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Introduction

The WyCTE Collection is a software platform on which to conduct annual local negotiations and data reporting for districts that received Carl D. Perkins funds. The data collection portion requires reporting of data at the individual student level. This data will satisfy the state and federal requirements for reporting on Carl D. Perkins CTE Performance Indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. These indicators are defined and explained in more detail on page 5 of this document. The local negotiations portion of this platform requires a back and forth negotiation of performance indicator targets between LEA personnel and WDE personnel.

School Districts are required to submit a variety of data collections each year. The data collected by the Wyoming Department of Education (WDE) is critical and essential to the continual growth of Wyoming’s education system. It is widely agreed upon that you need quality and timely data to inform the work of stakeholders such as students, teachers, administrators, parents, and policymakers to most appropriately impact the teaching and learning process.

Department CTE staff will be available to assist districts to provide complete, accurate data before certifying their schools, courses and students on the WyCTE Collection platform. This collection is accessed through the Department forms inventory, downloaded, completed, and uploaded by the district to the Department. The WyCTE Collection data is meant to be used by the WDE for state and federal reporting requirements, Wyoming Legislature, and district employees. It is inaccessible to the general public.

This guidebook serves as the definitive instruction set for data reporting and negotiations within the WyCTE Collection platform.

WyCTE Collection Authority

The authority for the WDE to collect CTE data by means of the WyCTE Collection is listed below:

Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(c)(2)

The authority for the WDE to facilitate local negotiations of performance targets for indicators by means of the WyCTE Collection is listed below:

Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(b)(4)(A)
Important Definitions

**WyCTE Collection:** The software platform used to facilitate Perkins local negotiations and data reporting. The WDE software development team has built the system to fit the needs of users.

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

**Participant:** At the secondary level, a *CTE participant* is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.

**SCED Code:** School Courses for the Exchange of Data - a voluntary, common classification system for secondary school courses. Classification is based on a five-digit Course Code that provides a basic structure for classifying course content. Additional elements and attributes provide descriptive information about each course. These must be submitted to the WDE each year in the 638 Collection, and are required for the additional 29% state CTE funding. CTE courses eligible for the 29% funding are found in subject areas 9-21. WDE is currently using SCED Version 3.0 Resource found at [http://nces.ed.gov/forum/SCED.asp](http://nces.ed.gov/forum/SCED.asp)

**SCED Coding Courses (18520G1.012)**
- The first two numbers in the SCED code refers to the subject area. CTE courses are typically found in 9-21.
- The next three numbers describe the course. Refer to the SCED Version 3.0 resource for guidance.
- The letter identifies course level, ie: rigor. The levels include: Basic, General, Honors, Enriched, College and No specified rigor.
- The next two numbers are available Carnegie unit, ie: 1.0 or 0.5
- The last two numbers identify a sequence of courses. The example above, is listed as the first class in a two course sequence. ie: 1 of 2
- It is important for this data collection system that *no two SCED codes and course name are identical*.

**CIP Code:** The Classification of Instructional Programs provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. These codes are assigned to CTE programs in order to determine whether or not a program would be considered nontraditional for either gender.

**Local Negotiations:** This is the process of negotiating performance targets for each of the Core Indicators of Performance. This process occurs as an exchange between WDE CTE staff and LEA/IHE staff annually in early spring for the current program year.
Core Indicators of Performance
Definitions & Calculations

Indicator 1S1 - Academic Attainment, Reading/Language Arts:
❖ **Numerator** - number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) in the reporting year.
❖ **Denominator** - number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP in the reporting year.
❖ **Calculation** - CTE concentrators entered in the DSC R1 CTE Edition platform are matched with ACT data collected by the WDE (NOTE: per Federal guidelines, only students whose scores were included in the statewide AYP computation are included). For example, for the 2015-2016 school year, CTE concentrators were matched with all 11th graders who took the ACT in Spring 2016.

Indicator 1S2 - Academic Attainment, Mathematics:
❖ **Numerator** - number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) in the reporting year.
❖ **Denominator** - number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP in the reporting year.
❖ **Calculation** - same as calculation for Indicator 1S1.

Note: The Every Student Succeeds Act (ESSA) was signed into law on December 10th, 2015, reauthorizing ESEA. As the WDE begins transitioning to ESSA and incorporating provisions of the new law, the definitions and calculations for Indicators 1S1 and 1S2 will change. This document will be updated to reflect the changes when they are official.

Indicator 2S1 - Technical Skill Attainment:
❖ **Numerator** - number of CTE concentrators who passed end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.
❖ **Denominator** - number of CTE concentrators who took end of program technical skill assessments that are aligned with industry-recognized standards, if available and appropriate.
❖ **Calculation** -
  ➢ If in a pathway that has CTE online assessment delivered via the NOCTI online assessment platform, including the 21st Century Skills Assessment, the calculation is based on:
    ■ Concentrators over proficiency cut score
    ■ Concentrators who took CTE online assessment
  ➢ If in an engineering pathway and completed Project Lead the Way (PLTW):
    ■ # of Concentrators with GPA >= 3.0 in PLTW courses
- # of Concentrators who completed PLTW program
  - If in a pathway that offers an industry-certified assessment (including ASE for automotive):
    - Concentrators who passed an industry certified assessment
    - Concentrators who took an industry certified assessment

**Indicator 3S1 - Secondary School Completion:**
- **Numerator** - number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.
- **Denominator** - number of CTE concentrators who left secondary education during the reporting year.
- **Calculation** - CTE concentrators who were noted as having graduated or dropped out of secondary education (as entered in the DSC R1 CTE Edition system) during the reporting year (e.g. 2014-2015) are identified. Calculation is based on:
  - Graduates
  - Graduates + Dropouts

**Indicator 4S1 - Student Graduation Rates:**
- **Numerator** - number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.
- **Denominator** - number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.
- **Calculation** - AYP graduation rate calculations are based on prior year's graduation information. For example, 2014-2015 AYP decisions are based on the 2013-2014 graduation rates. Given this, we use prior year's graduation rates to calculate this indicator. The WDE creates a graduation cohort using a listing of all graduates from 2013-2014, for example, along with all dropouts from 2011-2012 through 2013-2014. Only students who are noted as graduating on time (within 4 years) are included in the analysis.

