MICHIGAN CTEIS

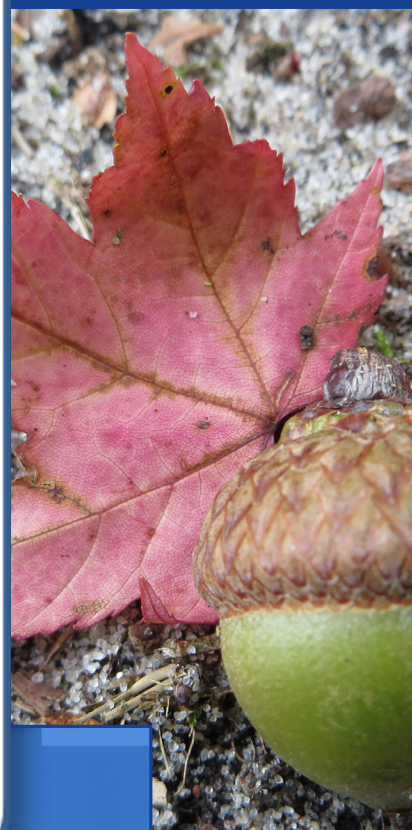**Career and Technical Education Information System**

Fall 2020 - 2021

Fall Training Guide for New Users

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Instructional Guide

For Building Reporters

Due to CEPD June 17, 2021
Due to OCTE June 24, 2021

WELCOME TO

COURSE INFORMATION

The objective of PTD Technology computer software training is to produce capable, self-confident, and proficient software users. We emphasize education concepts based on 'real world' scenarios. Using the new CTEIS 2021 Web application, our goal is to provide you with the very best in 'hands-on' instruction and materials to assist you and your organization in achieving your reporting goals.

To further enrich your training experience, PTD Technology provides valuable reference manuals. We trust you will find our educational methods and proven training experience synergistic with your goals. Help Desk Support is also available to clients requiring additional assistance at no charge to the districts.

As a pioneer in instructor-led computer training since 1978, we continue in our mission to deliver the most effective and professional computer training to you. We encourage your comments or suggestions as to how we might better serve you.

For more information about PTD Technology, call us at (517) 333-9363 Ext. 128, or visit our website at www.PTDtechnology.com.

WELCOME TO

![PTD Technology logo]

SUPPORT

PTD Technology provides technical support to districts operating Career and Technical Education (CTE) programs.

The PTD Help Desk is staffed by experienced PTD training specialists, consultants, and dedicated support staff. Due to rapidly changing software versions and new releases, we may require additional time consulting with other professional staff.

When using this service, please be sure to provide your contact information including your name, school district, phone number, and/or email address. For CTEIS reporting, please also provide the name of the report you are preparing.

TECHNICAL HELP:

cteis.help@PTDtechnology.com
(800) 203-0614 or (517) 333-9363
Extension 128

REPORTING POLICY HELP:

Joan Church
ChurchJ@michigan.gov
(517) 335-0360

OCTE WEBSITE:

www.michigan.gov/octe

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ASSISTANCE

Various resources are available to assist with the completion of each seasonal report. **The CTEIS Help Desk provides technical support and may answer any questions related to the CTEIS application.** Questions of a technical nature may include how to navigate www.cteis.com, how to import student records, or how to send a completed report to the Office of Career and Technical Education (OCTE).

Questions related to standard policy such as "How should I set up my classes for reporting purposes?" or "Am I allowed to begin my Follow-Up surveys early?" can be answered by representatives at OCTE. Please direct non-Follow-Up questions to Joan Church at OCTE. For Follow-Up assistance, please contact Yincheng Ye.

For your convenience, each report manual includes a support section inside the front cover that contains contact information for CTEIS resources and staff.

