

# 2007-2008 Career and Technical Education Enrollment

*Reporting CTE Enrollment  
Using NC WISE*

<b>DUE DATES:</b>	
<b>Fall (3<sup>rd</sup> month) December 5, 2007</b>	<b>Spring (7<sup>th</sup> month) April 2, 2008</b>

CTE Planning & Performance Management  
NC Department of Public Instruction  
Raleigh NC

October 2007

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**NOTE: NC WISE uses the terms VEIS and Workforce Development Education (WDE) in reference to the CTE Enrollment Reports. VEIS, which stands for the Vocational Education Information System, is the name previously used for this data collection process. WDE was an earlier name for CTE. For the purpose of these instructions, VEIS, CTE and WDE can be used interchangeably.**

## QUICK REFERENCE CTE ENROLLMENT REPORTS

**3<sup>rd</sup> month: December 5, 2007**

**7<sup>th</sup> month: April 2, 2008**

1. Information about students who are identified as Disabled and as Economically Disadvantaged is transmitted to NCDPI via existing systems and merged directly with CTE enrollment data. You do not need to enter information about disabled students into NC WISE unless you want to have it available for local use. You do not need to enter information about students who are identified as Economically Disadvantaged due to qualification for free and reduced price meals through the Child Nutrition Program. However, you do need to identify any students who qualify as Economically Disadvantaged based on other criteria. NOTE: Although you do not have to enter this information into NC WISE, you are required to provide services to these students. How you track this information is a local decision.
2. NC WISE sites will receive notification prior to December 5 that your fall enrollment report is ready for review. LEAs should follow regular NC WISE procedure for reviewing and approving reports. This procedure is explained in the UERS Overview Document, which can be accessed at [http://www.ncwise.org/documents/ncwise/eSIS/uers/UERS\\_Overview.pdf](http://www.ncwise.org/documents/ncwise/eSIS/uers/UERS_Overview.pdf). Refer to the [NC WISE Home Page](#) or Help Desk (919-807-4357 or [help@dpi.state.nc.us](mailto:help@dpi.state.nc.us)) for assistance. NC WISE reports are transmitted directly to NCDPI when all approvals have been made.
3. Once received at DPI, your data will be processed and a report generated that identifies fatal errors. This report will be posted on the secure FTP site. You will be notified by email when it is available. Fatal errors must be corrected or the affected students will be dropped from your enrollment report.
4. Your NC WISE report must be disapproved at all levels to allow corrections to be made. Once the appropriate corrections are made, the report can again be approved.
5. We will continue doing weekly uploads and error edits until our data are sufficiently accurate.

## **I. OVERVIEW**

The Career and Technical Education (CTE) Enrollment Report is a component of the CTE Planning and Performance Management System (PPMS). CTE collects an individual record on every student in grades 6-12 who is enrolled in a CTE course. This report includes the course in which the student is enrolled and student demographic information. Enrollment information transfers to the system automatically, but other special characteristics must be entered by hand. Exceptional Children's (EC) data are collected at NCDPI via CECAS and merged with CTE enrollment data at that point. Child Nutrition Program (CN) data (see item II.C.2 below) are also collected automatically at NCDPI and entered into the system.

Collection of enrollment data supports the intentions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), requiring that special populations students (those classified as Economically Disadvantaged, with limited English proficiency, and disabled) and 504 students be identified to determine if they are receiving mandated services. In addition, General Statute 115C, S. 154(0) requires that a system of continuing qualitative and quantitative evaluation of all vocational and technical education programs, services, and activities be established, maintained, and utilized periodically.

CTE enrollment data are generated at the end of the third and seventh school months. This manual provides information on how to make necessary edits to the data before upload, how to approve the file for transmission to NCDPI, and how to make corrections and resubmit if necessary.

## **II. STEPS IN REPORTING CTE ENROLLMENT DATA**

More detailed instructions on where to locate information needed for the CTE Enrollment Report can be found in the document NCWISE UERS CTE/WDE Reporting ([http://www.ncwise.org/documents/ncwise/eSIS/uers/UERS\\_CTE\\_WDE\\_Reporting.pdf](http://www.ncwise.org/documents/ncwise/eSIS/uers/UERS_CTE_WDE_Reporting.pdf)).

### **A. Generate a VEIS Report from the NC WISE Reporting Hub.**

The Reporting Hub provides a report that can be run at the school level to verify that CTE students have the VEIS Reporting screen in eSIS filled out completely and correctly. This report can be used to verify CTE students before and after information is entered into eSIS.

Only an individual with Data Manager access can retrieve this report. If you do not have that level of access, you will need to request this report from the Data Manager at your school. Save the Reporting Hub report as htm.html so it can be opened with Microsoft Excel. Figure 1 shows a sample VEIS Report.

