

# Vocational Education (Colorado)

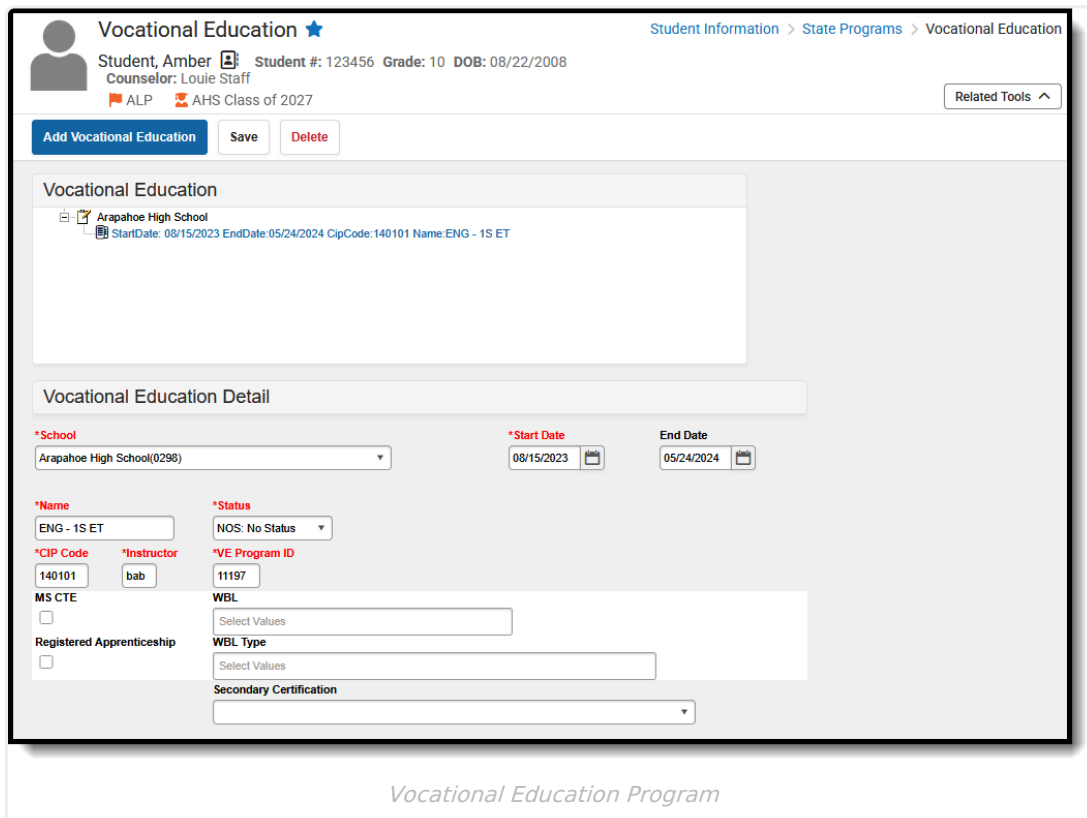
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## Tool Search: Vocational Education

The Vocational Education tool captures the student's vocational education programs. Options here are specific to Colorado districts. Vocational Education student information is reported on the [VE-135 File](#).

The tool is separated into two parts:

- **Vocational Education**- lists the schools in which the student receives services, the start and end date, the CIP code, and the course name.
- **Vocational Education Detail** - provides detailed information of the student's selected Vocational Education.



The screenshot displays the Vocational Education tool interface. At the top, there's a header with the student's name (Amber), student number (123456), grade (10), and date of birth (08/22/2008). Below this, there are buttons for 'Add Vocational Education', 'Save', and 'Delete'. The main section is titled 'Vocational Education' and shows a list of programs, with one entry for 'Arapahoe High School' having a start date of 08/15/2023 and an end date of 05/24/2024. Below this is the 'Vocational Education Detail' section, which contains various fields for program information, including school, start/end dates, name, status, CIP code, instructor, and program ID. There are also checkboxes for 'MS CTE' and 'Registered Apprenticeship', and a dropdown for 'Secondary Certification'.

*Vocational Education Program*

Districts can determine which fields are required for entry using the [Attribute Dictionary](#) (expand the TEDS attribute). When the fields are marked as Required in the dictionary, an entry must be made in order to save the record. If the Required checkbox is not marked, data does not need to be entered.

When the Required checkbox is not marked and data is not entered for those fields, results on the [VE-135 Report](#) are not be populated.

## Add a Vocational Education Record

1. Select the **Add Vocational Education** icon. A blank Vocational Editor appears.
2. Select the **School** from the dropdown list.
3. Enter the **Start Date** of the student being enrolled in Vocational Education programming.
4. Enter the **Name** of the program.
5. Select a **Status**.
6. Enter the **CIP Code** of the program.
7. Enter the first three characters of the **Instructor's** name.
8. Enter the 5-digit **VE program ID**.
9. If this record is for a middle school student, mark the **MS CTE** checkbox.
10. Select the appropriate **WBL** options.
11. If the student participated in a Registered Apprenticeship program, mark the **Registered Apprenticeship** checkbox.
12. Select the appropriate **WBL Type** from the dropdown.
13. Select the appropriate **Secondary Certification** from the dropdown.
14. Click the **Save** icon when finished.

