **Articulation:** You must click *YES* or *NO*. If *YES*, then select the college(s) that you have an agreement with.
 - **School Size:** This is the enrollment for the entire school.
 - **Dual/Concurrent students:** Total number of **CTE concentrators** enrolled in CTE courses offered for dual or concurrent credit during the entire school year. This number can reflect duplicate CTE students if they are in multiple courses. This should be the total count of CTE concentrators enrolled in a class that is offered for dual or concurrent enrollment - not just those who are enrolled to earn college credit.
 - **Integrated and Coordinated Instruction:** In these two fields, write brief descriptions of the ways in which you link secondary/post secondary and ways in which CTE and academic core instruction are integrated within the school.

« Back to Schools
School Information CTE Status: **In Progress**

Import School's Courses
View
Save
Validate
Certify

Follow up information on graduates... information about the follow up process.

Follow up Methods

WDE Survey
 Email
 No follow up performed
 Written Survey
 Telephone
 Other Specify

Follow up Process Description

Does your school have an articulation agreement in place with any community college? Yes No

Northwest College
 Northern Wyoming Community College
 Central Wyoming College
 Casper College
 Eastern Wyoming College
 Western Wyoming Community College
 Laramie County Community College

School Size (Approximate Enrollment)

Describe any ways in which you coordinate instruction and/or CTE course offerings with postsecondary instruction.

Total number of CTE concentrators enrolled in a CTE course(s) offered for dual or concurrent credit during the entire 2015-2016 school year?

Enter the total count of CTE concentrators enrolled in a class that is offered for dual or concurrent enrollment, not just the CTE concentrators who are enrolled to earn college credit.

Describe the ways your school and/or teachers integrate career & technical education with academics.

- ❖ After completing each section, click *Save*. Once you have saved this screen, you will be able to proceed with importing courses.

STEP 3: IMPORT SCHOOL'S COURSES

The courses that are imported into the WyCTE Collection are extracted from the WDE638. The only courses that are displayed are those listed under subject codes 9-21, though you will have access to all courses offered at the school(s). For more information on SCED Codes see the glossary on page 4 in this document or <http://nces.ed.gov/forum/SCED.asp>.

- ❖ Click on *Import School's Courses*.

« Back to Schools **Import School's Courses** View Save Validate Certify School Information CTE Status: In Progress

Follow up information on graduates of dual or concurrent credit courses and completers from previous school years will be collected on an individual basis. Please enter school wide methodology and timing information about the follow up process.

Follow up Methods

WDE Survey Email No follow up performed Written Survey
 Telephone Other Specify

Follow up Process Description

dfgadg

Does your school have an articulation agreement in place with any community college? Yes No

Northwest College Northern Wyoming Community College Central Wyoming College Casper College Eastern Wyoming College
 Western Wyoming Community College Laramie County Community College

School Size (Approximate Enrollment)

1,200

Describe any ways in which you coordinate instruction and/or CTE course offerings with postsecondary instruction.

era

Total number of CTE concentrators enrolled in a CTE course(s) offered for dual or concurrent credit during the entire 2015-2016 school year?

250

Describe the ways your school and/or teachers integrate career & technical education with academics.

ada

Enter the total count of CTE concentrators enrolled in a class that is offered for dual or concurrent enrollment, not just the CTE concentrators who are enrolled to earn college credit.

STEP 4: COMPLETE COURSE INFORMATION

STEP 4a: Concurrent

- ❖ The courses that have been reported by the district as being concurrent enrollment courses will populate in this section. This list may be incorrect/incomplete. Please edit to include all concurrent courses that are being offered during the current school year.
 - To add a course, select a career cluster from the drop down menu (e.g. Human Services). The platform will then sort course based on that cluster. Select the course that is being taught for concurrent credit, then click *Add*. The course will appear in the course list
 - To delete a course, simply click on the *Delete* button to the left of the course title.

Concurrent Enrollment CTE Courses

---Select a Career Cluster--- ▾ ---Select a Course--- ▾ **Add**

Drag a column header and drop it here to group by that column

	Course Title	Sced Code
<input type="button" value="× Delete"/>	Cul Arts I	22203G0.5014
<input type="button" value="× Delete"/>	ACCT 1050	12104G0.5012

STEP 4b: PATH COURSES

- ❖ After importing courses, you will assign them to a Career Cluster and Pathway. This can be done two different ways.

Option 1:

CTE Courses

Finance ▾ Accounting ▾ 12104G0.5016 Accounting I A - H ▾ **Add**

- Career Cluster × - Career Pathway ×

	Career Cluster	Career Pathway	Course Title	Sced Code
Career Cluster:				
Career Pathway:				
<input type="button" value="🔄 Edit"/>			Fashion Marketing B - H	12153G0.5044
<input type="button" value="× Delete"/>			3-D Animation A - H	21101G0.5034

- Select a Cluster (e.g. Finance)
 - A list of corresponding pathways will populate in the next drop-down box. Select the appropriate Pathway.
 - In the next drop-down box, select a course that will be assigned to that pathway. Click *Add*.
- ❖ You will repeat this process for each relevant cluster, pathway and course. Each pathway must contain a minimum of three courses, all with unique SCED codes. You may include not more than one non-CTE course in each pathway. Note: this must be an intentional integration of academic core with CTE. Once you have added multiple courses, you will notice the program beginning to sequence the courses for you, like the screenshot below.

Career Cluster Name: Finance	
Career Pathway Name: Accounting	
12007G0.5011	Per Financ
12052G0.5011	InBusiness
12104G0.5012	ACCT 1050
12104G0.5022	Acct. II
Career Cluster Name: Information Technology	
Career Pathway Name: Information Support & Services	
10003G0.5011	App Tech F
10003G0.5011	App Tech S
11152G0.5012	Dsk/Year F
11152G0.5022	Dsk/Year S



Option 2:

- ❖ Click the *Edit* button next to a course in the list.