EXPENDITURE AND ENROLLMENT REPORT ASSISTANCE

Technical Help

cteis.help@PTDtechnology.com
(517) 333-9363, ext. 128
(800) 203-0614, ext. 128

Policy Help

Joan Church
ChurchJ@michigan.gov
(517) 335-0360

FOLLOW-UP REPORT ASSISTANCE

Survey Help

cteis.help@PTDtechnology.com
(517) 333-9363, ext. 128
(800) 203-0614, ext. 128

Policy Help

Yincheng Ye
YeY@michigan.gov
(517) 241-7652

FURTHER ASSISTANCE

Updates, newsletters, due dates, and links to important documentation can be found online. You may view these items any time at www.cteis.com or within the CTEIS Knowledge Base at support.cteis.com. The CTEIS YouTube channel also hosts dozens of helpful tutorial videos for district reporters. To access these, visit www.youtube.com and enter "CTEIS" into the search field at the top of the screen.

CTEIS LISTSERV INCLUSION AND REMOVAL REQUESTS

The CTEIS listserv is an automated email service that provides news and other relevant information to roughly five hundred users. If you would like to receive electronic updates via the CTEIS listserv or remove yourself from the mailing list, please email a request to MartinezJ9@michigan.gov.

ORIENTATION

This manual is designed as a companion guide for use with both live instruction and the New User Orientation Training Video available on the CTEIS website. All information presented in the training video is detailed in this manual and its appendices.

To view the training video online at any time, navigate to www.cteis.com using any web browser. On the CTEIS home page, locate the **Explore Documentation** section and click the **Enrollment** panel, then click the **New User Orientation Training Video** link.

INTRODUCTION

Welcome to CTEIS, the **Career and Technical Education Information System!** This guide will help new CTEIS users answer the question "What is CTEIS and how do I use it?" The manual contains a list of terms common to CTEIS, an explanation of the purpose and processes surrounding the Web-based reporting system, a discussion of reporting requirements, and useful contact information for those seeking assistance with CTEIS throughout the reporting cycle.

CTEIS is a Web-based application that allows you to report enrollment information for state-approved CTE programs to the State of Michigan. To access it, you may log into the system at www.cteis.com using your MEIS username and password. The average building-level reporter will focus on completing three reports throughout the course of the year.

Enrollment	Expenditures	Follow-Up
Begin in September	Begin in September	Begin in October
Complete in October/June	Complete in November	Complete in January

Fall Tasks

- Receive class instructional design from staff, enter instructional design into CTEIS, and verify effective design structure by obtaining signatures from teachers.

- Enter all available courses and student information into CTEIS, print student class lists, and obtain teacher signatures.

- Run Enrollment Validation to check for errors.

- Address all student UIC and MSDS data issues.

- **Fall Enrollment Reporting** – Complete fall student enrollment and course entry and run CTEIS validation. Verify all entries by printing student class lists and obtaining teacher signatures.

- **Expenditure Reporting** – Enter and validate all CTEIS expenditures.

- **Follow-Up Reporting** – Conduct the Follow-Up survey.

Winter Tasks

- Enter new students and update course sections and enrollment drops or adds. Run and print student class lists for additions and deletions and obtain teacher signatures.
- Continue to resolve UIC and MSDS data issues.

Spring Tasks

- Complete course instructional design and verify effective design structure by obtaining signatures from teachers.
- Finalize all fall and spring enrollments.
- Resolve all student UIC and MSDS data issues.
- **Spring Enrollment Reporting –** Complete spring enrollment collection and run CTEIS validation. Verify all entries by printing student class lists and obtaining teacher signatures.
- Review completer profiles and print segment/competency progress reports.

CTEIS GOALS
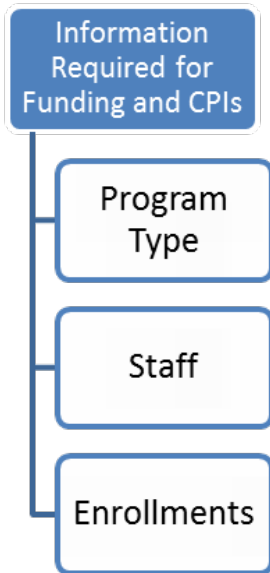
Primary Goals

1. Collect CTE enrollment data to determine 61a(1) fund distribution.

2. Collect data required for federal Perkins reporting, for calculation of the Perkins Core Performance Indicators (CPIs), and for the Consolidated Annual Report (CAR).

