



# WISE Guide

## CTE and Career Education Data

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# CTE and Career Education Data

## Introduction

Data can tell us where we have been, where we are, and where we are going. While the functions connected to data gathering and analysis can seem overwhelming, this handbook is designed to walk users through the process of gathering data that governs Career and Technical Education (CTE) in a way that is straightforward and engaging. There are three major data collections that districts need to submit:

- [Carl D. Perkins: Strengthening CTE for the 21st Century Act](#) (Perkins V)
- [Report Cards](#)
- CTE Technical Incentive Grant

The largest of these is the Perkins V data collection and submission, which is a requirement of the Perkins grant. Applicants (fiscal agents) agree to submit data on a timely basis per the signed assurances (15) Reporting: *The Applicant will ensure all required financial and program data is reported to the DPI timely on a schedule established by the DPI. The Applicant will report to DPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].* Perkins V data is a combination of CTE and Career Education data. This data is used for:

- [Perkins accountability](#)
- Comprehensive Local Needs Assessment (CLNA)
- annual root-cause analysis for Performance Improvement Plans

Districts enter data into their student information systems (SISs) and send data to the [Wisconsin Information System for Education](#) (WISE), the Wisconsin Department of Public Instruction (DPI)'s data-reporting system. Together, these tools, SIS and WISE, are used to check and submit data for Perkins V and report cards. Districts can view their submitted data in WISEdata Portal and WISEdash for District. The CTE Technical Incentive Grant is a separate reporting application.

## Data Privacy

Student data privacy is of utmost importance to DPI and the students we serve. DPI provides access to [student data privacy training](https://dpi.wi.gov/wise/data-privacy/training) (<https://dpi.wi.gov/wise/data-privacy/training>). The [Family Educational Rights and Privacy Act \(FERPA\)](#) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records (<https://dpi.wi.gov/cyber-security/ferpa>). The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

## Team Organization

CTE and Career Education data can only be organized, entered, collected, reviewed, and analyzed by a school team that includes data-entry staff, CTE staff, the CTE coordinator, and the school administrator, to name a few. This Career Ready Team can contribute data and routinely review WISEdash for District to improve accuracy. Working as a team will also help cross-train positions so multiple individuals understand the data-reporting elements. The [CTE Data Resources](#) webpage provides short recorded training on developing a team.

## **A Standardized Process for Data Collection and Review**

Schools are encouraged to plan ahead, enter data, and review their data on a routine basis during the school year and immediately at the conclusion of the school year in June. A standardized process will ensure accurate data is collected from teachers before they leave for summer break. This process prepares schools for the CTE “Snapshot,” a frozen “picture” of the data from all schools on a given date. Twice a year, DPI takes Snapshots of data for demographics and student data. **The Snapshot for CTE and Career Education data is in December each year.** The December Snapshot offers a data picture of an entire school year and serves as the due date for all CTE and Career Education data for the previous school year. More information on snapshots can be found at [Snapshot Preparation Guidance](#).

To illustrate, the 2023-24 SY ended on June 1, 2024. Schools submit data daily through WISE and can check their data daily. Thus, schools can make corrections to their submitted data before the December Snapshot, which happens six months after the school year ends. Schools should keep in mind how long it takes data to leave their student information system (SIS), build, and show up in WISEdash for District. If all schools try submit data the weekend before December 10, the server will slow down, and data may take more than 48 hours to build. The consequence is that data may NOT make the Snapshot deadline in time.

**DPI does not accept late data for the Snapshot.** CTE data is immediately used after the December Snapshot to meet Perkins reporting requirements of the U.S. Department of Education, through the Consolidated Annual Report. Districts that have late data changes should submit a [Data Errata](#). Districts should always maintain correct data, as some student data will follow students throughout their school career. However, be aware that the data for the Snapshot will not change. Thus, data for Perkins Accountability will not change. Corrected data will be viewable in “current” dashboards but will not be used in state and federal reporting.

The “Career Education and CTE Snapshot Preparation Guide” found on the [CTE Data Resources](#) webpage provides a checklist to help schools prepare for the Snapshot. The webpage also provides short recorded training to assist with understanding and navigating the data for this purpose.

## **Definitions**

### **Career Pathways**

The Perkins grant collects data on how many CTE concentrators complete a [career pathway](#) from each school. The Career Ready Team creates career pathways. A career pathway is a sequence of two or more CTE courses that also meet size, scope, and quality. The use of the [Roster Work Plan](#) assists schools in laying out and organizing the individual data elements that go into a career pathway.

Each SIS vendor has specific instructions about career pathway data entry. Use the Roster Work Plan to organize the career pathway, then use the SIS instructions to enter the data elements. Maintain a record of each CTE course that goes into each career pathway. DPI does not record each school's choices of the two or more courses that go into the career pathway. DPI only sees that the school submits an IAC code with each CTE concentrator.

## Clusters and Career Pathways

There are 16 [Career Clusters](#). Each one has numerous threads, called career pathways (79 career pathways). The IAC code is the numerical “title” of a career pathway that your school offers. IAC code titles do not perfectly match career pathway titles. The IAC code is a means to transmit occupational data that is used across high school, college, and workforce data. Schools are identifying their career pathways by using an IAC code. Ultimately, schools are submitting the number of CTE concentrators that are part of a career pathway in a reporting year.

At this time, DPI continues to use the 16 Career Clusters model, as written into the [Wisconsin Perkins V State Plan](#).

## Courses

Data collection begins with identifying all CTE courses with a “CTE” Roster, State, or SCED code in the SIS. The [Courses](#) webpage has an Excel spreadsheet for each reporting year. Schools create courses and assign a Roster/State/SCED code, thus connecting a universal title and definition. CTE courses must be coded with CTE Roster/State/SCED codes. CTE courses are used to calculate CTE participants and Civil Rights Compliance monitoring.

Some SIS vendors have the Courses spreadsheet built into their programming. However, teachers usually do not have access to the course master side of a SIS. CTE teachers working with the Perkins grant will need to know the Roster/State/SCED codes assigned to their courses. This will allow them to read the WISEdash for District>Topics>Course Enrollment dashboard and assist data-entry personnel with identifying CTE courses.

## CTE Department/Program Areas Type

The [CTE Department](#) is collected in association with all CTE courses. This is used to calculate Civil Rights Compliance under [Carl D. Perkins: Strengthening CTE for the 21st Century Act](#) (Perkins V). All public high schools are required to submit the CTE Department with each CTE course, no matter if the school accepts Perkins funding or not.

Program Areas Type also means CTE Department. However, the Program Areas Type data element is in conjunction with CTE Concentrator identification. This informs DPI which CTE Department is providing instruction for the career pathway concentration.

Please work with your SIS vendor to understand the two locations to enter this information. In Wisconsin there are six recognized CTE Departments:

- Agriculture and Natural Resources
- Business and Information Technology
- Marketing
- Family and Consumer Science
- Technology and Engineering
- Health Science

## CTE Concentrator

The Perkins V definition of a [CTE concentrator](#) is a secondary student in grades 11 or 12 who has completed (passed) a minimum of two CTE courses in a single career pathway throughout their high school career. Perkins accountability measures how many CTE concentrators passed two or more CTE courses in a school career pathway. Your SIS vendor has specific instructions on designating a CTE concentrator.

### CTE Concentrator Graduate

A **CTE concentrator graduate** is a CTE concentrator who has graduated from high school with a regular high school diploma. CTE concentrator graduate follow-up is initiated in the second quarter after exiting from secondary education.

