

2007 - 2008 Career Technical Education (CTE) Enrollment

Please read carefully. There are changes to the process.

DUE DATES

Fall (3rd Month): December 5, 2007

Spring (7th Month): April 2, 2008

Reporting CTE Enrollment Using SIMS

Planning & Performance Management
Career and Technical Education (CTE)
NC Department of Public Instruction - Secondary Education
Raleigh, NC

October 2007



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NOTE: Due to the use of legacy systems, the terms Career and Technical Education (CTE), Workforce Development Education (WDE) and Vocational Education (VocEd) are synonymous within this manual.

I. OVERVIEW

Career and Technical Education (CTE) collects an individual student enrollment record on every student in grades 6-12 who is enrolled in a CTE course. Collection of enrollment data supports the intentions of the Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) Federal Act or Public Law 109-270), requiring that special populations students (those classified as economically disadvantaged, with limited English proficiency, and disabled) and 504 students be identified to determine if they are receiving mandated services. In addition, General Statute 115C, S.154(0) requires that a system of continuing qualitative and quantitative evaluation of all vocational and technical education programs, services, and activities be established, maintained, and utilized periodically.

CTE enrollment data are generated at the end of the third and seventh school months. The official start dates are as follows:

Collected Data Due To Department of Public Instruction (DPI) By:

December 5, 2007 for Fall Enrollment

April 2, 2008 for Spring Enrollment

NOTE: Due to the use of legacy systems, the terms Career and Technical Education (CTE), Workforce Development Education (WDE) and Vocational Education (VocEd) are synonymous within this manual.

II. SUGGESTED STEPS IN REPORTING CTE ENROLLMENT DATA

Step 1 - Work with the central office Data Manager on the schedule for due dates for the CTE enrollment data to be transferred.

Step 2 - Work with the individual schools' Data Manager(s) to develop a schedule of due dates for processing of CTE enrollment data to ensure deadlines are met.

Step 3 - Collect and/or correct the miscellaneous special populations information for each student. Keep in mind that the students' data should be based on the last school day of the 3rd or 7th school month. Verify other information that is part of the data collection (correct seven-character course codes, all students have anticipated course of study, etc.). Follow local procedure to enter changes into SIMS file. The steps appear in Appendix A.

Step 4 - Verify that manual corrections/additions were made.

Step 5 - Instruct the school's Data Manager to continue with the VOCED3 or VOCED7 data builds for submission to the central office.

The instructions for using SIMS with CTE appear in Appendix A.

III. RESOURCES FOR VERIFYING INPUT DATA

A. WHO should be identified?

All students enrolled in career and technical education who fit in one or more of the below categories should be identified. A student can be classified as both disadvantaged and disabled.

1. Disabled (handicapped)
2. Economically disadvantaged
3. Academically (educationally) disadvantaged
4. Limited English proficiency
5. 504

B. Categories of SPECIAL POPULATIONS

1. Individuals with disabilities (identified via CECAS)
2. Individuals from economically disadvantaged families, including foster children
3. Individuals preparing for nontraditional training and employment
4. Individuals with other barriers to educational achievement, including individuals with limited English proficiency (and in North Carolina, academically disadvantaged and potential dropouts)

C. A DISADVANTAGED student meets one or more of the following criteria:

1. Individuals who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in career and technical education programs
2. Individuals who are members of economically disadvantaged families
3. *Individuals of limited English proficiency (LEP) who are having difficulty understanding the English language, due to the fact that English is not the common language in their home environments
4. Individuals who are dropouts, or who are identified as potential dropouts, from secondary school

D. An ACADEMICALLY (EDUCATIONALLY) DISADVANTAGED student meets one or more of the following criteria (Revised 11/02):

1. Individuals who score at or below the 25th percentile on a standardized achievement or aptitude test
2. Individuals whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0 scale)
3. Individuals who score below 2.5 (on which the grade "A" is weighted)
4. Individuals who fail to attain minimum academic competencies
5. Individuals who are potential dropouts
Potential dropouts are persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school. One or more of the factors listed below may generally identify students who are potential dropouts.
 - a. Consistent low achievement (two or more years below grade level)*
 - b. High rate of absenteeism
 - c. Non-promotion (being older than classmates)*