**Figure 1. Sample of VEIS Report from the Reporting Hub**

SCHOOL SURNAME	FIRST_NAME	PUPIL_NUMBER	SEMESTER	COURSE_ID	COURSE_NAME	ECON_DISADV	LIMITED_ENGLISH	CAREER_DEV_PLAN	PROG_504	SINGLE_PARENT	DISPL_HOMEMAKER	INST
260357			1	61452U	Career Management	Y	N	Y	N	N	N	SS
260357			2	65142U	DIGITAL COMMUNICATIONS SYSTEMS	Y	N	Y	N	N	N	SS
260357			2	66212U	MARKETING	Y	N	Y	N	N	N	SS
260357			1	62152U	BUSINESS LAW	N	N	Y	N	N	N	MS
260357			1	64112U	COMPUTER APPLICATIONS 1	N	N	Y	N	N	N	MS
260357			1	72102U	HEALTH TEAM RELATIONS	N	N	Y	N	N	N	MS
260357			2	72112U	ALLIED HEALTH SCIENCES 1	N	N	Y	N	N	N	MS
260357			1	64122U	COMPUTER APPLICATIONS 2	Y	N	Y	N	N	N	SS
260357			2	66152U	SMALL BUSINESS/ENTREPRENEURSHIP	Y	N	Y	N	N	N	SS
260357			2	79212U	DRAFTING 1	N	N	Y	N	N	N	MS
260357			1	61452U	Career Management	N	N	Y	N	N	N	MS
260357			1	78312U	CRIMINAL JUSTICE 1	N	N	Y	N	N	N	MS
260357			2	68412U	HORTICULTURE 1	N	N	Y	N	N	N	MS
260357			1	64112U	COMPUTER APPLICATIONS 1	Y	N	Y	N	N	N	SS
260357			1	66212U	MARKETING	Y	N	Y	N	N	N	SS
260357			2	70652U	PARENTING & CHILD DEVELOPMENT	Y	N	Y	N	N	N	SS
260357			2	79212U	DRAFTING 1	Y	N	Y	N	N	N	SS
260357			1	68412U	HORTICULTURE 1	Y	N	Y	N	N	N	SS
260357			1	78312U	CRIMINAL JUSTICE 1	Y	N	Y	N	N	N	SS
260357			2	64112U	COMPUTER APPLICATIONS 1	Y	N	Y	N	N	N	SS
260357			1	68102U	AGRI-SCI APPLICATIONS	N	N	Y	N	N	N	MS
260357			1	68412U	HORTICULTURE 1	N	N	Y	N	N	N	MS
260357			1	81102U	FUNDAMENTALS OF TECHNOLOGY	N	N	Y	N	N	N	MS
260357			2	64112U	COMPUTER APPLICATIONS 1	N	N	Y	N	N	N	MS
260357			1	66152U	SMALL BUSINESS/ENTREPRENEURSHIP	N	N	Y	N	N	N	SS
260357			1	70462U	FOODS 2- ADVANCED	N	N	Y	N	N	N	SS
260357			1	70652U	LIFE MANAGEMENT	N	N	Y	N	N	N	SS
260357			1	78312U	CRIMINAL JUSTICE 1	N	N	Y	N	N	N	SS
260357			2	62002U	PRINCIPLES OF BUSINESS & PERSONAL FINANCE	N	N	Y	N	N	N	SS
260357			2	66212U	MARKETING	N	N	Y	N	N	N	SS
260357			1	64112U	COMPUTER APPLICATIONS 1	N	N	Y	N	N	N	MS
260357			2	64122U	COMPUTER APPLICATIONS 2	N	N	Y	N	N	N	MS
260357			2	79912U	COMPUTER ENGINEERING TECHNOLOGY 1	N	N	Y	N	N	N	MS
260357			1	64112U	COMPUTER APPLICATIONS 1	N	N	Y	N	N	N	SS
260357			1	78312U	CRIMINAL JUSTICE 1	N	N	Y	N	N	N	SS
260357			2	68102U	AGRI-SCI APPLICATIONS	N	N	Y	N	N	N	SS
260357			2	70652U	PARENTING & CHILD DEVELOPMENT	N	N	Y	N	N	N	SS
260357			1	61452U	Career Management	Y	N	Y	N	N	N	SS
.....			1	.....	PRINCIPLES OF BUSINESS &	..	..	..	..	..	..	..

The report lists each checkbox from the VEIS Reporting screen in eSIS. Although all are not visible in the screen shot above, the report includes the following columns:

- |                                   |   |
|-----------------------------------|---|
| <i>School</i>                     | <i>Single Parent</i>                          |
| <i>Surname</i>                    | <i>Displaced Homemaker</i>                    |
| <i>First Name</i>                 | <i>Instructional Setting</i>                  |
| <i>Pupil Number</i>               | <i>Academically Disadvantaged</i>             |
| <i>Semester</i>                   | <i>Career Development Plan Plus Indicator</i> |
| <i>Course Number</i>              | <i>GPA</i>                                    |
| <i>Course Name</i>                | <i>Weighted GPA</i>                           |
| <i>Economically Disadvantaged</i> | <i>Exceptional Children (SPED) Indicator</i>  |
| <i>Limited English Proficient</i> | <i>Career Development Plan Indicator</i>      |
| <i>Program 504</i>                | <i>Program Indicator</i>                      |

The following fields are populated automatically:

- |                     |  |
|---------------------|--|
| <i>School</i>       | <i>Semester</i>                              |
| <i>Surname</i>      | <i>Course Number</i>                         |
| <i>First Name</i>   | <i>Course Name</i>                           |
| <i>Pupil Number</i> | <i>Exceptional Children (SPED) Indicator</i> |

**B. Reformat the report to make it easier to use.**

Abbreviate column headings and shrink column width to fit the report on a legal size page. Reorder the columns to match the VEIS Reporting screen. Delete columns that are not part of the VEIS Reporting screen.

Column headings should appear in this order:

*School*  
*Surname*  
*First Name*  
*Pupil Number*  
*Semester*  
*Course Number*  
*Course Name*  
*GPA*  
*Weighted GPA*  
*Academically Disadvantaged*  
*Economically Disadvantaged*  
*Career Development Plan*  
*Career Development Plan Plus*  
*504 Program*  
*Single Parent*  
*Displaced Homemaker*  
*Instructional Setting*

C. Enter changes into the Excel spreadsheet.

Print the spreadsheet if you plan to enter changes by hand. You can also enter changes into the electronic Excel file.

1. Academically Disadvantaged

Order the spreadsheet by the GPA column. Enter Y in red in the Academically Disadvantaged column for each student whose unweighted GPA is below 2.0. NOTE: If the student already has a Y in this column, change the font color to blue so that you will know it is still current. (If you are writing changes by hand, you can circle the existing Y.) If grades are weighted, students whose GPA is below 2.5 should be identified as Academically Disadvantaged.