CTE Courses

Finance Accounting 12104G0.5016 Accounting I A - H Add

Career Cluster x Career Pathway x

	Career Cluster	Career Pathway	Course Title	Sced Code
			Fashion Marketing B - H	12153G0.5044
			3-D Animation A - H	21101G0.5034

- ❖ The following box will appear.

Assign Career Pathway

12153G0.5044 - Fashion Marketing B - H

---Select a Career Cluster---

---Select a Career Pathway---

Update Cancel

- ❖ You may select a cluster and a pathway for the course and click *Update*.
- ❖ Repeat this process until all courses are successfully placed in pathways.
 - If a course is not being taught the current year, but is taught on even/odd years, assign it to a pathway anyway. It will be recognized the following year and this step will not need to be completed again.
 - If the drop-down menu doesn't give you the pathway option you need, you will need to use Option #1 to path the course.
- ❖ If you would like to delete a course from the list, simply click *Delete* to the left of the course title.
 - If you accidentally delete a course, you can add it again via Option #1.
- ❖ You may manually import an academic core course if you would like to identify it as part of a CTE pathway (e.g. Geometry within the Construction pathway). Federal regulations require that no more than one academic course be included in a single CTE pathway.

The screenshot shows the 'CTE Courses' interface. At the top, there are two dropdown menus: 'Architecture & Construction' and 'Construction'. To the right is a text input field with the placeholder '--Select a Course--' and an 'Add' button. Below these are two tabs: '- Career Cluster x' and '- Career Pathway x'. An orange arrow points to the 'Career Pathway' tab. Below the tabs is a table with columns for 'Course Title', 'Course Id', and 'Sced Code'. Underneath the table, there are expandable sections for 'Career Cluster:' and 'Career Pathway:'.

- ❖ Select the cluster and pathway within which the academic course should be added.

This screenshot is similar to the previous one, but the dropdown menu now displays '02052G0.5012 Alg I F (1112)'. An orange arrow points to the 'Add' button next to the dropdown menu.

- ❖ On the drop-down menu for courses, CTE courses are separated from academic courses with a dotted line. Select the course and click *Add*. This course will be added to the appropriate pathway.
- ❖ Once all your courses are pathed, there will be no “lone” courses in the list. All courses will be organized within a cluster and pathway, like the screenshot below.

STEP 4c: MAP PATHWAYS TO CIP CODES

Career Pathway to CIP Code Mappings - Perkins IV Crosswalks [↗](#)

General Notes ▼

Note 1 ▼

Note 2 ▼

Agriculture, Food & Natural Resources ▼ Animal Systems ▼ ---Select a CIP Code--- ▼ Add

Drag a column header and drop it here to group by that column

Career Cluster	Career Pathway	CIP Code	Title	Non-Traditional
----------------	----------------	----------	-------	-----------------

- ❖ Select a career cluster. The drop-down menu will only display clusters that you have courses pathed to.
- ❖ Next, select the appropriate pathway. Again, only pathways you previously identified will be displayed.
- ❖ Finally, select the appropriate CIP code for the cluster/pathway. This drop-down box only displays CIP codes that have been mapped to the identified cluster/pathway.
- ❖ Again, you may save your work at any time and come back to it.
- ❖ Once you are finished mapping your CIP codes your page will look like the screen below.

CIP Code to Career Pathway Mappings

- CareerClusterName × - CareerPathwayName ×

CIP Code	Title	Non-Traditional
Career Cluster Name: Finance		
Career Pathway Name: Accounting		
52.0301	Accounting.	N
Career Cluster Name: Information Technology		
Career Pathway Name: Information Support & Services		
11.0101	Computer and Information Sciences, General.	N 2

STEP 5: VALIDATE and CERTIFY SCHOOL

- ❖ When you have all courses pathed, CIP codes assigned and the edit school page complete, you will *Save* and then *Validate*.

Validation Failed

- An articulation agreement has been established for this school but no community colleges are indicated.
- A list of CTE courses must be defined for this school and each course must be assigned a career cluster and pathway.
- All career pathways must have three or more courses defined in the course list.

Follow up information on graduates or program completers from previous school years will be collected on an individual basis. Please enter school wide methodology and timing information about the follow up process.

<p>Follow up Methods</p> <p> <input checked="" type="checkbox"/> WDE Survey <input type="checkbox"/> Email <input type="checkbox"/> No follow up performed <input type="checkbox"/> Written Survey <input type="checkbox"/> Telephone <input type="checkbox"/> Other Specify <input style="width: 100px;" type="text"/> </p>	<p>Follow up Process Description</p> <p>survey sent out</p>
--	--

- ❖ If the page is unable to validate, you will receive an error with a list of tasks to complete prior to a successful validation. Make the changes suggested in the error. You **MUST** save changes in order to validate the updated information.
- ❖ Once school is validated with no errors, you will be able to *Certify* your school.
 - Simply click *Certify* at the top of the page. Once certification is complete, you will **not be able to edit this page** without administrative permission from the WDE.
- ❖ You are now ready to import Students.

STEP 6: IMPORT STUDENTS

The *Import Students* function will not be available until mid-April. This timeframe is dependent on the final snapshot of the WDE684. You will have from April 15 to June 15 to edit students.

- ❖ Click on *Import Students*.

Follow up information on graduates or program completers from previous school years will be collected on an individual basis. Please enter school wide methodology and timing information about the follow up process.

Follow up Methods

WDE Survey
 Email
 No follow up performed
 Written Survey
 Telephone
 Other Specify

Follow up Process Description

dfgagd

Does your school have an articulation agreement in place with any community college? Yes No

Northwest College
 Northern Wyoming Community College
 Central Wyoming College
 Casper College
 Eastern Wyoming College
 Western Wyoming Community College
 Laramie County Community College

School Size (Approximate Enrollment)

1,200

Describe any ways in which you coordinate instruction and/or CTE course offerings with postsecondary instruction.

era

Total number of CTE concentrators enrolled in a CTE course(s) offered for dual or concurrent credit during the entire 2015-2016 school year?