* Comparable to criteria for academically (educationally) disadvantaged

E. An ECONOMICALLY DISADVANTAGED student meets one or more of the following criteria:

1. Individuals who are eligible for Aid to Families with Dependent Children
2. Individuals who are eligible for benefits under the Food Stamp Act of 1977
3. Individuals who are eligible to be counted for purposes of Section 1005 of Chapter I of Title I of the Elementary and Secondary Education Act of 1965 as amended
4. Individuals who are eligible to receive free or reduced-price meals under the National School Lunch Act (identified via Child Nutrition Program data exchange)
5. Individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce

F. An INDIVIDUAL WITH DISABILITIES meets one or more of the following criteria:

1. Any student who has physical or mental impairment that substantially limits one or more of the major life activities of that individual, has a record of such an impairment, or is regarded as having an impairment
2. Any student certified as disabled under Individuals with Disabilities Education Act (IDEA)
3. Any student who is considered disabled under Section 504 of the Rehabilitation Act. The following categories and abbreviations have been established for disabled students:

AU	Autistic	OI	Orthopedic impairments
DB	Deaf/blind	DD	Developmentally delayed
EH	Behavioral emotional disabilities	SI	Speech/language impairments
EM	Educable mental disabilities	TM	Trainable mental disabilities
SP	Severe-profound disabilities	HI	Hearing impairments
LD	Specific learning disabilities	TB	Traumatic brain injuries
MU	Multi-disabled	VI	Visual impairments
OH	Other health impairments		

G. 504 Students

Students who are classified as 504 students under the Rehabilitation Act must have a 504 Accommodation Plan on file to be coded as a 504 student in SIMS.

H. Instructional setting

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

- No selection = If the student is not identified as a special populations student, no selection should be made. (If the system forces you to make a selection for these students, you may select MS.)
- MS = Mainstreamed with no special services or assistance provided to help the student be successful.
- SS = Mainstreamed with special services and/or assistance provided. NOTE: Students must be receiving services beyond eligibility identification for this coding to be selected.

- SP = Self-contained classroom for exceptional children whose area of exceptionality is of such a magnitude, and who have demonstrated, that they cannot succeed in regular career and technical education courses even with special services and assistance. These courses must carry the regular state course numbers, require the same competencies, and be taught by teachers who are certified in both the program area and disadvantaged and disabled.

Although you will not see EC information in SIMS when you are entering instructional setting codes, you should identify an instructional setting for EC students as well as other special populations students.

I. COURSE OF STUDY (for grades 9-12 only)

Each student in grades 9-12 *must* have a valid intended course of study. Last year's course of study will be listed for all students except for incoming freshmen (9th graders) and newly transferred-in students. These should be entered into the system during initial enrollment.

J. CAREER DEVELOPMENT PLAN (for grades 9-12 only)

CDP - All enrollees are to be coded either "yes" or "no." To be coded "yes" the student should have on file a four-year high school plan that includes academic and career and technical education courses appropriate for his or her designated career pathway.

CDP+ - Special populations CTE enrollees must have on file a career development plan that includes assessment results, career and technical education program support services and/or modifications to enable them to complete their respective career pathways.

IV. GENERAL INFORMATION

A. THE SIMS and NC WISE LIBRARY

<http://www.ncwise.org/ncwisesimslibrarytopics.html>

This web site contains documents that assist in the operation of the software, provide troubleshooting support, communicate information on student data related initiatives, and document technical specifications. These documents provide background, operational, and technical information for the Career Planning module in the current SIMS software. This module is used to provide graduate course of study information to the High School Accountability Model as well as track student progress toward course of study achievement.

B. REPORTING STUDENTS in CO-OP COURSES

2000-2001 was the last year the Department of Public Instruction collected "Teacher Co-op and Apprenticeship" data. DPI no longer requires collection of these data, although it may still be done at the LEA level if desired.

Below are instructions for coding students who are taking co-op courses.

Table 1 illustrates the coding structure for block scheduling. **Table 2** illustrates the coding structure for traditional scheduling.

	Table 1	Block Schedule
	1st Semester	2nd Semester
Option 1	6622-2 (classroom only)	6697-6 (co-op only)
Option 2	6622-6 (mixture of classroom & co-op)	6697-6 (mixture of classroom & co-op)

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

Table 2	Traditional Schedule
1st Semester	2nd Semester
6622-6 (mixture of classroom & co-op)	

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

C. VALIDATING STATE COURSE CODE NUMBERS AND TITLES

The official Course Coding Structure can be found in Appendix B and the list of CTE Course Codes for 2007/08 can be found in Appendix C. This may also be accessed through the PPMS help page or your regional planner. Please note that courses appearing in italics must have an approved modification request on file.