Individuals who meet one of these other criteria also can be identified as Academically Disadvantaged by entering a Y in the Academically Disadvantaged column:

- a) Individuals who score at or below the 25<sup>th</sup> percentile on a standardized achievement or aptitude test
- b) Individuals who fail to attain minimum academic competencies
- c) Individuals who are potential dropouts

Potential dropouts are persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. One or more of the factors listed below may generally identify students who are potential dropouts.

- Consistent low achievement (two or more years below grade level)
- High rate of absenteeism
- Non-promotion (being older than classmates)

When you use one of these other criteria to identify Academically Disadvantaged students, you must maintain appropriate documentation at your LEA.

2. Economically Disadvantaged

Information automatically transferred to NCDPI from the Child Nutrition Program is used to identify Economically Disadvantaged students. You do not need to key any data into this column for students who qualify for free or reduced-price meals, but you do need to know who these students are so you can provide services to them. A 2007 Memorandum of Agreement between CTE and the Child Nutrition Program allows Child Nutrition personnel to provide a list of students to you for use in planning instruction. There are specific guidelines about how this confidential information is to be stored, used, and disposed of.

Students may also be identified as Economically Disadvantaged if they meet one or more of the following criteria. You must code any students in NC WISE who are identified as Economically Disadvantaged using these other criteria.

- a. Individuals who are eligible for Aid to Families with Dependent Children
- b. Individuals who are eligible for benefits under the Food Stamp Act of 1977
- c. Individuals who are eligible to be counted for purposes of Section 1005 of Chapter I of Title I of the Elementary and Secondary Education Act of 1965 as amended
- d. Individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce

3. Career Development Plan

All CTE students should have on file career development plans, which indicate their intended career pathway and lay out a plan for completing required academic and CTE courses and those that will be helpful in meeting their career objectives. Place a Y in red in the CDP column for each student who has a Career Development Plan on file. This notation means that the plan is currently on file and can be retrieved for auditing purposes if requested. Although there is no longer a performance indicator related to this requirement, use of Career Development Plans is still subject to audit. NOTE: If the student already has a Y in this column, change the font color to blue so that you will know it is still current. (If you are writing changes by hand, you can circle the existing Y.)

Currently this information is not housed in eSIS.

The default in NC WISE for Career Development Plan is NO. You must change the coding for each student who has a Career Development Plan in order for these students to be counted correctly.

4. Career Development Plan Plus

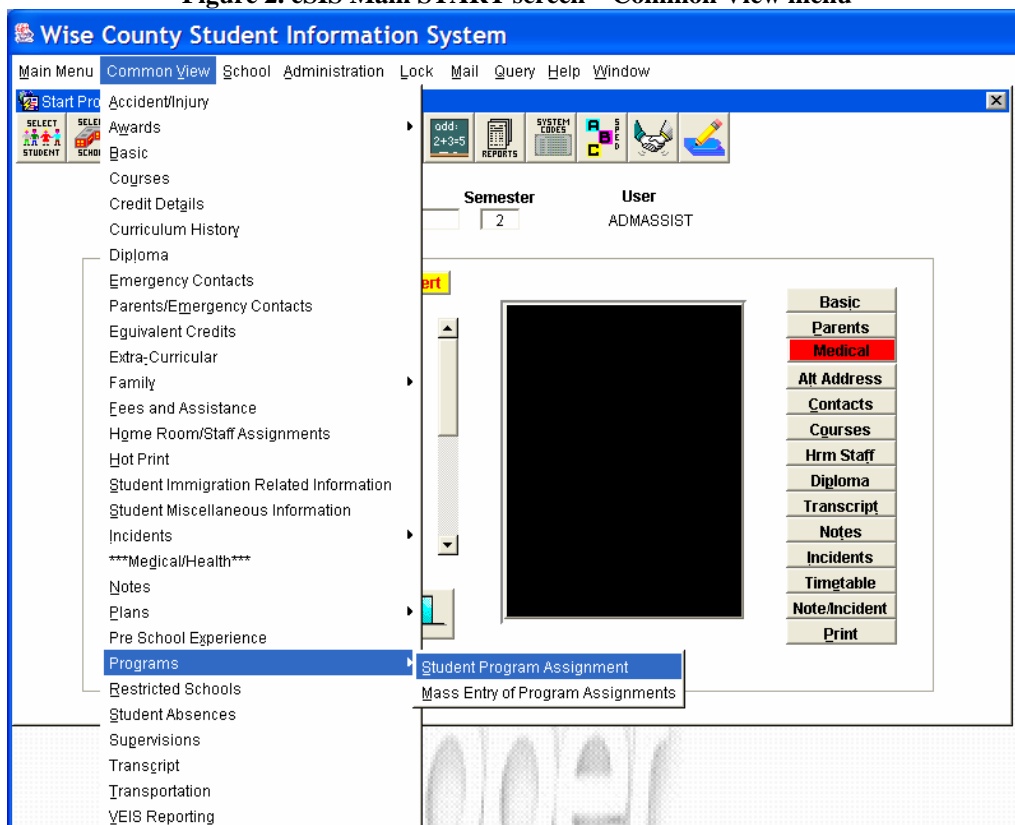
In addition to a Career Development Plan, students who are identified as Special Populations must have a CDP+, which is an expanded plan that includes special information about the student's interests and abilities and how the student's needs will be met. Special populations students are those who are identified as Academically Disadvantaged, Economically Disadvantaged, limited English proficient, 504 students, single parents, or students with disabilities according to the EC program.

Place a Y in red in the CDP+ column for each Special Populations student who has a Career Development Plan Plus on file. This notation means that the plan is currently on file and can be retrieved for auditing purposes if requested. NOTE: If the student already has a Y in this column, change the font color to blue so that you will know it is still current. (If you are writing changes by hand, you can circle the existing Y.)

5. 504 program

A Program Code exists for this designation. Students must have a 504 Accommodation Plan on file to be coded as 504 students. As long as the LEA designates students in the program within eSIS, the person entering data can find the information on the Program Assignment screen (eSIS Main START screen > Common View menu > Programs > Student Program Assignments). Figures 2 and 3 show how to access the Program Assignment screen. If the school does not enter 504 students within eSIS, then the person entering data will need to get a list of qualified students from the 504 coordinator.

