Illinois State Board of Education

The New Career and Technical Education Course (CTEC) System
Agenda

- Welcome/Introductions
- ISBE’s Current Initiative
- CTE’s Current Initiative
- CTEC System Concepts
- Old Systems
- New CTE Data Collection
- Collection of CTE Student Data within SIS
- Transcript Coding Project Overview
- Key Dates
- Next Steps
- Career and Technical Education Website
- Questions
Welcome/Introductions

- **ISBE Key Team Members**
  - Connie Wise - Assistant Superintendent - Project Manager
  - Terry Chamberlain - Division Administrator – Data Systems
  - Mark Williams - Division Administrator – CTE
  - Marica Cullen - Division Administrator – Curriculum
  - Dora Welker - Principal Consultant – CTE
  - Gail Lieberman - Consultant – Curriculum

- **IBM Key Team Members**
  - Howard Hammel - Project Manager
  - Adam Lowery - Lead Business Analyst
  - Cornelia (Neli) Kelley - Lead Developer
ISBE’s Current Initiative

- State Identifier (SID) must be included on Transcripts
- Inclusion of Special Education data into SIS
- Inclusion of Career and Tech Education data into SIS
- Inclusion of Additional Assessment Data
  - Explore
  - Plan

Longitudinal Data System:
- Establish a State Educational Advisory Group
- Develop and Enterprise Data Warehouse
- Improve Data Quality
- Develop an Enterprise-Wide Architecture
- Link ISBE Unique State Identifier with Postsecondary and Employment
- Include Students from Non-Public and Private Schools

Presented at NCES conference July 2009
ISBE’s Current Initiative

- State standardization and collection of courses in Illinois
- Assigning of teachers to courses
  - Re-Write of Teachers Certification and Teachers Service Record
- Expansion of Early Childhood data (Birth to 3)
- Expansion of Post-Secondary and Workforce and Employment
CTE’s Current Initiative

- Encourage innovation and change

- Link Student data to CTE courses students are taking
  - Demographics
  - Enrollments
  - Assessment Data
  - Program Indicators

- Courses are approved before they are taught

- Real-time access to student and course data
Assigning CIPS and Courses to schools in the CTEC system

- More than one local course can be aligned to a state course
- Requirement for approval of all CIPS is a minimum of 2 Credits and a minimum number of course(s) selected
- Courses are arranged by groups.
  - Group 1 – Typically are introductory courses with a Credit of 1.0 or less
  - Group 2 – Typically are advanced courses (specialized) with a Credit of 3.0 or less
  - Group 3 – Round out the program, including coop
- Credit - A course credit (often credit hour, or just credit or "unit") is a unit that gives weighting to the value, level or time requirements of a course at a school or other educational institution.
Old Systems

- Understand Current Program Approval System (PAS)
  - Business Process
  - Architecture
  - Issues and Limitations

- Understand Current Illinois Student Information System (ISIS)
  - Business Process
  - Architecture
  - Issues and Limitations
New CTE Data Collection

- **New Career and Technical Education Course System**
  - Replacement for Program Approval System (PAS)
  - Users are ISBE and EFE directors
  - Limit of 300 courses

- **New Collection of Career and Technical Education data in SIS**
  - Replacement for Illinois Student Information System (ISIS)
  - Users are ISBE and Home school districts
  - Approximately 150,000 Students

- **Schedule**
  - State wide implementation school year 2011 (2010 – 2011)
New CTE Data Collection
Collection of CTE Student Data within SIS

- Home school is responsible for all student data

- Role based system
  - View Only
  - General User
  - Administrator (Grant Access) (School District Superintendent)
  - ISBE User

- IWAS interface for ISBE users

- IWAS interface for Schools users
  - Assign courses to students
  - Non-SIS data (All SIS data must be entered using SIS)
  - Search for student
  - Reports
    - Student
    - School
Transcript Coding Project Overview

✓ Step 1: Education For Employment (EFE) Training – August 2010
   ✓ Align local courses to State CTE courses
   ✓ Assign State CTE courses to schools

▪ Step 2: Transcript Coding Project - Aligning Secondary State Courses to Local Courses
   ▪ Webinar: October 4, 2010
   ▪ Workshops: October 21, 2010 – November 10, 2010
   ▪ Final Webinar: November 16, 2010
Transcript Coding Project Overview

- Step 3: Integrate State Course Codes Locally

- Step 4: Assign Students to State Courses Locally

- Step 5: Send Student Course Assignments to SIS
  - Enter additional information such as Term, Credit, Grade, etc…