Use only the course codes on this list to identify students enrolled in CTE courses. It is critical that the correct course codes be used so that students will receive technical credit in the correct career pathway(s).

How to code Community College courses for Career and Technical Education

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

- 6499 Business and Information Technology Education
- 6499 Marketing Education

- 6999 Agricultural Education
- 7199 Family and Consumer Sciences Education
- 7399 Health Sciences (Health Occupations) Education
- 7899 Trade and Industrial Education
- 8999 Technology Education

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

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

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

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

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

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

D. FATAL/WARNING ERRORS DESCRIPTIONS

After data are submitted to DPI, a list of warning and fatal errors will be sent to each LEA using the secure FTP site. Fatal errors *MUST* be corrected before data can be accepted at NCDPI. Correction of warning errors is a local decision. While it is not mandatory that these warnings be corrected, it is helpful to the LEA to do so prior to the 7th month enrollment collection.

The list of fatal and warning errors appears in Appendix D and is attached to each error report. To provide for greater clarity, there are now separate lists for fatal and warning errors, with the list of fatals appearing first.

E. NONTRADITIONAL ENROLLMENT

DPI will identify nontraditional enrollees at the state level for males and females in courses that are nontraditional for each gender.

F. CODING STUDENTS ENROLLED IN CAREER CENTERS

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

Any school sending students to a Career Center must set up a course for these students that uses an internal course code different from the code used when the course is offered at the home school. The new course code should be linked to the same external course code as the original course. In the "course type" field, use the two-character code from the list below to identify at which Career Center the course is taught.

Any Career Center that does not appear on this list is not acknowledged as an official Career Center by Department of Public Instruction. Do not make any changes to the CTE data. Postassessment data should be identified for upload by the students' home schools.

Do not use any course beginning with "Z" for any student not attending a Career Center. Existing SIMS files ***MUST*** be checked to ensure that a course type beginning with "Z" has not been used in the past.

Career Centers and Their Codes:

ZB	340-332	Career Center, Winston Salem
ZC	410-589	P.J. Weaver Education Center, Greensboro
ZD	550-330	Lincoln Technology, Lincolnton
ZE	780-331	Robeson County Career Center, Lumberton
ZF	900-366	Union County Career Center, Monroe
ZH	970-391	Wilkes County Career Center, Wilkesboro
ZI	110-350	Career Education Center, Asheville
ZL	140-305	Caldwell Career Center, Hudson
ZM	491-305	Mooreville N.F. Woods Tech/Arts, Mooreville

APPENDIX A:

PREPARING TO ENTER OR CORRECT CTE ENROLLMENT DATA IN SIMS

A. CREATE A LIST OR FILE OF CHANGES NEEDED IN THE SIMS DATA

The school-level Data Manager will need to work with the local CTE Administrator to develop a schedule to ensure complete CTE Enrollment data will be entered or corrected prior to the date needed by the central office. To facilitate collection of these data for entry, the Data Manager can:

1. Print the VEIS Headcount Roster (R-141) for the CTE Administrator or designee to use to make handwritten corrections and/or entries to the student records.
2. Create an ASCII file by running the VOCED3 or VOCED7 data build. The file can then be opened in Microsoft Excel and changes entered in RED.

After changes have been made on the R-141 Report on in the Excel file, follow local procedure to enter the changes into SIMS.

B. ENTER CHANGES IN SIMS

The following are the steps to enter changes into SIMS.

1. Go to the main menu of SIMS and select # 7

Enter Selection **7**

THE SCHOOL SYSTEM	
0	Return to Operating System
1	Student Scheduling
2	Academic Progress
3	Daily Attendance
4	Period Attendance
5	Exceptional Children/Willie M
6	Career Planning
7	Vocational Education
8	Student Driver's License
9	Students at Risk
10	Optical Mark Input
11	Utilities
12	Data Exchange Facility
13	InterGrade Data Exchange

B. ENTER CHANGES IN SIMS (continued)

2. Select #1 Student Records

Vocational Education	
0	Return to Previous Menu
1	Student Records
2	Directories
3	Reports

1. Choose #1 Vocational Education Data

Student Records	
0	Return to Previous Menu
1	Vocational Education Data

2. The following screen displays students who were entered into the database last year. Three options are displayed at the top of this screen.

