

**INSTRUCTION MANUAL  
FOR  
SECONDARY and POST SECONDARY  
  
WYOMING CAREER AND  
TECHNICAL ASSESSMENT**

**2002-2003**



**Developed by:**

**Region V Board of Cooperative Educational Services  
Center for School Improvement**

**As Directed by:**

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## **Wyoming Career and Technical Assessment Timeline 2002-2003**

Feb. 4 & 5, 2003	Training meetings.
April, 2003	Recommended month for the Administration of the Vocational Assessment
May 31, 2003	Deadline for completing data input at the Region V BOCES website.

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2002-2003  
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## WHAT AREAS ARE TO BE ASSESSED

The Wyoming Career & Technical Assessment (WyCTA) consists of performance rubrics in the following content areas:

- Communication
- Applied Math
- Affective and Thinking
- Technology
- Pre-Employment
- **Employability**
- Applied Science (Postsecondary Only)

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

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

***NOTE:*** Assessment on **Applied Science** will be ***optional for Post-Secondary*** students.

## SELECTION OF STUDENTS TO PARTICIPATE IN THE ASSESSMENT

### Who:

At the secondary level:

**10<sup>th</sup> grade students:** All vocational students (Note: this includes all vocational concentrators).

**11<sup>th</sup> grade students:** All vocational concentrators, with the student ID number used on the WyCAS and only data on pages 1 and 2 of the student info. need to be entered.

**12<sup>th</sup> grade students:** All vocational concentrators.

***Note: The system will not allow you to save a student that has less than the required number of courses.***

At the postsecondary level: All vocational concentrators.

Please note that a student record needs to be filled out on all students who fell under the aforementioned categories in the 2002-2003 school year. **Even if a student drops out of school or transfers in the middle of the 2002-2003 school year, a student record is required for that student.** A field is available to indicate if a student left the vocational program prior to the assessment and, if that is the case, the website permits some missing information (such as assessment data) on that student.

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

## DEFINITIONS

At the *secondary level*, a **vocational student** is defined as a student who has taken at least two semester courses as part of a vocational program sequence, including those who may be currently enrolled in their second course.

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

At the *postsecondary level*, a **vocational concentrator** is defined as a student who has taken six or more semester courses in a vocational program, including those who may be currently enrolled in their sixth course.

**Vocational program sequence** refers to classes that are part of a specific vocational career cluster including:

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

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

## **CHANGES/IMPROVEMENTS TO THE DATABASE FOR THE 2002-2003 SCHOOL YEAR**

Your data from last year has been modified as follows:

- Each graduating student has been moved from the active file to the follow-up file. In addition, for post-secondary schools, each student who left the program has been moved to the follow-up file. Note: Last year's follow-up students remain in order for you to complete second year follow-up information.
- All other students remain in the active file. Those remaining in the active file had their grade in school advanced by one. Those that were seniors who did not graduate will remain as seniors.
- All second-rater records were removed from the file.
- Fields in the student records that will need to be re-entered for the current year were blanked out. For example, the values in the ethnicity and gender fields were kept, but the skill assessment values were blanked out, and will need to be filled in for the current year.
- All of the status indicators (whether or not a page was done, a student was done, or a page was partially complete, for example) were reset to blank, so you will be able to monitor the progress of your data entry for the current year.
- If at the end of last year you had cleared out your student names, you will need to re-enter them. It is recommended that if you need to enter names, you enter only enough of the name to be useful to you (for example, last name only, or initials). The names are not included in the data file that is used for the analysis process.
- This year for secondary students, for the number of semester long courses taken in a program sequence, you will be asked to indicate if any of those courses were taken THIS YEAR.
- The reports have been modified to include graphic/bar graphs and a new report has been included which shows the attainment of state standards.
- The rubrics for both Secondary and Post-Secondary have been changed this year to align with the State Vocational Standards. Also, Secondary and Post-Secondary are no longer the same – there are different content areas and

strands for the two levels. These rubrics are available for download from the Region V BOCES website.

To start your work for this year, we recommend that you first print out the two student list reports: The regular student list, showing all the students in your active file, and the follow-up student list. You can sort by id, grade, etc. whichever is most helpful to you. Review the students. For the active students, you will need to note which students need to be removed, which have been retained in their grade, and what new students will need to be added. For the follow-up students, you will not be able to add or delete any entries; you will only be entering their follow-up results. This year we are including two provisions to deal with changes that you may need to make to your follow-up file. A “move” button is provided in the current student information pages for those prior year seniors who were marked as not graduating but in fact, did end up graduating. Also, in the follow-up pages a field has been added to indicate that a student did **not** graduate when they had been marked as graduating.

## **DIRECTIONS FOR COMPLETING WyCTA DATA INPUT SECTIONS**

### **FINDING THE WyCTA ELECTRONIC DATA COLLECTION SYSTEM**

- The Wyoming Career and Technical Assessment electronic data collection program is located at the Region V BOCES web site. The address is: [www.wyregionvboces.org](http://www.wyregionvboces.org). There you will find the link to the Center for School Improvement site, click on it. The next screen tells about CSI and how to reach us and below that are two links to choose.
- Click on the **WyCTA Vocational Database** link. This will take you to the database login screen. Your browser may say that you are now going to a secure site, is this okay? You should choose yes.
- If you make this a bookmark/favorite in your web page, you will be accessing the web page securely. If you have book marked the site with “http” instead of “https” you will get a message at the beginning of loading the page, which will state that you have not accessed the site securely, and the page will reload with the “https” in the address. All subsequent pages will contain the “https” to ensure security of data being entered.

- Enter your User ID and password and click the **Login** button. (These were provided to you in the email sent to your district’s vocational contact.) Once the login is complete the program will proceed to the main menu.
- From the **Menu** page you can choose to work on the School information sheets or the Student assessment sheets. You may work on either one at any time though it is recommended that you **enter your school code, district code, and the student ID Type information on page 1 of the school information pages before beginning student information** so that these items will be the default for each student. You won’t need to enter them in for each student if it is the default. This is the code that is the Wyoming Department of Education 7 digit school number. Your institution should know this number since it appears on all state department grants. If not, please locate your school number next to your school’s name in the Wyoming Education Directory.