- Step 6: Assign Teachers to State Courses Locally

- Step 7: Send Teacher Course Assignments to SIS
Transcript Coding Project Overview

Step 1 - EFE Training – August 2010

- Alignment of CTE courses are part of the overall course crosswalk and data entry
  - Individually determined by EFE
  - All CTE schools in an area belong to one EFE
  - EFEs will link local course codes to State course codes and share that information with School Districts (Includes ROEs, ACCs and Regional Programs) before October 15, 2010
  - School Districts can determine what State course code to use for their local assignments, based on EFE information
  - Courses on transcripts will map to State course codes
Transcript Coding Project Overview

- EFE Directors are using CTE specific materials
  http://www.isbe.net/career/default.htm
  - CTEC Career and Technical Education Course System
  - CTE State Course Catalog
  - CTE CIP Catalog
  - CTE State CIP and Course Catalog
  - CTE Course Alignment Tool

- CTE Course Assignments
  - Total Schools Assigned - 471
  - Total CIP Assignments - 5,500
  - Total Courses Assigned – 25,537
Transcript Coding Project Overview

- Federal Course Catalog
Transcript Coding Project Overview

- Federal Course Catalog - Criteria screen
Transcript Coding Project Overview

- Federal Course Catalog Report

CTE - Federal Courses

Subject Area: 01 - English Language Arts

Course ID: 01001  English/Language Arts I (9th grade)
English/Language Arts I (9th grade) courses build upon students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

Course ID: 01002  English/Language Arts II (10th grade)
English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author’s intent and theme and to recognize the techniques used by the author to deliver his or her message.

Course ID: 01003  English/Language Arts III (11th grade)
English/Language Arts III (11th grade) courses continue to develop students’ writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

Course ID: 01004  English/Language Arts IV (12th grade)
English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.
Transcript Coding Project Overview

- CTE State Course Catalog
Transcript Coding Project Overview

- CTE State Course Catalog – Criteria Screen
Transcript Coding Project Overview

- CTE State Course Catalog Report

### CTE - State Courses

**Subject Area: 10 - Computer and Information Sciences**

**Course ID: 10004A001  Computer Concepts and Software Applications**

Starting School Year: 2011  Ending School Year:  
Maximum Credit: 0.50

Computer Concepts and Software Applications is an orientation-level course designed to develop awareness and understanding of application software and equipment used by employees to perform tasks in business, marketing and management. Students will apply problem-solving skills to hands-on, real-life situations using a variety of software applications, such as word processing, spreadsheets, database management, presentation software, and desktop publishing. Students will explore topics related to computer concepts, operating systems, telecommunications and emerging technologies. The development of employability skills, as well as transition skills, will be included in the course as well as an understanding of the ethical considerations that arise in using information processing equipment and gaining access to available databases.

**Course ID: 10005A001  Information Processing I**

Starting School Year: 2011  Ending School Year:  
Maximum Credit: 3.00

Information Processing I is a skill-level course that includes the concepts and terminology related to the people, equipment, and procedures of information processing as well as skill development in the use of information processing equipment. Students will operate computer equipment to prepare memos, letters, reports, and forms. Students will create rough drafts, correct copy, process incoming and outgoing telephone calls and mail, and transmit and receive messages electronically. Students will create, input, and update databases and spreadsheets. Students will create data directories; copy, rename, move, and delete files, and perform backup procedures. In addition, students will prepare files to merge, as well as create mailing labels and envelopes from merge files. Students will learn to locate and retrieve information from hard copy and electronic sources, and prepare masters for a presentations using presentation software. Students will apply proper grammar, punctuation, spelling and proofreading practices. Accuracy will be emphasized. Workplace skills as well as communication skills (thinking, listening, composing, revising, editing, and speaking) will be taught and integrated throughout this course.
Transcript Coding Project Overview

- CTE CIP Catalog
Transcript Coding Project Overview

- CTE CIP Catalog – Criteria Screen
Transcript Coding Project Overview

- CTE CIP Catalog Report
Transcript Coding Project Overview

- CTE CIP Assignment Catalog

![CTE Course System](image_url)
Transcript Coding Project Overview

- CTE CIP Assignment Catalog – Criteria Screen
Transcript Coding Project Overview

- CTE CIP Assignment Catalog Report

**CTE CIP Assignments Catalog**

**School Year:** 2011

<table>
<thead>
<tr>
<th>Group 1</th>
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<th>Course Assignment School Year</th>
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</table>
Transcript Coding Project Overview