250

Describe the ways your school and/or teachers integrate career & technical education with academics.

ada

Enter the total count of CTE concentrators enrolled in a class that is offered for dual or concurrent enrollment, not just the CTE concentrators who are enrolled to earn college credit.

❖ After you click *Import Students* you will notice a screen color change, as shown below.

Follow up information on graduates or program completers from previous school years will be collected on an individual basis. Please enter school wide methodology and timing information about the follow up process.

Follow up Methods

WDE Survey

Follow up process description

survey sent out

Does your school have an articulation agreement with any community colleges?

Yes

Northwest College, Western Wyoming Community College

School Size (approximate enrollment)?

150

Total Concurrent Enrollment Student Count?

155

Concurrent Enrollment Courses (3)

Sced Code	Name
22203G0.5014	Cul Arts I
12104G0.5012	ACCT 1050
22203G0.5024	Cul Arts II

Instruction coordination with post-secondary institutions

We have two dual credit courses and one concurrent course.

Academic Integration of CTE

Team teaching efforts, such as Geometry and Construction.

- ❖ This screen identifies that your school is certified, enrollment is imported and you are ready to start editing students. Click *Back to Schools*.

STEP 7: EDIT STUDENT INFORMATION

Note: If you click View on the schools screen, you will be taken to the school summary screen. If you click edit, you will be taken to the same view screen but you will be unable to edit.

- ❖ You are now ready to edit your students. Click the *Students* link.

View	Edit	Negotiations	Students	School Code	Name	Data Entry Status
				2307055	Upton High School	Certified

- ❖ When you click *Students*, you will see a page similar to the screenshot below. You now be able to proceed with editing students.

Wiser Id	First	Last	Gender	Grade	Birth Date	Type	Status	Student Info	Career	Assessment
25626612	Lance	Russo	M	10	4/24/2004	Unknown	Enrolled	Information		
20041217	Mary	Fischer	F	11	11/21/2003	Unknown	Enrolled	Information		
19865481	Earnest	Mathews	F	10	3/3/2002	Unknown	Enrolled	Information		
82835624	Neil	Cobb	F	10	8/29/2001	Unknown	Enrolled	Information		
29849578	Kelly	Roy	M	11	11/16/2004	Unknown	Enrolled	Information		
94203296	Jana	Esparza	M	10	10/18/2001	Unknown	Enrolled	Information		

STEP 7a: Review and Create Students

- ❖ Compare your list (generated by Student Information System, such as PowerSchool) of CTE students with the list that populates here. This list of students is generated based on student enrollment in CTE courses. You have the option to add students if they are not reflected on the list.
- ❖ If you click *Create Student*, you will be taken to the screen shown below. You will only able to search by WISER ID.

Use this form to look up students from the Student Registration System (SRS). Only use this form if the student is new and they are not represented in the WDE684.

Look up Student Record from SRS Back to Students Search

Wiser ID

Wiser ID	First Name	Middle Name	Last Name	Date Of Birth	Gender

STEP 7b: Begin with editing individual students, working down the list.

4 of 31 students have been classified as Participant or Concentrator.
 0 of 0 Participants are Complete.
 2 of 4 Concentrators are Complete.

« Back to Schools Create Student Certify Student list CTE Status: In Progress

Drag a column header and drop it here to group by that column

Wiser ID	First	Last	Gender	Grade	Birth Date	Type	Status	Student Info	Career	Assessment
67478646	Aaron	Strandlien	M	09	10/12/2000	Unknown	Enrolled	Information		
490173	Jace	Bruce	M	09	12/14/2000	Unknown	Enrolled	Information		
173173	Lacey	Carlson	F	09	9/2/1999	Unknown	Enrolled	Information		
95673	Sara	Rankin	F	11	9/3/1999	Unknown	Enrolled	Information		
756646	Grace	Rhoden	F	10	11/23/1999	Unknown	Enrolled	Information		
32140169	Abbey	Douglas	F	09	9/23/2000	Unknown	Enrolled	Information		
98749617	Devion	Adams	M	12	4/23/1998	Unknown	Enrolled	Information		

❖ Click on the WISER ID in front of the student name to see the student information summary page.

Lance Russo - Wiser ID: 25626612 - DOB: 4/24/2004

« Back to Students Edit Student Information CTE Status: Enrolled

General Student Information

Grade: **10**
 Gender: **Male**
 CTE Type: **Unknown**

Race and Ethnicity

Hispanic: **Non-Hispanic**
 Race: **Native Hawaiian or Pacific Island**

Eligibility Categories

No eligibility category provided.

Concurrent Enrollment Courses

Course Title	Sced Code

CTE Courses

CareerClusterName: **Agriculture, Food & Natural Resources**
 CareerPathwayName: **Animal Systems**

Course Title	Sced Code
Ag I F	18101G0.5012

❖ You will notice that some of the information is pre-populated for you from the WDE684. The pre-populated information is reflected in the green boxes. Double check that the information

appears accurate, then proceed with entering the missing information (red boxes). Click on the *Edit* button at the top of the page.

❖ The edit screen is shown below. Begin editing.

Lance Russo - Wiser ID: 25626612 - DOB: 4/24/2004

« Back to Students View Save Validate
Student Information CTE Status: **Enrolled**

General Student Information

Grade:

Gender: Male Female

CTE Type: Unknown Participant Concentrator

Race and Ethnicity

Is the student of Hispanic or Latino Ethnicity? Yes No

White Yes No Black Yes No Asian Yes No

Native American or Alaskan Yes No

Hawaiian or Pacific Islander Yes No

Eligibility Categories

Regular Disability Economically Disadvantaged Single Parent

LEP Corrections Displaced Homemaker Migrant

Other Education Barrier

Concurrent Enrollment

Did this student take concurrent enrollment classes during the current school year?

Yes No

How many classes were taken?

How many college credits?