**\*\* For Post-Secondary and private schools – the following is a list of school codes to be used:**

Casper College	1350011
Eastern Wyoming College	8500133
Laramie Cty. Comm. College	1150015
Northwest College	1550016
Sheridan College	1750014
Western Wyoming College	1950017
Central Wyoming College	70012
St. Stephens Indian School	1650002

### **GENERAL USE NOTES ON NAVIGATING IN THE PROGRAM**

- As a general rule, it is best to navigate around the data collection program by either using your **tab** key to go from one data field box to the next, or using your mouse to point and click. Using the enter key is not usually an effective means of navigating through web-based programs, it doesn’t *move* you to other fields or links.
- **Pull-down menu** boxes appear throughout the database. These work by clicking on the down arrow, which brings up the list of options or choices. Scroll down to the choice you wish to make and click the mouse button. Throughout the database, a pull-down menu field is a **required field** and the system’s validation process will not allow you to finalize your data entry until all those fields have been filled out.

- **Another hint in using pull-down menus:** You may type the first letter of the choice in the box and the system will automatically fill it in. For example, when choosing the year the student is in school; if you type in the letter “S”, the system will automatically go to sophomore first, if the student is a senior, press the “S” button again and the system will put senior there. If there were a third option that started with “S” you would press the key again and get that choice.
- To navigate from page to page within the WyCTA database, use the **Save and Go to Next Page** or **Save and Stay** button in lower left of all pages in student or school information data entry. This will save the data you have just entered. It is recommended that you do not use the back button on your browser’s menu bar, it will not allow you to save any changes you have made to the page.
- Click on the **Go to Page 1 2 3 without Saving** at the top of each page, (in the school information pages this button only has page 1 and 2) if you *don’t* want to save your data entry.
- You may also **navigate** among student records by using the four arrow buttons in the lower right of the student information page screens.
  - |< will take you to the first student record in your school’s student lists or current selection.
  - < will take you to the first record back in the list from where you are.
  - > will take you the next record in the list from where you are.
  - >| will take you to the last record in your student list.
- The **Cancel** button found in the bottom center of all the school and student information pages will cancel any changes you have made on that page.
- The **Add** button in the lower left of the student information pages allows you to add a new student record.
- The **Delete** button in the lower left of the student information pages allows you to delete the current student record. **Note: DO NOT delete students if they have transferred out of your school, moved away, or dropped out of the program.** There is an option in the “Program Completer” field on the student information page 2 where you can indicate that one of these scenarios occurred with this student and you can then indicate the date on which the student left or dropped out.

- In the Student information pages you may return to the student list screen at any time *without saving* by clicking the **Return to List** button at the top of the screen. If you want to save first, click the **Save and Stay** button in the lower left of the screen and then return to list. There is a similar button at the top of the screen in the School Information pages – it is called **Return to Menu**. This also will return you *without saving*. As in the student pages, click the **Save and Stay** button first to save your changes.
- **I have not entered all info for this page** While you are entering and editing data on the student and school information pages, you may want to keep track of whether or not a particular student’s information is complete. In the upper right hand corner of each page, this check box appears where you can mark a student’s data or the school data as partial. This is useful for example, when you have all the demographic and career program cluster information on a student but you are waiting for the skills area evaluations to come back from those teachers performing the evaluations. As you work in the student and school information pages, the program will also be checking you as you move from page 1 to 2 and 3, to make sure that you intended to leave a particular field blank. There are some fields that are required to have data in them, the program won’t allow you to move on or save if those fields are left blank, *unless* you have marked the data as partial in the upper right hand corner of the screen.
- The program itself has some validation procedures it will go through before it will allow you to mark the data as **complete** in the **Main Menu** screen for School Information and Student Information. When this is marked as complete in this screen, it will signal to CSI that you have completed all of your assessments. However, the program won’t allow you to mark those things as complete if there are any required fields left blank in any of the student or school records.
- **Validation/Error Messages** While you are entering data in the various pages of school and student information and navigating within these pages, the system will prompt you with various validation or error messages to remind you that there may be some required fields that are still blank. Make sure you read each message, you may get more than one that you will need to respond to due to having more than one field blank, incomplete or otherwise missing data. Here are a couple of general hints about the validation process:

**Choice/check boxes** - if “none” or “not used” are one of the choices in the box, the system will require you to choose at least one, otherwise an error message that a required field is blank will appear.

**Number fields** – if the field is a numerical field, the system is expecting a number to be entered, an alpha character entered in these fields will trigger an error message. For example, in the school code number field, or the student ID number field.

**Are you sure?** There are several fields that will trigger this type of message if you have not entered something in them. These are there because in general, we think you should have data to enter here but it is possible you don't. It will ask you to respond **yes** or **no**. Responding **no** will give you the opportunity to go back and enter data in that field, but, also will not allow you to mark your data as complete for CSI until the data is entered. Responding **yes** will override that error message and not ask it again and allow you to mark your data as complete.

## **MAIN MENU PAGE**

At the top of this page, there is a message that lets you know how many days until the due date for data entry completion (5-31-03).

- **Click on a school to see input status for that school:** This pull-down menu allows you to choose the school you wish to work on from the schools that you are responsible for the data collection. If you only have one school, that school's name will be the only one to choose from.
- **School Code and School Name** will automatically appear for whichever school you have chosen in the pull-down menu above.
- **School Info Complete** This box will be automatically checked by the system if all your school information is completed.
- **Student Assessments Complete** The system will allow you to mark this box only if all student records are complete and marked as such. If one of the student records is marked as partially complete (you have clicked in the *I have not entered all info for this page* box), you won't be able to put a check in this box.
- **Go to School info Update** Use this button to navigate to the school information pages to begin entering that data.
- **Go to Student Update** Use this button to navigate to the student list page.

- **Number of Students/done and Number of 2<sup>nd</sup> raters/done** These boxes indicate how many students you've entered, how many are marked as complete, how many 2<sup>nd</sup> raters you have entered and how many of those are complete.
- **Student Follow-up Complete** The system will allow you to mark this box only if all student follow-up records are complete and marked as such. If one of the student records is marked as partially complete, you won't be able to put a check in this box.
- **Go to Follow-up Update** Use this button to navigate to the follow-up student list page and enter follow-up data in individual student records.
- **Number of Follow-ups/done** These boxes indicate how many students are in the follow-up list, and how many are marked as complete.
- **Clear Student Names** When you have completely finished your data entry for all students and schools, you may choose to delete all the student names from your schools' student records. You will only be able to access student information by ID number after you have pressed this button.
- **School and Student Reports** Click this button to go to the report menu. **NOTE: You will not be receiving printed reports from CSI for the WyCTA data. You should print reports from this menu for your files.**

## **STUDENT ASSESSMENT PAGES**

Student assessment pages should be completed for your 10<sup>th</sup> and 12<sup>th</sup> grade students as defined on page 5. For your 11<sup>th</sup> grade vocational concentrators, please enter only data for pages 1 and 2 of the input pages. To begin entering student information, select **go to Student Update** to navigate to the WyCTA Database Student List.