Secondary Goals

1. Link CTE data to information housed within the MSDS.

2. Monitor the effectiveness of CTE programs.

Information Required for Funding and CPIs
- Program Type
- Staff
- Enrollments

The information you input into CTEIS is used to determine funding for your programs and is reported to the federal government via the CAR.

CTEIS ON THE WEB

CTEIS is a Web-based application. This means that when using CTEIS:

- You do not need to install any software or updates.

- You can access CTEIS anywhere via a computer with an Internet connection.

- All information to be reported to the state is housed centrally.

- You do not need to back up your files.

CTEIS is designed to work with the most recent version of several popular Web browsers including **Microsoft Edge, Mozilla Firefox,** and **Google Chrome**. By logging in with your username and password you may view all data to which your Fiscal Agency Authorized Official has provided you access.

CTEIS VOCABULARY

Below are some common terms you might hear during regular training sessions. A more detailed glossary can be found within the section labeled CTEIS Terms/Abbreviations on page 27 of this manual.

- **CTEIS:** Career and Technical Education Information System
  The Web-based application used for reporting CTE data to the State.

- **CIP Code:** Classification of Instructional Program Code
  A federal code assigned to a category of classes, which defines a program.

- **PSN:** Program Serial Number

  A unique number that identifies a specific program taught within a specific building.

- **CSC:** Course Section Code

  A unique value that identifies classes within a specified building. The CSC is used to match enrollment records in CTEIS with those in a local Student Management System (SMS).

- **WE:** Wage-Earning

  One of two types of programs reported, which consists of classes that provide skills for wage-earning jobs.

- **FCS:** Family and Consumer Science

  One of two types of programs reported, which consists of classes within a non-wage-earning curriculum.

- **LDS:** Longitudinal Data System

  The statewide data system that links students' kindergarten records to their post-secondary records.

- **SMS:** Student Management System

  The database where your main student records are kept.

- **MSDS:** Michigan Student Data System

  The statewide database of student records.

- **TSDL:** Teacher Student Data Link

  The statewide data system that links student and teacher records together.

- **UIC:** Unique Identifier Code

  A unique, 10-digit number assigned to each student by CEPI for identification purposes. The UIC is used to match CTEIS students with the MSDS to obtain their demographic information.

STRUCTURE OF A CTE PROGRAM

PSN:

Assigned to a program operating within one of your district's buildings.

CSC:

Identifies a course within the respective program and typically matches the code within your SMS.
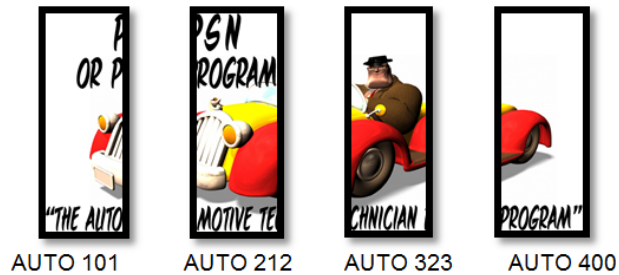
Subsections:

Allow you to partition a class to accomodate groups of students who receive separate instruction.
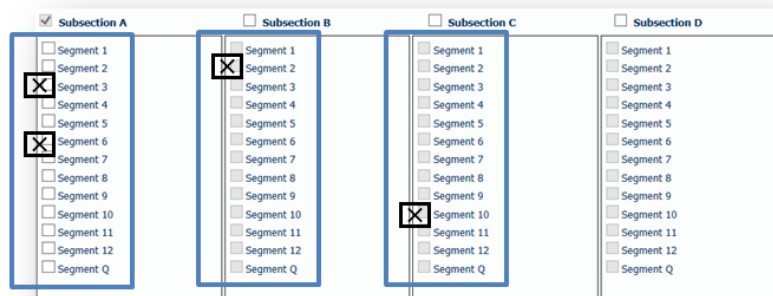
Segments:

Indicate the content standards covered in the class.