- ❖ The courses the student is enrolled in will be pre-populated, however, you may want to add additional courses. You can do that in the Career Pathways through Student Enrollment section.
 - **General Student Information:** All of this should be populated for you. Select the correct CTE type (participant, concentrator). You will not be able to submit your collection unless you have selected a CTE type.
 - **Race and Ethnicity:** This will be populated for you.
 - **Eligibility Categories:** In this section, you may check all that apply. For assistance and/or clarification of categories, please refer to the attachment at the end of this document titled "Definitions of Special Populations."
 - **Concurrent Enrollment:** Based on individual student enrollment. Did the student take concurrent courses in CTE? If so, how many and for how many college credits? If he/she has taken concurrent CTE courses, add the course in the Concurrent Enrollment field shown below.

Concurrent Enrollment Courses

Add

Drag a column header and drop it here to group by that column

Course Title	Sced Code

- **Career Pathways through Student Enrollment:** Student enrollment should be populated for you. If the student is taking courses that are not listed, you can add them in this step.

Career Pathways through Student Enrollment

---Select a Career Cluster--- ---Select a Career Pathway--- ---Select a Course--- **Add**

Drag a column header and drop it here to group by that column

	Career Cluster	Career Pathway	Course Title	Sced Code
<input type="button" value="X Delete"/>	Agriculture, Food & Natural Resources	Animal Systems	Ag I F	18101G0.5012
<input type="button" value="X Delete"/>	Agriculture, Food & Natural Resources	Animal Systems	G Ag F	18002G0.5012

Career Pathway to CIP Code - [Perkins IV Crosswalks](#)

General Notes

Note 1

Note 2

---Select a CIP Code--- **Add**

Drag a column header and drop it here to group by that column

		Career Cluster	Career Pathway	CIP Code	Title	Default Pathway	CTE Type
<input type="button" value="X Delete"/>	<input type="button" value="Set Default"/>	Agriculture, Food & Natural Resources	Animal Systems	01.0901	Animal Sciences, General.	false	Unknown

- **Career Pathway to CIP Code:** This section is very important. Attach a CIP code to the student, based on his/her primary pathway. If the student happens to be taking courses in multiple pathways, you will select his/her primary/default pathway when you assign the CIP code. Simply click *Set Default*. The row containing the pathway you identified as the default will be highlighted in green.

---Select a CIP Code--- **Add**

Drag a column header and drop it here to group by that column

		Career Cluster	Career Pathway	CIP Code	Title	Default Pathway	CTE Type
<input type="button" value="X Delete"/>	<input type="button" value="Set Default"/>	Marketing	Marketing Communications	09.0900	Public Relations, Advertising, and Applied Communication.	true	Unknown

- ❖ Now it is time to *Save and Validate*. Once validated, you will see the screen below. Again, if there are errors or missing information, they will be listed and you will need to correct them prior to final validation.

« Back to Students **View** **Save** **Validate** Student Information CTE Status: **Validated**

General Student Information Race and Ethnicity

- ❖ Click *Back to Students*. The screen will look like the screenshot below. You will notice that the “Information” box is highlighted green. This indicates that this section is complete, however, if you click on the *Information* link, you will still be able to go back and edit this student’s information.
- ❖ If the student has been identified as a concentrator, you will see *Career* and *Assessment* links now available to edit. If the student is a participant, these two links will not be available and the row will be green indicating that student is complete.

« Back to Schools [Import Student\(s\)](#) [Create Student](#)

Drag a column header and drop it here to group by that column

Wiser Id	First	Last	Gender	Grade	Birth Date	Type	Status	Student Info	Career	Assessment
25626612	Lance	Russo	M	10	4/24/2004	Concentrator	Validated	Information	Career	Assessment
20041217	Mary	Fischer	F	11	11/21/2003	Unknown	Enrolled	Information		




STEP 8: EDIT STUDENT CAREER

- ❖ Click on the *Career* link.

« Back to Schools [Import Student\(s\)](#) [Create Student](#)

Drag a column header and drop it here to group by that column

Wiser Id	First	Last	Gender	Grade	Birth Date	Type	Status	Student Info	Career	Assessment
25626612	Lance	Russo	M	10	4/24/2004	Concentrator	Validated	Information	Career	Assessment
20041217	Mary	Fischer	F	11	11/21/2003	Unknown	Enrolled	Information		



- ❖ You will see the following screen.

« Back to Students **Save**

Education Status

Education Status: ▼

Career Plan

Does the student have a career plan? Yes No

Complete CTE Pathway and an Assessment

Did the student complete all courses in his or her CTE pathway? Yes No

Did this student participate in any Career and Technical Student Organizations(CTSO)? Yes No

FCCLA FFA FBLA DECA SKILLS USA

Work-Based Learning Experiences

Job Shadowing Mentoring Apprenticeship Pre-Apprenticeship Work Experience/Internship Cooperative Education
 School-Based Enterprises (E.g. School Store) Community Service Learning (CTE Related) Other:

- **Education Status:** You will have 4 options in this drop-down menu: Returning next year, Transferred or moved, Graduated this year, and Dropped out of secondary education. Select the option that best describes the student.
- **Career Plan:** Does the student have a plan to pursue post-secondary education/training and/or a career after leaving secondary education?
- **Complete CTE Pathway and an Assessment:** This is asking if your student has completed ALL courses in the pathway.
- **Did this student participate in any Career and Technical Student Organizations(CTSO)?** You may select all that apply.
- **Work-Based Learning Experiences:** Did the student participate in any work-based experiences? Select all that apply.

❖ Once you complete this page click *Save*, and then *Back to Students*.

95043144	Marcie	Fox	M	12	8/4/1999	Unknown	Enrolled	Information		
72824131	Micah	Cox	M	12	12/10/2000	Unknown	Enrolled	Information		
25626612	Lance	Russo	M	10	4/24/2004	Concentrator	Validated	Information	Career	Assessment

items per page
 51 - 72 of 72 items

❖ The student has now been moved to the bottom of the student list and the Career box is shaded green, indicating that this student is done pending entry of assessment information.

STEP 9: EDIT STUDENT ASSESSMENT

Note: this section will be easiest to complete AFTER your district has administered technical skills assessments, however, you do not need to wait on assessment delivery if you know which assessments will be administered to which students.