Figure 2. eSIS Main START screen – Common View menu



Place a Y in red in the 504 program column for each student who meets the criteria to be classified as a 504 student. NOTE: If the student already has a Y in this column, change the font color to blue so that you will know it is still current. (If you are writing changes by hand, you can circle the existing Y.)



8. Displaced homemaker

A displaced homemaker is a person who has been a full-time homemaker for a number of years and is experiencing a change in lifestyle due to unpredictable circumstances. It is unlikely that a high school student would qualify as a displaced homemaker, but, if so, place a Y in red in the Displaced Homemaker column.

Currently, this information is not housed in eSIS.

9. Instructional setting

All students who are identified as members of special populations should have an instructional setting code. The code selected should be what is used in instruction for the specific identified student. There is no expectation that all students in a particular special populations category will be coded the same way. For students in the Exceptional Children's program, the instructional setting is determined by the Individualized Education Program (IEP) team. For students without an IEP or Accommodation Plan, the Special Populations Coordinator will need to determine in what setting the student has been placed. The code should reflect the students' ACTUAL instructional setting at the time the enrollment data are collected, not a possible setting that might be required at some point in the future. Enter the code in the appropriate column on the spreadsheet.

The following categories should be used to code the instructional settings:

- No selection = If the student is not identified as a special populations student, no selection should be made. (If the system forces you to make a selection for these students, you may select MS.)
- MS = Mainstreamed with no special services or assistance provided to help the student be successful.
- SS = Mainstreamed with special services and/or assistance provided. NOTE: Students must be receiving services beyond eligibility identification for this coding to be selected.
- SP = Self-contained classroom for exceptional children whose area of exceptionality is of such a magnitude, and who have demonstrated, that they cannot succeed in regular career and technical education courses even with special services and assistance. These courses must carry the regular state course numbers, require the same competencies, and be taught by teachers who are certified in both the program area and disadvantaged and disabled.

Although you will not have EC information in NC WISE when you are entering this information, you should identify an instructional setting for EC students as well as other special populations students.

D. Make changes on the VEIS Reporting screen in NC WISE

Once all the information has been verified and corrected from the Reporting Hub report, then you will need to query each student with missing or incorrect information on the VEIS Reporting screen. Figure 4 shows a view of this screen.

Follow these steps to get to the VEIS Reporting screen:

1. Go into NCWISE
2. Click on Common View
3. Click on VEIS Reporting. This will open up a screen with VEIS information on it.
4. Type in the student's name. Or, to look at all students, type in a % sign where the name should be and press F8. Type A% and press F8 to look at just the As, etc.
5. Use the down arrow beside the name to move to the next student.

Figure 4. VEIS Reporting screen (eSIS Main START screen > Common View menu > VEIS Reporting)

Wise County Student Information System

Action Edit Record Query Common View Navigate Lock Help Window

VEIS Reporting (NC)

357 Wise High School 5 Homeroom No Homeroom Alert

Pupil Number	Legal Last Name	Suffix	Legal First Name	Gender	Birth Date	Grade	Middle Name
262715	Abel		Rebecca	F	04/03/1988	11	

**Workforce Development Information**  
(Check the attributes that apply to this student.)

Academically Disadvantaged:  .

Economically Disadvantaged:  .

Limited English Proficient:  .

Career Development Plan:  .

Career Development Plan Plus:  .

504 Program:  .

Single Parent:  .

Displaced Homemaker:  .

Instructional Setting: SS ?

Navigation arrows:

Toolbar: DEL

Call up the student record for each student for whom you need to make a change. If there is a red Y in the appropriate column on your spreadsheet, add a check to the student record in that field. If there is a blue Y, verify that the check is present. If the Y is black, it means the information was correct for the previous year but is no longer accurate. In that case, click on the existing check to delete it.

When all changes have been made, generate another copy of the NC WISE Reporting Hub VEIS Report and verify against the original spreadsheet to be sure everything is entered

correctly. You can also go back to the VEIS Reporting screen and call students up individually to verify changes have been made.

A project is underway to automate this process, but for the time being each check mark needs to be added individually.

### III. GENERAL INFORMATION

- A. The SIMS and NC WISE Library (<http://www.ncwise.org/>)  
This web site contains documents that assist in the operation of the software, provide troubleshooting support, communicate information on student data related initiatives, and document technical specifications.
- B. Reporting students in co-op courses  
2000-2001 was the last year the Department of Public Instruction collected Teacher Co-op and Apprenticeship data. DPI no longer requires collection of these data, although it may still be done at the LEA level if desired.

Instructions for coding students who are taking co-op courses appear in Tables 1 and 2.

**Table 1. Coding Co-op Students in a block schedule**

	<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Option 1	6622-2 (classroom only)	6697-6 (co-op only)
Option 2	6622-6 (mixture of classroom & co-op)	6697-6 (mixture of classroom & co-op)

1. A student taking a second semester blocked course that is a continuation of a first semester blocked course and includes only co-op or a mixture of co-op and classroom instruction is coded with the program area co-op number (four-character course code ending in 97).
2. There is no situation in a traditional year or first semester blocked schedule in which the program area co-op number would be used.

**Table 2. Coding Co-op Students in a traditional schedule**

<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
6622-6 (mixture of classroom & co-op)	

1. A student taking a course that includes a mixture of regular classroom and co-op instruction is coded using the regular course code identified as academic level 6.
2. There is no situation in a traditional year or first semester blocked schedule in which the program area co-op number would be used.

- C. Validating state course codes  
The Course Coding Structure for NC WISE for 2007-2008 can be found in Appendix A and can also be accessed through the PPMS help page or your regional planner. The complete CTE course list appears in Appendix B. It is important to use the course code list in

Appendix B rather than lists issued by other areas in NCDPI, which do not necessarily contain all CTE code.