### **STUDENT LIST PAGE**

- **Go to Student Update** Choosing this button will take you to the student list page. Your students from last year will appear on this list with their year having been moved up, their ID, name (unless you cleared names last year), gender and ethnicity. From here you will have the option of either editing existing students or adding new students.

- **Add Record** Choose this button near the bottom of the screen to add more students.
- To select a student record in order to edit it, click on that student's **ID number**.

There are two choice buttons and two search fields at the top of the **Student List** screen.

- **Show as 1 Page** lets you choose whether you want all students in your list to appear on one screen page. If your list is more than 10 students long, in order to see all of them in this mode you will need to scroll down the screen using the up and down arrows to the right of your screen. If you don't want all of the students shown on one page, you can see the next 10 students either by clicking the **Next** button at the lower left of the screen, or by using the pull-down arrow **Go to page:** at the lower right of the screen.
- **Refresh List** allows you to refresh your student list after adding new students so these students will appear in the list. The list is in the order of entry.
- **Find Name** allows a search by student name. It will search based on the letters you put into this field and reading the names in the list from left to right. If you have two students whose first name is Jim, you will need to continue to enter the first few letters of this student's last name so the program can find the specific Jim you want, or, it will list all the students named Jim and you can choose the correct one from those found.
- **Find ID** allows a search by the student ID number.
- **To Sort the Student list** You may choose to sort the student list by any of the column headings in the table by clicking on that column's title. For example, you can sort the list by ID number, name, gender, etc.
- **Make 2<sup>nd</sup> Rater** Once you have begun entering students and have a student list, each student in the list will have this button next to the ID number. Click this button if this is one of the students chosen to have a 2<sup>nd</sup> rater evaluation performed. The student will then appear in the list twice, once as the original record with all fields filled out and once with only the 2<sup>nd</sup> rater record. You will be able to tell if a record is the 2<sup>nd</sup> rater record by looking at the column labeled "2<sup>nd</sup> rater?" if it says yes, that is the 2<sup>nd</sup> rater record.
- **Next** This button in the lower left of the screen will take you to the next page in the student list if there are more than 10 students in your student list.

- **Records per page** allows you to specify how many student records you would like listed per screen page.
- **Go to page** allows you to navigate to the any of the student list pages.
- The last three columns labeled **Page 1, Page 2, Page 3** on the right of the student list screen indicate the status of a particular page for each student record. Until all the information has been entered in all the required fields on each page, **Not Done** will be indicated in these columns unless you have clicked in the **I have not entered all info for this page** box on each page. If you used this box, **Partial** will be indicated in the column. If you have entered all required data for that record, **Done** will be indicated in this column.

You may return to the main Vocational Database menu at any time by clicking **Return to Menu**.

## PAGE ONE - STUDENT INFORMATION

To begin entering student records, after navigating to the student list click **add record**. You can navigate to the next field in all the screens by either using your tab key or pointing and clicking with the mouse.

- **School Code** Begin by entering the School code. (The computer will automatically enter these by default if you have completed these fields in the School Information pages.)
- **Student Name** Although this field is optional, for ease in entering and editing data, you may want to enter the student's name so that it will show up in the student list along with their ID number. If you wish to do this but don't want to leave the names after you have completed your data entry, select the "clear student names" button (on the main menu) just prior to letting CSI know you have completed all your data entry.
- **Student ID and Type** The student's social security number should be typed in this field or a school generated ID number is allowed, although not preferred. All individuals of school age are required by law to have a social security number. **If a student refuses to furnish a social security number**, the school may invent an identification number using the following system:

Digits 1 through 6 - Individual student identifier that is a number between 0 and 899999.

Digits 7 through 13 - The 7 digit school identification number used by the Wyoming Department of Education.

This system for creating an invented number will prevent duplication between institutions, but each institution is responsible to insure that they do not duplicate numbers *within* the school. Keep a record of identification numbers used, since in subsequent years it is required that the identical social security or identification number be used for a particular student in order to calculate gain data for state reports.

**VERY IMPORTANT – PLEASE NOTE:** For 11<sup>th</sup> graders, **be sure to use exactly the same ID number that the student used on the WyCAS assessment.** We will be merging the WyCAS data with this database in order to get the 11<sup>th</sup> graders scores.

- **Eligibility Categories** Check the eligibility category for the vocational student. If a student falls into multiple eligibility categories, you should mark all that apply:

- Regular (no other eligibility category)
- Disability
- Economically Disadvantaged
- Limited English Proficiency
- Single Parent
- Displaced Homemaker
- Corrections
- Other Educational Barrier

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

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

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

- h) other health impairments,
- i) or specific disabilities.

**Economically disadvantaged vocational students** (including foster children) meets one or more of the following criteria:

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

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

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

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

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

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

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

- **Tech Prep** In the pull-down menu, choose **yes** if the student participated in a tech prep program that involved a planned sequence of coursework leading to an occupational competency at a secondary and post secondary institution. A direct, planned link between the courses at the two institutions is necessary for

this to count as linkage. If the student didn't participate in a tech prep program, choose **no**.

- **Year In School** This field refers to the number of years of training the student has completed. Please choose from the pull-down menu the current year of training for the student:

- Freshman or first full year of training (*Post-sec only*)
- Sophomore or second full year of training
- Junior or third full year of training
- Senior or fourth full year of training

- **Ethnicity** Choose from the pull-down menu the field associated with the ethnicity of the student. This is a single response item, so if a student falls into multiple categories, or into a category not listed, the "other" category should be used. If you are unsure or don't know the ethnicity of the student choose "unknown".