- CTE Course Assignment Catalog
Transcript Coding Project Overview

- CTE Course Assignment Catalog – Criteria Screen
Transcript Coding Project Overview

- CTE Course Assignment Catalog Report

### CTE Course Assignments Catalog

**School Year:** 2011

#### Subject Area: 10 - Computer and Information Sciences

<table>
<thead>
<tr>
<th>Course ID</th>
<th>State Course Title</th>
<th>Maximum Credit</th>
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#### Subject Area: 11 - Communication and Audio/Visual Technology

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<th>State Course Title</th>
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#### Subject Area: 12 - Business and Marketing

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<th>School Year</th>
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<td>2011</td>
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</tr>
</tbody>
</table>
Transcript Coding Project Overview

Step 2 – Transcript Coding Project - Aligning Secondary State Courses to Local Courses

- Resources box found on SIS home page located at www.isbe.net/sis
- Secondary State Course Catalog – List of all State courses
- Transcript Coding Project - Course Alignment Tool – The tool is available to districts for help aligning courses
- Transcript Coding Project – Sign-up for workshops http://www.isbe.net/ILDS/htmls/transcript.htm
- ILDS Main Page – Illinois longitudinal Data System http://www.isbe.net/ILDS/htmls/project.htm
Transcript Coding Project Overview

- 1447 Total State Courses
  - 33 Advanced Placement (AP) Courses
  - 83 International Baccalaureate (IB) Courses
  - 210 Career and Technical Education (CTE) Courses

- Separated into 22 different Subject Areas

<table>
<thead>
<tr>
<th>English Language and Literature</th>
<th>Business and Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Manufacturing</td>
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<tr>
<td>Life and Physical Sciences</td>
<td>Health Care Sciences</td>
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<td>Social Sciences and History</td>
<td>Public, Protective, and Government Service</td>
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<tr>
<td>Fine and Performing Arts</td>
<td>Hospitality and Tourism</td>
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<tr>
<td>Foreign Language and Literature</td>
<td>Architecture and Construction</td>
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<tr>
<td>Religious Education and Theology</td>
<td>Agriculture, Food, and Natural Resources</td>
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<tr>
<td>Physical, Health, and Safety Education</td>
<td>Human Services</td>
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<tr>
<td>Military Science</td>
<td>Transportation, Distribution and Logistics</td>
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<tr>
<td>Computer and Information Sciences</td>
<td>Engineering and Technology</td>
</tr>
<tr>
<td>Communications and Audio/Visual Technology</td>
<td>Miscellaneous</td>
</tr>
</tbody>
</table>
Transcript Coding Project Overview

- Download and Save the Transcript Coding Project - Course Alignment tool to your computer
  - The tool is located [http://www.isbe.net/SIS/](http://www.isbe.net/SIS/) (Under Resources → ISBE ILDS)

- Filter by Subject Area

- Using the “Find “Function in Excel

- Entering Local Course codes

- Save work periodically so changes are not lost
Transcript Coding Project Overview

Step 3 – Integrate State Course Codes Locally

- Create Crosswalk of Local Course codes to State Course codes
  - Course Alignment Tool (Excel)
  - Create database or crosswalk table (Access, sql, etc….)

- Work with EFE to align all CTE State courses

- Work SIS personnel to integrate State Course codes into your local student software package
Transcript Coding Project Overview

Note: When selecting State courses for CTE, ensure the Course Title includes the Term “CTE Course”

20109A001 Small Vehicle Mechanics
Small Vehicle Mechanics courses equip students with the knowledge and skill to repair and maintain engines in small vehicles (e.g., motorcycles, all-terrain vehicles, snowmobiles, and mopeds). Topics include (but are not limited to) maintaining frames and suspension, wheels and brakes, and drive trains; servicing fuel, exhaust, and electrical systems; performing tune-ups; and maintaining and repairing engines. Students may also learn safety on the job, employability skills, and entrepreneurship.