Use only the course codes on this list to identify students enrolled in CTE courses. It is critical that the correct course codes be used so that students will receive technical credit in the correct career pathway. Please note that codes that appear in italics/red type in Appendix B require an approved modification request on file.

At this time, all community college courses in CTE use the generic four-digit community college course codes for the discipline in which they fall:

- 6499 Business and Information Technology Education
- 6499 Marketing Education
- 6899 Agricultural Education
- 7199 Family and Consumer Sciences Education
- 7399 Health Sciences (Health Occupations) Education
- 7899 Trade and Industrial Education
- 8999 Technology Education

These codes should only be used for technical community college courses. There is not a CTE code that is appropriate for ACA Academic Related courses.

To determine which fifth digit to use with these course codes, you need to figure out if the actual CC course in which the student is enrolled is in the Comprehensive Articulation Agreement, which is an agreement between the NC Community College System and the University of North Carolina System that guides transfer credit between institutions. You can access the list of courses in the agreement at <http://www.ncpublicschools.org/curriculum/caa>. According to a 2004 Memorandum of Understanding between NCCCS, the UNC System, and DPI (<http://www.ncpublicschools.org/curriculum/mou>), courses that are part of the agreement are eligible for weighted quality points. Courses that are not part of the agreement are not eligible for weighted quality points.

The following chart shows when it is appropriate to use each of the fifth-digit codes:

	NC WISE		SIMS	
	Traditional delivery	Online	Traditional delivery	Online
Part of the comprehensive articulation agreement	1	T	5	5
Not part of the comprehensive articulation agreement	2	U	2	2

New fifth-digit codes for SIMS are scheduled to be added in a Fall 2007 release. If you are able to use the instructions as written for NC WISE, please do so. This will make it easier for you to move from SIMS to NC WISE without losing data or double-counting students. However, the SIMS instructions will work for the 2007-2008 year.

Note that community college courses require an override for students to get the appropriate credit in a pathway.

Please contact Rhonda Welfare ([rwelfare@dpi.state.nc.us](mailto:rwelfare@dpi.state.nc.us)) for information on how to code university-level career and technical education courses.

D. Fatal/Warning Errors

After data are submitted to DPI, lists of fatal and warning errors will be sent to each LEA using the secure FTP. See Section III.H for information on how to use the FTP site. Fatal errors **must** be corrected before data can be accepted at NCDPI. Correction of warning errors is a local decision. While it is not mandatory that these warnings be corrected, it is helpful to the LEA to do so prior to the 7<sup>th</sup> month enrollment collection.

A complete list of fatal and warning errors and explanations for each can be found in Appendix C and will be appended to the errors reports themselves.

E. Nontraditional enrollment

DPI will identify nontraditional enrollees at the state level. Males and females will be designated in courses that are nontraditional for each gender and these data automatically merged with the CTE Enrollment Report.

F. Coding students enrolled in career centers

Additional steps are required for students enrolled in Career Centers to ensure that their postassessment data can be matched to CTE enrollment information.

Any school sending students to a Career Center must cross enroll students in the course at the career center. When students are properly enrolled in the home school and cross enrolled in the Career Center, their enrollment information appears in the CTE Enrollment (VEIS) Report for the LEA.

G. Special note about coding anticipated Course of Study

SIMS evaluated every student against every Course of Study and gave the student credit for the highest level achieved. NC WISE, however, evaluates students for graduation based only on the requirements for whatever has been indicated for each student's anticipated Course of Study. **If students are working on the combined College University Prep and College Tech Prep Course of Study, it is imperative that their anticipated Course of Study be coded CPCT.** If they are coded CP, the transcript will not be reviewed to see if they meet the requirements for College Tech Prep and the student will not count as a concentrator. This means that although you have provided services to that student, he or she will not be included in the information about concentrators that appears in the PPMS.

#### H. Secure FTP site information

If you need access to the secure FTP site, contact Gail Adams (919-807-3905 or [gadams@dpi.state.nc.us](mailto:gadams@dpi.state.nc.us)).

We no longer recommend use of Smart FTP to access these files. Point your browser to <https://sftp.dpi.state.nc.us>. Use the login and password information you have been provided.

#### IV. TRANSMITTING CTE ENROLLMENT FILE TO NCDPI

After the school principal or his/her designee receives notification that the WDE report is ready for review and approval, the data manager needs to verify all changes have been made to the VEIS Reporting screen by generating a new copy of the VEIS Report from the Reporting Hub. After all the data have been verified, then the school principal or his/her designee will approve the WDE report. The report will then need to be approved by the CTE Administrator and the LEA NC WISE Coordinator.

When all required approvals have been obtained, the file is transmitted to NCDPI. At NCDPI, it will be processed and checked for errors. An Error Report will be generated and posted to the LEA FTP site. (See Section III.H for instructions on how to use this site.) The CTE Administrator will be notified when the Error Report is posted. The LEA must then unapprove the report, make the necessary corrections, and then go through the approval process again. This process is repeated until no fatal errors are found in the file.

When the file is processed and no errors are found, it will be approved by NCDPI staff.

## APPENDIX A: COURSE CODING STRUCTURE FOR NC WISE FOR 2007-2008

The course coding system has a blocked structure. In NC WISE, each course is identified by a five-digit code. The first four digits identify the discipline and the individual course within the discipline. fifth digit of the course code indicates the academic level and grade level of the course.

Table A-1 shows how the current academic level and grade level from SIMS combine to generate a single fifth digit that is used in NCWISE and in a new version of SIMS scheduled for Fall 2007 release. Table A-1 includes only fifth digits used in CTE.