- White
- African American
- Hispanic
- American Indian/Alaskan Native
- Asian /Pacific Islander
- Other
- Unknown

**NOTE:** *This year we are combining Asian and Pacific Islander ethnicity groups.*

- **Male/Female** Choose the correct gender from the pull-down menu box.
- **Career Cluster/Program Area** Check the correct box to indicate the career cluster in which the student is pursuing a defined sequence of vocational courses. The sequence must be intended to produce a specific occupational competency. This is a single response item so the student needs to be assigned into a single primary program area. If a student is taking courses in multiple vocational program areas, a determination of a single primary program area should be made based upon the area in which the student has taken the greatest number of courses. Use the key below to identify the program: (Included in Appendix A is a listing of various classifications of instruction to help you determine which best describes the student's career cluster/program area.)

- Agriculture and Natural Resources
- Architecture & Construction

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

- **CIP Code** Enter the correct Classification of Instruction code for the career cluster/program area the student is pursuing. A listing of the CIP codes can be found in the appendix of this manual. In some instances, an exact code for a particular cluster/area may not be clearly defined in the listing. In this instance, use the code that you think best coincides with that student's career cluster.
- **Number of Semester Long Courses Taken in Program Sequence** Type in the box the number of semester long courses taken in the program sequence *throughout the student's schooling*. This information can most easily be obtained through an evaluation of the student's transcript.

**\*\*FOR SECONDARY ONLY\*\***

- **Any of these courses taken THIS year?** Choose **yes** or **no** from the pull-down box in this field.
- **Integrated Instruction** This section is intended to collect data regarding efforts to provide integrated instruction wherein both vocational and academic skills are taught in your courses so that students are able to observe, practice, and learn the work applications of academic skills such as reading, writing, speaking, listening, math, science, and technology. Prerequisite courses that do not include direct, specific applications to vocational education may not be counted here. Indicate which type of the courses below the student has participated in **THIS YEAR**. Mark all choices that apply.

**Applied Classes** Check this field if the student participated in applied classes this year.

**Team Taught** Check this field if the student participated in courses this year that were taught by a vocational teacher and an academic teacher to insure that coursework integrated academics and vocational skill instruction.

**Academic in Voc. Ed** Check this field if the student participated in vocational courses this year in which instruction in academic skills was directly incorporated into the coursework through instruction and student applications of that instruction. If it is unclear whether the course is vocational or academic, use the criteria that if a majority of the students enrolled are vocational, the primary instructor is vocationally certified and the course meets the above description, it fits this category.

**Voc.Ed in Academics** Check this field if the student participated in academic courses this year in which instruction in vocational skills were directly incorporated into the coursework through instruction and student applications of that instruction. If it is unclear whether the course is vocational or academic, use the criteria that if a majority of the students enrolled are academic, the primary instructor is academically certified, and the course meets the above description, the course fits this category.

**Other – Specify** Check this field if the student participated in some other integrated instruction this year which is not listed above and type in the field provided a brief description or it's name.

**None** Check this field if the student did not participate this year in any integrated instruction.

- **If Applied Classes was Marked Above, Mark all Types Here** Mark all applied classes listed below that the student participated in **THIS SCHOOL YEAR**.

**Principles of Technology** Check this field if the student participated in the Principles of technology course.

**Applied Biology Chemistry (ABC)** Check this field if the student participated in an Applied Biology Chemistry course using the CORD curriculum.

**Applied Science** Check this field if the student participated in a course that provides instruction in a comprehensive curriculum that specifically teaches and applies science concepts and skills, as they would be used to complete tasks in the workplace. A "hands on" course will not qualify unless it specifically meets this requirement.

**Applied Math** Check this field if the student participated in an applied math course using the CORC curriculum.

**Applied Communication** Check this field if the student participated in an Applied Communication course using the AIT curriculum.

**Other** Check this field if the student participated in any other applied classes not listed above and type in a brief description in the space provided.

**Move to Follow-Up** This button is found at the bottom of the student information page 1. This button will only appear for senior students from the prior year that did not graduate. Use this button to move a student from the student list to the follow-up list if a student; actually graduated last year who you marked as not graduating in last year's database, moved, dropped out of school or transferred last year. In order to move the student you must first complete all the data on that student's information pages 1 and 2 with the prior year's information, save, and then click the move to follow-up button. The student record will be deleted from the active file after the move to follow-up. Please call CSI if you have any questions about this process.

You have now completed entering data on page 1 of the three student information pages. Choose **Save and Next Page** to save the changes you have made on this page and proceed to page two. If you have not entered data in all the fields and wish to come back to this record, click in the **I have not entered all info. for this page** box to indicate that some data is still missing.

## **PAGE TWO – STUDENT INFORMATION**

- **School Code, Student ID & Name** will automatically appear on pages two and three once page one has been completed.
- **\*\* SECONDARY ONLY**  
**Expected to Graduate this year?** Choose **yes** or **no** from the pull-down menu in this field. Even though you will be filling this data out in April, you should choose yes if the student is a senior and is expected to graduate. This ensures that the student will be moved to the follow-up file for next.
- **\*\* POST SECONDARY ONLY**  
**Expected to graduate with degree this year?** Choose **yes** or **no** from the pull-down menu in this field. Even though you will be filling this data out in April, you should choose yes if the student is a senior and is expected to graduate. This ensures that the student will be moved to the follow-up file for next year.

- **Career/Occupational Plan** Choose **yes** or **no** from the pull-down menu in response to whether or not the vocational student has an occupational plan.
- **\*\* POST SECONDARY ONLY**  
**Has student completed at least 2 years of coursework or 60 hours?** Choose **yes** or **no** from the pull-down menu in this field.
- **\*\* POST SECONDARY ONLY**  
**Number of GE courses taken/passed** Type in the first field the number of GE courses the student took and in the second field, the number of GE courses the student passed.
- **Program Completer?** Choose **yes** if the student has completed the complete sequence of courses in their vocational program area. Other choices are as follows:
  - No, still in program, not yet completed
  - Dropped out of Vocational Program – enter date
  - Dropped out of School – enter date
  - Moved/transferred – enter date **\*\* only for secondary \*\***
  - \*\*POST SEC ONLY the fields above plus the following two: \*\***
  - Transferred to 4 year college – enter date
  - Transferred to other community college – enter date

**Note: You must enter a date when the student dropped, moved, or transferred.** If the student did one of these things prior to the assessment date (April 1, 2003) you will then be allowed to save that student as complete without entering any assessment data on their page 3.
- **Program Certified?** Choose **yes** or **no** from the pull-down menu to indicate whether the student is program certified or not.
- **\*\*POST SECONDARY ONLY\*\***
- **Does the student intend to take post secondary coursework after this semester at this institution?** Choose **yes** or **no** from the pull-down menu to indicate whether the student will continue to pursue coursework at this institution.
- **CTSO Participation?** This section is intended to document participation in career and technical service organizations (CTSO). Click the box for any of the CTSO organizations the student participated in *for at least one semester at any point*

*during their academic career* at your institution. If the student did not participate in a CTSO, leave all the boxes empty.