- Add** – Allows the entry of new students.
To add a student, key in the student ID number.
- Change** – Allows access to a student's record in order to make changes to the current data.
To change a student's information, select the student's ID number, then make the necessary changes.
- Delete** – Allows for the removal of a student from the database. Note: A student may be deleted but deletion is not necessary. When a student is no longer enrolled, the name will appear with a withdrawal code beside it.
To delete a student, select the student from the list. *Even though deleting is not necessary, it will shorten the edit report when R-141 is printed again for the VEIS (CTE) coordinator to proofread.*

VOCATIONAL EDUCATION DATA

Enter Selection 1 Add 2 Change 3 Delete

Vocational Education Data										
STUDENT	SEI	504	CDP	CDP+	AD	ED	LEP	IS	Withdrawn	
1023	CURTIS R	WILLIAMS	Y	N	Y	N	Y	Y	N	SS
1033	PHILLIP J	BATTS	N	N	Y	Y	Y	N	N	SS W2 01/10/2002
1092	DUJUAN	GARDNER	N	N	Y	Y	Y	N	N	SS W6 06/10/2002
3403	KIMBERLY JOY	BUCK	N	N	Y	Y	Y	N	N	SS
3405	ADRIAN L	DRIGGERS	N	N	Y	Y	Y	N	N	SS
3421	AMY NICOLE	TAYLOR	N	N	Y	Y	Y	N	N	SS W1 01/10/2002
3433	LATOYA M	BROWN	N	N	Y	N	Y	Y	N	SS
3446	TANECIA D	SUTTON	N	N	Y	N	N	Y	N	MS

Continued...

B. ENTER CHANGES IN SIMS (continued)

5. To create NCVOCED3 for transfer using Data Exchange Module, go to the main menu of SIMS and select option 10 - Data Exchange Facility.

Enter Selection **10**

THE ELEMENTARY SCHOOL SYSTEM	
0	Return to Operating System
1	Student Scheduling
2	Grade Reporting
3	Daily Attendance
4	Exceptional Children/Willie M
5	Vocational Education
6	Student Driver's License
7	Students at Risk
8	Optical Mark Input
9	Utilities
10	Data Exchange Facility

6. From the Data Exchange Facility, select #1 – Queue Management

Data Exchange Facility	
0	Return to Previous Menu
1	Queue Management
2	File Builder
3	File Transfer
4	Import Data

B. ENTER CHANGES IN SIMS (continued)

7. Select #5 – Load a Run

- Enter Selection 5
- | | |
|---------------------------------|--|
| 1 - Submit Queue | 7 - Move Requests |
| 2 - Delete Selected Requests | 8 - Restore the queue's original order |
| 3 - Delete All Requests | |
| 4 - Save the Queue as a 'Run' | |
| 5 - Load a 'Run' into the Queue | |
| 6 - Delete a 'Run' | |

Request Queue						
LINE	TYPE	REQUEST IDENTIFIER	RUN	RUN'S CREATOR	SELECTION	SELECTED? (Y/N)
No Entries						

B. ENTER CHANGES IN SIMS (continued)

8. From the list of Runs displayed on the screen, select "NCVOCED3" for Fall (3rd month) build and "NCVOCED7" for the Spring (7th month) build.

QUEUE MANAGEMENT

Run Code to Load NCVOCED3

Runs			
RUN CODE	DESCRIPTION	SCHEDULED DATE	PREREQUISITE RUN
DBTIMSSS	TIMS Data Build - Scheduling		
NCTEST	Testing Data Build		
NCVOCED3	Voc Ed Month 03 Data Build		
NCVOCED7	Voc Ed Month 07 Data Build		
PRECODE	Testing Pre-code Data Build		
TRAS400	AS/400 Electronic Transfer		
TRCLUP	Delete all Transfer Files		
Continued...			

B. ENTER CHANGES IN SIMS (continued)

9b. Once queue has been submitted, you will be prompted to allow paper changes. Select N.

Q U E U E M A N A G E M E N T

Printing will pause between forms to allow you to change the paper.