NCWISE	SIMS			Description
	Current Version		After Fall 2007 Release	
5 Academic Level	5 Academic Level	6 Grade Level	5 Academic Level	
0	0	X	0	HS, Occupational Course of Study with modified curriculum subject to alternate assessment
2	2	X	2	HS, Standard
5	5	X	5	HS, Honors/Advanced
6	6	X	6	HS, Co-op Education
8	8	X	8	HS, International Baccalaureate
Q	2	X	Q	NC Virtual Public School, Standard
O	5	X	O	NC Virtual Public School, Honors
2	2	X	2	Community College, Standard
U	2	X	U	Community College, Standard & Online
I	5	X	I	Community College, Honors
T	5	X	T	Community College, Honors & Online
V	5	X	V	Online, Not community college or NCVPS*
A	0	Y	A	MS, Special Education students with modified curriculum subject to alternate assessment
C	2	Y	C	MS, Standard

\* The only CTE courses for which this fifth digit is available are 6415 e-Commerce I and 6416 e-Commerce II when they are taught through LearnNC for a standard credit. If the courses are being offered via LearnNC for honors credit, use a fifth-digit of 5.

SOURCE: [http://www.ncwise.org/documents/sims\\_ncwise\\_conversion/Translation\\_Table\\_for\\_the\\_5th\\_Character\\_v3.pdf](http://www.ncwise.org/documents/sims_ncwise_conversion/Translation_Table_for_the_5th_Character_v3.pdf)



## APPENDIX B: CTE COURSE CODES FOR 2007-08

### Career Development

- 6109 *Career Development Pilot Program*
- 6145 Career Management
- 6158 Exploring Career Decisions
- 6198 Career Development Internship

### Business & Info Technology Education

- 6200 Principles of Business & Pers Finance - BE
- 6208 Exploring Business Technologies
- 6209 *Business Pilot Program*
- 6215 Business Law
- 6225 Business Management & Applications
- #6227 Intl Baccalaureate (IB) Business Mgmt-BE
- 6235 Small Business/Entrepreneurship - BE
- 6311 Computerized Accounting I
- +6312 Computerized Accounting II
- 6313 Computerized Accounting III
- 6334 NAF Academy of Finance I - BE
- 6335 NAF Academy of Finance II - BE
- 6340 Foundations of Information Technology
- 6341 Networking I - BE
- +6345 Network Administration II - Linux
- +6346 Network Administration II - Novell
- +6347 Network Administration II - Microsoft
- 6400 Business Computer Technology
- 6411 Computer Applications I
- 6412 Computer Applications II
- +6415 e-Commerce I
- +6416 e-Commerce II
- 6421 Computer Programming I-VB.NET
- +6422 Computer Programming II-VB.NET
- 6423 NAF Academy of Information Tech I - BE
- 6424 NAF Academy of Information Tech II - BE
- 6426 *Computer Progmnng I-Other Languages*
- +6427 *Computer Progmnng II-Other Languages*
- #6430 Intl Baccalaureate (IB) Information Tech
- +6451 Data Base Progmnng I-Oracle Academy
- +6452 Data Base Progmnng II-Oracle Academy
- 6499 Community College Business & Marketing
- 6511 Keyboarding (Middle Grades)
- 6514 Digital Communication Systems
- 6535 Business & Electronic Communications
- 6596 Business & Info Tech Apprentcshp Prgrm
- 6597 Business & Info Tech Co-op Program
- 6598 Business & Info Tech Internship
- 6599 Business & Info Tech Advanced Studies

### Marketing Education

- 6208 Exploring Business Technologies
- 6499 Community College Business & Marketing
- 6600 Principles of Business & Pers Finance-ME
- 6609 *Marketing Pilot Program*
- 6615 Small Business/Entrepreneurship - ME
- 6621 Marketing

### (Marketing, continued)

- 6622 Marketing Management
- +6626 Strategic Marketing
- 6631 Fashion Merchandising
- #6640 Intl Baccalaureate (IB) Business Mgmt - ME
- 6645 Travel/Tourism & Recreation Marketing
- 6646 NAF Academy of Travel & Tourism I
- 6647 NAF Academy of Travel & Tourism II
- 6648 NAF Academy of Finance I - ME
- 6649 NAF Academy of Finance II - ME
- 6665 Marketing Technology & Media
- 6670 Sports & Entertainment Marketing I
- 6671 Sports & Entertainment Marketing II
- 6696 Marketing Apprenticeship
- 6697 Marketing Cooperative Program
- 6698 Marketing Internship
- 6699 Marketing Advanced Studies

### Agricultural Education

- 6809 *Agriculture Pilot Program*
- 6810 Agriscience Applications
- 6811 Agr Prod I
- 6812 Agr Prod II
- 6813 Agr Prod III
- 6821 Animal Science I
- 6822 Animal Science II
- 6823 Animal Science II - Small Animals
- 6825 Equine Science I
- 6826 Equine Science II
- 6828 Exploring Biotechnology
- 6831 Agr Mechanics I
- 6832 Agr Mechanics II
- 6833 Agr Mechanics II - Small Engines
- 6841 Horticulture I
- +6842 Horticulture II
- 6843 Horticulture II - Turf Grass
- 6851 Environmental & Nat Resources Studies I
- 6852 Environmental & Nat Resources Studies II
- 6853 Environmental & Nat Resources Studies III
- 6871 Biotech & Agrisci Rsch I
- 6872 Biotech & Agrisci Rsch II
- 6882 Horticulture II - Landscape Const
- 6896 Agriculture Apprenticeship Method
- 6897 Agricultural Co-Op
- 6898 Agricultural Internship
- 6899 Agricultural Advanced Studies
- 6999 Community College Agriculture

### Family & Consumer Sciences

- 7009 *Family & Cons Sciences Pilot Program*
- 7015 Teen Living
- 7018 Exploring Life Skills
- 7035 Apparel Development I
- 7036 Apparel Development II
- 7045 Foods I - Fundamentals
- 7046 Foods II - Advanced

- # International Baccalaureate
- + Honors credit permitted
- Italic/red type Requires approved modification