- ❖ Click on the *Assessment* link.

95043144	Marcie	Fox	M	12	8/4/1999	Unknown	Enrolled	Information		
72824131	Micah	Cox	M	12	12/10/2000	Unknown	Enrolled	Information		
25626612	Lance	Russo	M	10	4/24/2004	Concentrator	Validated	Information	Career	Assessment

25 items per page
51 - 72 of 72 items



- ❖ You will see this screen and be prompted through a series of questions. If you have questions about the type of assessment the student took, your NOCTI Site Coordinator or Co-Coordinator should have a list of assessments given to all students.

Did this student take any assessment this year related to their primary pathway? Yes No

- ❖ If you click “NO” in answer to the first question, you will be asked to provide a reason. Your options will include:
 - Student has already been assessed in this pathway.
 - Student has not completed the full course sequence and is not prepared to take the assessment.
 - Other
 - If you click *Other* you will be asked to type a reason in the text box.
- ❖ If you click “YES”. You will be prompted through a series of questions. Your answer to each question will determine the next question. For example, if your student is in an Automotive pathway, you will be asked if they have taken the ASE.

Did this student take any assessment this year related to their primary pathway? Yes No

Did the student complete the Project Lead the Way program? Yes No

Has the student attempted to pass an industry certified exam? Yes No

Did the student pass the industry certified exam? Yes No

Which industry certified exam did the student take:

- ❖ If you answer YES to industry certified exam, the system will prompt you to select an exam that is related to the student’s primary pathway. If the test that this student took is not in the dropdown menu, you will need to contact Loralyn O’Kief at the WDE (loralyn.okief@wyo.gov) to request that the assessment be added to the list.

Did this student take any assessment this year related to their primary pathway? Yes No

Did the student complete the Project Lead the Way program? Yes No

Has the student attempted to pass an industry certified exam? Yes No

Did this student take a Wyoming Pathway assessment through NOCTI this year? Yes No

Which Wyoming Pathway assessment did the student take: Agricultural General

- ❖ If the student took a Wyoming Pathway Assessment, you will be prompted to select the specific assessment. The drop-down menu will only list the assessments related to that student's primary pathway. Again, if he/she took an alternative Wyoming Pathway Assessment, you will need to contact the WDE.

Did this student take any assessment this year related to their primary pathway? Yes No

Did the student complete the Project Lead the Way program? Yes No

Has the student attempted to pass an industry certified exam? Yes No

Did this student take a Wyoming Pathway assessment through NOCTI this year? Yes No

Did this student take the NOCTI Job Ready assessment this year? Yes No

Which NOCTI Job Ready assessment did the student take: Production Agriculture

- ❖ If the student took a NOCTI Job Ready assessment, you will be prompted to select which assessment. Again, the assessments listed in the dropdown menu are those assessments linked to the student's primary pathway. If an assessment was taken that is not in the dropdown menu, contact the WDE to get the appropriate assessment listed.

Did this student take any assessment this year related to their primary pathway? Yes No

Did the student complete the Project Lead the Way program? Yes No

Has the student attempted to pass an industry certified exam? Yes No

Did this student take a Wyoming Pathway assessment through NOCTI this year? Yes No

Did this student take the NOCTI Job Ready assessment this year? Yes No

Did this student take the NOCTI Pathway assessment this year? Yes No

Which NOCTI Pathway assessment did the student take: Animal Systems

- ❖ As you navigate through the assessment prompts, you will notice they follow closely with the assessment flowchart you were provided in the Wyoming Perkins Technical Skills Assessment Options booklet.

Did this student take any assessment this year related to their primary pathway? Yes No

Did the student complete the Project Lead the Way program? Yes No

Has the student attempted to pass an industry certified exam? Yes No

Did this student take a Wyoming Pathway assessment through NOCTI this year? Yes No

Did this student take the NOCTI Job Ready assessment this year? Yes No

Did this student take the NOCTI Pathway assessment this year? Yes No

Did this student take the NOCTI 21st Century Skills assessment this year? Yes No

Which NOCTI 21st Century Skills assessment did the student take:

- ❖ The NOCTI 21st Century Skills assessment will be the final option. This assessment should only be administered in cases where no other assessment is available in the primary pathway.

- ❖ Once the assessment page is complete, click *Save*, then *Back to Students*.

25626612	Lance	Russo	M	10	4/24/2004	Concentrator	Validated	Information	Career	Assessment
----------	-------	-------	---	----	-----------	--------------	-----------	-------------	--------	------------

- ❖ The student's entire row should now be shaded in green, indicating that the student is complete. You will be able to go back and edit; this just reflects that all fields for this student are complete.
- ❖ You are now ready to move on to the next student. You will notice at the top of the Students page (see the screenshot below), a running count is listed for you. Before you are finished with the student section:
 - Each one of your students listed should be either a participant or a concentrator.
 - Each one of your students must have all data entered (every row should be shaded green).
- ❖ When both of the above are completed, the blue *Certify* button will become activated.

4 of 31 students have been classified as Participant or Concentrator.
 0 of 0 Participants are Complete.
 2 of 4 Concentrators are Complete.

« Back to School [Create Student](#) [Certify](#) Student list CTE Status: **In Progress**

Drag a column header and drop it here to group by that column

Wiser Id	First	Last	Gender	Grade	Birth Date	Type	Status	Student Info	Career	Assessment
67478646	Aaron	Strandlien	M	09	10/12/2000	Unknown	Enrolled	Information		
49018442	Jace	Bruce	M	09	12/14/2000	Unknown	Enrolled	Information		
17514827	Lacey	Carlson	F	09	9/2/1999	Unknown	Enrolled	Information		
95673938	Sara	Rankin	F	11	9/3/1999	Unknown	Enrolled	Information		
75664623	Grace	Rhoden	F	10	11/23/1999	Unknown	Enrolled	Information		
32140169	Abbey	Douglas	F	09	9/23/2000	Unknown	Enrolled	Information		
98749617	Devlon	Adams	M	12	4/23/1998	Unknown	Enrolled	Information		

STEP 10: FINAL SUBMISSION OF DATA

- ❖ Once all of your student information is entered and complete, you may certify your data.
 - Simply click *Certify* at the top of the page.
 - This must be done by June 15.