20110A001 Small Engine Repair | CTE Course
Small engine repair is an instructional program that prepares individuals to troubleshoot, service, and repair a variety of small internal-combustion engines, involving both two and four cycle engines used on portable power equipment. Planned activities will allow students to become knowledgeable of fundamental principles and technical skills related to troubleshooting, repairing, identifying parts and making precision measurements. Safety will be a key component of this class. Students will also be exposed to career opportunities related to small engines.
Transcript Coding Project Overview

Step 4 – Assign Students to State Courses Locally

- Work with local SIS personnel to assign students to state courses within your local student package
  - Includes, State Course codes, Term, Class Number / Section Number, etc…
Transcript Coding Project Overview

Step 5 – Send Student Course Assignments to SIS

- Files sent to SIS for Student Course records using the Course file format
  - Online
  - Batch
Transcript Coding Project Overview

- Student Demographic Enrollment and Program Indicator information (currently collected in SIS)

  - Student ID
  - SAP ID
  - Student Name (Last, First and Middle)
  - Lineage Code
  - Mother's Maiden Name
  - Race Code
  - Gender Code
  - Birth Date
  - Birth Place Name
  - Reading 1st Indicator
  - Reading Improvement Block Grant Indicator
  - Title 1 Indicator
  - Home Language
  - Native Language
  - Homeless Indicator
  - Migrant Indicator
  - Career/Tech Ed Indicator
  - SES Indicator
  - LEP Indicator
  - IEP Indicator
  - FRL/Low Income Indicator
  - 21st Century Program Indicator
  - Enrollment Type
  - Enrollment Date
  - RCDTS for Home School
  - RCDTS for Serving School
  - Entry/Grade Level
  - School Year
  - Full time Equivalent (FTE) Decimal
  - Exit Date
  - Exit Status
  - Exit Type Code
Transcript Coding Project Overview

- **Elements required for assigning Students to Courses**
  - Identifies Student

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<td>SID</td>
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<tr>
<td>Date of Birth</td>
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- Identifies School Where Course is Being Taught (Serving School)

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<tr>
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<td>Serving School</td>
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<td>School Year</td>
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Transcript Coding Project Overview

- **Elements required for assigning Students to Courses**
  - Identifies Unique Course

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<th>Requirement</th>
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<td>Final Letter Grade (Term)</td>
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Transcript Coding Project Overview

- **Elements required for assigning Students to Courses**
  - Identifies Unique Course

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<td>Total Attendance (Number of Classes)</td>
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<td>Actual Attendance (Number of Classes)</td>
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<td>Single Parents including Single Pregnant Women (CTE Courses only)</td>
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<td>Displaced Homemaker (CTE Courses only)</td>
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<td>Class End Date</td>
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<td>Class End Type</td>
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Transcript Coding Project Overview

- Future Student Course Assignment Reports
Transcript Coding Project Overview

- Future Student Course Assignment Reports

<table>
<thead>
<tr>
<th>State Course ID</th>
<th>State Course Title</th>
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<th>Service PCDTS</th>
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Transcript Coding Project Overview

Steps 6 & 7

- More information at the November 16, 2010 Webinar
## Key Dates

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Step 1 : EFE Training – August 2010</strong></td>
<td>8/24/2010 10/15/2010</td>
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<tr>
<td><strong>Step 2 : Transcript Coding Project - Aligning Secondary State courses to Local Courses</strong></td>
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<td><strong>Step 3 : Integrate State Course Codes Locally</strong></td>
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<td><strong>Step 4 : Assign students to State Courses Locally</strong></td>
<td>2/1/2011 7/31/2011</td>
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<td><strong>Step 5 : Send Student Course Assignments to SIS</strong></td>
<td>2/1/2011 7/31/2011</td>
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<td>- Submit CTE Courses</td>
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<td>- Submit all Secondary Courses (Pilot)</td>
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<td><strong>Step 6 : Assign Teachers to State Courses Locally</strong></td>
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<td><strong>Step 7 : Send Teacher Course Assignments to SIS</strong></td>
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Next Steps

- Communication is required between the EFE directors and the School Districts

- Sign up for October 4th, 2010 Transcript Coding Project Webinar - http://www.isbe.net/ILDS/htmls/transcript.htm

- EFE Directors need to complete assigning CIPs and courses to schools

- School districts need to ensure students are assigned to the appropriate course. CTE funding will be based off of State defined CTE courses.
Career and Technical Education Website

- Save or print courses, CIPs, and CTEC Course Alignment Tool from Career and Technical Education website located at [www.isbe.net/career](http://www.isbe.net/career)

- CTE Resources
  - CTEC CIP List
  - CTEC Course List
  - CTEC Course Alignment Excel Tool (if needed)
  - CTEC Data Elements
  - CTEC User Manual

- Additional Resources
  - Archived Meetings and Presentations
    - Webinar Playback
    - EFE Director’s meetings
Where to Direct Questions

- **ISBE Help Desk**
  - (217) 558-3600
  - help@isbe.net

- **CTEC Policy or Course Related Questions** will be directed to the Career and Technical Education Department

- **CTEC Technical Questions** will be directed to the IBM team
Questions