## APPENDIX B: CTE COURSE CODES FOR 2007-08

### (FACS, Continued)

7055 Housing & Interiors I  
 7056 Housing & Interiors II  
 7065 Parenting and Child Development  
 7075 Foods II - Food Science  
 7085 Life Management  
 7099 Community College Family and Consumer Sciences  
 7111 Early Childhood Education I  
 +7112 Early Childhood Education II  
*7113 Early Childhood Education III*  
 7121 Culinary Arts and Hospitality I  
 7122 Culinary Arts and Hospitality II  
*7123 Culinary Arts and Hospitality III*  
 7196 Family & Cons Sciences Apprenticeship  
 7197 Family & Consumer Sciences Co-Op  
 7198 Family & Consumer Sciences Internship  
 7199 Family & Cons Sci Advanced Studies

### Health Occupations Education

7200 Biomedical Technology  
*7209 Health Occupations Pilot Program*  
 7205 Exploring Biotechnology  
 7210 Health Team Relations  
 7211 Allied Health Sciences I  
 7212 Allied Health Sciences II  
 7213 Allied Health Sciences III  
 7221 Medical Sciences I  
 +7222 Medical Sciences II  
 7223 Medical Sciences III  
 7296 Health Science Apprenticeship Program  
 7298 Health Careers Internship  
 7299 Health Science Advanced Studies  
 7399 Community College Health Science

### Trade & Industrial Education

7400 Intro to Trade & Industrial Education  
*7409 Trade & Industrial Pilot Program*  
 7511 Automotive Service Technology I  
 7512 Automotive Service Technology II  
 7513 Automotive Service Technology III  
 7521 Collision Repair Technology I  
 7522 Collision Repair Technology II  
*7523 Collision Repair Technology III*  
*7531 Aerospace I*  
*7532 Aerospace II*  
*7533 Aerospace III*  
*7551 Diesel Mechanics I*  
*7552 Diesel Mechanics II*  
*7553 Diesel Mechanics III*  
*7611 Textile Technology I*  
*7612 Textile Technology II*  
*7613 Textile Technology III*  
 7621 Furniture and Cabinet Making I  
 7622 Furniture and Cabinet Making II  
*7623 Furniture and Cabinet Making III*

### (Trade & Industrial, Continued)

7631 Electronics I  
 +7632 Electronics II  
*7633 Electronics III*  
 7641 Metals Manufacturing I  
 7642 Metals Manufacturing II  
*7643 Metals Manufacturing III*  
*7651 Electro-Mechanical Technology I*  
*7652 Electro-Mechanical Technology II*  
*7653 Electro-Mechanical Technology III*  
 7661 Welding Technology I  
 7662 Welding Technology II  
*7663 Welding Technology III*  
 7711 Masonry I  
 7712 Masonry II  
 7713 Masonry III  
 7721 Construction Technology I  
 7722 Construction Technology II  
 7723 Construction Technology III  
 7741 Electrical Trades I  
 7742 Electrical Trades II  
*7743 Electrical Trades III*  
*7751 Air Condition/Refrigeration I*  
*7752 Air Condition/Refrigeration II*  
*7753 Air Condition/Refrigeration III*  
*7761 Plumbing I*  
*7762 Plumbing II*  
*7763 Plumbing III*  
 7810 Cosmetology - Intro  
 7811 Cosmetology I  
 7812 Cosmetology II  
*7813 Cosmetology III*  
 7821 T & I Cooperative Training I  
 7822 T & I Cooperative Training II  
*7823 T & I Cooperative Training III*  
*7831 Law Enforcement I*  
*7832 Law Enforcement II*  
*7833 Law Enforcement III*  
 7899 Community College Trade & Industrial  
 7901 Scientific & Technical Visualization I  
 +7902 Scientific & Technical Visualization II  
*7903 Scientific & Technical Visualization III*  
 7911 Printing Graphics I  
 7912 Printing Graphics II  
*7913 Printing Graphics III*  
 7921 Drafting I  
*7931 Commercial Art I*  
*7932 Commercial Art II*  
*7933 Commercial Art III*  
*7935 Digital Media I*  
*7936 Digital Media II*  
 7941 Photography I  
 7942 Photography II  
*7943 Photography III*  
*7951 Programming and Broadcasting I*  
*7952 Programming and Broadcasting II*

# International Baccalaureate  
 + Honors credit permitted  
 Italic/red type Requires approved modification

## APPENDIX B: CTE COURSE CODES FOR 2007-08

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### (Trade & Industrial, Continued)

*7953 Programming and Broadcasting III*  
+7962 Drafting - Architectural II  
+7963 Drafting - Architectural III  
+7972 Drafting - Engineering II  
+7973 Drafting - Engineering III  
7980 Networking I T&I  
+7981 Network Eng Tech II - Cisco  
+7982 Network Eng Tech III - Cisco  
+7983 Network Eng Tech II - Nortel  
+7984 Network Eng Tech III - Nortel  
7991 Computer Engineering Technology I  
+7992 Computer Engineering Technology II  
7996 Apprenticeship Program  
7997 Trade & Industrial Co-Operative Method  
7998 Trade & Industrial Internship  
7999 Trade & Industrial Advanced Studies

### Technology Education

8005 Technology Advanced Studies  
8006 Sci & Tech Visualization I - TE  
+8007 Sci & Tech Visualization II - TE  
*8008 Sci & Tech Visualization III - TE*  
*8009 Technology Pilot Program*

### (Technology Education, Continued)

8011 Principles of Technology I  
+8012 Principles of Technology II  
8013 Principles of Technology III  
8017 Physical Science/Principles of Tech I  
8018 Physics/Principles of Technology II  
8108 Exploring Technology Systems  
8110 Fundamentals of Technology  
8115 Manufacturing Systems  
*8120 PLTW Pre-engineering I*  
*8121 PLTW Pre-engineering II*  
8125 Communications Systems  
8126 Transportation Systems  
8141 Structural Systems  
8196 Technology Apprenticeship Program  
8198 Technology Internship Method  
8999 Community College Technology Education