TIPS:

- ★ Make sure all of your students are shaded in green.
 - ★ Concentrators should have the career and assessment pages completed.
-
- ❖ Congratulations, your spring data entry for Perkins is complete!

Instructions - Follow-Up Data Entry

We will have more instructions on this task soon. The window for collecting and entering follow up data into the system is October 1st - January 31st.

Familiarizing Yourself with the System

HOME SCREEN VIEWS

Contacting Career Technical Education program consultants might not be the most efficient way to locate information. Try using one of these other resources when seeking information.

Request Access

This is a secured website. In order to access the features of the application you need a Wyoming Education Portal user account. Please use the Request Access form to submit a request for access to this site.

[Request Access »](#)

Current User Profile

The CTE application provides a User Profile page that lists the information about the currently signed in user account. Use this page to relay role membership information to WDE support personnel. You can also access the user profile at any time by clicking on your name in the upper right corner of the site.

[View User Profile »](#)

Data Collection Suite

There is a support page on the DCS website that contains information related to the DCS application and how to get support about issues with the site.

[Learn more ↗](#)

Wyoming Education Portal

Sometimes the information you seek is available on the Wyoming Education Portal (Formerly Fusion).

[Check Out the Portal ↗](#)

Call Us

Of course, at any time you can call the WDE front desk and talk to a person immediately regarding any topic the WDE administers or supports.

[Contact Us ↗](#)

WDE Feedback Tool

You can quickly and easily make comments or provide suggestions to our applications and services at any time by using the WDE Feedback Tool.

[Submit Feedback ↗](#)

- ❖ **Click on Request Access.** Use this form to request access to this application. Your request will be sent and evaluated by a Fusion Administrator based on the district you select from the list below. You should receive an email confirming your account registration and access to the application.

User Access Request

Use this form to request access to this application. Your request will be sent and evaluated by a Fusion Administrator based on the district you select from the list below. You should receive an email confirming your account registration and access to the application.

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email	<input type="text"/>
Phone	<input type="text"/>
District	<input type="text" value="--Select a District--"/>
If your access to the portal is not associated with a Wyoming School District, then please select a school or institution from the Other Organizations list.	
Other Organization	<input type="text" value="--Select a School or Institution--"/>
Notes	<input type="text"/>
	<input type="button" value="Create"/>

- ❖ **Click on Current User Profile.** This is the user profile currently signed in. This list shows the user information and role memberships. Sometimes WDE support personnel will ask you to print or take a screenshot of this screen.

This is the currently signed in user profile. This list shows the user information and role memberships. Sometimes WDE support personnel will ask to print or take a screen shot of this screen.

User Profile

Username: **ldistrict1**
 Display name: **Loralyn District**
 First name: **Loralyn**
 Last name: **District**
 Phone: **307-777-7777**
 Email: **loralyn.okief@wyo.gov**

Role	Organization
DCS R1 CTE Edition Negotiation Approvers	Weston County School District #7
DCS R1 CTE Edition Negotiators	Weston County School District #7
DCS R1 CTE Edition Users	Weston County School District #7

- ❖ **Click on Data Collection Suite.** This will take you to the *Learn More* section for all DCS for the Department of Education.

Data Collection Suite R1

STATE OF WYOMING
DEPARTMENT OF EDUCATION

Citizen | Business | Government | Visitor

forms uploads submissions tracking collections admin support

Support

Welcome to the Data Collection Suite Support!

Per [Director's Memorandum No. 2013-080](#), the Collection Tracking System (CTS) has been replaced with Data Collection Suite Release 1 (DCS). To sign in to DCS please use your Fusion username and password. To sign in, click on the upload hyperlink in the DCS navigation bar at the top of this page. The WDE690 is no longer utilized to manage user credentials for data submission and reporting.

This support page contains valuable links to help solve any technical issues. Please feel free to contact us using any of the following methods.

- The [DCS User Manual](#) can be downloaded via the link on the right.
 - The Instructional Video list contains several short how-to videos to help guide users through the data collection submission process.
 - In an effort to continuously improve our products and services, please send constructive comments and suggestions to the WDE through the [Provide Feedback](#) tool.
 - The [Contact](#) link has telephone and email information for various WDE staff.
- We appreciate your time and hope DCS can be a tool that works for everyone.
Sincerely,
The WDE Information Management Division

Support Resources

- [Provide Feedback](#)
- [DCS User Manual](#)
- [Contact Us](#)
- [Current User Profile](#)

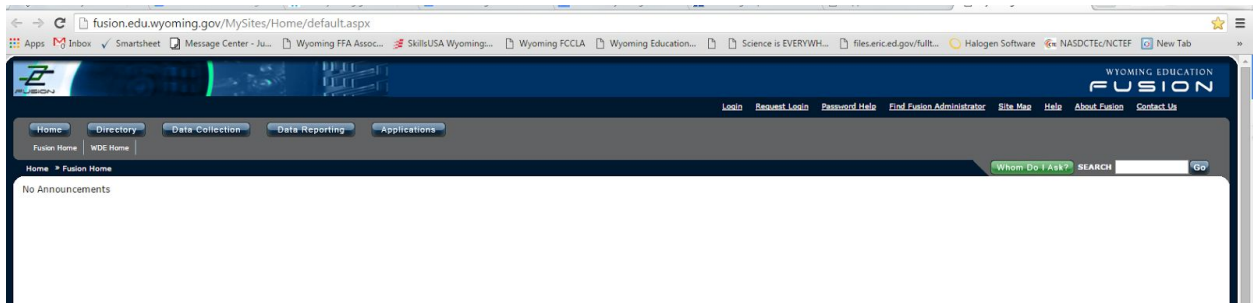
Resources

- [Collection Summary](#)
- [DCS - Forms Inventory on WDE Website](#)
- [Home Page of WDE Website](#)
- [Communications on WDE Website](#)
- [WISE Website](#)
- [DCS Support](#)

Instructional Videos

- [Signing into DCS](#)
- [Using the Respondent Selector](#)
- [Uploading and Certifying](#)
- [Retrieving and Resetting Passwords](#)
- [Certifying, Downloading and Decertifying Submissions](#)

- ❖ **Wyoming Education Portal.** This will take you to the Fusion page for the WDE.