### CTE Participant

A student is a [CTE participant](#) in grades 9-12 if the student was enrolled in one or more CTE courses in the reporting year and completed (passed) at least one CTE course. If the school is reporting CTE courses with CTE Roster/State/SCED codes and grades are sent to WISE, CTE participants are automatically calculated.

### Instructional Area Codes (IAC)

Districts create career pathways through the Perkins grant and regional career pathway work. [IAC codes](#) are used to represent a career pathway title. There are more IAC codes than the 79 recognized career pathways. (“CIP codes,” a term sometimes used by SIS vendors, are related to IAC codes, and used in national data.) IAC codes are used to report programs and fields of study across many different educational agencies at the state and federal levels. In addition, IAC codes represent labor market information that pertains to non-traditional occupations (NTO) calculations for Perkins indicator 4S1 – NTO in Wisconsin. The IAC codes below should be used for all career pathways that a district creates within a cluster. In prior years, the use of IAC codes was spread across 216 codes, causing much confusion. The list of IAC codes by cluster, reduces inconsistent state data results, reduces workload at the school data entry level, and provides consistent annual data reviews in WISEdash for District>Perkins dashboard.

Each student information system will have directions on where to enter the IAC code, which represent a group of CTE courses from a career pathway to identify concentrators. The 16 IAC codes below are for Perkins V reporting years, 2024-25 through 2027-28. CTE Concentrator reporting is done within the student information system, each school year. Districts are encouraged to utilize the Roster Work Plan, row 2, to lay out their career pathways for consistency in course identification. DPI is not able to map career pathway courses from each district in WISEdash for District.

| IAC code | Cluster  | NTO |
|----------|--|-----|
| 1.99     | Agriculture, Food & Natural Resources          | F   |
| 46.99    | Architecture & Construction                    | F   |
| 10.03    | Arts, A/V Technology & Communications          |     |
| 52.99    | Business Management & Administration           |     |
| 13.15    | Education & Training                           | M   |
| 52.03    | Finance  |     |
| 44.99    | Government & Public Administration             | F   |
| 51.39    | Health Science                                 | M   |
| 12.05    | Hospitality & Tourism                          | F   |
| 51.15    | Human Services                                 | F   |
| 11.02    | Information Technology                         | F   |
| 43.01    | Law, Public Safety, Corrections & Security     | F   |
| 15.06    | Manufacturing                                  | F   |
| 52.14    | Marketing                                      |     |
| 14.01    | Science, Technology, Engineering & Mathematics | F   |
| 47.06    | Transportation, Distribution & Logistics       | F   |

## Roster Work Plan

This is an organizational planner to help schools keep a historical record of the CTE courses and data elements that make up career pathways. This is what your data looks like on paper. It will help you communicate to all Career Ready Team members. A recorded presentation on the [Roster Work Plan](#) can be found at [CTE Data Resources](#).

## Student Information System

Each school district contracts with a primary student information system (SIS) vendor to send data about courses and students to DPI. Each SIS provides their own training and customer service on how to utilize their software.

## WISEhome

[WISEhome](#) allows authorized users to access DPI web applications and tools in one location. To access DPI applications, log into WISEhome with a [WAMS ID](#) or a Google account associated with a district email. You can request access to an application through WISEhome. More information on how to gain access to WISEdash for District or WISEdata Portal can be found at the WISEhome webpage.

Access to WISEdash for District allows users to review and analyze data submitted to DPI. Individual data elements are combined to create dashboards. There are many dashboards available in WISEdash for District. For example, Career Ready Teams use these dashboards for Perkins grant analysis (but are not limited to):

- WISEdash for District>Snapshots>Perkins dashboard
- WISEdash for District>Snapshots>Career Education and Coursework
- WISEdash for District>Topics>ACT Statewide
- WISEdash for District>Topics>Course Enrollment

Districts that accept Perkins funding can review their secure data by accountability indicators in WISEdash for District: [Perkins Accountability Indicators - WISEdash](#).

Access to WISEdata Portal enables data-entry personnel to see individual data elements that have been sent from the SIS vendor to DPI. Data goes through validation or business rules to check for errors and warnings. This is the first place that data lands at DPI, and where it is first viewable by the district. **WISEdata Portal has a link called Vendor Resources, which includes a recorded CTE Data Reporting training from each SIS vendor.**

## Timeline of Data Entry and Review

Below is a suggested timeline of organizing, entering, and checking data for accuracy. This timeline can help with completing data entry by the end of the school year. Data accuracy checks should be completed by June 30 of the same school year to ensure accuracy. It also will help with being Snapshot-ready prior to the new school year.

|                             |  |
|-----------------------------|--|
| Spring/Summer of Year Prior | <ul style="list-style-type: none"> <li>• Course master maintenance for new school year</li> <li>• Review how your courses are set up to record CTE, AP, and IB roster codes, dual enrollment, WBL, and IRC. Check with your SIS vendor for software directions and preferences.</li> <li>• Career pathways are laid out with a sequence of courses and instructional area codes (IACs), use the Roster Work Plan to maintain historical documentation.</li> <li>• Double-check prior year data in WISEdash for District. Use Career Education and CTE Snapshot Preparation Guide.</li> <li>• Review prior year WISEdata errors and WISEdash for District dashboards. Use Career Education and CTE Snapshot Preparation Guide.</li> </ul> |
| Fall                        | <ul style="list-style-type: none"> <li>• Students enrolled and demographic information is collected.</li> <li>• Students scheduled into courses.</li> <li>• Review prior year WISEdata errors and WISEdash for District dashboards. Use Career Education and CTE Snapshot Preparation Guide.</li> </ul>  |
| December                    | <ul style="list-style-type: none"> <li>• Snapshot of CTE and Career Education data from the prior school year <ul style="list-style-type: none"> <li>○ 18-19 SY Roster/Career Ed data January 28, 2020</li> <li>○ 19-20 SY Roster/Career Ed data December 8, 2020</li> <li>○ 20-21 SY Roster/Career Ed data December 7, 2021</li> <li>○ 21-22 SY Roster/Career Ed data December 6, 2022</li> <li>○ 22-23 SY Roster/Career Ed data December 5, 2023</li> <li>○ 23-24 SY Roster/Career Ed data December 10, 2024</li> </ul> </li> </ul>  |
| Winter/Spring               | <ul style="list-style-type: none"> <li>• Grade courses.</li> <li>• Review enrollment and courses for AP/IB Roster codes, dual enrollment indicator, WBL Roster code and certificated program status, IRC certificated program status.</li> <li>• Review WISEdata errors and WISEdash for District dashboards, use Career Education and CTE Snapshot Preparation Guide.</li> <li>• CTE Graduate Concentrator Report collection begins January, in Qualtrics.</li> </ul>   |
| May 15                      | <ul style="list-style-type: none"> <li>• CTE Graduate Concentrator Report due in Qualtrics.</li> </ul>   |
| June 30                     | <ul style="list-style-type: none"> <li>• Identify CTE Concentrators with IAC code. Use SIS software directions.</li> <li>• CTE teachers provide lists of students with IRC and certified WBL and identify certificated program status.</li> <li>• Review WISEdata errors and WISEdash for District dashboards, use Career Education and CTE Snapshot Preparation Guide.</li> </ul>   |



[Appendix A](#) provides a graphic overview of Career Education data elements.