## End a Vocational Education Record

1. Select the appropriate Vocational Education record to end.
2. Enter an **End Date**.
3. Change the **Status** to reflect the student's completion status.
4. Click the **Save** icon when finished.

## Vocational Education Editor

The following fields and options are available on the student's Vocational Education tool. Information reports on the [VE-135 Report](#).

Field	Description	Location
<b>School</b>	Indicates the school where the student receives CTE services.	<b>Database:</b> school.Name  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > schoolID (tEDSCO.schoolID)
<b>Start Date</b>	Lists the date of when the student began receiving CTE services. Dates are entered in <i>mmddyy</i> format or can be entered using the Calendar icon.	<b>Database:</b> TEDS.startDate <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > startDate (tEDSCO.startDate)
<b>End date</b>	Lists the date of when the student stopped receiving CTE services. Dates are entered in <i>mmddyy</i> format or can be entered using the Calendar icon.	<b>Database:</b> TEDS.endDate  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > endDate (tEDSCO.endDate)

Field	Description	Location
<b>Name</b>	Name of the Vocational Education service the student is receiving.	<b>Database:</b> TEDS.name  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > name ( <b>tEDSCO.name</b> )
<b>Status</b>	Indicates the status of the student's CTE program.  See the <a href="#">Status Descriptions</a> table below for more information.	<b>Database:</b> TEDS.status  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > status ( <b>tEDSCO.status</b> )
<b>CIP Code</b>	The 6-digit CIP Code of the student's CTE program.	<b>Database:</b> TEDS.cipCode  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > cipCode ( <b>tEDSCO.cipCode</b> )
<b>Instructor</b>	The first 3 characters of the instructor's last name.  For example, John Smith is reported as "Smi."	<b>Database:</b> TEDS.instructor  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > instructor ( <b>tEDSCO.instructor</b> )
<b>VE Program ID</b>	The 5-digit VE Program ID (also known as the fiscal code or VE-115).	<b>Database:</b> TEDS.veProgramID  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > veProgramID ( <b>tEDSCO.veProgramID</b> )
<b>MS CTE</b>	When marked, the student reports on the VE-135 File.	<b>Database:</b> TEDS.msCTE  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > msCTE ( <b>tEDSCO.msCTE</b> )
<b>WBL</b>	Indicates the experiences the student has had during their CTE program. Choose as many experiences as applicable.  See the <a href="#">WBL Descriptions</a> table below for more information.	<b>Database:</b> TEDS.wbl  <b>Ad hoc Reporting:</b> Student > Learner > Vocational Elements > wbl ( <b>tEDSCO.wbl</b> )

Field	Description	Location
<b>Registered Apprenticeship</b>	<p>When marked, indicates the student participated in a registered apprenticeship as part of this program.</p> <p>When not marked, indicates the student did not participated in a registered apprenticeship as part of this program.</p> <p><b>When the WBL field is NOT populated and/or reports as a 0 on the VE-135 Extract, this field also reports as a 0 on the VE-135 Extract, even when it is marked.</b></p>	<p><b>Database:</b> TEDS.Apprenticeship</p> <p><b>Ad hoc Reporting:</b> Student &gt; Learner &gt; Vocational Elements &gt; apprenticeship (<b>tEDSCO.apprenticeship</b>)</p>

Field	Description	Location
<b>WBL Type</b>	<p>Indicates the student's experiences during their CTE Program. When the student experienced multiple kinds of Work-based Learning, select the highest level out of the following experiences the student had that school year.</p> <ul style="list-style-type: none"> <li>• 0 - Student did <b>not</b> experience any work-based learning as part of this program.</li> <li>• 1 - Student did an industry-sponsored project</li> <li>• 2 - Student did a supervised entrepreneurship experience (e.g., school-based enterprise managed by students)</li> <li>• 3 - Student did a credit-for-work experience</li> <li>• 4 - Student did a clinical experience</li> <li>• 5 - Student did an internship</li> <li>• 6 - Student did a pre-apprenticeship</li> <li>• 7 - Student did an apprenticeship</li> </ul> <p><b>When WBL is not marked or is 0, WBL Type should also be 0.</b></p>	<p><b>Database:</b> TEDS.wblType</p> <p><b>Ad hoc Reporting:</b> Student &gt; Learner &gt; Vocational Elements &gt; wblType (<b>tEDSCO.wblType</b>)</p>