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

- **Job Training/School to Work/Work-Base Learning** This section is intended to collect data on job training activities that take place in job settings. Such placements usually take place at the completion of a vocational course sequence leading to an occupational competency as a transition to independent employment. Please check in each area denoting whether the student participated in any of the following experiences as part of their vocational training. Mark all that apply.

- Job Shadowing
- Mentoring
- Apprenticeship
- Work Experience/Internship
- Cooperative Education
- School-Based Enterprises
- Community Service Learning
- WIA Placement
- None
- Other

- **Was the student involved in a School to Careers activity at any point in their academic career?** Select **yes** or **no** from the pull-down menu to indicate whether the student was involved in a school to careers activity. If you check yes, you must select any type participation that applies to this student.
- **Has the Student Received a Proficiency Credential or Certificate?** Select **yes** or **no** from the pull-down menu to indicate whether the student has received a proficiency credential (such as Microsoft certification). There is also an option to indicate that all the requirements have been completed to receive a Proficiency Credential or certificate but the student has not yet received it. If you chose yes or that student has completed all requirements for a Credential or Certificate please type in the name of the credential in the space provided.

- **Post Completion Placement (Mark all that apply)** *For those vocational concentrators who are graduating or leaving the vocational program at the end of the 2002-2003 school year, check the one descriptor that best applies to what this student is expected to do upon completion. Please note that you may have to fill out this field close to the end of the school year when you are perhaps more able to accurately determine the future plans of the student. You should not be filling out this field if the student remains in the vocational program.*

**Attending College** Select this field if the student is continuing his education at a community college or university.

**Unrelated Employment** Select this field if the student will be employed in a field that is not related to the vocational training received at your school.

**Military** Select this field if the student completed his high school diploma and has joined the military.

**Related Employment** Select this field if the student will be employed in a field related to the vocational training received at your school.

**Advanced Training/Tech School** Select this field if the student will be pursuing advanced technical or vocational training.

**Unknown** Select this field if the student is graduating at the end of the 2002-2003 school year, but his/her plans after graduation are unknown as of the end of the 2002-2003 school year.

You have completed page two of the student information database for this student. You should select the **Save and Go to Next Page** in order to save the changes you have made to this page and go to page three for this student.

### **PAGE THREE – STUDENT INFORMATION**

The 3rd page of the student assessment should be completed for all students selected for inclusion in the Wyoming Career & Technical Assessment (WyCTA) **with the exception of 11<sup>th</sup> grade students**. Appendix B in this manual contains the Directions for Administering the Student Performance Assessments. This document provides detailed information on administration of the rubrics designed to evaluate workplace competencies. Rubrics, sample prompts, and further instructions to evaluators will be available in a separate piece for download from the website.

**NOTE: THE STUDENT ASSESSMENTS SHOULD BE ADMINISTERED DURING THE MONTH OF APRIL. If the student left school prior to assessment, you should have entered the date the student left school in the field provided in the field “Program Completer” on Student Information page 2. The system will then allow you to leave these fields blank and still save the data. Please be sure to go to page 3 and save the blank fields if this is the case in order to mark the student as complete.**

- **Help who/what do I rate? Rubrics page (no save)** Click on these three help links to go to the documentation that defines which students to include in the assessment, what you are to rate the students on, or to view the rubrics document. **Be sure to save** any changes you’ve made to this page **prior** to clicking these links, the program does not automatically save for you.
- **Workplace Competencies Evaluation** Using the rubrics and applying them as described under “Directions for Administering the Student Performance Assessments” (found in Appendix B), from the pull down menu choose (or type the number or first letter of the choice) the student’s rubric score (1-4, or “no opportunity to demonstrate skill this year) for the strands within the following content areas:

**Communication Skills:** All students should be assessed in this area.

**Applied Math Skills:** All students should be assessed in this area.

**Affective and Thinking Skills:** All students should be assessed in this area.

**Technology:** Students who have received relevant training in this area and are able to demonstrate these skills during the current school year should be assessed in this area.

**Pre-Employment Skills:** Students who have received relevant training in this area and are able to demonstrate these skills during the current school year should be assessed in this area.

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

**Applied Science:** Students who have received relevant training in this area and are able to demonstrate these skills during the current school year should be assessed in this area. *(Note – this content area is only available for Post-secondary rating and is optional)*

When you have finished entering scores for all the skill areas that apply to this student, you should select the **Save** button to save the information you have entered for this student. You are now done with this student and may return to the list or select **Add** to begin entering data for a new student.

### **SECOND-RATER PAGES**

A second-rater page should be completed only for **fifteen percent (15%)** of the vocational students participating in the WyCTA by another evaluator. You should systematically select 15% of the students who are participating in the WyCTA, and being assessed on the skill areas, to have a second rater independently complete an additional evaluation on the workplace competencies. Your 11<sup>th</sup> graders are not being assessed on these skill areas so you won't need to count them in the total to arrive at the correct proportion of students for second-raters, nor will any 11<sup>th</sup> graders be second-raters. Please note that the two evaluators may not consult with each other concerning students they are both evaluating -- these are to be independent assessments.

There are two ways you may call up a **second rater page** in the database program (which is essentially a second page three form for each student selected to have a second rater evaluation.)

- From the **Student List screen**, you may select a student to have a second rater evaluation by clicking the **Make 2nd rater** box next to the student's ID and name in the list.
- **OR** after you complete page three of the student information, you may select this student as a second rater by clicking the **Make 2nd rater** button at the bottom of the page.

When you have finished entering scores for all the skill areas that apply to this student, you should select the **Save** button to save the information you have entered for this student. You are now done with this student and may return to the list or select **Add** to begin entering data for a new student.

## **SCHOOL INFORMATION PAGE ONE**

The school information pages are to be completed by each school receiving Carl Perkins Funds.