# International Baccalaureate  
+ Honors credit permitted  
Italic/red type Requires approved modification

## **APPENDIX C: LIST OF FATAL AND WARNING ERRORS 2007-2008**

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### **2007-2008 Career and Technical Education FATAL Error Codes**

- 1A LEA NUMBER must be correct.
- 2A SCHOOL NUMBER must be correct.
- 5A EFFECTIVE DATE (format CCYYMMDD): CCYY must equal 2007 for month 3 and must equal 2008 for month 7; MM must equal 10, 11 or 12 for month 3 and must equal 03, 04 or 05 for month 7.
- 6B REPORTING YEAR code (format CCYY/YY) must be equal to 2007/08 or 2007 2008
- 8A STUDENT NUMBER must be numeric.
- 8B STUDENT NUMBER must not be duplicated within this school.
- 9A STUDENT's NAME must not be blank.
- 20A GENDER code must be M or F.
- 21A ETHNICITY code must be AMIN, ASIA, BLCK, HISP, MULT or WHITE.
- 22A Student's GRADE code must be 06, 07, 08, 09, 10, 11 or 12.
- 23A Student's MEMBERSHIP STATUS (ATTENDANCE CATEGORY) must be MED1, MST1, VED1 or VST1.
- 25A HANDICAPPED (DISABLED) CONDITION code must be AU, DB, DD, EH, EM, HI, LD, MU, OH, OI, SI, SP, TB, TM, VI, NONE or blank.
- 34B COURSE code #1 (four-digit) must be a valid CTE course for 2007-2008 for grades 9-12.
- 35B COURSE code #2 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
- 36B COURSE code #3 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
- 37B COURSE code #4 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
- 38B COURSE code #5 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
- 39B COURSE code #6 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.

(Please note that since there can be as many as six courses for which a student can be enrolled, there are six corresponding errors, 34B-39B.)

## **APPENDIX C: LIST OF FATAL AND WARNING ERRORS 2007-2008**

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- 40A CAREER CENTER must be blank if there is no Career Center in the LEA or if a student in an LEA with a Career Center is enrolled in a course in the home school. CAREER CENTER must have a Career Center alpha code if the student is enrolled in a CTE course in the Career Center.
- 41A ECONOMICALLY DISADVANTAGED must be Y, N or blank for grades 9-12.
- 42A ACADEMICALLY DISADVANTAGED must be Y, N or blank for grades 9-12.
- 43A LIMITED ENGLISH PROFICIENT must be Y, N or blank for grades 9-12.
- 45A TRANSFER MONTH must be 3 during the third month transfer or must be 7 (6 for Wake County) during the seventh month transfer.

### **2007-2008 Career and Technical Education WARNING Error Codes**

- 3A ORIGINATION CODE should include the version of SIMS (NC) or NCWISE (WI) or Custom (CU) as the first two characters and should not be blank.
- 4A RUN DATE (format CCYYMMDD) identifies the system date on which the headcount was produced. CCYY should be 2007 for month 3 and should be 2008 for month 7.
- 6A REPORTING YEAR CODE (format CCYY/YY) should be equal to 2007/08
- 7A SOCIAL SECURITY NUMBER should not be blank.
- 7B SOCIAL SECURITY NUMBER should not be duplicated within the school.
- 12A STREET ADDRESS should be included for grades 11-12.
- 14A CITY NAME should be included for grades 11-12.
- 15A ZIP CODE should be included for grades 11-12.
- 16A TELEPHONE AREA CODE should be included for grades 11-12.
- 17A TELEPHONE NUMBER should be included for grades 11-12.
- 18A Student's BIRTHDATE should be later than student's graduation year minus 21 (years).
- 18B BIRTH MONTH should not be blank but should be in the range 01-12. DAY should be in the range 01-31, depending on the birth year and month.
- 18C BIRTHDATE should not be blank.
- 19A AGE should be numeric and in the range 10-21.

## **APPENDIX C: LIST OF FATAL AND WARNING ERRORS 2007-2008**

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- 24A ACADEMICALLY GIFTED code should be Y or N and should not be blank.
- 26A CUMULATIVE GPA should not be blank for grade 9 second semester or for grades 10-12 (both semesters).
- 27A COURSE OF STUDY should be CP, CTP, CPCT, GNRL, CRP, OCC or VOC for grades 9-12.
- 28A CAREER DEVELOPMENT PLAN (CDP) should be Y or N for grades 9-12 and should not be blank.
- 30A CDP PLUS should be Y if student is academically disadvantaged (AD), economically disadvantaged (ED), limited English proficient (LEP), section 504 (S504) or disabled for grades 9-12.
- 32A SECTION 504 code should be Y for students in grades 9-12 who have a Section 504 accommodation plan on file. It should be N or blank for all other students in grades 9-12.
- 33A COURSE GRADE LEVEL #1 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33B COURSE GRADE LEVEL #2 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33C COURSE GRADE LEVEL #3 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33D COURSE GRADE LEVEL #4 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33E COURSE GRADE LEVEL #5 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33F COURSE GRADE LEVEL #6 should be X for grades 9-12 or Y for grades 6 - 8 .
- 34A COURSE CODE #1 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- 35A COURSE CODE #2 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- 36A COURSE CODE #3 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- 37A COURSE CODE #4 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- 38A COURSE CODE #5 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- 39A COURSE CODE #6 (four-digit) should be a valid CTE course for 2007 – 2008 for grades 6-8.
- (Please note that since there can be as many as six courses for which a student can be enrolled, there are two sets of six corresponding errors, 33A-33F and 34A-39A.)
- 44A INSTRUCTIONAL SETTING should be mainstreamed (MS), special services (SS) or self-contained (SP) if the student is AD, ED, LEP, 504, single parent or disabled for grades 9-12. If the student is not AD, ED, LEP, 504, single parent or disabled, instructional setting should be blank, MS or (default) 99.