- ❖ **Call Us.** Of course, at any time you can call the WDE front desk and talk to a person immediately regarding any topic the WDE administers or supports.



Contact Us

Email Us	Links
<ul style="list-style-type: none"> ▪ General Inquiries ▪ Contact the Communications Director ▪ Contact the Webmaster ▪ Contact the Superintendent 	<ul style="list-style-type: none"> ▪ WDE Leadership ▪ Find a Person or Program ▪ WDE Staff Directory

Cheyenne Office

2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-2060
Phone: (307) 777-7675
Fax: (307) 777-6234

Riverton Office

320 West Main
Riverton, WY 82501
Phone: (307) 857-9250
Fax: (307) 857-9256

- ❖ **WDE Feedback Tool.** Send us Feedback. Your feedback is important to us. The WDE respects your opinion and would like to improve our programs, services and solutions. Please send us a message about your observations, experience or recommendations. We appreciate you taking the time to provide your input. Here are a couple resources that might help if you arrived here inadvertently. The [WDE Website](#) is a good first start when looking for general information about the WDE. We also offer our [Fusion website](#) which is used for delivering solutions and navigating users to tools and sites for exchanging information.



Send us Feedback. Your feedback is important to us.

The Wyoming Department of Education (WDE) respects your opinion and would like to improve our programs, services and solutions. Your feedback is a critical component of improvement. Please send us a message about your observations, experience or recommendations. We appreciate you taking the time to provide your input. Here are a couple resources that might help if you arrived here inadvertently. The [WDE Website](#) is a good first start when looking for general information about the WDE. We also offer our [Fusion website](#) which is used for delivering solutions and navigating users to tools and sites for exchanging information.

Your Name:

Your Email Address:

Subject:

Feedback:

- ❖ Support Tab includes the following items and samples of the pages are shown below:
 - Contacts and Support (takes you to the DCS CTE Home Page)
 - Career Cluster to Career Pathways Crosswalk (informational piece to assist with pathways)
 - CIP codes to Pathway/Cluster Crosswalk (informational piece to assist with assigning CIP codes)
 - Assessments (list of all assessments from the Wyoming Perkins Technical Skills Assessment Booklet)
 - Indicators (Definitions for all secondary Indicators)
 - Resources (Guidebook and How To Videos)

Career Clusters To Career Pathways Crosswalk

Drag a column header and drop it here to group by that column

Career Cluster	Career Cluster Code	SCED Code Prefixes	Career Pathway	Code
Agriculture, Food & Natural Resources	1.0000	18 21	Agribusiness Systems	1.7000
Agriculture, Food & Natural Resources	1.0000	18 21	Animal Systems	1.3000
Agriculture, Food & Natural Resources	1.0000	18 21	Environmental Service Systems	1.6000
Agriculture, Food & Natural Resources	1.0000	18 21	Food Products & Processing Systems	1.1000
Agriculture, Food & Natural Resources	1.0000	18 21	Natural Resources Systems	1.5000
Agriculture, Food & Natural Resources	1.0000	18 21	Plant Systems	1.2000

CIP codes to Pathway/Cluster Crosswalk

General Notes				
Note 1				
Note 2				
Drag a column header and drop it here to group by that column				
Code	Title	Nontraditional	Career Pathway	Career Cluster
01.0000	Agriculture, General.	F	Food Products & Processing Systems	Agriculture, Food & Natural Resources
01.0000	Agriculture, General.	F	Animal Systems	Agriculture, Food & Natural Resources
01.0000	Agriculture, General.	F	Teaching/Training	Education & Training
01.0000	Agriculture, General.	F	Plant Systems	Agriculture, Food & Natural Resources

Assessments

Drag a column header and drop it here to group by that column		
Title	Category Name	Category Priority
A+ Certification	Certificate and Industry Standard Assessments	3
Acute Care & Critical Care Nurse (ACCN) Certification	Certificate and Industry Standard Assessments	3
Administrative Assistant Certification	Certificate and Industry Standard Assessments	3
Analytics for Data Science Certification	Certificate and Industry Standard Assessments	3

Indicators

1S1: Academic Attainment: Reading/ Language Arts (High School Indicator) ^

Measurement Definition 1

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.

Measurement Definition 2

Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP in the reporting year.