## Perkins Data Collection Directions

All schools that utilize Perkins funding are required to submit valid and reliable CTE data per the [Perkins V law Sec 113 \(a\) \(b\)\(2\)](#) (see page 19). The data is used to fulfill Perkins V required reporting:

- Consolidated Annual Report to U.S. Department of Education
- Perkins Accountability Indicator Reports for Perkins recipients
- Civil Rights Compliance monitoring

**The Consolidated Annual Report is submitted to the U.S. Department of Education each year.** It measures the overall state performance of concentrators and participants. The [WI Perkins V State Plan](#) provides more details about the use of funds, CTE programming, and equity and access. Data for the consolidated annual report is collected through WISE and a Qualtrics survey. The Qualtrics survey is used for CTE concentrator graduate, post-program placement data.

**Perkins Accountability measures the count of CTE concentrators completing two or more courses in a school career pathway.** Accountability indicators measure CTE concentrators in:

- four-year graduation/seven-year graduation
- ACT proficiency in ELA/math/science
- post-program placement
- nontraditional occupations
- work-based learning

Specific numerator and denominator information is provided in [Appendix B](#).

**Key data elements entered into the SIS by the school for Perkins are:**

- CTE Courses and CTE Department
- CTE Participant
- CTE Concentrator
- IAC code that represents the school career pathway
- Work-based learning
- Graduation exit type
- Additional student characteristics and demographics

### Reporting CTE Courses and CTE Department

Each CTE course is to be reported to DPI by using a CTE Roster/State/SCED code. CTE course codes are available for each reporting year on the [Courses](#) webpage. CTE courses taught by licensed CTE teachers, should also report the [CTE Department](#).

Districts will need to create courses:

- CTE course with CTE Roster/State/SCED code.
- Identify the CTE Department that is teaching each section of the course. Reference the Courses download for CTE Department options.
- Check that the high school employed CTE teacher has the proper license for the CTE Department.
- CTE dual enrollment courses may use CTE Departments, if it makes sense to award the student high school CTE credit. If not, the school can use a non-CTE course code.



College instructors do not have DPI licenses. There will be no license association for college instructors. High schools will select a local Instructor or Record.

- CTE Departments:
- Agriculture and Natural Resources Education
- Business and Information Technology Education
- Marketing Education
- Family and Consumer Science Education
- Technology and Engineering Education
- Health Science Education

### **Reporting CTE Participants**

CTE participants are calculated for Perkins recipient districts by DPI. Districts will need to create:

1. CTE courses
2. Use CTE Roster codes
3. Schedule students into CTE courses
4. Post final grades
5. Ensure Roster data is flowing to WISE
6. Review CTE Participant Export in WISEdata Portal and Perkins dashboard in WISEdash for District

Review of CTE participants can be done in WISEdata Portal>Exports>CTE Participants after the grading period. WISEdata Portal is live data that can change daily. Checking the CTE Participant export only confirms student data has gone through DPI validation rules on a given day. To confirm school CTE participants, review WISEdash for District>Snapshots>Perkins, scroll to the green graph for “current” data and the purple graph for Snapshot data. Use the crosstab CTE Participants. Snapshot data is the only data used for federal reporting of Perkins.

### **Reporting CTE Concentrators**

Each SIS vendor has directions on how to identify CTE concentrators in their software. The district should have documented career pathways that outline a minimum of two CTE courses required to be a concentrator.

1. Review career pathway courses.
2. Use Roster Work Plan to lay out career pathway data.
3. Each career pathway will use an IAC code to represent the name.
4. Use the same number of IAC codes as there are career pathways you have developed.
5. Use the 16 suggested IAC codes by DPI, found at [IAC Code type](#).
6. Check with your SIS for any utility directions to assist with the calculation.
7. Approve CTE concentrators and the IAC code that represents their chosen career pathway of concentration in high school.
8. Ensure Roster and CTE data is flowing to WISE.
9. Review CTE Concentrator Export in WISEdata Portal and Perkins dashboard in WISEdash for District.

The first review of CTE concentrators that have been sent to WISE can be done in WISEdata Portal>Exports>CTE Concentrators. WISEdata Portal is live data that can change daily. Checking the CTE Concentrator export only confirms that on a given day, student data has gone through DPI validations or business rules. To confirm your school CTE concentrators, look at WISEdash for District>Snapshots>Perkins, and use the crosstab CTE Concentrators. The green graph reflects current year data (prior to the

Snapshot). Use the purple graph to review data that was included in the last Snapshot. The CTE and Career Education Snapshot is in December of each year, for the previous school year. DPI only uses Snapshot data to complete federal reporting for Perkins.

DPI does not have the ability to map CTE courses to IAC code. DPI only receives data that signifies a student is a CTE concentrator along with the associated IAC code to identify which school career pathway the student concentrated in. Each SIS vendor has directions on how to manually approve CTE concentrators each year. Manual review by data-entry personnel and a CTE staff member is required in case a student concentrates in more than one career pathway. (The U.S. Department of Education only collects one career pathway per CTE concentrator.) Because students cannot have two concentrations or IAC codes, the school selects the one career pathway that interests the student in a reporting year.

The school creates a method of documenting the CTE courses in each career pathway. This not only assists with data collection, but also helps school personnel and families understand which courses are tied to a pathway. DPI suggests writing your career pathway down on paper using the [Roster Work Plan](#) to understand which CTE courses are in each of your school’s career pathways. (An example Roster Work Plan is in [Appendix C](#) of this guide.) SIS vendors may have utilities to assist with organizing CTE courses within each career pathway as well. However, archiving your school’s career pathways and associated courses will assist with communication between the district’s CTE staff and data-entry personnel.

Once a student is reported as a CTE concentrator for the reporting year, districts should continue to report the student as a CTE concentrator in the next reporting year(s) until high school completion. This fulfills the “once a concentrator, always a concentrator” federal reporting requirement. This does not happen automatically in the SIS! Each year, school data-entry personnel must update the Concentrator Status on each student record to reflect the current school year. The school can decide if the IAC code should change if the student develops an interest in a new career pathway or if they prefer the original career pathway.

Below is an example of data needed for data-entry personnel to begin calculating CTE concentrators within each school career pathway. This is the first portion of the career pathway within the Roster Work Plan. **The full Roster Work Plan with all career pathway components is in [Appendix C](#).** Additional course data is collected for report cards and used to review career pathway size, scope and quality. Below is the minimum data needed to identify CTE concentrators. It is highly encouraged that all districts write out their career pathways to organize themselves in identifying CTE concentrators.

| Cluster Name  | <a href="#">IAC/CIP</a> | Career Pathway Title from IAC | CTE Course Title and Roster/State/SCED Code<br>*Roster codes shown | <a href="#">CTE Dept/Program Area Type</a><br>A,B,M,F,T,H |
|---------------|-------------------------|-------------------------------|--|---|
| Manufacturing | 48.99                   | Precision Production, Other   | Gas Metal Arc 1 -5632  | T   |
|               |                         |                               | Fundamentals of Machining - 5652                                   | T   |
|               |                         |                               | Youth Apprenticeship-Mfg, Yr 1 - 5563                              | T   |

Schools should be aware of how many career pathways they have established by counting the number of IAC codes/titles and working with their CTE staff. This can be done in WISEdash for District>Snapshots>Perkins>IAC title crosstab. The IAC codes/titles

represent specific career pathways established in the school. Most important is that your school career pathways are documented with strategic CTE course sequencing. To understand how many career pathways are being supported by districts across the state, the IAC code is critical.

Perkins districts identify CTE Concentrators by IAC code, which represents a career pathway. Career pathways are based on labor market information, identification of 2+ CTE courses, size, scope, and quality indicators. CTE Concentrators are 11th and 12th grade students that complete 2+ CTE courses within a career pathway. IAC codes do not perfectly align to 79 career pathways. IAC codes align to broad categories of occupations and have been cross walked with clusters.