Then, all CTE concentrators in the database who were expected to graduate by Spring 2014 are pulled, including those who were identified as concentrators as sophomores, juniors and seniors. This is done so that once a student becomes a concentrator, they will be included in the graduation cohort appropriate for their grade level. The Perkins files are merged and duplicate students are removed so that each field pertains to a unique concentrator. This file, containing all concentrators expected to graduate in 2014, is merged to the graduation cohort listing. This allows the WDE to identify CTE concentrators who graduated and dropped out, thus allowing an accurate calculation of this indicator.

Note: The Every Student Succeeds Act (ESSA) was signed into law on December 10th, 2015, reauthorizing ESEA. As the WDE begins transitioning to ESSA and incorporating provisions of the new law, the definition and calculation for Indicator 4S1 will change. This document will be updated to reflect the changes when they are official.
Indicator 5S1 - Secondary Placement:

- **Numerator** - number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (e.g., unduplicated placement status for CTE concentrators who graduated by June 30, 2016 would be assessed between October 1, 2016 and December 31, 2016).
- **Denominator** - number of CTE concentrators who left secondary education during the reporting year.
- **Calculation** - CTE concentrators who left secondary education during the prior year and were followed up with are included in the calculation of this indicator (students for which follow-up was not completed are excluded). The indicator calculation is as follows:
  - CTE concentrators in advanced placement
  - CTE concentrators who were followed up with

Indicator 6S1 - Nontraditional Participation:

- **Numerator** - number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- **Denominator** - number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
- **Calculation** - total number of participants who are in a non-traditional occupational field (as determined by CIP code assigned) are first counted. Counts are then examined by gender to determine the percentage of participants who are in the non-traditional fields according to gender. For example, nursing is a non-traditional male profession while engineering is a non-traditional female profession. Participants whose gender matches those in a non-traditional program (e.g. females in an engineering program) are considered non-traditional participants whereas participants whose gender does not match a non-traditional program (e.g. males in an engineering program) are considered traditional participants. Calculations are based on:
  - Non-traditional CTE participants
  - Non-traditional + traditional CTE participants in non-traditional programs

Note: This indicator is calculated using unduplicated counts (e.g. each participant is assigned to ONE primary program and CIP code).

Indicator 6S2 - Nontraditional Completion:

- **Numerator** - number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
- **Denominator** - number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.
- **Calculation** - CTE concentrators who completed a program during the reporting year are identified. The total number of concentrators in a non-traditional field (as determined by CIP code assigned) are determined using the latest federal guidelines for occupational fields that are considered non-traditional for each gender. This is compared to each concentrator’s gender to determine if a concentrator is a non-traditional student (see Indicator 6S1 for examples). Calculation is based on:
  - Non-traditional CTE Concentrators who completed a program in a non-traditional field
  - Non-traditional + Traditional CTE Concentrators who completed a program in a non-traditional field
Negotiation and Collection Schedules

Local negotiations will occur in early spring, and will end upon final certification by the district superintendent. The data collection timeline will occur as follows: 1) Import Schools (you will do this prior to starting Negotiations); 2) Edit Schools; 3) Import & Path Courses; 4) Import & Edit Students; 5) Conduct Follow-Up; and 6) Enter Follow-Up Data. All of the steps are dependent on completion of the prior step. For example, the user may not edit schools until he/she has imported schools. Data entry must be complete and certified by mid-June. This timeline is meant to be a general guide that can be referenced year-to-year, though there may be some variation in due dates depending on the year.

Note: timeline based on federal reporting schedule set forth by the Carl D. Perkins Career and Technical Education Act of 2006, SEC. 113(c)(2).
Access and Roles

The WyCTE Collections platform can be accessed by either of the following methods:

❖ On the WDE Career and Technical Education page, under the menu titled CTE Pages, you will see a link titled WyCTE Collection. This link will take to the home page shown below. (http://edu.wyoming.gov/in-the-classroom/career-tech-ed/)
❖ This link will take you directly to the WyCTE Collection home page, shown below. https://portals.edu.wyoming.gov/cte/

The screenshot below will be your Home screen. Before you can sign-in, you will need to have a fusion username and password. Contact the Fusion administrator at your district for assistance, or contact Susan Williams at susan.williams@wyo.gov. You will also need to have the appropriate roles assigned.

USER ROLES:

❖ Negotiations
  ➢ WyCTE Collection Negotiators: this is the person(s) who will be entering targets and negotiating with the WDE during the Negotiation process.
  ➢ WyCTE Collection Negotiation Approvers: this is the person (usually the Superintendent) who will certify and approve the negotiated targets.

❖ Data Reporting
  ➢ WyCTE Collection Users: This is the person(s) who will be doing the bulk of the data entry, including student and enrollment information, career pathway alignment, etc.

*Keep in mind, the district can decide who has which roles. The roles do not need to be different people, however each role provides slightly different access.*
To login to the WyCTE Collection site, you will:

1. Type [https://portals.edu.wyoming.gov/cte/](https://portals.edu.wyoming.gov/cte/) into your internet browser (we recommend you save it as a favorite).
2. Click **Sign In** in the upper right hand corner of the homepage.

The page below will be where you sign in.
Instructions - Negotiations

STEP 1: IMPORT SCHOOLS

❖ Once logged in, click on Schools at the top of the page.

❖ The next screen will be the one shown below. Check to make sure that the current school year is displayed, then click Import School(s).

❖ Click the checkboxes for each school in your district that is supported with Perkins funds. If the district has multiple high schools, please be sure to select all applicable schools. Junior high schools and middle schools should not be imported for the purposes of this collection.

❖ Click Import School(s).
Once you have imported your schools, you will see a screen similar to the screenshot shown below. If you have multiple schools, you should see them all displayed on the Schools screen in this view.

Schools for Cowboy County District #1

- When schools are imported, you may begin negotiations.

**STEP 2: BEGIN NEGOTIATIONS**

- To begin the negotiation process, click on **Negotiations** on the school screen.

If you see the “Have not begun” symbol (similar to the screenshot below), the WDE has not set initial targets, yet. The WDE will notify district Perkins Coordinators of the date that initial targets are set and negotiations can begin.

**Perkins Local Negotiations**

**NOTICE:** Not all 50% thresholds were met for last year. An improvement plan will need to be sent to the state. Download a sample plan.