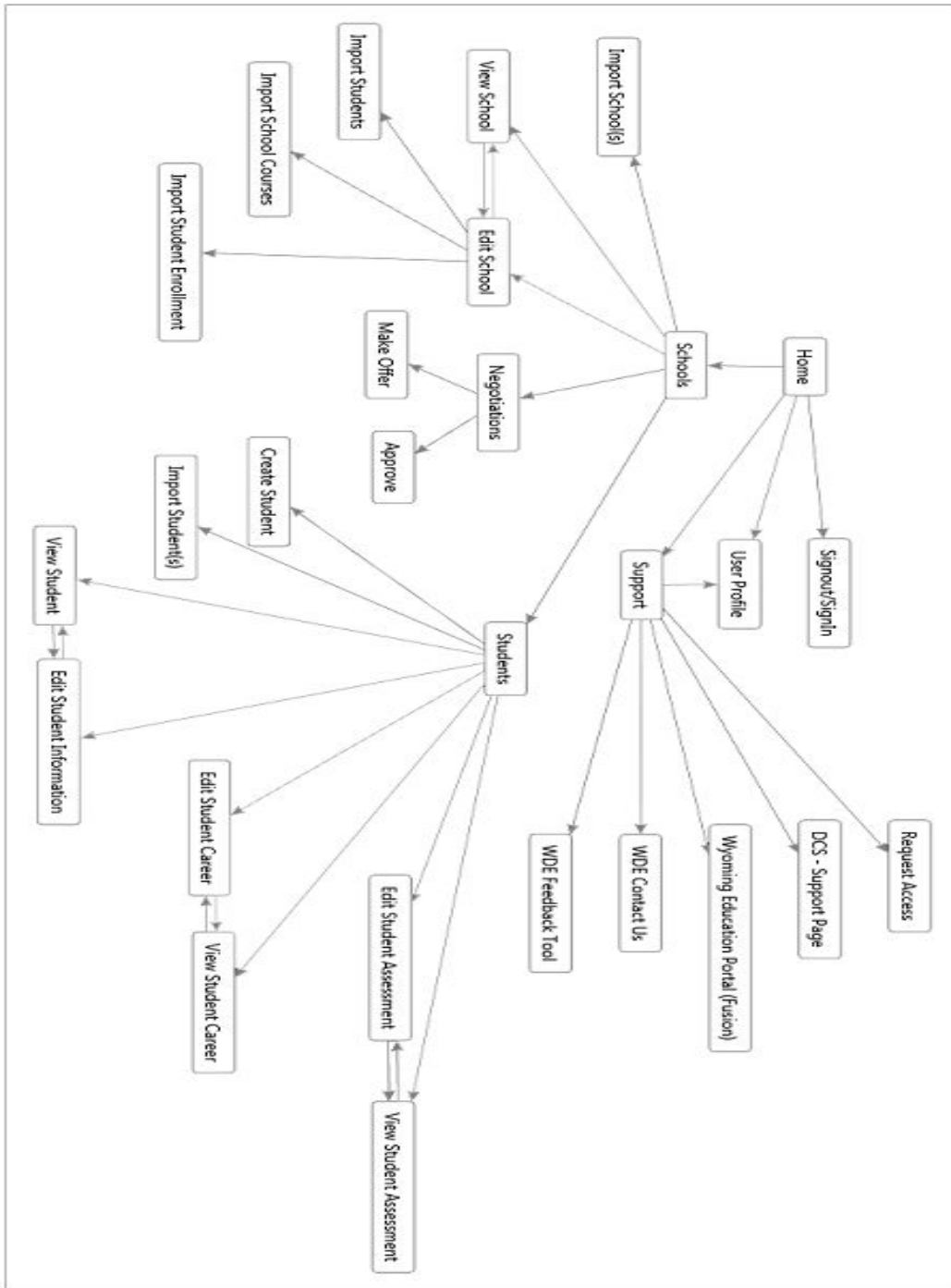
Effective School Years

2013-2014

2014-2015

2015-2016

Navigation Tool



Frequently Asked Questions

WHOM DO I CONTACT REGARDING WYCTE COLLECTION CONTENT QUESTIONS?

Randall Butt, (307) 777-5329 or randall.butt@wyo.gov

Tonya Gerharter, (307) 777-6808 or tonya.gerharter@wyo.gov

Loralyn O’Kief, (307) 777-3549 or loralyn.okief@wyo.gov

WHOM DO I CONTACT REGARDING SYSTEM ERRORS OR PROBLEMS?

Joel Stretesky, (307) 777-2880 or joel.stretesky@wyo.gov

John Paul, (307) 777-8771 or john.paul@wyo.gov

WHOM DO I CONTACT REGARDING USERNAME AND PASSWORDS OR COLLECTIONS ROLES IN ORDER TO ACCESS NEGOTIATIONS OR TO ENTER DATA?

Elizabeth Foster, (307) 777-7009 or elizabeth.foster@wyo.gov

WHOM DO I CONTACT REGARDING THE WYOMING DEPARTMENT OF EDUCATION DATA COLLECTION EFFORTS AS A WHOLE?

Susan Williams, (307) 777-6252 or susan.williams@wyo.gov

Elizabeth Foster, (307) 777-7009 or elizabeth.foster@wyo.gov

Appendix

Special Populations as Defined by the Perkins Act of 2006

In the current text of the Act, six (6) groups have been identified as Special Populations. These include:

1. Individuals with disabilities: individuals who meet the disability eligibility criteria under the Americans with Disabilities Act and the Individuals with Disabilities Education Act.
2. Individuals from economically disadvantaged families, including foster children: any individual or member of a family who receives need-based financial assistance, or whose income is at or below the poverty level as defined by the U.S. Department of Health and Human Services. Foster children are children who are in the legal guardianship or custody of a state, county, or private adoption or foster care agency, yet are cared for by foster parents under a short-term or long-term foster care arrangement with the custodial agency.
3. Individuals preparing for non-traditional fields: students in programs that are designated as preparing them for occupations or fields of work in which individuals from one gender comprise less than 25% of the total number of individuals employed in that occupation or field of work. For example, the occupation of nursing is considered non-traditional for males, while the occupation of engineering is considered non-traditional for females.
4. Single parents, including single pregnant women: individuals who are unmarried or legally separated and have custody or joint custody of one or more minor children. This group also includes teenagers or women who are pregnant.
5. Displaced homemakers: adults who have worked for a substantial number of years providing unpaid household services for family members, and are not currently gainfully employed. This term includes those who are unemployed or underemployed and individuals who have had or would have difficulty in securing employment. This also includes individuals who: 1) have been dependent on the income of another household member but are no longer supported by such income; 2) have been dependent on public assistance but are no longer eligible for such assistance or may have been terminated from such assistance; and 3) parents of a minor child who is supported by public assistance or child support but are within two years of termination from such support.
6. Individuals with limited English proficiency: students whose primary language is not English and/or live in a family or community in which a language other than English is dominant. This group also includes individuals who need to enhance their abilities in the areas of speaking reading, writing and understanding the English language.

* Source: Career & Technical Special Populations, Texas A&M University, <http://ctsp.tamu.edu/>.