Field	Description	Location
<b>Secondary Certification</b>	<p>Indicates where the student received a secondary certification as part of their CTE program.</p> <ul style="list-style-type: none"> <li>• 0 - Student did <b>not</b> receive an industry certificate/certification as a part of this program.</li> <li>• 1 - Student received industry certificate(s)/certification(s) that is/are on the CDIP list.</li> <li>• 2 - Student received industry certificate(s)/certification(s) that is/are <b>not</b> on the CDIP list.</li> <li>• 3 - Student received industry certificates/certifications that are both on and not on the CDIP list.</li> </ul>	<p><b>Database:</b> TEDS.secondaryCert</p> <p><b>Ad hoc Reporting:</b> Student &gt; Learner &gt; Vocational Elements &gt; secondaryCert (<b>tEDSCO.secondaryCert</b>)</p>

## Status Descriptions

Code	Name	Description
COM	Completer	<p>A secondary student who has reached the point this reporting year of completing all or 100% of the requirements of at least one pathway sequence <u>as defined in your program approval</u>.</p> <p><b>Note:</b> Accumulated credits completed in previous years within the same CTE program should be counted toward the current reporting year. Consult your CTE program approval paperwork for the credit requirements needed for completer pathways. This field is not limited to a specific grade level and a student does not have to graduate high school to be considered a program completer. <b>If you mark a student as a completer, also mark them as a participant and concentrator.</b></p>

Code	Name	Description
CON	Concentrator	<p>A secondary student who has completed two (2) or more Carnegie Units within a CTE program as defined in the program approval documentation. Typically, one Carnegie Unit is the equivalent of one year-long course, so in most cases a student will be a concentrator after completing two year-long courses within the program. Different schools may operate courses by semester, trimester, hexter, etc. and award differing credit amounts, so calculate Concentrator as the equivalent of two Carnegie Units or the equivalent of 240 contact hours.</p> <p><b>Note:</b> Accumulated credits completed in previous years within the same CTE program should be counted toward the current reporting year. Consult your CTE program approval for the course requirements. This field is not limited to a specific grade level. <b>If you counted a student as a concentrator, also count them as a participant.</b></p>
PAR	Participant	<p>A participant is a secondary student who has completed one (1) or more Carnegie Units within a CTE program pathway as defined in the program approval documentation. Typically, one Carnegie Unit is the equivalent of one year-long course, so in most cases a student will be a participant after completing one year-long course or two semester-long courses within the program.</p>
NOS	No Status	N/A

## WBL Descriptions

Code	Name	Description
1	Apprenticeship	<p>An employer-driven model and form of experiential learning that combines on-the-job learning as a paid employee with related classroom instruction in order to increase an apprentice's skill level and wages.</p>
2	On-the-job Training	<p>Structured learning conducted in the work setting under the direction of one or more of the employer's personnel. Training can be paid or unpaid, that is specifically linked to the content of a program of study and school credit.</p>
3	Clinical Experience	<p>One of the more critical experiences for healthcare science students is exposure to patients in a clinical setting. This type of experience will allow you to ensure that you enjoy working with patients and that you are well suited for a career in medicine. Field Experience for students in the Early Childhood Education, Teacher Cadet and Para-educator programs is an experience in which students are supervised by a clinical teacher in a student teaching experience for a minimum of 30 contact hours.</p>

Code	Name	Description
4	Credit-for-work Experience	Credit for Prior Learning (CPL) means credit for work experience, and Prior Learning Assessment (PLA), refers to the assessments required to approve the workplace learning for credit. CPL and PLA are distinctly different from transfer or applied credit, which recognizes and allows a student to apply relevant college course credit from a different school or earlier course work to a student's credential requirements. Credit for Work Experiences should align with the student's career aspiration.
5	Internship	An opportunity in real world environments for exposure to the requirements of a particular occupation or industry, the work environment and the behavioral expectations for success on the job. Such work experiences are not expected to provide formal training for occupational skills, although some skills may be learned. For more detail on this type of WBL refer to your specific program area requirements and quality indicators section of this document.
6	Pre-apprenticeship	Pre-Apprenticeship Services and programs, often including classroom instruction, designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs should have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.
7	School-based Enterprise Managed by Students	A school-based enterprise (SBE) is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and assist students in acquiring work experience related to their chosen career cluster. The management and leadership of the business enterprise should be provided by student positions identified in the business.



Code	Name	Description
8	Industry Sponsored Project	<p>The objective of an industry-sponsored project is to create a unique, high-quality educational opportunity for students, where the educational content will enhance educational objectives of the program and class to which it is assigned. Industry-Sponsored Projects in any CTE program should meet the following expectations to ensure a quality WBL experience for the student:</p> <ul style="list-style-type: none"> <li>• The education content of the project must enhance the educational objectives of the design program and the class to which it is assigned.</li> <li>• The project must be organized to provide interaction of students with industry personnel appropriate to the nature of the project, such as management, finance, engineering, medical technicians, technical specialist and designers.</li> <li>• Recommended student contact of 30 hours</li> <li>• Educator will assist the industry sponsor in developing the project that is an appropriate fit to educational goals.</li> <li>• Educator will collaborate with industry partners to develop a timeline and schedule for project and industry interaction.</li> <li>• Signed agreement between industry sponsor and educator to ensure understanding of responsibilities of mentor/student/educator.</li> </ul>