To obtain your performance results and determine which indicators have been meet, please download School's Indicator Report. Please expect an email from the WDE the week of February 10th containing instructions for the 2013-14 Local Negotiations. Included in this email will be an update timeline and the initial offers provided by the WDE for your school to accept or decline.
The screenshot below shows that the WDE has proposed a target for Indicator 1S1. The purple graduation cap symbol indicates that you can proceed with negotiating the respective target on behalf of the school.

You will notice that the performance indicator results history for the past three program years is displayed. This information should help to identify trends in data, or possibly help you to calculate reasonable targets based on three-year averages.

There is an Export to Excel function that will allow you to export all performance target results and negotiations history to excel for download.

The following are true regarding WDE initial targets:

➢ Student count targets (details on page 14) will always be defaulted to six (6) students.
➢ Targets for which actual school performance was above 95% the prior year will always be defaulted to 95%. It is not recommended to negotiate a target higher than 95%.
➢ The formula for calculating initial targets (percentages) is: Last Year’s Actual Performance \( \times 0.05 + \) Last Year’s Actual Performance. For example, 36.2 \( \times 0.05 = 1.81 + 36.2 = 38.01 \).

To begin negotiating a target performance level for an indicator, click on the indicator link. For example: 1S1: Academic Attainment: Reading/ Language Arts.
Perkins Local Negotiations

Notice: If any of the 90% thresholds were not met for last year, an improvement plan will need to be sent to the state. Download a sample plan.


Back to Schools Gebo High School

Export to Excel

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Program Year 2016-2017</th>
<th>Program Year 2015-2016</th>
<th>Program Year 2014-2015</th>
<th>Program Year 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading/Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>Actual</td>
<td>90%</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>6 students</td>
<td>7 students</td>
<td>N/A</td>
<td>30.03%</td>
<td>0.00% (0/1)</td>
</tr>
<tr>
<td>1S2: Academic Attainment: Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>Actual</td>
<td>90%</td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>6 students</td>
<td>7 students</td>
<td>N/A</td>
<td>41.02%</td>
<td>0.00% (0/1)</td>
</tr>
</tbody>
</table>

A negotiation window will appear that displays “LEA” with the purple graduation cap. Click Reply.

Negotiation Details for 1S1: Academic Attainment: Reading/Language Arts

Indicator: 1S1: Academic Attainment: Reading/Language Arts
Measurement Definition:
- Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.
- Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP in the reporting year.

WyCTE Collection Guidebook 14
You have the option to accept or decline the proposal (see screenshot below). If you accept, the option to enter another proposal will no longer be available. You will still have the option to enter a comment, though comments are not required. In order to finalize the acceptance, click Save at the bottom of the box.

If you decline, you will be required to enter your counter-proposal in the box labeled Proposal. Anytime you decline an offer and make a new proposal, you will be required to enter a comment as documentation of your justification for the change. In order to finalize your offer, click Save at the bottom of the box.

Important note: the option exists to change your target from a percentage to a student count, and visa versa. The only situation in which a student count target would be applicable is one in which the anticipated denominator for the indicator is equal to or less than six (6) students. For smaller schools, this is often the case.

➢ Example: Indicator 1S1 reflects a proficiency in reading/language arts based on ACT scores. This indicator is measured using data generated by CTE concentrators who are Juniors/11th Graders, who took or will take the ACT within the current program year. A negotiator may decide to negotiate a student count for this indicator if he/she knows that there are only four (4) CTE concentrators who are juniors this year.

➢ When a student count is negotiated, proficiency is not measured. The determination of whether or not the indicator is met is based on the actual number that ends up being reported in the denominator only.

Once your response is saved, you may navigate to the next indicator one of two ways:

1. Click Next Indicator in the blue navigation bar toward the top of the page;
2. Click Previous Indicator in the same navigation bar; or
3. Click *Back to Negotiations* in that same navigation bar, then click the link for the indicator you would like to work on next.

- Repeat this process for all eight of the indicators, and for each school that was imported.
- When counter-offers are proposed by the WDE, an email will be generated and sent to the negotiator as an alert that new proposals are ready for LEA review.

**STEP 3: FINALIZE NEGOTIATIONS**

This back and forth negotiations process will continue until final performance targets are agreed upon by both the LEA and the WDE. Once all indicator targets are complete for the school, the indicator page will look like the screenshot below.
Negotiated targets must be approved by the district superintendent, or the individual who has been assigned the *WyCTE Collection Negotiation Approver* role for this application. That individual will be sent an email when ALL indicator targets for a school are ready for final review.

- The indicator targets will either be approved or declined, on an individual basis, by the Approver.
  - If declined by Approver, negotiations process will resume for the indicator(s) that were declined, and process will repeat.
  - If approved, negotiations process will be complete for the school and no further action is necessary. The screenshot below reflects final approved negotiations.

The Negotiations Approver is typically the district superintendent. In order to review and approve targets, the Approver must follow these steps:
1. Login to the WyCTE Collection ([https://portals.edu.wyoming.gov/cte/](https://portals.edu.wyoming.gov/cte/)) using Fusion username/password;
2. Click on *Schools*, then *Negotiations* for the relevant school;
3. Click Approve Targets next to the school name;
4. A pop-up box will give the option to approve targets one-by-one, or Approve All;
5. Click Save.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Program Year 2016-2017</th>
<th>Program Year 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
</tr>
<tr>
<td>1S1: Academic Attainment: Reading/ Language Arts</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
### Accept or Decline Proposal

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Proposal</th>
<th>Decision</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading/ Language Arts</td>
<td>90.00%</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>1S2: Academic Attainment: Math</td>
<td>90.00%</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>2S1: Technical Skill Attainment</td>
<td>6 students</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>3S1: Secondary School Completion</td>
<td>78.75%</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>4S1: Student Graduation Rates</td>
<td>6 students</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>5S1: Secondary Placement</td>
<td>6 students</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>6S1: Nontraditional Participation</td>
<td>70.00%</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
<tr>
<td>6S2: Nontraditional Completion</td>
<td>95.00%</td>
<td>□ Approved □ Declined</td>
<td></td>
</tr>
</tbody>
</table>
This process should be completed for all schools that were imported for your district.
Instructions - Data Entry

STEP 1: VIEW SCHOOLS

❖ Congratulations, you have imported your schools and completed negotiations! The next step is to begin data entry.
❖ To start, login to the WyCTE Collection and navigate to the Schools page.
❖ Click on the View link next to the school you would like to begin editing data for.