- **School Code and School Name** Should already be entered in these fields.
- **Follow-up Information Graduates/Program Completers From previous School Years will be collected on an individual basis. Please enter here the school wide methodology and timing of the follow up process.**
- **Follow-up Method(s) Used (Mark all that apply)** Click in each of the fields that describes the method(s) that were used to obtain follow-up information on previous years graduates/program completers. If the method used is not one of the choices, click **other** and type in the please specify box a brief explanation of how you followed up with these students. If there was no follow-up done, please check that box.
- **When is follow-up on Prior Year Graduates/Completers Conducted?** Choose from the pull-down menu the month of the year that follow-up is conducted, or, if it is conducted throughout the year or if it is not done at a standard time of the year.
- **Please briefly comment on or describe your follow up process below:** In the space provided, briefly explain your follow up process.

You have now completed the first page of the school information database. You should click on the **Save and Stay on this Page or Save, Next Page** button at the lower left of the page to ensure your changes are made. You may then click on the **Return to Main Menu** button to navigate out of the web site or proceed with further data entry.

## **SCHOOL INFORMATION PAGE TWO**

- **School Code and School Name** Both of these fields will default to the school code and name you entered on page one.

The next section collects data on how industry and occupational information is obtained in order to keep program needs current to the job market. In addition, information is collected on how students receive and utilize industry and occupational information.

- **What Procedures Do Vocational Instructors Use to Gather Relevant Industry & Occupational Information? (Mark all that apply)** This section is intended to collect data regarding the ways that instructors regularly collect information to ensure that the instruction and experience they are providing are comprehensive enough to adequately prepare students for successful entry into the job market. Please click to place a check in each of the fields noted below that instructors use to gather relevant vocational information.

**Examine State/National Reports** Choose this field if instructors regularly examine the most current state/national research and expert reports in the area in which students who have been trained in your Carl Perkins funded program are likely to seek employment.

**Use Internet** Choose this field if instructors regularly use the Internet to search out and examine research and expert reports in the area in which students who have been trained in your Carl Perkins funded program are likely to seek employment.

**Interviews with Employers/Industry Persons** Choose this field if instructors regularly conduct interviews with employers and industry persons from companies in the area who are likely to employ students who have been trained in the occupation for which Carl Perkins funds are used.

**Questionnaires to Employers/Industry Persons** Choose this field if instructors regularly send questionnaires to employers or industry persons of companies where students trained in the Carl Perkins funded program are likely to seek employment in order to update information about occupational competencies needed by these students to successfully attain and maintain employment.

**Other – Specify** Choose this field if instructors regularly use some other resource to update information about occupational competencies needed by these students to successfully attain and maintain employment. Type in the space provided a brief description of this other resource.

**None** Choose this field if instructors use no procedures to gather information.

- **How is Labor Market Information Provided to Students? (Mark all that apply)**

This section is intended to collect data concerning how labor market information is provided to your students to help them plan, train, and otherwise prepare for future jobs in the occupation for which your institution provides Carl Perkins funded training.

**To determine competencies needed** Choose this field if students use labor market information to decide what kinds of skills they will need to have in order to secure and maintain a job in the occupation for which they are training.

**To determine what courses to take** Choose this field if students use labor market information to decide which courses in your program they will need to have taken in order to secure and maintain a job in the occupation for which they are training.

**To determine locations of high job availability** Choose this field if students use labor market information to determine where a large number of jobs in the occupation for which they are training are located.

**To determine job availability** Choose this field if students use labor market information to decide what kinds of jobs they will be able to secure and maintain in or related to the occupation for which they are training.

**To determine average salary** Choose this field if students use labor market information to determine what kinds of salary they can expect to receive from jobs in the occupation for which they are training.

**Other – Specify** Choose this field if students use labor market information to make other decisions about training and placement in a job in the occupation for which they are training. Type in a brief description in the space provided how the labor market information is used.

**Not Used** Choose this field if students don't use labor market information.

- **How is Technology Being Used by Students in Your Vocational Programs? (Mark all that apply)** This section is intended to collect data regarding the

ways that vocational students use technology and on the methods your program is using to remain up-to-date with current technological developments. Click in each field that applies to your students and the use of technology in vocational programs.

- Internet Research
- Computer Aided Instruction
- Email exchanges
- Designing reports/presentations
- Graphic Design
- Collecting and Analyzing Data
- Performing Calculations
- Word Processing
- Industry Specific Programs
- Other – specify
- Not Used

- **What has your School Done to Modernize the Technology Used by Vocational Students?** Please type in the space provided a brief description of any improvements/additions you have made to the technological resources available to your vocational students.
- **In What Ways do Vocational and Academic Teachers Work Together? (Mark all that apply)** This section is designed to collect information pertaining to the extent to which vocational and academic teachers are working together to integrate instruction.

- Jointly review standards for balance of vocation and academic
- Use Voc. examples as applications of academic context
- Review vocational programs for academic rigor
- Voc Faculty teach & assess core math, Science & English. Standards
- Jointly review Wyoming state Voc assessment results
- Jointly review WyCAS results
- Jointly create school improvement plans
- Co-teach/plan courses
- Other – specify
- None

- **What Types of Professional Development Related to Vocational Education were Attended by Teachers in Your School During the Current School Year?** This section is intended to provide data on the types of professional

development opportunities related to vocational education being made available to teachers.

For each course, please indicate the topic, location, & duration of the training(s), the number of vocational and academic teachers that attended, and a general rating on how useful the staff considered that training to be. Please note that such trainings need not be one-shot workshops but may very well consist of ongoing professional development opportunities held within the school setting (such as faculty study groups, discussions re: instruction, curriculum planning committees, etc...).

Type in the spaces provided the **Professional Development Education Topic** for the five most utilized types of opportunities teachers participated in. Type in the space provided the **Location & Duration** of each of these types of training attended.

Type in the space provided the # **of vocational teachers attending** each training you listed and the # **of non-vocational teachers attending** each of the trainings listed.

For each training listed, choose from the pull-down menu an overall rating from the teachers that attended that training. Those choices are: **Very Useful, Useful, Somewhat Useful, Medium Useful, Not at all useful, Unknown.**

You have now completed the second page of the school information database. You should click on the **Save and Stay on this Page** button at the lower left of the page to ensure your changes are made. You may then click on the **Return to Main Menu** button to navigate out of the web site or proceed with student data entry.