Is this what you intend? (Y/N) **N**

Queue processing will start at **:** (00:00 - 23:59)
(leave blank to start immediately)

Request Queue

LINE	TYPE	REQUEST IDENTIFIER	RUN	RUN'S CREATOR	SELECTED? (Y/N)
1	FTP	Backup/Cleanup	NCVOCED3		Y
2	FBP	Voc Ed Month 03 Data	NCVOCED3		Y
3	141	VEIS Headcount Roster Month 03	NCVOCED3		Y
4	VEX	Voc Ed Month 03 rename file	NCVOCED3		Y

B. ENTER CHANGES IN SIMS (continued)

10. The final step in the creation of the VOCED build is the submission of the request:

QUEUE MANAGEMENT

The queue will be submitted.

Printing will pause between forms to allow you to change paper.

Please ensure that the printer is turned on and that the paper required for the first report (given the queue's shown ordering) is lined up.

Do you want to proceed? (Y/N)

Request Queue

LINE	TYPE	REQUEST IDENTIFIER	RUN	RUN'S CREATOR	SELECTED? (Y/N)
1	FTP	Backup/Cleanup	NCVOCED3		Y
2	FBP	Voc Ed Month 03 Data	NCVOCED3		Y
3	141	VEIS Headcount Roster Month 03	NCVOCED3		Y
4	VEX	Voc Ed Month 03 rename file	NCVOCED3		Y

11. Follow these steps:

- a. Use the "Data Exchange Module" from the main menu
- b. Select Option 1 - "Queue Management" in the Data Exchange Facility
- c. Select Option 5 - Load a run
- d. Select TRDISK - running TRDISK will rename this file
- e. Select Option 1 - Submit Queue
- f. After upload, keep disks on file and/or forward to the VEIS Coordinator.

C. PREPARING THE CTE ENROLLMENT DATA FOR PICKUP AT THE LEA CENTRAL OFFICE

Step 1 - Check the VOCED folder in the AS400 to discard any old data. This step must occur before the upload date even if you plan to reschedule your pickup.

Step 2- Schools submit data to the Central Office for upload.

Step 3 - Load to the PC through a utility that DPI has given you called COS40PC.EXE. You can check <http://www.ncwise.org/cos40.html> for instructions on this procedure and to make sure you have the correct version loaded on your PC.

Step 4 - Transfer the disks from the PC to AS400 mapped drive.

Step 5 - Files are processed on the AS400 through COS for pickup by DPI staff.

Step 6 - If you are unable to meet the scheduled pickup dates, you will need to contact Gail Adams at 919/807-3905 to schedule another transfer date.

D. HELPFUL REPORTS TO VERIFY DATA SUBMITTED ARE CORRECT

Report 141 - *VEIS Enrollment Headcount* -- This report shows all the information for each student.

Report 194 - *Requirements Profile* -- This report profiles how all courses the student has taken affect his or her fulfillment of the requirements needed for each requirement set.

Report 170 - *Subject Area Assignments* -- A master list of courses being taught this school year with their descriptions, teacher assigned, credits given, semesters taught.

Report 118 - *State Course Code Maintenance Report* -- This report sorts by internal course code (defined in the Courses directory) within External (State) Course Code Number. This allows you to verify that appropriate courses have been assigned to each State Course Code number.

**APPENDIX B:
OUTLINE OF THE COURSE CODING STRUCTURE FOR NC FOR 2007 - 2008**

The course coding system has a blocked structure. Each course is identified by a seven character code. These seven characters are grouped into four blocks. The first block (first four characters) identifies the subject area. The first two characters of the subject area block identify the DISCIPLINE, and the third and fourth characters identify the individual COURSE within the discipline. The second block of 1 character (fifth character of the course code) indicates the ACADEMIC LEVEL and for CTE Courses should be 0, 2, 5, or 6. The third block, again 1 character (sixth character of the course code), indicates the GRADE LEVEL for which the course is designed. **This character should always be “X” for CTE Courses for grades 9 – 12 and “Y” for CTE Courses for Grades 6-8.** The last block of one character shows the LENGTH of the course. Symbolically, the course code and its four blocks look like this:

DD	CC	A	G	L
----	----	---	---	---

Discipline/ Course	Academic Level	Grade Level	Length of Course
-----------------------	-------------------	----------------	---------------------