USER ROLE DEFINITIONS

Completing a report requires many dedicated reporters, all of whom are assigned to different roles and levels of access within CTEIS. The Fiscal Agency Authorized Official, who has the highest level of access within CTEIS (Level 5), grants reporters access to the application and defines user roles. A CTEIS user may be granted one or several of the following roles:

CEPD Administrator

This role is assigned by OCTE and grants a user access to CEPD Administrator tasks. These include submitting new program requests, reviewing submitted reports, and prioritizing CEPD options for submission.

Local CTE Administrator or Principal

People in this role are responsible for verifying data accuracy by reviewing segment/competency progress reports.

Fiscal Agent

Each fiscal agency appoints two Fiscal Agency (FA) Authorized Officials who manage all building-level reporters within the fiscal agency. FA Authorized Officials are granted Level 5 access to CTEIS and are responsible for delegating access to the buildings under their control. Level 5 Authorized Officials are also responsible for the review and approval of all CTEIS reports submitted by building-level staff. Once report data is validated, the FA Authorized Official must review the verification reports signed off on by local CTE administrators and teachers, and also review the Fiscal Agency-Wide Totals box on the 4033 Expenditure Report to ensure that the required expenditures 90% program improvement requirements have been met to avoid recapture of funds. The FA Authorized Official then submits the report to the CEPD Administrator for review.

Building Reporter

Enrollment Data Entry

This role allows the user to access all data entry activities related to the funding of CTE programs. Entry activities include inserting, updating, and editing data related to classes, students, teachers, enrollments, and grades. Reporters with the Funding Reporting role may also upload and export enrollment data, and they may access the Enrollment and Completion Collection report. The building reporter is responsible for verifying all data entered with the source of the information (teachers, counselors, WBL coordinators, etc., depending on the data) and obtaining a sign-off from the information

source. For example, teachers must sign off on verification reports indicating that the course content (standards or competencies), students, college credit, credentials, and work-based learning are correct for each course section.

Expenditures Data Entry

This role allows the user to access the Expenditures section of CTEIS. It also allows the individual to enter expenditure data, run the data validation process, and view various expenditure reports within CTEIS.

Follow-Up Data Entry

This role allows the user to enter the Follow-Up section of CTEIS and to complete Follow-Up surveys.

ACCESS LEVEL INFORMATION

Each level of CTEIS access is allotted different rights and privileges within the application. The permissions granted to each of the five different access levels are as follows:

Access Level	Reporters with this access level may:
Level 5 MUST be Fiscal Agency Authorized Official (two per Fiscal Agency)	Review reports.
	Enter and edit data.
	Grant Level 4, 3, 2, and 1 access to other reporters.
	Delegate roles to other reporters.
Level 4	Review reports.
	Enter and edit data.
	View economically disadvantaged students.
Level 3	Review reports.
	Enter and edit data.
Level 2	Review reports.
	View school, student, and course information.
Level 1	Review aggregate reports.

Building Access

CTEIS reporters are granted access to individual buildings by each building's respective FA Authorized Official. Upon receiving proper access, reporters may view and enter information regarding the programs, courses, and students specific to each building.

TIMELINE OF CTEIS REPORTS

EXPENDITURES REPORT

WHO COMPLETES THIS? — *Accounting or business office personnel with an Expenditures Reporting role.*

WHY ARE WE DOING IT? — *The Expenditures report is used to verify that state funds are properly spent on CTE programs. Improper or incomplete expenditure reports can lead to the recapture of funds.*

WHEN IS THIS DUE? — *Early November.*

WHAT IS THE PURPOSE?

- Indicates to OCTE how CTE programs used state funds in the previous year.

- Can benefit the future of CTE programs.

- Required only for those programs reported on the Enrollment and Completion Collection report.