### **STUDENT FOLLOW UP LIST**

As noted at the beginning of this manual, this year the follow up list is “seeded” with students who were indicated as graduating the previous two years in your database. This list table works in all the same ways as the **Student List** table for student input functions. To edit a particular student’s record, click on that student’s ID number and you will be taken to the **Student Follow Up Page**.

### **STUDENT FOLLOW UP PAGE**

On this page, the School Code, Year Left/Graduated/Completed Program, Student Name, Student ID, Ethnicity, and Gender fields will be automatically filled in for

each student in the list based on the data that was entered last year for this student. It will indicate how many years of follow-up this student has been in. All students will remain on the follow-up list for two years and each student in the list must be updated each year for that **current year**. The previous year's information will be copied into the current year page. You will have to review and save each student in order for the system to mark them as complete. *NOTE: for students whose follow-up choice was "other" for last year, this will remain a choice for both years of that student's follow-up. However, going forward, the "other" field will not be available, so any new students to the list will not have that option.*

- **This data has been reviewed and reflects the current follow-up status as of spring of this school year:** Click to put a check in this box if all the follow-up data is current for this year, and press save. *Note this check box only appears for second year follow-up students.*
- **If the student did not in fact graduate:** If a student was marked as "expected to graduate" on the assessment pages but didn't in fact end up graduating, this box will appear. Check this box and no follow-up data will be required for these fields for this student. *NOTE: If the student is still in your school's vocational program, you will need to re-add them to the current student file. This check box will only appear for first year follow-up students.*
- **Follow-up Result (Mark all that apply):** This section is intended to gather information as to what graduates/program completers do after they leave your school. For each student mark all that apply to this student:

**Enrolled in Community College** Click this box if this student has continued their education beyond that provided by your institution in a community college.

**Enrolled in 4yr Coll/University** Click this box if this student has continued their education beyond that provided by your institution in a 4-year college or university.

**Advanced Training/Tech School** Click this box if this student is currently enrolled in technical school.

**Military** Click this box if this student is currently enlisted in the armed services of the United States.

**Other Specify** Click this box if this student is currently doing something other than the choices available and type a brief description in the field provided. *NOTE: for students whose follow-up choice was "other" for last year,*

*this will remain a choice for both years of that student's follow-up. However, going forward, the "other" field will not be available, so any new students to the list will not have that option.*

**Related Employment** Click this box if this student was placed in employment related to the occupational competency for which they trained in your school.

**Unrelated Employment** Click this box if this student is currently employed but in an area that is not related to the occupational competency for which they trained in your school.

**Unknown: did not follow-up** Click this box if follow-up was not performed on this student.

**Unknown: did not respond to follow-up** Click this box if the student did not respond to your attempts to follow-up on their post graduation placement.

- **Location** From the pull-down menu, please indicate whether the student is currently residing in state or out of state, or, if their location is unknown. If you indicate the student is out of state, you must specify which state in the pull-down menu in the next field.

You have now completed the student follow-up data. You should choose **Save and Stay** in order to save the changes you have made to this page and to continue. Then you may choose **Return to List without saving** in order to return to the follow-up list, or choose one of the arrow keys to navigate to the next student record in the list.

## **FINISHING UP YOUR DATA ENTRY**

When both school pages are complete (passed all validations, are not marked as partial and are saved), the status will show as complete on each page. Also, on the main menu, the **School Info Complete** box will be marked automatically by the system.

When the follow-up pages for all students in the follow-up list are complete (passed all validations, are not marked as partial and are saved), the status will show as complete on each page. You then should click the **Student Follow-up Complete** box to indicate this is done.

When all students have been entered, you must click the checkbox on the main menu next to **Student Assessments Complete** and then press the **Save** button. If

you do not have the required number of second-raters or any of your students are not fully complete, the system will not save it and error messages will appear. If you are complete and the system allowed you to save the complete checkbox, then you can click the **Clear Student Names** button if you desire. Once this had been done, you will only be able to identify student records by their ID number.

When you click the **Save** button, a process will occur to verify your data against the student counts entered previously in the WDE 330 forms. After the verification, any areas of concern will be described in an error message. At that time, you can take steps to correct your WDE entries, based on the information in the messages.

***NOTE: It is highly recommended that you print all reports you need for your files at this time from the Reports Menu. No hard copy reports will be sent out by CSI.***

When all the above is complete, please email Jenny Sherman at the Center for School Improvement to notify us that your database entry is complete at [jensherm@wyoming.com](mailto:jensherm@wyoming.com).

Thanks for all your hard work on this year's data collection process!

# **APPENDIX A:**

## **Classification of Instructional Programs**

**FIRST DRAFT**

**Figure 1**

**Career Clusters and Proposed Primary and Related CIP Codes**

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

3. Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.	<p><u>Primary:</u> Robotics Tech/Technician, Industrial/Manufacturing Tech/Technician, Industrial Electronics Installer and Repairer (47.0105), Industrial Machinery Maint. and Repairer (47.0303), Precision Production Workers (48.0101-48.9999), Plastics Technician (15.0607), Electromechanical Technician (production-related) (15.0403).</p> <p><u>Related:</u> Chemical Engineering (14.0701), Industrial/Manufacturing Engineering (14.1701), Mechanical Engineering (14.1901), Logistics and Materials Management (52.0203), Quality Control Technician (15. 15.0702).</p>
4. , Transportation , Distribution and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	<p><u>Primary:</u> Automotive Repair (47.0603-47.0604), Aircraft Mechanic/Technician (47.0607-0608), Vehicle and Mobile Equipment Mechanics/Repairers (47.0699), Transportation and Material Moving Workers (49.0101-49.9999), Logistics and Materials Management (52.0203)</p> <p><u>Related:</u> Transportation and Highway Engineering (14.0804), Engineering/Industrial Management (14.3001), Automotive Engineering Tech/Technicians (15.0803), Aeronautical and Aerospace Engineering Tech./Technicians, Industrial Electronics Installer and Repairer (47.0105)</p>