The View screen will display the statuses of the different school information categories. Items highlighted in green are items that are complete, while those highlighted in red are incomplete. If you are a returning user, this page will reflect the data that was rolled over and entered the previous year. As categories are completed, they will turn from red to green.
❖ To proceed with editing school, click on Edit at the top of the screen.

STEP 2: EDIT SCHOOLS

❖ The Edit screen looks like the screenshot below. You are now able to edit the information for your school. While you are working, you will be able to click Save and return to any screen at any time.

Alert: For schools that were imported/edited last year, some of the information will be populated from last year’s collection. Please update any information that is not current. Once updated, you must save and validate.
➢ **Follow Up Methods/Process Description:** Simply identify how your district plans to contact last year’s senior concentrators for follow-up. You may check more than one follow-up method.

➢ **Articulation:** You must click *YES* or *NO*. If YES, then select the college(s) that you have an agreement with.

➢ **School Size:** This is the enrollment for the entire school.

➢ **Dual/Concurrent students:** Total number of **CTE concentrators** enrolled in CTE courses offered for dual or concurrent credit during the entire school year. This number can reflect duplicate CTE students if they are in multiple courses. This should be the total count of CTE concentrators enrolled in a class that is offered for dual or concurrent enrollment - not just those who are enrolled to earn college credit.

➢ **Integrated and Coordinated Instruction:** In these two fields, write brief descriptions of the ways in which you link secondary/post secondary and ways in which CTE and academic core instruction are integrated within the school.

After completing each section, click *Save and then Validate*. Once you have validated this screen, you will be able to proceed with importing courses.
CTE COURSE APPROVAL PROCESS - WDE additional 29% State funding

The approval process is determined by the criteria under the education resource block grant model pursuant to W.S 21-9-101(b)(i)(J) and W.S 21-13-309(D)(III). In order for courses to be approved for additional funding, they must meet the following:

1. Have a CTE teacher certified by PTSB for the vocational area instructing the course;
2. Have a sequence of three or more courses within an occupational area or career cluster;
3. Courses must be taught in grades 9-12 and within the local junior and/or high school.

❖ See instructions for CTE course approval on page 45 of this Guidebook.

IMPORTANT NOTE: Users will NOT be able to import their school’s courses until the course approval process is complete. The CTE course approval must be finalized before any further steps can be completed in the WyCTE Collection.

STEP 3: IMPORT SCHOOL’S COURSES

The courses that are imported into the WyCTE Collection are extracted from the WDE638. The only courses that are displayed are those listed under subject codes 10-21, though you will have access to all courses offered at the school(s). For more information on SCED Codes see the glossary on page 4 in this document or http://nces.ed.gov/forum/SCED.asp.

❖ Click on Import School’s Courses.

STEP 4: COMPLETE COURSE INFORMATION

STEP 4a: Concurrent

❖ The courses that have been reported by the district as being concurrent enrollment courses will populate in this section. This list may be incorrect/incomplete. Please edit to include all concurrent courses that are being offered during the current school year.
➢ To add a course, select a career cluster from the drop down menu (e.g. Human Services). The platform will then sort course based on that cluster. Select the course that is being taught for concurrent credit, then click Add. The course will appear in the course list.

➢ To delete a course, simply click on the Delete button to the left of the course title.

<table>
<thead>
<tr>
<th>Concurrent Enrollment CTE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a Career Cluster:</td>
</tr>
<tr>
<td>Select a Course:</td>
</tr>
<tr>
<td>Add</td>
</tr>
</tbody>
</table>

Drag a column header and drop it here to group by that column

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Sced Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cull Arts I</td>
<td>22203GG.0014</td>
</tr>
<tr>
<td>ACCT 1050</td>
<td>12104GG.0012</td>
</tr>
</tbody>
</table>

**STEP 4b: PATH COURSES**

❖ After importing courses, you will assign them to a Career Cluster and Pathway. This process will look different depending on whether you are working on a brand new school or a returning school.

❖ If you are working on a returning school, you will notice the following after importing your courses:

➢ All courses that were organized under a pathway/cluster last year will be rolled over to the current year within the same pathway/cluster framework;

➢ Courses that were removed from the WDE638 will show up highlighted in **RED** and will be marked as “Retired.” They will remain displayed in the pathway only if you choose to keep them there for your reference. **You may delete these retired courses if you would like to remove them from your list.**

<table>
<thead>
<tr>
<th>Career Cluster: Business Management &amp; Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Pathway: Business Information Management</td>
</tr>
<tr>
<td>Edit  × Delete Computer Applications I 1041 10004GG.0012</td>
</tr>
<tr>
<td>Edit  × Delete Intro to Business 1031 12151GG.0014</td>
</tr>
<tr>
<td>Edit  × Delete Web Page Creation I 1032 10201GG.0014</td>
</tr>
<tr>
<td>Edit  × Delete Business Law 1033 12054GG.0012</td>
</tr>
<tr>
<td>Edit  × Delete BUSINESS APPLICATIONS 1055 10005GG.0011</td>
</tr>
<tr>
<td>Edit  × Delete Algebra I 1001 02052GG.0011</td>
</tr>
<tr>
<td>Edit  × Delete College Comp Info Systems 1088 10002GG.0011</td>
</tr>
<tr>
<td>Edit  × Delete Computer Graphics I + H 1068 10202GG.0014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Pathway: General Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit  × Delete Entrepreneurship A - H 1070 12999GG.0034</td>
</tr>
</tbody>
</table>
New courses, or courses that are on the WDE638 that were not placed into a pathway last year will populate at the top of your CTE Courses list (see screenshot below) and will need to be added to a cluster/pathway.

If you are working on a new school, you will need to path courses according to the instructions below.

Pathing courses can be done two different ways:

Option 1:

Select a Cluster (e.g. Finance)
➢ A list of corresponding pathways will populate in the next drop-down box. Select the appropriate Pathway.
➢ In the next drop-down box, select a course that will be assigned to that pathway. Click Add.

❖ You will repeat this process for each relevant cluster, pathway and course. Each pathway may contain one or more courses. You may include **not more than one** non-CTE course in each pathway. Note: this must be an intentional integration of academic core with CTE. Once you have added multiple courses, you will notice the program beginning to sequence the courses for you, like the screenshot below.

Option 2:
❖ Click the *Edit* button next to a course in the list.
❖ The following box will appear.

![Assign Career Pathway](image)

❖ You may select a cluster and a pathway for the course and click *Update*.