APPENDIX C: LIST OF COURSES

Career Development

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

Business & Info Technology Education

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

Marketing Education

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

+ Eligible for honors

International Baccalaureate program

Italic/red Requires an approved modification request to use this number

(Marketing, continued)

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

Agricultural Education

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

Family & Consumer Sciences

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

(FACS, Continued)

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

Health Occupations Education

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

Trade & Industrial Education

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

(Trade & Industrial, Continued)

7631 Electronics I
 +7632 Electronics II
7633 Electronics III
 7641 Metals Manufacturing I
 7642 Metals Manufacturing II
7643 Metals Manufacturing III
7651 Electro-Mechanical Technology I
7652 Electro-Mechanical Technology II
7653 Electro-Mechanical Technology III
 7661 Welding Technology I
 7662 Welding Technology II
7663 Welding Technology III
 7711 Masonry I
 7712 Masonry II
 7713 Masonry III
 7721 Construction Technology I
 7722 Construction Technology II
 7723 Construction Technology III
 7741 Electrical Trades I
 7742 Electrical Trades II
7743 Electrical Trades III
7751 Air Condition/Refrigeration I
7752 Air Condition/Refrigeration II
7753 Air Condition/Refrigeration III
7761 Plumbing I
7762 Plumbing II
7763 Plumbing III
 7810 Cosmetology - Intro
 7811 Cosmetology I
 7812 Cosmetology II
7813 Cosmetology III
 7821 T & I Cooperative Training I
 7822 T & I Cooperative Training II
7823 T & I Cooperative Training III
7831 Law Enforcement I
7832 Law Enforcement II
7833 Law Enforcement III
 7899 Community College Trade & Industrial
 7901 Scientific & Technical Visualization I
 +7902 Scientific & Technical Visualization II
7903 Scientific & Technical Visualization III
 7911 Printing Graphics I
 7912 Printing Graphics II
7913 Printing Graphics III
 7921 Drafting I
7931 Commercial Art I
7932 Commercial Art II
7933 Commercial Art III
7935 Digital Media I
7936 Digital Media II
 7941 Photography I
 7942 Photography II
 7943 Photography III
7951 Programming and Broadcasting I
7952 Programming and Broadcasting II
(Trade & Industrial, Continued)
7953 Programming and Broadcasting III

+ Eligible for honors
 # International Baccalaureate program
 Italic/red Requires an approved modification request to use this number

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

Technology Education

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

(Technology Education, Continued)

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

APPENDIX D: FATAL AND WARNING ERRORS

2007-2008 Career and Technical Education FATAL Error Codes

- 1A LEA NUMBER must be correct.
 - 2A SCHOOL NUMBER must be correct.
 - 5A EFFECTIVE DATE (format CCYYMMDD): CCYY must equal 2007 for month 3 and must equal 2008 for month 7; MM must equal 10, 11 or 12 for month 3 and must equal 03, 04 or 05 for month 7.
 - 6B REPORTING YEAR code (format CCYY/YY) must be equal to 2007/08 or 2007 2008
 - 8A STUDENT NUMBER must be numeric.
 - 8B STUDENT NUMBER must not be duplicated within this school.
 - 9A STUDENT's NAME must not be blank.
 - 20A GENDER code must be M or F.
 - 21A ETHNICITY code must be AMIN, ASIA, BLCK, HISP, MULT or WHITE.
 - 22A Student's GRADE code must be 06, 07, 08, 09, 10, 11 or 12.
 - 23A Student's MEMBERSHIP STATUS (ATTENDANCE CATEGORY) must be MED1, MST1, VED1 or VST1.
 - 25A HANDICAPPED (DISABLED) CONDITION code must be AU, DB, DD, EH, EM, HI, LD, MU, OH, OI, SI, SP, TB, TM, VI, NONE or blank.
 - 34B COURSE code #1 (four-digit) must be a valid CTE course for 2007-2008 for grades 9-12.
 - 35B COURSE code #2 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
 - 36B COURSE code #3 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
 - 37B COURSE code #4 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
 - 38B COURSE code #5 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
 - 39B COURSE code #6 (four-digit) must be a valid CTE course for 2007-2008 or blank for grades 9-12.
- Please note that since there can be as many as six courses for which a student can be enrolled, there are six corresponding errors, 34B-39B.)
- 40A CAREER CENTER must be blank if there is no Career Center in the LEA or if a student in an LEA with a Career Center is enrolled in a course in the home school. CAREER CENTER must have a Career Center alpha code if the student is enrolled in a CTE course in the Career Center.
 - 41A ECONOMICALLY DISADVANTAGED must be Y, N or blank for grades 9-12.
 - 42A ACADEMICALLY DISADVANTAGED must be Y, N or blank for grades 9-12.
 - 43A LIMITED ENGLISH PROFICIENT must be Y, N or blank for grades 9-12.
 - 45A TRANSFER MONTH must be 3 during the third month transfer or must be 7 (6 for Wake County) during the seventh month transfer.