<p>5. Information Technology</p>	<p>Designing, developing, managing and operating communication and information technology networks and related hardware and software including both telecommunications and computing services.</p>	<p><u>Primary:</u>  Computer and Information Sciences (11.0101-11.9999), Computer Engineering Tech./Technician (15.0301), Computer Maintenance Tech./Technician (15.0402), Computer Installer and Repairer (47.0105), Management Information Systems (52.1101-52.1205).</p> <p><u>Related:</u>  Communications Technologies (10.0101-10.0199), Electrical, Electronics and Communication Engineering (14.1001), Library Science (Information Services-related) 25.0101-25.9999</p>
<p>6. Wholesale/Retail Sales and Service</p>	<p>Planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.</p>	<p><u>Primary:</u>  Business Marketing and Marketing Management (52.1401), Marketing Operations/Marketing and Distribution (except Hospitality-related and Finance-Related) (08.0101-08.0899), (08.1203-08.9999). Personal and Miscellaneous Services (except Hospitality-related) 12.0301-12.0499), Vocational Home Economics (Apparel-related) (20.0301, 20.0305-20.0399), Vocational Home Economics (Home Furnishings-related) 20.0501-20.0599), Misc. Installer/Repairer (Except in other career areas (47.0101-47.9999)</p> <p><u>Related:</u>  Marketing Operations/Marketing and Distribution (Hospitality-related and Finance-related) 08.0901-08.0999, 08.1001)</p>

7. Finance	Planning, managing and providing banking, investment, financial planning, and insurance services.	<u>Primary:</u> Marketing Operations/Marketing and Distribution (Finance-Related) 08.1001, Banking and Financial Support Services Science (52.0803), Actuarial Science (52.0802), Financial Planning (52.0804), Financial Management and Services (52.0899), Investments and Securities (52.0807), Insurance and Risk Management (52.0805).
8. Hospitality and Tourism	Planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services.	<u>Primary:</u> Marketing Operations/Marketing and Distribution (Hospitality-related) (08.0901-08.0999), Personal and Miscellaneous Services (Hospitality-related) (12.0203-12.0299, 12.0501-12.0599), Vocational Home Economics (Food Service-related) (20.0401-20.0499). Executive Housekeeper (20.0605), Parks, Recreation, Leisure (31.0101-31.9999), Hospitality/Administration Management (52.0901), Hotel/Motel and Restaurant Management (52.0902), Travel-Tourism Management (52.0903).
9. Business and Administration	Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	<u>Primary:</u> Business and Administration (General) (52.0201), Accounting (52.0301-52.0399), Administrative Assistant/Secretarial Science, (52.0401-52.0499), Human Resources Management (52.1001-52.1099).
10. Health Sciences	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.	<u>Primary:</u> Health Professions and Related Science (51.0101-51.9999)  <u>Related:</u>

		Vocational Home Economics (Custodial Housekeeping and Home Service Workers and Managers (20.0601-20.0699), Social Work/Counseling Services (51.1501-51.15.999), Social Work (44.0701)
11. Human Services	Planning, managing, and providing human services including social and related community services	<u>Primary:</u> Social Work/Counseling Services (51.1501-51.15.999), Psychology (Clinical) (42.0201), Vocational Home Economics (Child care-related) 20.0201-20.0299), Vocational Home Economics (Custodial Housekeeping and Home Service Workers and Managers (20.0601-20.0699), Community Organization and Services (44.0201), Social Work (44.0701)
12. Arts, AV Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services	<u>Primary:</u> Business Communications (52.0501), Communications (09.0101-09.9999), Communications Technologies (10.0101-10.0199), Visual and Performing Arts (50.0101-50.999)
13 Law & Public Safety	Planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.	<u>Primary:</u> Law and Legal Studies (22.0101-22.0199), Protective Services (43.0102-43.9999).
14. Scientific Research & Engineering	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	<u>Primary:</u> Engineering (14.0101-14.9999), Engineer-Related Technologies (General) (15.0399, 15.9999), Biological and Life Sciences (26.0101-26.9999), Mathematics 27.0101-27.9999), Physical Sciences (40.0101-40.9999),

		<p>Science Technologies (41.0101-41.9999), Psychology (General-Non-Clinical) 42.9999), Social Sciences (45.0101-45.9999)</p> <p><u>Related:</u> All Other Engineering-Related Technologies (assigned to other career areas)</p>
15. Education and Training	Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.	<p><u>Primary:</u> Education (13.0101-13.999), Library Science (25.0101-25.9999)</p>
16 Government & Public Administration	Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.	<p><u>Primary:</u> Public Administration and Services (44.0401-44.0501, 44.999),</p>

# **APPENDIX B:**

## **Directions for Administering Student Performance Assessments**

## **DIRECTIONS FOR ADMINISTERING STUDENT PERFORMANCE ASSESSMENTS**

The person assigned to coordinate the Wyoming Career & Technical Assessment (WyCTA)

***should distribute one set of rubrics, one set of rubric instructions, and a set of sample prompts to the individual who will be rating the student(s).***

All of these documents can be found on the Region V BOCES website.

The coordinator should **select raters based on their opportunity to observe the students' performance in the skills being evaluated.** Whenever possible, vocational instructor(s) should be the first choice as raters although this is not

always possible (e.g., academic instructors, counselors, etc. may also be used if they have had an opportunity to observe the relevant skills). It is strongly recommended that the WyCTA coordinator provide training on the WyCTA performance rubrics to teachers who are not yet familiar with them<sup>1</sup>.

Students should be rated using the WyCTA performance rubrics as of April of the current school year. The scores, which students receive on the WyCTA sub skill areas, should reflect their skill attainment as of that point in time. The evaluator is to use the rubrics to decide what rating the student should receive based on observations of the student in the classroom or other work situations *during the current year*. In order to receive a certain rating, student must meet all criteria for that score, that is, there is no such thing as a 2.5 -- a student is a two until they have met all of the elements listed under three. If no teacher of a given student can observe a given WyCTA sub skill during the current school year then the student should not be rated on this area. There is an option in the WyCTA web database where it can be indicated that a student did not have an opportunity to learn and/or demonstrate that skill during the current school year.

Second raters will also be required on a sample of students. The purpose of this is so that inter-rater reliability can be computed which is a measure of the technical quality of the assessment. Selection of second raters should similarly be based on the opportunity of a rater to observe the students' performance in the relevant skills. Second raters should rate students independently of the first rater – there should be no communication between raters as to how they scored a particular student.

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<sup>1</sup> Materials and guidelines for training raters were provided at the annual WyCTA training workshop and are available from Jenny Sherman at the Center for School Improvement @ jensherm@wyoming.com .