To assist schools with labor market information that impacts non-traditional occupations (NTO) calculations for Perkins indicator 4S1 - NTO, DPI has selected specific IAC codes for each cluster. The IAC codes on page 5 should be used for all career pathways that a district creates within a cluster. In prior years, the use of IAC codes was spread across 216 codes, causing much confusion. The list of IAC codes by cluster, reduces inconsistent state data results for NTO and 4S1, reduces workload at the school data entry level, and provides consistent annual data reviews in WISEdash for District>Perkins dashboard.

The 16 IAC codes on page 5 are for Perkins V reporting years, 2024-25 through 2027-28. CTE Concentrator reporting is done within the student information system, each school year. Districts are encouraged to utilize the Roster Work Plan, row 2, to lay out their career pathways for consistency in course identification. DPI is not able to map career pathway courses from each district in WISEdash for District.

Please reach out to Jessie Sloan, DPI-CTE Data consultant with any IAC and career pathway data questions, [jessica.sloan@dpi.wi.gov](mailto:jessica.sloan@dpi.wi.gov).

Example: School A has two career pathways developed by their CTE department: Advanced Manufacturing and Health Science. Each pathway has an assigned IAC code. A senior in high school, Penny is interested in advertising and Marketing. Her school does not have a Business or Marketing teacher. She has taken a couple of art courses; however, the school does not have a Business Management & Administration or Marketing pathway. Penny cannot be counted as a concentrator because there is no career pathway developed at her school and the school does not have a CTE-licensed instructor for the pathway. School A would need to create a Business Management & Administration or Marketing career pathway, with two or more CTE courses.

Again, IAC codes report the number of CTE concentrators who access documented school career pathways. If data-entry personnel recognize that the school has CTE course combinations that could represent a career pathway, they should inform the CTE department, which can then work with stakeholders to develop a new career pathway. Components of a career pathway go beyond two CTE courses.

## CTE Course and Career Pathway Guidance for Concentrators

Wisconsin recognizes six [CTE Departments/program area types](#) that must be taught by a licensed CTE instructor for that specific discipline. CTE Department is identified within the course setup of each CTE course and for separately for CTE concentrators. Starting in 2024-25 SY, the DPI [courses](#) download, column I – CTE Department, indicates which CTE Department(s) can teach a course. Utilize your SIS vendor guidance to understand the two locations that CTE Department/program area type is required to be indicated:

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Family and Consumer Sciences
- Health Science
- Marketing, Management, and Entrepreneurship
- Technology and Engineering

DPI recognizes the unique and vast local CTE course offerings and requirements at the district level. To accurately capture CTE concentrators, DPI highly encourages districts to review the following guidance when determining CTE courses used for CTE concentrator data reporting.

- To ensure **data reporting is consistent and accurate**, a single CTE course must be equivalent to at least one semester. Each CTE course uses specific CTE Roster/State/SCED codes. These codes can be found at the DPI [Courses](#) website. Some SIS vendors incorporate the Roster codes into their software.
- A course can only be recognized as a CTE course if it is taught by a licensed CTE teacher. There are multiple pathways to licensure to teach a CTE course, including [experience-based licensure in technical education](#). Additional information on requirements and qualifications can be found at [Pathways to Licensure](#).

When identifying and reporting CTE concentrators, local districts should verify that the two CTE courses used to signify a concentrator status proceed from introductory to advanced and are specific to a single career pathway. Courses not included in CTE concentrator calculation are:

- **CTE courses that are locally required for all students.** Examples of these include:
  - Personal financial literacy courses
  - Keyboarding courses
  - Computer literacy courses
  - Economics, if required for graduation

Be aware that there is a difference between a nonelective CTE course required of all students and a requirement that students take at least one CTE course. To illustrate, some schools require all students to take at least one CTE course; because the student has the option to *select* the course, it may count as one of the two CTE courses for concentrators.

- **CTE courses that explore multiple careers do not count.** Any CTE course where the content explores more than one career pathway does not qualify as one of the two CTE courses towards a student's concentrator status. For example, career exploration courses do not count.

## Work-Based Learning

Work-based learning (WBL) is Perkins Indicator 5S3, which is written into the Wisconsin Perkins V State plan as Wisconsin's Quality Pathway Indicator. Specific WBL experiences are collected for Perkins accountability and the school report card. They are limited to:

1. Entrepreneurial Student Business
2. Internship/Local Co-op
3. School-based Enterprise
4. Simulated Worksite Supervised
5. Supervised Agricultural Experience
6. State Co-op Education Skills Standards
  - o DPI Occupational
  - o DPI Employability Skills
7. Youth Apprenticeship

To report any of the above WBL experiences, schools must ensure that the [Six Criteria for Perkins V WBL](#) are met:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals.
  - a) Sustained = minimum of 90 hours, can be rotated among employers or positions, the employer is engaged throughout the experience. Can take place in one semester, an entire year, the summer, or even a six-week period.
  - b) Interactions must be more than just observing and include direct communication and involvement with industry or community professionals.
2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution.
3. Fosters in-depth, firsthand engagement with the tasks required in a given career.
4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.
5. Must include a training agreement between the student, employer or business, and school that defines the roles and responsibilities of the student, the employer, and the school.
6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

It is highly recommended that schools create a course for each of the [WBL](#) experiences offered at the school. This course is in addition to an aligned content area course. The rationale for creating a WBL course is to have a year-to-year record of students who

- participated
- have dedicated time scheduled to go to work
- earn credit reflected on the student transcript
- are associated with a teacher in the school for evaluation and supervision of WBL

This supports data quality and the six criteria for Perkins reporting. Currently, some SIS vendors allow WBL to be added to the student record, independent of a course. The problem is that if data-entry personnel do not remember which students to report for WBL, the data will be inaccurate. Your SIS vendor provides guidance on how to use their software to report WBL. See [Appendix D](#) for **WBL reporting directions**.

## **Graduation Exit Type**

It is very important for Career Ready Teams to pay attention to CTE concentrator graduation rates. Perkins V Accountability Indicators 1S1 and 1S2 represent four-year and seven-year graduation rates of CTE concentrators. Every school year, data-entry personnel enter an [exit type](#) for each student in the district. High school completion (HSC) is the exit type used to show high school graduation. When a student is identified as a CTE concentrator with HSC exit type at the four-year and seven-year mark, that student is included in 1S1 or 1S2 calculations.

Career Ready Teams should maintain a list of students who do not graduate in the fourth year. CTE concentrators not graduating will need additional support to graduate and join the workforce. Indicator 1S2, seven-year graduation, is only the count of CTE concentrators who took seven years to graduate. These students should never be a surprise because the population is small and the students should have been getting focused support to graduate and join the workforce.

## **Additional Student Characteristics and Demographics**

CTE concentrator data includes student characteristics and demographics that were collected for all students in the school during the enrollment process. Gender, race, disability status, economic disadvantage status, students experiencing homelessness, parents in the military, and English Language learner data are used in many other reports.

[Single Parent](#) is a characteristic that denotes whether a student who is unmarried or legally separated has sole or joint custody of a minor child or children at any point during the reporting year. This also includes pregnant female students who are unmarried or legally separated. Your SIS vendor will have directions on where single-parent status is entered. Single-parent status is confidential information shared with limited staff.

Student characteristic and demographic data is used across many state and federal reports. Enrollment forms and other education departments will collect this data. Career Ready Teams will focus their work on the creation of career pathways and analyzing concentrator populations within WISEdash for District.