2007-2008 Career and Technical Education WARNING Error Codes

- 3A ORIGINATION CODE should include the version of SIMS (NC) or NCWise (WI) or Custom (CU) as the first two characters and should not be blank.

- 4A RUN DATE (format CCYYMMDD) identifies the system date on which the headcount was produced. CCYY should be 2007 for month 3 and should be 2008 for month 7.
- 6A REPORTING YEAR CODE (format CCYY/YY) should be equal to 2007/08
- 7A SOCIAL SECURITY NUMBER should not be blank.
- 7B SOCIAL SECURITY NUMBER should not be duplicated within the school.
- 12A STREET ADDRESS should be included for grades 11-12.
- 14A CITY NAME should be included for grades 11-12.
- 15A ZIP CODE should be included for grades 11-12.
- 16A TELEPHONE AREA CODE should be included for grades 11-12.
- 17A TELEPHONE NUMBER should be included for grades 11-12.
- 18A Student's BIRTHDATE should be later than student's graduation year minus 21 (years).
- 18B BIRTH MONTH should not be blank but should be in the range 01-12. DAY should be in the range 01-31, depending on the birth year and month.
- 18C BIRTHDATE should not be blank.
- 19A AGE should be numeric and in the range 10-21.
- 24A ACADEMICALLY GIFTED code should be Y or N and should not be blank.
- 26A CUMULATIVE GPA should not be blank for grade 9 second semester or for grades 10-12 (both semesters).
- 27A COURSE OF STUDY should be CP, CTP, CPCT, GNRL, CRP, OCC or VOC for grades 9-12.
- 28A CAREER DEVELOPMENT PLAN (CDP) should be Y or N for grades 9-12 and should not be blank.
- 30A CDP PLUS should be Y if student is academically disadvantaged (AD), economically disadvantaged (ED), limited English proficient (LEP), section 504 (S504) or disabled for grades 9-12.
- 32A SECTION 504 code should be Y for students in grades 9-12 who have a Section 504 accommodation plan on file. It should be N or blank for all other students in grades 9-12.
- 33A COURSE GRADE LEVEL #1 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33B COURSE GRADE LEVEL #2 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33C COURSE GRADE LEVEL #3 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33D COURSE GRADE LEVEL #4 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33E COURSE GRADE LEVEL #5 should be X for grades 9-12 or Y for grades 6 - 8 .
- 33F COURSE GRADE LEVEL #6 should be X for grades 9-12 or Y for grades 6 - 8 .
- 34A COURSE CODE #1 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- 35A COURSE CODE #2 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- 36A COURSE CODE #3 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- 37A COURSE CODE #4 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- 38A COURSE CODE #5 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- 39A COURSE CODE #6 (four-digit) should be a valid CTE course for 2007 - 2008for grades 6-8.
- (Please note that since there can be as many as six courses for which a student can be enrolled, there are two sets of six corresponding errors, 33A-33F and 34A-39A.)
- 44A INSTRUCTIONAL SETTING should be mainstreamed (MS), special services (SS) or self-contained (SP) if the student is AD, ED, LEP, 504, single parent or disabled for grades 9-12. If the student is not AD, ED, LEP, 504, single parent or disabled, instructional setting should be blank, MS or (default) 99.

SECURE FTP SITE INFORMATION:

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

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

Additional information on how to use the Secure FTP site is posted in the files area of the VoCATS site at Yahoo!Groups.

IMPORTANT PHONE NUMBERS AND EMAIL ADDRESSES:

Gail Adams
Help Desk

919-807-3905
919-807-4357

gadams@dpi.state.nc.us
Help@dpi.state.nc.us