❖ Repeat this process until all courses are successfully placed in pathways.
  ➢ If a course is not being taught the current year, but is taught on even/odd years, assign it to a pathway anyway. It will be recognized the following year and this step will not need to be completed again.
  ➢ If the drop-down menu doesn’t give you the pathway option you need, you will need to use Option #1 to path the course.

❖ If you would like to delete a course from the list, simply click *Delete* to the left of the course title. The following are VERY IMPORTANT to consider prior to deleting a course:
  ➢ If the course was rolled over as part of a previously established pathway, deleting the course could impact students concentrating in that pathway;
  ➢ If the course is a stand-alone course (not part of a sequence of three), it should STILL be added to a cluster/pathway in order to account for CTE participants who should be included in the Perkins performance indicator calculations;
  ➢ If you accidentally delete a course, you can add it again via Option #1.

❖ You may manually import an academic core course if you would like to identify it as part of a CTE pathway (e.g. Geometry within the Construction pathway). Federal regulations require that no more than one academic course be included in a single CTE pathway.
❖ Select the cluster and pathway within which the academic course should be added.

❖ On the drop-down menu for courses, CTE courses are separated from academic courses with a dotted line. Select the course and click Add. This course will be added to the appropriate pathway.

❖ Once all your courses are pathed, there will be no courses left unpathed. All courses will be organized within a cluster and pathway, including lone courses, like the screenshot below.
STEP 4c: MAP PATHWAYS TO CIP CODES

Now it’s time to attach CIP codes to all of your pathways. Remember, this will determine which pathways are considered nontraditional for males or females. If you are working on a returning school, all CIP code mappings will roll over from the previous year.

If you are working on a new school, you’ll start with a clean slate, reflected in the screenshot below.

❖ To add OR change CIP codes to pathways:
  ➢ Select a career cluster. The drop-down menu will only display clusters that you have courses pathed to.
  ➢ Next, select the appropriate pathway. Again, only pathways you previously identified will be displayed.
  ➢ Finally, select the appropriate CIP code for the cluster/pathway. This drop-down box only displays CIP codes that have been mapped to the identified cluster/pathway.

❖ Again, you may save your work at any time and come back to it.

❖ Once you are finished mapping your CIP codes your page will look like the screen below.

STEP 5: VALIDATE and CERTIFY SCHOOL

❖ When you have all courses pathed, CIP codes assigned and the edit school page complete, you will Save and then Validate.
If the page is unable to validate, you will receive an error with a list of tasks to complete prior to a successful validation. Make the changes suggested in the error. You MUST save changes in order to validate the updated information.

Once school is validated with no errors, you will be able to Certify your school.
➢ Simply click Certify at the top of the page. Once certification is complete, you will not be able to edit this page without administrative permission from the WDE.

You are now ready to import Students.

STEP 6: IMPORT STUDENTS

The Import Students function will not be available until mid-April. This timeframe is dependent on the final snapshot of the WDE684. You will have from April 15 to June 15 to edit students.

➢ Click on Import Students.

After you click Import Students you will notice a screen color change, as shown below.
This screen identifies that your school is certified, enrollment is imported and you are ready to start editing students. Click Back to Schools.

**STEP 7: EDIT STUDENT INFORMATION**

Note: If you click View on the schools screen, you will be taken to the school summary screen. If you click edit, you will be taken to the same view screen but you will be unable to edit.

- You are now ready to edit your students. Click the Students link.

When you click Students, you will see a page similar to the screenshot below. You now be able to proceed with editing students.

A couple of things to note, here:

- If you have returning students from the previous year (concentrators and/or participants), they will be rolled over and displayed here. The best way to see which
students are returning and which students are new is to sort by “Type.” The students who are rolled over will automatically be populated as Concentrators or Participants.

- Just grab the “Type” column heading with your mouse and drag to the sort bar as shown in the screenshot below.

All information that was entered for those returning students last year will be pre-populated for this year. You will just need to be sure and update any information that has changed for the students.

STEP 7a: Review and Create Students

- Compare your list (generated by Student Information System, such as PowerSchool) of CTE students with the list that populates here. This list of students is generated based on student enrollment in CTE courses. You have the option to add students if they are not reflected on the list.
- If you click Create Student, you will be taken to the screen shown below. You will only able to search by WISER ID.

STEP 7b: Begin with editing individual students, working down the list.
Click on the WISER ID in front of the student name to see the student information summary page.


You will notice that some of the information is pre-populated for you from the WDE684. If the student is a returning student, information may also be pre-populated based on information you entered last year. The pre-populated information is reflected in the green boxes. Double check that the information appears accurate, then proceed with entering the missing information (red boxes).

Click on the Edit button at the top of the page.

The edit screen is shown below. Begin editing.
The courses the student is enrolled in will be pre-populated, however, you may want to add additional courses. You can do that in the Career Pathways through Student Enrollment section.

- **General Student Information**: All of this should be populated for you. Select the correct CTE type (participant, concentrator). You will not be able to submit your collection unless you have selected a CTE type.
- **Race and Ethnicity**: This will be populated for you.
- **Eligibility Categories**: In this section, you may check all that apply. For assistance and/or clarification of categories, please refer to the attachment at the end of this document titled “Definitions of Special Populations.” Note: Starting in the 2016-17 program year, many of the eligibility categories will be pulled from other collections (e.g. economically disadvantaged, students with disabilities, etc.). You will notice that there aren’t as many to choose from, and this is why.
- **Concurrent Enrollment**: Based on individual student enrollment. Did the student take concurrent courses in CTE? If so, how many and for how many college credits? If he/she has taken concurrent CTE courses, add the course in the Concurrent Enrollment field shown below.
➢ **Career Pathways through Student Enrollment:** Student enrollment should be populated for you. If the student is taking courses that are not listed, you can add them in this step. *Note: For students that were rolled over from last year, the enrollment record from previous years will be displayed.*

![Career Pathways through Student Enrollment](image)

➢ **Career Pathway to CIP Code:** This section is very important. Attach a CIP code to the student, based on his/her primary pathway. If the student happens to be taking courses in multiple pathways, you will select his/her primary/default pathway when you assign the CIP code. Simply click *Set Default*. The row containing the pathway you identified as the default will be highlighted in green.

- For students that were rolled over from the previous year, the default pathway will be pre-populated here. If the pathway hasn’t changed, simply leave it as is.
- If the pathway changed from the previous year, you will need to go ahead and assign the student a new default pathway.