FALL DATA ENTRY FOR ENROLLMENT AND COMPLETION COLLECTION

WHO COMPLETES THIS? — *CTE reporters with a Funding Reporting role.*

WHY ARE WE DOING IT? — *Teacher and course section data submitted on this report allows OCTE to accurately report on the number of programs, courses and teachers that will operate programs in the coming school year.*

WHEN IS THIS DUE? — *End of October for 2020, but Mid-September thereafter.*

WHAT IS THE PURPOSE?

- Reporters enter all CTE course sections conducted throughout the year.

- Allows reporters to validate fall enrollment data and to correct CTEIS and MSDS errors early in the year.

FOLLOW-UP SURVEY AND REPORT

WHO COMPLETES THIS? – *CTE reporters or teachers with a Follow-Up Management role.*

WHY ARE WE DOING IT? – *This is a survey of students who completed a CTE program. The survey tracks the effectiveness of CTE classes in establishing these students' careers.*

WHEN IS THIS DUE? – *The survey is conducted between October and December; the report is due in mid-January.*

WHAT IS THE PURPOSE?

- Reporters interview students who completed Wage-Earning programs during the previous year and also left school.

- Provides information regarding continuing education or wage-earning employment.

ENROLLMENT AND COMPLETION COLLECTION REPORT

WHO COMPLETES THIS? – *CTE reporters with a Funding Reporting role.*

WHY ARE WE DOING IT? – *This report collects the final enrollment counts for CTE programs across the state, which are used to generate 61a(1) funds for distribution in the new school year. The Enrollment and Completion Collection Report also provides educational data to the federal government via the CPIs.*

WHEN IS THIS DUE? – *Mid-January.*

WHAT IS THE PURPOSE?

- CTE course sections and segments operating during the school year are reported to OCTE.

- Student counts and demographic data are reported to OCTE.

- All enrollments are finalized for the year.

- Instrumental in generating 61a(1) funding for CTE programs.

REPORT DUE DATES

The due dates for the 2020-2021 reporting cycle are as follows:

- Fall Course and Teacher report: October 30, 2020

- Expenditures: November 5, 2020

- Follow-Up: January 8, 2021

- EMC and Dual Enrollment data entry deadline (must include correct UICs): March 12, 2021

- Final student enrollment deadline (must include correct UICs): May 14, 2021

- Enrollment and Completion Collection: June 17, 2021

You may find these due dates in the following locations as well:

- www.cteis.com

- On the cover of all CTEIS manuals

THE CTEIS PROCESS

The average building-level reporter is tasked with entering data related to students, courses, and teachers into CTEIS. Various government and local reports leverage this data throughout the year to determine the efficacy of CTE programs as well as the funding each school may receive. New users sometimes find it helpful to break down the reports they are responsible for into a smaller series of processes to focus on.

The CTEIS reporting process consists of four main steps:

COLLECT DATA

Each report requires the collection of a specific set of data. In general, enrollment reports center around collecting enrollment information, instructor data, course section details, and student demographics. Expenditure reporters are concerned with different records, typically those related to program expenses. The Follow-Up report requires reporters to interview post-high school students to obtain first-hand accounts of the strengths and weaknesses of individual CTE programs.

Depending on which reports you are tasked with completing, you may need to gather very specific data or a wide variety of information. Instructional guides specific to each CTEIS report can help new reporters to determine what their individual responsibilities entail; these guides detail the types of information required for each report as well as tips and techniques you may employ to collect it efficiently. All manuals are available for download online at www.cteis.com.

Building reports tailored to the different CTEIS reports may also assist with your data collection process. To access these reports, login to CTEIS and go to the **"Reports"** menu, then click **"Building Reports."** The reports in this section of CTEIS are compiled using the data that you enter into the application. They are organized in several useful ways and may be saved, exported, and printed for your records.

VERIFY DATA

Due to the importance of the data you collect and submit, it is extremely important that you strive to verify your information in a reliable and consistent fashion. You are ultimately accountable for the data you report, and it is recommended that you ask data providers to sign your collection forms when gathering information. You are also required to obtain a sign-off from the data provider on your verification reports. Also remember to record the date and the name of the database you use when you draw records from a student management system.