## Concentrator Graduate Follow-Up Reporting

The CTE concentrator graduate follow-up report summarizes post-high school placement of CTE concentrator graduates from the previous reporting year and is used to fulfill the Perkins V post-program placement performance indicator, 3S1. All Carl Perkins participating districts are required to collect and submit a graduate follow-up report for concentrator graduates. The concentrator graduate report is collected separately from the WISE CTE data collection. The post-program placement data is collected through the secure data-sharing platform, Qualtrics.

Fiscal agents, Career and Technical Education Coordinators (CTECs) may work with their local education agency (LEA) to obtain WISEdash for District access and create a system to collect post-program placement that maintains student data privacy and meets FERPA guidelines. CTE graduate concentrators submitted for the Career Education Snapshot are found in the WISEdash for District>Snapshot>Perkins dashboard. Snapshot data is the official data used to compile Perkins V post-program placement list of CTE concentrator graduates. Post-program placement data collection does not permit additional students to be added or corrected. The CTE and Career Education Snapshot in December serves as the official record of CTE concentrator graduates. School districts or fiscal agents will contact their CTE concentrator graduates to ascertain their education or employment status after the second quarter following high school graduation.

To be statistically significant, each school district that participates in Carl Perkins funding is encouraged to meet or exceed the minimum of 80 percent response rate. Accurate representation of the concentrator graduate status leads to statistically significant and reliable data for the state of Wisconsin, providing the state with valuable information about employment and postsecondary education trends.

It may be more challenging to reach special populations; however, doing so is critical to forming an accurate picture of the school's outcomes and will lead to meaningful programming. A lack of responses can create an unreliable sample and impact decisions in CTE high school curriculum, postsecondary trends, and employment rates of high school graduates.

Every Perkins fiscal agent and Perkins LEAs are required to complete the CTE Concentrator Graduate Follow-up survey by May 15 each year. The data is collected at least two quarters after a CTE concentrator graduates. The CTE Concentrator Graduate list can be found in WISEdash for District>Snapshots>Perkins dashboard, using the CTE Graduate crosstab.

### General Directions

1. School districts or consortium leaders will access certified CTE graduate concentrators from WISEdash for District. Available the day after the December Snapshot, this data is found at WISEdash for District>Snapshots>Perkins> 2023-2024 (12-10-2024) CTE Student - Snapshot View, crosstab CTE Graduate and use the Yes column. School districts can download this information to create a working file. Please adhere to all student data privacy laws, policies, and standards of practice.
2. School districts or consortium leaders will not be able to include additional students left out of the CTE graduate snapshot.



3. School districts or consortium leaders will obtain CTE concentrator graduate responses following the second quarter after exiting from secondary education. Response data will verify the education or employment status and will be submitted to DPI through the secured Qualtrics link. School districts or fiscal agents will use the student's WISEID in Qualtrics.
4. School districts or consortium leaders are encouraged to maintain a copy of their CTE concentrator graduate responses for local use. DPI will not download individual student responses to share back with school districts. Response rates will be summarized in Perkins Accountability Reports and the federal Consolidated Annual Report.
5. If there is difficulty in gathering direct responses from the CTE concentrator graduates themselves, it is completely appropriate to contact secondary sources that know the student, such as parents, teachers, etc., to achieve the minimum 80 percent response rate.
6. If reporting "No contact or no response" to the first Qualtrics survey question, "How was contact made?" the survey collection will end for that student.
7. Program Length and "Please indicate your current program of study if attending a postsecondary institution." This is a required data element for CTE graduates. It is required data on the Consolidated Annual Report that goes to the U.S. Department of Education for the Carl Perkins grant.
8. The Qualtrics survey layout and sample survey is provided in [Appendix E](#).

Timeline: School districts will submit all CTE concentrator graduate data by May 15. Files submitted via email, or any other unsecured platform will not be accepted. An extension will need to be approved by [Jessie Sloan](#), CTE Data Consultant, at [jessica.sloan@dpi.wi.gov](mailto:jessica.sloan@dpi.wi.gov).

### **Qualtrics link for 2025 reporting – WILL BE UPDATE HERE BY JANUARY 1, 2025**

**All school districts and CESA's have data privacy software and need to act in compliance with FERPA. Data entry into the Qualtrics survey will need use the original link for each student entered. If you receive "Sorry, this survey is not currently active," prior to May 15, your browser and organization internet software is caching the survey website to prevent a data breach. Please work with your organization to follow data privacy rules and safe website acceptance.**

Practices to ensure data privacy and prevent caching:

1. Clear your browser cache/cookies daily by going into your browser settings.
2. Logout of your browser, rather than clicking the X in the right-hand corner. Logout of the application and shutdown your computer.
3. Work with your IT Department to add the annual Qualtrics link as a safe site.

[CTE Concentrator Graduate Follow-Up contact ideas](#)

## Report Cards

As part of the state accountability system, the Department of Public Instruction (DPI) produces [report cards](#) for every publicly funded school and district in Wisconsin, according to [Section 115.385 \(d\)1.-5., Wis. Stat.](#) These include data on multiple indicators for multiple years across four priority areas: achievement, growth, target group outcomes, and on-track to graduation. In addition, the report cards provide course and program participation information for grades 9-12 for public schools and districts. This informational career education data is located in the Postsecondary Preparation section and is not scored. It is based on a single school year.

Postsecondary Preparation data is one year behind the Report Card date, due to the December Snapshot. Data presented includes:

- Advanced Courses – Advanced Placement (AP) and International Baccalaureate (IB) courses: “Students successfully completed an Advanced Placement or International Baccalaureate course.”
- Dual Enrollment – “Students successfully completed at least one dual enrollment course.”
- Industry-Recognized Credentials – “Students earned an industry-recognized credential.”
- Work-Based Learning – “Students participated in a work-based learning program.”

Each SIS vendor has a recorded webinar that provides guidance on how to enter this data into their software. In addition, there is a recorded DPI and SIS vendor webinar located in WISEdata Portal, under Resources.

Advanced courses use specific Roster codes to report the course and students enrolled to WISE. AP courses and educators must go through an approval process by the [College Board](#) to use the AP designation on transcripts and Roster code. Students do not have to take an AP course to take an AP exam. IB courses also have an approval process through [International Baccalaureate](#).

[Dual enrollment](#) courses are reported by each high school. Colleges and universities do not report high school students to WISE. All dual enrollment courses offered to high school students should be created in the high school SIS, students scheduled in the course, and the course setup identified as dual enrollment. There are no specific Roster/State/SCED codes for dual enrollment. Schools should use the course code that best describes the course.

[Industry-Recognized Credentials](#) are [certified Career Education Programs](#). Industry-recognized credentials (IRCs) are documented with a course or directly with individual students (referred to as a student program association). However, DPI highly encourages schools to identify the IRC through the course setup. IRC calculations on report cards follow the students’ Primary Enrollment school. The data is then sent to WISEdata Portal and viewed in WISEdash for Districts. Student IRC completion is submitted with a [Certificated Program Status](#) at the end of the grading period to accurately record the data for accountability.

See [Appendix F](#) for IRC Information Graphic.

[Work-Based Learning](#) specifically counts the number of students participating in:

- Entrepreneurial Student Business
- Internship/Local Co-op
- School-based Enterprise
- Simulated Worksite Supervised
- State Co-op Education Skills Standards
  - DPI Occupational
  - DPI Employability Skills
- Youth Apprenticeship

To be considered WBL, these WBL experiences need to meet six criteria. (See page 13.) Data teams are encouraged to create courses to organize and track this data. Each course should include the respective course name, WBL Roster code, scheduled students, student grades, and an assigned instructor responsible for the students. This data structure will help meet some of the six criteria of WBL.