![Career Pathway to CIP Code - Perkins IV Crosswalks](image)
Now it is time to Save and Validate. Once validated, you will see the screen below. Again, if there are errors or missing information, they will be listed and you will need to correct them prior to final validation.


Click Next Student or Previous Student in order to continue moving through your student list. You may also click on Back to Students at any time in order to check the completion status of your student list.

➢ The screen will look like the screenshot below. You will notice that the “Information” box is highlighted green. This indicates that this section is complete, however, if you click on the Information link, you will still be able to go back and edit this student’s information.

➢ If the student has been identified as a concentrator, you will see Career and Assessment links now available to edit. These links will be available on the Student Edit screen (for concentrators) and also on your student list screen.

STEP 8: EDIT STUDENT CAREER

➢ Click on the Career link/button.
You will see the following screen. Note: If this student is was rolled over from last year, all of the career information will be pre-populated. Just make any changes, if necessary, then save and validate.
➢ **Education Status:** You will have 4 options in this drop-down menu: Returning next year, Transferred or moved, Graduated this year, and Dropped out of secondary education. Select the option that best describes the student.

➢ **Career Plan:** Does the student have a plan to pursue post-secondary education/training and/or a career after leaving secondary education?

➢ **Complete CTE Pathway and an Assessment:** This is asking if your student has completed ALL courses in the pathway.

➢ **Did this student participate in any Career and Technical Student Organizations (CTSO)?** Select “Yes” or “No,” then select all CTSOs that apply.

➢ **Work-Based Learning Experiences:** Did the student participate in any work-based experiences? Select all that apply.

❖ Once you complete this page click Save, and then Assessment.

---

**STEP 9: EDIT STUDENT ASSESSMENT**

*Note: this section will be easiest to complete AFTER your district has administered technical skills assessments, however, you do not need to wait on assessment delivery if you know which assessments will be administered to which students. It is very important to be as accurate as possible in this section.*

❖ You will see this screen and be prompted through a series of questions. If you have questions about the type of assessment the student took (or will take), your NOCTI Site Coordinator or Co-Coordinator should have a list of assessments given to all students.

❖ If you click “NO” in answer to the first question, you will be asked to provide a reason. Your options will include:

➢ Student has already been assessed in this pathway.

➢ Student has not completed the full course sequence and is not prepared to take the assessment.

➢ Other

   ■ If you click *Other* you will be asked to type a reason in the text box.
❖ If you click “YES”. You will be prompted through a series of questions. Your answer to each question will determine the next question. For example, if your student is in an Automotive pathway, you will be asked if they have taken the ASE.

If you answer YES to industry certified exam, the system will prompt you to select an exam that is related to the student’s primary pathway. If the test that this student took is not in the dropdown menu, you will need to contact Loralyn O’Kief at the WDE (loralyn.okief@wyo.gov) to request that the assessment be added to the list.

➢ NEW in 2018: for the purposes of state accountability, you will now be required to upload documentation reflecting the student’s score on and industry certified exam OR Project Lead the Way end of program assessment. Documentation must be in PDF format and can include: 1) copy of student certification; 2) copy of assessment score sheet reflecting final score.

❖ If the student took a Wyoming Pathway Assessment, you will be prompted to select the specific assessment. The drop-down menu will only list the assessments related to that student’s primary
pathway. Again, if he/she took an alternative Wyoming Pathway Assessment, you will need to contact the WDE.

❖ If the student took a NOCTI Job Ready assessment, you will be prompted to select which assessment. Again, the assessments listed in the dropdown menu are those assessments linked to the student's primary pathway. If an assessment was taken that is not in the dropdown menu, contact the WDE to get the appropriate assessment listed.

❖ As you navigate through the assessment prompts, you will notice they follow closely with the assessment flowchart you were provided in the Wyoming Perkins Technical Skills Assessment Options booklet.
The NOCTI 21st Century Skills assessment will be the final option. This assessment should only be administered in cases where no other assessment is available in the primary pathway.

Once the assessment page is complete, click Save. You will now have the option to proceed to Next Student, Previous Student, Information, Career or Back to Students.


If you would like to check the student’s overall status, or the status of your student list, click Back to Students. You will see something similar to the screenshot below for the student you have edited.

The student’s entire row should now be shaded in green, indicating that the student is complete. You will be able to go back and edit; this just reflects that all fields for this student are complete.

You will notice at the top of the Students page (see the screenshot below), a running count is listed for you. Before you are finished with the student section:

- Each one of your students listed should be either a participant or a concentrator.
- Each one of your students must have all data entered (every row should be shaded green).
When both of the above are completed, the blue Certify button will become activated.

Once all of your student information is entered and complete, you may certify your data. Simply click Certify at the top of the page. This must be done by June 15.

TIPS:
- Make sure all of your students are shaded in green.
- Concentrators should have the career and assessment pages completed.
Congratulations, your spring data entry for Perkins is complete!

Instructions - Follow-Up Data Entry

STEP 1: NAVIGATE TO SCHOOLS

Starting on October 1st of each program year, you will be able to begin entering follow-up data for students who left secondary education during the previous program year. These are typically the students who were senior concentrators and didn’t return.
➢ Note: The follow-up window is always October 1st - December 31st. This is the window in which you will be required to actually conduct the follow up with your students (email them, call them, etc.). Follow up data is due to be certified in the middle of January.
   ❖ To start, login to the WyCTE Collection and navigate to the Schools page.
   ❖ Click on the Follow Up link next to the school you would like to begin editing follow-up data for.

### Schools for Cowboy County District #1

<table>
<thead>
<tr>
<th>View</th>
<th>Edit</th>
<th>Negotiations</th>
<th>Students</th>
<th>Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
<td></td>
<td>25</td>
<td>Items per page</td>
</tr>
</tbody>
</table>

#### Follow-Up students at Gebo High School for 2016-2017

0 of 2 have been followed up.