Data Quality

Data quality refers to data that is:

- **Accurate** — the data is correct.

- **Reliable** — the data was collected using standard and consistent procedures.

- **Timely** — the data was submitted within an appropriate timeframe.

As you strive to obtain the highest quality data, remember to observe all laws and regulations regarding confidentiality and to protect your information from loss and corruption. Developing and following standard procedures to handle data collection, management, and reporting will simplify your task, allow the CTEIS input and submission processes to run smoothly, and help to ensure that state funds are correctly disbursed.

Go to the Source

Attempt to verify your records with the most accurate source at hand—that is, find the source "closest" to, or most likely to have first-hand knowledge of, the information. For example, a program instructor can personally provide and must verify information regarding the students enrolled in his or her classes. When using multiple data management systems, practice cross-checking their outputs to try and discover inconsistencies and solve discrepancies.

Ask Questions

Asking questions can prevent a great deal of confusion and lost time as you prepare to enter your data into CTEIS. The following are examples of good **verification** questions to keep in mind:

- Do all course sections appear on my report and are they correct?

- Are the course section start and end dates accurate?

  - Is the beginning month correct?
  - Is the semester type correct?

- Is the primary instructor of each course section correctly identified and listed?

  - Are all certification materials in order?

  - Have all primary instructors reviewed and certified your list of course sections?

- Do additional staff members need to be reported for any course sections?

- Does each CTE student appear within CTEIS?

  - Are all students progressing toward program completion?

- Are students receiving all appropriate segments? Miscalculations can prevent a student from being identified as a Concentrator and generally occur when:

  - Programs are designed improperly and do not include all 12 segments.

  - Students are placed into the wrong subsection of a course and are marked to receive incorrect segments.

- Are at least three non-Parenthood FCS courses and enrollments listed (in addition to Parenthood)?

Data Verification Summary

Program data is important for determining CTE funding levels and Perkins Core Performance Indicators, and the accuracy of this data is crucial. Unfortunately, data errors are a common problem, particularly since information concerning programs and staff is continuously adjusted. Key strategies for ensuring that your CTE information is complete, accurate, and timely include:

- Following consistent, standard processes and procedures for providing, collecting, entering, verifying, and compiling data by utilizing:

    - Instructional manuals (available online).

    - CTEIS reports (available online).

    - Standard terminology and data collection techniques.

    - Data import and export utilities instead of manual entry.

- Checking data for accuracy prior to submission by:

    - Verifying data with the source "closest" to the information.

    - Closely examining similar data fields within different management systems.

    - Estimating report values prior to entering them.

    - Understanding the error-checking tools within CTEIS.

    - Reviewing the warnings and errors generated by validation tools.

- Training everyone involved in collecting, entering, verifying, and submitting CTE data.

- Taking advantage of state-provided resources such as:

    - Manuals, guides, codebooks, and training workshops.

    - Technical support.

INPUT DATA

Data entry methods vary for each seasonal report, but specific instructions for completing each one are located within the various manuals available online. Please visit www.cteis.com to view or print these instructional guides.

OBTAIN SIGNATURES AND COMPLETE REPORTS

When all information has been entered, building-level reporters need to ensure they have obtained signatures from their data providers. Reporters may then complete their reports by clicking on the **"Completion"** buttons within the individual report menus. This will direct users to a **"Submission"** screen where they may indicate the year and the buildings for which they are compiling data. This area also alerts building-level reporters to data errors discovered by the CTEIS validation tools. After acknowledging all warnings and clearing all errors, users may mark their buildings "complete," which will lock those buildings from further editing. CTEIS will then attempt to send an email alert to the appropriate Fiscal Agency Authorized Official indicating that the report is ready for review.

Fiscal Agency Authorized Officials will also complete their initial review of building-level report data and forward the information to their respective CEPD Administrators using the features found on their **"Submission"** pages. Similarly, CEPD Administrators will use these screens to complete the final review of report data and submit it to OCTE.