### **CTE Technical Incentive Grant**

School districts can claim funds annually based on the number of students who meet the following eligibility criteria for the [CTE Technical Incentive Grant](#):

- Certifications earned must be named on the Approved Certifications List for the student's graduating year.
- Students graduated with a regular high school diploma or a technical education high school diploma.
- Funding is limited to \$1,000 per pupil regardless of the number of certifications the student earned on the approved list.

The CTE Technical Incentive Grant is run through the Wisconsin Department of Workforce Development (DWD), Division of Employment and Training, [Career and Technical Education \(CTE\) Incentive Grants Program](#). DPI assists with the CTE Technical Incentive Grant by hosting the grant application in [WISEhome](#) and posting an informational [public webpage](#). DWD maintains the [approved certifications list](#) of IRCs each year. Questions regarding the CTE Technical Incentive Grant should be directed to: DWD Office of Special Initiatives, [Technical Incentive Grant email](#).

The CTE Technical Incentive Grant application (app) and data are separate from the WISE reporting system for Perkins and Report Cards. School staff will gain access to the CTE Technical Incentive Grant app to submit student records of IRCs earned. This data is NOT cross-referenced by DPI staff through WISE reporting. However, school staff may use WISEdash for District to review student data about IRCs or maintain their own records.

## DPI Training Slides

DPI provides short, recorded [Career Education Data Trainings](#) to assist school understand how to organize and report their data. Live DPI CTE Data Professional Development is provided on the [CTE Calendar](#) during the school year.

DPI also provides live WISE User Q&A and a WISEdata Conference during the school year. Visit the [WISEdata Events Calendar page](#) to view current and future trainings, webinars, and other events that support use of the WISE platform of applications.

## WISE Resources

[CTE Data Resources](#)

[Career Education Programs](#)

[Career Education: Info, Help and FAQ](#)

[Career Education Data Reporting Scenarios](#)

[Knowledge-Based Articles](#)

[Roster: Info, Help and FAQ](#)

[WISE classroom](#)

## WISEdata Elements and Tips for Data-Entry Personnel

[WISEdata Elements](#) webpage provides definitions of the data elements collected through the WISE reporting system. Listed below is an expansive list of data terms that can be part of a school's Career Education data collection and may be beyond what is required by Perkins law. Each entry is followed by reminders for data-entry personnel to be aware of.

### Course data

Data-entry personnel may need to gain an understanding of what is being taught in CTE and career education courses to organize required reporting. Below are examples of data elements that represent curriculum, course setup, and grading of a course.

- [Advanced Placement/International Baccalaureate \(AP/IB\)](#) – specific Roster codes, schedule students, submit final grades
- [CTE Department/Program Areas Type](#) – Ag and Natural Resources Ed, Bus and IT Ed, Marketing Ed, Fam and Cons Sci Ed, Health Sci Ed, Tech and Eng Ed
- [CTE Participant](#) – auto-calculated based on CTE course scheduled, graded, and passed
- [Dual Enrollment](#) – course created and student scheduled to report high school students taking any dual enrollment course
- [Final](#) grades submitted – for all courses in high school
- [Industry-Recognized Credential](#) – “Successfully completes a technical education program, established by the school board, in a subject or subjects.” [118.33\(1\)\(g\) 1.c.](#)
- Roster codes – every [course](#) has a Roster/State/SCED code, CTE-specific
- [Work-Based Learning](#) – create a course to record students going to work and teacher, based on the six WBL criteria

## Student data

Data-entry personnel will also need to organize and report data elements for individual students. Below are examples of individual data elements used in CTE and career education reporting.

- [Certificated Program Status Type](#) – added to IRC student record
- [CTE Concentrator](#) – SIS vendor instructions, associated with IAC code
- [Disability Status](#) – any student in the district, Special Education data collection
- [Economically Disadvantaged Status](#) – any student in the district, Food Service and Enrollment data collection
- [English Language Proficiency](#) – any student in the district, Enrollment data collection
- [Exit Type](#) and [Credential Type](#) – High School Completion, Enrollment data collection
- [Gender](#) – all students in the district, Enrollment data collection
- [Homeless Status](#) – any student in the district
- [IAC Code and IAC Title](#) – represents a group of CTE courses for a [Career Pathway Type](#), identifies concentrators
- [Migrant Status](#) – any student in the district, Enrollment data collection
- [Parent in Military](#) – any student in the district, Enrollment data collection
- [Race and Ethnicity](#) – all students in the district, Enrollment data collection
- [Single Parent](#) – any student in the district



# Career Education Data Reporting

(version 7-15-2024)

This document is a quick reference to data elements required for Career Education reporting.

- All public districts are required to submit CTE course data for grades 9-12.
- [Work-based Learning](#) is required to meet the six criteria to be reported to DPI.

### CTE (Carl Perkins Districts)

[CTE concentrator](#) – Grades 11 and 12

- [Instructional area code](#) (IAC represents career pathway)
- [CTE Dept/Program area type](#)

[Single parent](#) – Grades 11 and 12

CTE [participant](#) – Grades 9-12

- CTE course code, CTE Department, enroll students, and [passing](#) performance based conversion.

### Report Card (All Districts) – Gr. 9-12

[Dual enrollment](#) courses

- HS course with WI private college
- HS course with WI technical college
- HS course with WI tribal college
- HS course with UW System
- College course with WI private college
- College course with WI technical college
- College course with WI tribal college
- College course with UW System
- Out-of-state dual enrollment

Advanced Placement [courses](#)

International Baccalaureate [course](#)

### CTE and Report Card (All Districts) – Gr. 9-12

CTE [courses](#) – Grades 9-12, indicate CTE Department, [performance base conversion](#)

[Work-based Learning](#)

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Entrepreneurial Student Business</li> <li>• Internship/Local Co-op</li> <li>• School-based Enterprise</li> <li>• Simulated Worksite</li> <li>• Supervised Agricultural Experience</li> </ul> | <ul style="list-style-type: none"> <li>• Supervised Agricultural Experience</li> <li>• State Co-op Education Skills Standards:                             <ul style="list-style-type: none"> <li>• DPI Occupational</li> <li>• DPI Employability Skills</li> </ul> </li> <li>• Youth Apprenticeship</li> </ul> |
|---|---|

[Industry Recognized Credentials](#) - [certificated program status is required](#)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• IRC State-approved WTCS</li> <li>• State-approved WTCS                             <ul style="list-style-type: none"> <li>• Embedded technical diploma</li> <li>• Technical diploma</li> <li>• Associates</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• IRC – state-approved business &amp; industry</li> <li>• IRC – not state-approved</li> </ul> |
|---|--|

## Appendix B

### Perkins V Accountability

Perkins V Accountability is publicly displayed on the [Perkins Collaborative Resource Network](#). Immediately after the Snapshot each December, this data is submitted to the U.S. Department of Education. In the current Perkins V State Plan, Accountability Reports are produced annually for each Perkins fiscal agent. The release of confidential numerator/denominator and accountability percentage data is done through **WISEgrants** every April. DPI is required to publicly release nonconfidential versions of fiscal agent accountability on an annual basis. Public reports are posted at [Perkins V Accountability Reports](#).