To enter follow-up information for a student, follow these steps:

❖ If it’s easier for you to track, you may export your follow-up list to Excel. There is an “Export to Excel” button in the top left corner of the screen.
❖ You will need to eventually enter all information into the WyCTE Data Collection application. Click on the student’s Wiser ID # to begin entering the data.
❖ The follow up screen will display all of the information that needs to be entered.
The categories should be entered as follows:

- Check all boxes that apply to the student’s status at the time of follow up. The following are considered “Advanced Placement:”
  - Enrolled in Community College
  - Enrolled in 4yr College or University
  - Advance Training/Tech School
  - Military
  - Related Employment

- The rest are not considered “Advanced Placement.”
- If none of the options apply, click Other. You will be required to enter something in the dialogue box if you make this selection (e.g. African Safari).
- Select the student’s location at the time of follow up. The location will always be defaulted to Wyoming, but should be changed to reflect student’s actual location.
- Select “Yes” or “No” to indicate whether or not the student was followed up with during the collection window. If you select “No,” the student will not be included in the calculation for the follow up performance indicator (5S1).

- When all information has been entered for the student, click Save.
- To move through your student list, click Next Student or Previous Student.
- When done, or to check your progress at any time, click Back to Students.
- Students who are complete will be highlighted in green.
STEP 3: CERTIFY STUDENT FOLLOW UP DATA

To certify student follow-up data, simply click on Certify in the upper right hand corner of the screen.

❖ Congratulations! Your student follow up data is complete.
CTE Course Approval Process

All CTE courses, submitted on the WDE638, will be sorted and extracted on February 1. CTE courses listed by SCED code, subjects 10 - 21, will then be imported into the WyCTE Data Collection. The WDE will review your district/school course list for course approval. Districts/schools will have the opportunity to make edits, ask questions and negotiate approved list prior to final approval and posting on Fusion.

STEP 1: Beginning the Process
❖ Anyone working with the CTE Course list will need CTE Course Approval Access. The Fusion Administrator at your district will need to grant that permission. If you are already listed as a WyCTE Data Collection User, you are already assigned the appropriate role for CTE Course Approval.
➢ If you have access to the WDE638 in Fusion, you will automatically have rights to the CTE Course Approval process in WyCTE Data Collection.
❖ The person identified at the district in charge of CTE course approvals and listed in the collection as such, will receive an email when WDE has completed initial review of the school/district course listing. At this time the user may:
➢ Make any suggested edits.
➢ Inquire as to why a course has/has not been approved.
➢ Approve the list as it is.

STEP 2: CTE Course Approval
❖ Log into the WyCTE Data Collection site (https://portals.edu.wyoming.gov/cte/) using your Fusion Username and Password.
❖ Select the school you will be editing.
❖ Click on Course Approval.
❖ If you have multiple schools that you are responsible for, click the code in front of the school you will be editing first.

Schools for Cowboy County District #1

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2016-17 District Course Approval

- Your screen will look like the screen shot below. You are able to filter the course list by dragging and dropping the tabs shown by the arrow,
- I would recommend that for the initial negotiations, you filter only by school. (Drag and drop status to the status tab below.

2016-17 Cowboy #1 District Course Approval

- Your screen will now look like the shot below and will list all CTE Courses in ascending numerical order.
STEP 3: Edits and Negotiation
❖ The courses that are highlighted in green are those courses that are on this year's WDE638 AND last year's CTE approved course list. This does NOT mean that they will automatically be approved this year. (ie: the district dropped courses and there is no longer three courses in the subject area.)
❖ If the course is listed as approved, the WDE has approved this course for CTE funding.
❖ If the course is listed as conditional, a note will be attached as to suggestions for possible approval.

![Image of a table showing course approvals and statuses]

STEP 4: Editing the CTE Course
❖ Select the arrow in front of the course listed conditional.
❖ The expanded box will instruct you of suggested changes to the SCED code or Course name to make the course possible for approval.
❖ See the image below, the note suggests that the SCED code for this course should end in .5011.
❖ The course has its own unique SCED code, is still in sequence with the pathway, should not read .5013.
❖ You have the option to make the changes.
STEP 4a: Editing the CTE Course

❖ If you choose to make the edit, simply click on the SCED code, you will get a pop-up window in which you are able to edit with the suggested changes.
❖ Then click Save Changes.
❖ Once you have saved changes, you will see that the course status will then be changed to reclassified.
❖ You will continue this process until you have reclassified all of the conditional courses.

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STEP 4b: Negotiating the CTE Course
❖ If the course is listed as Rejected, you have the option of asking the WDE; 1. Why is this course not approved? 2. What can I do to get this course approved? or 3. Make additional notes.
❖ Click on the Status box.
❖ You will get a pop-up window labeled “NOTES.” You are then able to type your question.
❖ Continue this process until all questions you have are addressed.
❖ Click Save Changes.

STEP 5: First Edit Complete
❖ Once you have edited the courses and/or asked all the questions for any rejected courses, you will will email the WDE.
Click email, you will get a pop-up window that you can type in or simply send. This will alert us that your list is ready for review.

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STEP 6: WDE Response to Edit

- Once the WDE has gone through your edits and questions. We will either approve or reject the courses.
- You will receive an email from the WDE stating your CTE Course list is ready for review.
- The courses that were approved with changes will display highlighted in yellow.
- The course edit/negotiation can continue until all changes are complete from both parties.
STEP 7: Updating your WDE638
❖ Once you are satisfied with the approved course list, you will need to make any changes on your WDE638. The courses that are not highlighted will need to be changed on the WDE638.
❖ Export your approved list to an Excel document, the courses that need to changed will be highlighted in yellow.
❖ Make the changes on your ORIGINAL WDE638 and resubmit the WDE638.

STEP 8: Validating your CTE Course list.
❖ Once you have re-submitted the WDE638, the WDE638 will be reloaded into the WyCTE Data Collection. This process will take place overnight - you will want to wait until the next day to check it.
❖ Log in, click course approval, then click VALIDATE.
❖ When all of the courses that were submitted on the new WDE638 are the same as the CTE Approved Course list, all courses will be highlighted in green.
❖ If a course on the list is not highlighted in green, you will need to make the correction on the WDE638, resubmit and validate again.
❖ You will continue this process until ALL courses are highlighted in green.

STEP 9: Certifying your CTE Course list.
❖ After validation and when ALL courses are highlighted in green, you will click CERTIFY. Clicking certify assures that you are in agreement with the approved course list, all the courses have been updated on the WDE638 and you are ready for them to be uploaded to the Fusion website.
❖ CTE Approved course list must be certified by close of business on March 1.
Please wait 2-3 days before checking Fusion for the complete list.