APPENDICES

GENERAL CTEIS INFORMATION

STEPS FOR GAINING ACCESS TO WWW.CTEIS.COM

1. You must have a MEIS account. If you do not have a MEIS account, you can create one online at https://mdoe.state.mi.us/meis. Click on the Create a New MEIS Account link and follow the provided instructions.

2. Your Fiscal Agency Authorized Official must activate your CTEIS account. If you are unable to login to www.cteis.com, please contact your Fiscal Agency Authorized Official and request access to CTEIS. Directions for Authorized Officials regarding user management and role delegation can be downloaded from the **Explore Documentation** section of the CTEIS homepage by clicking the **General ➔ Fiscal** link and then the Manage Users Guide link.

LOGGING INTO CTEIS

To access the CTEIS website, type www.cteis.com into any Internet browser address bar. This will open the login page for CTEIS, where you may enter your MEIS account user name and password. Your Fiscal Agency Authorized Official will create your user account in CTEIS and set up the appropriate access rights.

TROUBLESHOOTING YOUR LOGIN

1. Make sure your MEIS login works at the MEIS website (https://mdoe.state.mi.us/meis). If you cannot login to the MEIS website, contact the MEIS Help Desk at (517) 335-0505.

2. If your login works on the MEIS website and not the CTEIS website, contact your Fiscal Agency Authorized Official and make sure you have been granted proper access to CTEIS.

3. If you are still unable to login to CTEIS after following the above steps, please contact the CTEIS Help Desk at cteis.help@PTDtechnology.com or (517) 333-9363, extension 128, or toll-free at (800) 203-0614, extension 128.

CTEIS may require an additional login after extended periods of inactivity.

CTEIS TERMS/ABBREVIATIONS

1SI, 1S2, 2SI, 3SI, 4SI, 5SI, 6SI, 6S2:	Perkins Quality Indicators (accountability factors)
ACTE:	Association for Career and Technical Education
CEPD:	Career Education Planning District
CEPI:	Center for Educational Performance and Information
CIP:	Classification of Instructional Program
CPI:	Core Performance Indicators
CTE:	Career and Technical Education
CTEIS:	Career and Technical Education Information System
FA:	Fiscal Agency
FANO:	Fiscal Agency Number (five-digit number that represents a fiscal agency)
FCS:	Family and Consumer Science
LTCS:	Less-Than-Class-Size (entered as a regular course section in CTEIS)
MDE:	Michigan Department of Education
MEIS:	Michigan Education Information System
MSDS:	Michigan Student Data System
OA:	Operating Agency (district in which CTE courses are "operated")
OANO:	Operating Agency Number (five-digit number that represents the operating agency)
OB:	Operating Building (school where a student takes CTE courses - the courses are "operated" there)
OBNO:	Operating Building Number (five-digit number that represents an operating building)

OCTE:	Office of Career and Technical Education
Operating District:	District where a student takes CTE courses (see also: Operating Agency)
PIV:	Perkins IV (Carl D. Perkins Career and Technical Education Act of 2006)
PV:	Perkins V (Strengthening Career and Technical Education for the 21st Century Act of 2018)
PSN:	Program Serial Number
SRSD:	Single Record Student Database (now "MSDS:" Michigan Student Data System)
TRAC:	Technical Review, Assistance & Compliance
WE:	Wage-Earning

REPORTS

Due November 5	Fall Expenditures report
Due October 30	Fall teacher and course report
Due March 12	EMC and Dual Enrollment data entry deadline (must include correct UICs)
Due January 8	Follow-Up survey report
Due June 17	Spring Enrollment and Completion Collection report

ADDITIONAL DEFINITIONS

Completer: A student who has successfully completed, with a grade of C (2.0) or better, courses totaling all 12 segments of instruction.

Concentrator: A student who has successfully completed, with a grade of C (2.0) or better, courses totaling 8 segments of instruction.

Fiscal District: The education agency or ISD responsible for the financial activities and use of the State Aid, Section 61a(1) funds.