#### Numerator and denominator for each Perkins V indicator:

##### **1S1 and 1S2 – Four-Year and Seven-Year Graduation**

Performance Indicator Measure – The percentage of CTE concentrators who graduate high school as measured by the four-year or seven-year adjusted cohort graduation rate defined in ESEA.

- Numerator – Number of CTE concentrators in the cohort who graduated within four/seven years with a regular high school diploma.
- Denominator – Number of CTE concentrators who form the adjusted four-/seven-year cohort for the graduating class.

##### **2S1, 2S2, 2S3 – ACT Assessments in ELA, Math, and Science**

Performance Indicator Measure – CTE concentrator proficiency in the challenging academic standards adopted by the State under ESEA as measured by the academic assessments described in ESEA.

- Numerator – Number of CTE senior concentrators who took the: ACT ELA/Math/Science Assessments in grade 11 and tested proficient and above.
- Denominator – Number of CTE senior concentrators who took the: ACT ELA/Math/Science Assessments in grade 11.

##### **3S1 – Post-program Placement**

Performance Indicator Measure – The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program under the National and Community Service Act, are volunteers in the Peace Corps, or are employed.

- Numerator – Number of CTE concentrators who graduated in the previous school year with a positive outcome follow-up.
- Denominator – Number of CTE concentrators who graduated in the previous school year with a follow-up response.

##### **4S1 – Nontraditional Occupations**

Performance Indicator Measure – The percentage of CTE concentrators in CTE programs and programs of study (career pathways) that lead to nontraditional fields.

- Numerator – Number of CTE concentrators from underrepresented gender groups in CTE program(s) that lead to nontraditional fields.
- Denominator – Number of CTE concentrators in CTE program(s) that leads to a nontraditional field.



### 5S3 – Work-Based Learning

Performance Indicator Measure – The percentage of CTE concentrators graduating from high school having participated in work-based learning.

- Numerator – Number of CTE concentrators who graduated with a regular high school diploma in the academic year having participated in work-based learning at some time during high school.
- Denominator – Number of CTE concentrators who graduated with a regular high school diploma in the academic year.

### Perkins Accountability Indicator Percentages

The [WI Perkins V State Plan](#) has federally approved performance measures for each indicator. Each year, in the State plan, Wisconsin concentrators are expected to improve.

| Indicator  | Baseline | FY      | FY      | FY      | FY      |
|--|----------|---------|---------|---------|---------|
|  |          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| 1S1: Four-Year Graduation Rate                             | 85.50%   | 85.50%  | 85.70%  | 85.90%  | 86.10%  |
| 1S2: Seven-Year Graduation Rate                            | 87.47%   | 87.47%  | 87.67%  | 87.87%  | 88.07%  |
| 2S1: Academic Proficiency in Reading Language Arts         | 33.15%   | 33.15%  | 33.35%  | 33.55%  | 33.75%  |
| 2S2: Academic Proficiency in Mathematics                   | 28.80%   | 28.80%  | 29.00%  | 29.20%  | 29.40%  |
| 2S3: Academic Proficiency in Science                       | 28.26%   | 28.26%  | 28.46%  | 28.66%  | 28.86%  |
| 3S1: Post-Program Placement                                | 87.10%   | 87.10%  | 87.30%  | 87.50%  | 87.70%  |
| 4S1: Non-traditional Program Concentration                 | 23.06%   | 23.06%  | 23.31%  | 23.56%  | 23.81%  |
| 5S3: Program Quality – Participated in Work-based Learning | 8.46%    | 8.46%   | 9.27%   | 9.67%   | 10.07%  |

| Indicator  | Prior 2 Year Average | FY      | FY      | FY      | FY      |
|--|----------------------|---------|---------|---------|---------|
|  |                      | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| 1S1: Four-Year Graduation Rate                             | 96.91%               | 96.92%  |         |         |         |
| 2S1: Academic Proficiency in Reading Language Arts         | 36.50%               | 36.51%  |         |         |         |
| 2S2: Academic Proficiency in Mathematics                   | 29.65%               | 29.66%  |         |         |         |
| 2S3: Academic Proficiency in Science                       | 30.34%               | 30.35%  |         |         |         |
| 3S1: Post-Program Placement                                | 95.93%               | 95.94%  |         |         |         |
| 4S1: Non-traditional Program Concentration                 | 31.39%               | 31.40%  |         |         |         |
| 5S3: Program Quality – Participated in Work-based Learning | 29.61%               | 29.62%  |         |         |         |

## Appendix C

### Example Roster Work Plan for career pathway data collection.

These are the data elements and information that data-entry personnel need from the Career Ready Team to enter into the SIS for all career pathways with CTE courses. All career pathways with CTE courses are used to calculate CTE concentrators. An electronic version of the [Roster Work Plan](#) is available.

Career Pathway Title (used by district)

| Cluster Name  | <a href="#">IAC/CIP</a> | Career Pathway Title from IAC                  | CTE Course Title and Roster/State/SCE D Code<br>*Roster codes shown | <a href="#">CTE Department/Program Area Type</a><br>-dept name A,B,M,F,T,H | <a href="#">Dual Enrollment</a> | <a href="#">Industry Recognized Credential</a>              | <a href="#">Work-Based Learning</a> | <a href="#">Certificated Program Status</a> |
|---------------|-------------------------|--|---|--|---------------------------------|---|-------------------------------------|---|
| Manufacturing | 15.06                   | Industrial Production Technologies/Technicians | Gas Metal Arc 1 - 5632  | T  | HS course w/ WTCS               |   |                                     |   |
|               |                         |  | Fundamentals of Machining - 5652                                    | T  |                                 | Haas CNC Certification - State Approved Business & Industry |                                     | Yes-submit for each student                 |
|               |                         |  | Youth Apprenticeship-Mfg., Yr. 1 - 5563                             | T  |                                 |   | Youth Apprenticeship                |   |

## Appendix D

### Work-Based Learning Reporting

**WBL** is reported through the WBL program name that is selected within the course setup. The roster code does not send WBL data element to DPI. The roster code assists with viewing the course in WISEdash for District>Topics>Course Enrollment.

In contrast to a regular after-school job, WBL programs are **school-supervised experiences** that allow a student to observe, train, or work with an employer to discover how to apply knowledge learned in school, while gaining valuable worksite skills. **The six criteria of WBL must be met to report WBL to DPI (see page 13).** For more information on WBL definitions read the “[Wisconsin Guide to Implementing Career-Based Learning Experiences.](#)”

To help districts meet the six criteria, organize, and accurately report students involved in school supervised WBL experiences, it is advised to schedule students into an appropriately named WBL course for the time spent working. This is a separate course from the aligned subject matter content course (see criteria #4). By creating a separate course that reflects the time students are working, the district can show the WBL experience on the students’ transcript and maintain accurate data records.