2016-17 Cowboy #1 District Course Approval

STEP 10: Questions
- You can contact Lauren Easom @ lauren.easom@wyo.gov or 307-777-3549 if you have any questions.
Familiarizing Yourself with the System

HOME SCREEN VIEWS

❖ Click on Request Access. Use this form to request access to this application. Your request will be sent and evaluated by a Fusion Administrator based on the district you select from the list below. You should receive an email confirming your account registration and access to the application.

User Access Request

Use this form to request access to this application. Your request will be sent and evaluated by a Fusion Administrator based on the district you select from the list below. You should receive an email confirming your account registration and access to the application.

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
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<tr>
<td>Email</td>
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<td>Phone</td>
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<tr>
<td>District</td>
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<td>Other Organization</td>
<td>—Select a School or Institution—</td>
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Wyoming Education Portal

Sometimes the information you seek is available on the Wyoming Education Portal (formerly Fusion).

Check Out the Portal

Call Us

Of course, at any time you can call the WDE front desk and talk to a person immediately regarding any topic the WDE administers or supports.

Contact Us

WDE Feedback Tool

You can quickly and easily make comments or provide suggestions to our applications and services at any time by using the WDE Feedback Tool.

Submit Feedback
❖ **Click on Current User Profile.** This is the user profile currently signed in. This list shows the user information and role memberships. Sometimes WDE support personnel will ask you to print or take a screenshot of this screen.

This is the currently signed in user profile. This list shows the user information and role memberships. Sometimes WDE support personnel will ask you to print or take a screenshot of this screen.

User Profile

Username: ldistrict
Display name: Loralynn District
First name: Loraly
Last name: District
Phone: 307-777-7777
Email: loralynn.okie@wyo.gov

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❖ **Click on Data Collection Suite.** This will take you to the Learn More section for all DCS for the Department of Education.
❖ **Wyoming Education Portal.** This will take you to the Fusion page for the WDE.

❖ **Call Us.** Of course, at any time you can call the WDE front desk and talk to a person immediately regarding any topic the WDE administers or supports.

❖ **WDE Feedback Tool.** Send us Feedback. Your feedback is important to us. The WDE respects your opinion and would like to improve our programs, services and solutions. Please send us a message about your observations, experience or recommendations. We appreciate you taking the time to provide your input. Here are a couple resources that might help if you arrived here inadvertently. The [WDE Website](#) is a good first start when looking for general information about the WDE. We also offer our [Fusion website](#) which is used for delivering solutions and navigating users to tools and sites for exchanging information.
Support Tab includes the following items and samples of the pages are shown below:

- Contacts and Support (takes you to the DCS CTE Home Page)
- Career Cluster to Career Pathways Crosswalk (informational piece to assist with pathways)
- CIP codes to Pathway/Cluster Crosswalk (informational piece to assist with assigning CIP codes)
- Assessments (list of all assessments from the Wyoming Perkins Technical Skills Assessment Booklet)
- Indicators (Definitions for all secondary Indicators)
- Resources (Guidebook and How To Videos)

Career Clusters To Career Pathways Crosswalk

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CIP codes to Pathway/Cluster Crosswalk

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Assessments

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Indicators

**1S1: Academic Attainment: Reading/ Language Arts (High School Indicator)**

**Measurement Definition 1**

**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) in the reporting year.

**Measurement Definition 2**

**Denominator:** Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP in the reporting year.
Frequently Asked Questions

WHOM DO I CONTACT REGARDING WYCTE COLLECTION CONTENT QUESTIONS?
   Randall Butt, (307) 777-5329 or randall.butt@wyo.gov
   Tonya Gerharter, (307) 777-6808 or tonya.gerharter@wyo.gov
   Lauren Easom, (307) 777-3549 or lauren.easom@wyo.gov

WHOM DO I CONTACT REGARDING SYSTEM ERRORS OR PROBLEMS?
   Joel Stretesky, (307) 777-2880 or joel.stretesky@wyo.gov
   John Paul, (307) 777-8771 or john.paul@wyo.gov

WHOM DO I CONTACT REGARDING USERNAME AND PASSWORDS OR COLLECTIONS ROLES IN ORDER TO ACCESS NEGOTIATIONS OR TO ENTER DATA?
   Elizabeth Foster, (307) 777-7009 or elizabeth.foster@wyo.gov

WHOM DO I CONTACT REGARDING THE WYOMING DEPARTMENT OF EDUCATION DATA COLLECTION EFFORTS AS A WHOLE?
   Susan Williams, (307) 777-6252 or susan.williams@wyo.gov
   Elizabeth Foster, (307) 777-7009 or elizabeth.foster@wyo.gov
Appendix

Special Populations as Defined by the Perkins Act of 2006

In the current text of the Act, six (6) groups have been identified as Special Populations. These include:

1. **Individuals with disabilities**: individuals who meet the disability eligibility criteria under the Americans with Disabilities Act and the Individuals with Disabilities Education Act.

2. **Individuals from economically disadvantaged families, including foster children**: any individual or member of a family who receives need-based financial assistance, or whose income is at or below the poverty level as defined by the U.S. Department of Health and Human Services. Foster children are children who are in the legal guardianship or custody of a state, county, or private adoption or foster care agency, yet are cared for by foster parents under a short-term or long-term foster care arrangement with the custodial agency.

3. **Individuals preparing for non-traditional fields**: students in programs that are designated as preparing them for occupations or fields of work in which individuals from one gender comprise less than 25% of the total number of individuals employed in that occupation or field of work. For example, the occupation of nursing is considered non-traditional for males, while the occupation of engineering is considered non-traditional for females.

4. **Single parents, including single pregnant women**: individuals who are unmarried or legally separated and have custody or joint custody of one or more minor children. This group also includes teenagers or women who are pregnant.

5. **Displaced homemakers**: adults who have worked for a substantial number of years providing unpaid household services for family members, and are not currently gainfully employed. This term includes those who are unemployed or underemployed and individuals who have had or would have difficulty in securing employment. This also includes individuals who: 1) have been dependent on the income of another household member but are no longer supported by such income; 2) have been dependent on public assistance but are no longer eligible for such assistance or may have been terminated from such assistance; and 3) parents of a minor child who is supported by public assistance or child support but are within two years of termination from such support.

6. **Individuals with limited English proficiency**: students whose primary language is not English and/or live in a family or community in which a language other than English is dominant. This group also includes individuals who need to enhance their abilities in the areas of speaking, reading, writing, and understanding the English language.

*Source: Career & Technical Special Populations, Texas A&M University, http://ctsp.tamu.edu/.*