OCTE: **Office of Career and Technical Education**
Attention: Valerie Felder
Post Office Box 30712
Lansing, Michigan 48909
Telephone: (517) 335-1066
Email: FelderV@michigan.gov

Program Serial Number (PSN): A unique five-digit number assigned to a specific career and technical education program (CIP Code) that identifies the CEPD, district, and building in which a program is located. Identifies a particular CIP code within a particular building.

Example:

CIP Code	Program Name	PSN
52.1999	Marketing Sales & Services	12345

CTE SEGMENTS AND GRADES

Segments and Grades Example 1

Program A Instructional Design:

- Course 1 (1st semester) Segments 1, 2, 3, 4, 5, 6
- Course 2 (2nd semester) Segments 7, 8, 9, 10, 11, 12

Program A Student 1 Grade Profile												
Course 1 Grade	3.0											
Course 1 Segments	1	2	3	4	5	6						
Segment Grades	3.0	3.0	3.0	3.0	3.0	3.0						
Course 2 Grade	2.5											
Course 2 Segments							7	8	9	10	11	12
Segment Grades							2.5	2.5	2.5	2.5	2.5	2.5
Aggregate Profile	1	2	3	4	5	6	7	8	9	10	11	12
	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	2.5	2.5	2.5	2.5

Student 1 completed 12 segments by receiving a 2.0 or above in the courses taken. Student 1 is considered a completer.

Program A Student 2 Grade Profile												
Course 1 Grade	2.0											
Course 1 Segments	1	2	3	4	5	6						
Segment Grades	2.0	2.0	2.0	2.0	2.0	2.0						
Course 2 Grade	1.5											
Course 2 Segments							7	8	9	10	11	12
Segment Grades							1.5	1.5	1.5	1.5	1.5	1.5
Aggregate Profile	1	2	3	4	5	6	7	8	9	10	11	12
	2.0	2.0	2.0	2.0	2.0	2.0	1.5	1.5	1.5	1.5	1.5	1.5

In segments 7 through 12, Student 2 received a grade of 1.5, so these segments will not be counted toward completer status. Student 2 is not a completer.

Segments and Grades Example 2

Program B Instructional Design:

- Course 1 (1st trimester)Segments 1, 3, 5, 7, 9
- Course 2 (2nd trimester)Segments 2, 4, 6, 8, 10
- Course 3 (3rd trimesters)Segments 8, 9, 10, 11, 12

Program B Student 1 Grade Profile												
Course 1 Grade	2.5											
Course 1 Segments	1		3		5		7		9			
Segment Grades	2.5		2.5		2.5		2.5		2.5			
Course 2 Grade	2.0											
Course 2 Segments		2		4		6		8		10		
Segment Grades		2.0		2.0		2.0		2.0		2.0		
Course 3 Grade	3.0											
Course 3 Segments								8	9	10	11	12
Segment Grades								3.0	3.0	3.0	3.0	3.0
Aggregate Profile	1	2	3	4	5	6	7	8	9	10	11	12
	2.5	2.0	2.5	2.0	2.5	2.0	2.5	3.0	3.0	3.0	3.0	3.0

Student 1 completed 12 segments by receiving a 2.0 or above in the courses taken. Student 1 is considered a completer.

Program B Student 2 Grade Profile												
Course 1 Grade	2.0											
Course 1 Segments	1		3		5		7		9			
Segment Grades	2.0		2.0		2.0		2.0		2.0			
Course 2 Grade	2.0											
Course 2 Segments		2		4		6		8		10		
Segment Grades		2.0		2.0		2.0		2.0		2.0		
Course 3 Grade	1.5											
Course 3 Segments								8	9	10	11	12
Segment Grades								1.5	1.5	1.5	1.5	1.5
Aggregate Profile	1	2	3	4	5	6	7	8	9	10	11	12
	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.5	1.5

In segments 11 and 12, Student 2 received a grade of 1.5, so these segments will not be counted toward completer status. Student 2 is not considered a completer.

NOTE: Segments 8 and 10 were delivered through two different courses. CTEIS uses the highest provided grade when determining the segments to count toward completer status.