Directions:

1. Create a local course called:
  - Entrepreneurial Student Business
  - Internship/Local Co-op
  - School-based Enterprise
  - Simulated Worksite Supervised
  - Supervised Agricultural Experience
  - State Co-op Education Skills Standards – DPI Occupational
  - State Co-op Education Skills Standards – DPI Employability Skills
  - State Co-op Education Skills Standards – Youth Leadership
  - Youth Apprenticeship
2. Select a roster/SCED code from the [Courses](#) download. The courses download contains many course titles with “**Workplace Experience,**” that can be used for WBL.
3. Use the Excel, Text Filters>Contain “Workplace Experience,” feature for column C– Course Title.
  - Filter column N–Course Status for N/A. This means the course code is active. Deprecated means the course code is retired.
  - Use other column filters to reduce options:
    - G-CTE Course
    - H-CTE Cluster
    - I-CTE Department
4. Within the course setup, select the individual WBL program type listed in the first bullet point. This is the data element sent to DPI for reporting.
5. Identify the school staff responsible for WBL. The educator descriptor may be Instructor of Record, Teacher.... The school staff is responsible for creating training

agreements and contract with employers, student supervision, and be the school contact. This meets criteria #5 and #6:

- *#5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.*
  - *#6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.*
6. The time of day for the WBL is not collected by DPI. Students often work outside of school hours. The WBL course meet could be any hour 0-9, 10...
  7. Grade the course. Grading can be pass/fail or grading per your school policy.
  8. Determine if the WBL is for credit or not. This meets criteria #4:
    - *#4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.*
  9. In the course handbook, identify the aligned subject matter content course(s) that prepare students for the WBL experience. The aligned course is not WBL. Students should be scheduled into the aligned course during the school year that they are completing the WBL experience hours. The student would have an aligned course and a WBL course on their schedule. This meets criteria #4:
    - *#4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.*
    - Example: Small Animal is a subject matter content course. This would not be identified as WBL in the course setup. A second course would be created and named, Agriculture-Youth Apprenticeship, Y1. In the course setup it would be identified as Career Education Program – Youth Apprenticeship to send the WBL data element. It would also use the roster code 4322. Students participating in Agriculture-Youth Apprenticeship, Y1 would also be taking the Small Animal course for subject matter content. The school decides if the Agriculture-Youth Apprenticeship, Y1 course is for credit or not. The course can show up on the students' transcript.

# Appendix E

## Qualtrics Survey Demonstration

1



**WISCONSIN DEPARTMENT OF  
Public Instruction**

Enter the student's WISEid below.

WISEid

2

Fiscal agent CTEC last name:  
Fiscal agent CTEC first name:

Student first name:  
Student last name:  
Unique student ID number:

District name:  
District code:  
School name:  
School code:

Instructional area code:  
Instructional area code name:

---

**Concentrator Graduate Follow Up Report**

Your cooperation in completing this study will allow us to better serve our present and future students and provide us with data that will help improve career and technical education programs. Thank you in advance for your participation in this study.

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Who is filling out this survey?

Student Contact     
  Second Party Contact     
  (No contact or no response)

3

**Current Educational Status**

Not attending any post-secondary institution

Attending a post-secondary institution

Other advanced training

No Response

4

**Post Secondary Institution**

|   | Program Length        |                       |                       | Public or Private     |                       | Location              |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|   | Certificate           | Associate Degree      | Bachelor Degree       | Public                | Private               | In-State              | Out-of-State          |
| Please indicate your current program of study if attending a post-secondary institution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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**Current Employment Status (Check Appropriate Item)**  
Employment includes all employment, full- or part-time.

Employed

Military

Volunteer of Peace Corps or a service program under the National & Community Service Act

Unemployed but seeking employment

Not in labor force and not pursuing employment

Deceased

No response to question

## STUDENT FOLLOW-UP STUDY

Your cooperation in completing this study will help to better serve our present and future students and provide data to improve career and technical education programs. Thank you in advance for your participation!

**Complete and return to:**

|   |
|---|
| <b>Student name:</b>  |
| <b>School attended:</b>                                     |
| <b>High school career pathway concentration (IAC code):</b> |

**1. Student contact status:**

- A Student contact
- AS Second-party contact
- D No contact or no response – End survey

**2. Current educational status (check appropriate item):**

- A Not attending any postsecondary institution
- B Attending a postsecondary institution – circle program length, public or private, and location type below.
- C Other advanced training

| Program Length |                  |                 | Public or Private |         | Location |              |
|----------------|------------------|-----------------|-------------------|---------|----------|--------------|
| Certificate    | Associate degree | Bachelor degree | Public            | Private | In-State | Out-of-State |

**3. Please indicate your current program of study if attending a postsecondary institution:**

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**4. Current employment status (check appropriate item). Employment includes all employment, including full- and part-time.**

- 1 Employed
- 2 Military
- 3 Volunteer for the Peace Corps or service program under the National & Community Service Act
- 4 Unemployed but seeking employment
- 5 Not in labor force and not pursuing employment
- 6 Deceased
- 7 No response to question

## Appendix F

### Industry Recognized Credential Data Reporting Requirements

Industry Recognized Credentials are certifications, credentials, or licenses that are vetted by employers and serve to recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. The IRC is endorsed by a nationally recognized trade association or

|  |  |  |
|--|--|--|
| <p>School and District Report Card</p> <p>Industry-recognized credentials (IRCs) are part of Career Education data reporting. State statute (<a href="#">Wis. Stat. 115.385</a>) requires DPI to report course data annually in Accountability Report Cards. This is presented in district and high school report cards for grades 9-12.</p> <p>“the number of pupils earning industry-recognized credentials through a technical education program established by a school board as described in <a href="#">s. 118.33(1)(g) 1. c.</a>”</p> <p>“Successfully completes a technical education program, established by the school board, in a subject or subjects.” <a href="#">118.33(1)(g) 1. c.</a></p>  | <p>Perkins V</p> <p>Career Pathway development</p> <p>District CTE or Career Readiness teams will also utilize IRC data to strengthen career pathway development. IRCs are used as one of the five size, scope, and quality components of a career pathway as defined by <a href="#">Carl D. Perkins: Strengthening CTE for the 21st Century Act</a>. CTE teams can utilize WISEdash for Districts to analyze IRC participation.</p> | <p>CTE Incentive Grants</p> <p>Limited to those <a href="#">approved by Department of Workforce Development (DWD)</a>, each year; must support worker shortage areas and meet DWD requirements; Directed by WI Statutes <a href="#">Wisconsin Legislature: 106.273</a></p> |
| <p>Create district organization method of reporting IRC by scheduling students into an identified course or add to individual student record.</p> <p>Report through Student Information System (SIS) and review in WISE.</p>   | <p>IRCs support career pathway development: size, scope, and quality. Career pathways are created for Perkins and Regional Career Pathways.</p> <p>IRCs are identified in Perkins grant and career pathway maps.</p>   | <p>Staff is assigned to CTE Incentive Grant application in WISEhome and reports students who earned <a href="#">approved DWD IRC</a></p> <p>Report through CTE Incentive Grant application. <a href="#">More information</a></p>   |
| <p>5 Program Names for IRC Data Collection in WISE:</p> <p>IRC - STATE APPROVED WTCS-Embedded Technical Diploma</p> <p>IRC - STATE APPROVED WTCS-Technical Diploma</p> <p>IRC - STATE APPROVED WTCS-Associates</p> <p>IRC - STATE APPROVED BUSINESS &amp; INDUSTRY</p> <ul style="list-style-type: none"> <li><a href="#">approved by DWD</a></li> </ul> <p>IRC - NOT STATE APPROVED</p> <ul style="list-style-type: none"> <li>Industry Recognized Credentials are certifications, credentials, or licenses that are vetted by employers and serve to recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. The IRC is endorsed by a nationally recognized trade association or organization in a particular industry. An IRC is a verification of a students' qualification or competence through a technical education program.</li> </ul> <p>Each student will need a final data element of <a href="#">Certificated Program Status Type</a> entered at the completion of the IRC to report properly for report card data. Reference SIS vendor guidance for software data entry instructions. Review students in WISEdata Portal and WISEdash for District before the December Career Education Snapshot.</p> |  |  <p>WISCONSIN<br/>DEPARTMENT OF<br/><b>Public<br/>Instruction</b></p>   |





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