

Students attending an Alternative Education Program operated by another school or other educational entity on a **full-time basis** should not be counted as enrolled in this school and, therefore, should not be counted in this item.

Item 4: Grades Offered

Please respond as grades in your building would normally be offered and not according to your school reopening plan in response to COVID-19. Please report grades offered as of BEDS Day. If Prekindergarten programs that are usually offered in the fall are delayed due to uncertainty about funding, please do not report as offered.

Grades offered is a federal data collection requirement and will be provided to the U.S. Department of Education. The USDOE will publish and otherwise make this information available. Any grade selected as offered must have a reported enrollment in the Student Information Repository System (SIRS). However, you do not have to select a grade as offered for which you may have reported a nominal enrollment in SIRS. For example, you may be a 9-12 senior high school, but may have reported a few students in SIRS as enrolled in the eighth grade. You do NOT have to select eighth grade as a grade offered. In this scenario the USDOE would show your school as offering only grades 9 through 12 even though you reported a few eighth graders in your school.

Item 7: Career Plans

If students in this school develop Individual Career Plans, indicate whether they are kept in documented form—either written or electronic. Written or electronic documentation may result from conventional testing or from individual student self-reflection on in-school and out-of-school experiences.

If Career Plans are kept in either written or electronic form, indicate in the next section whether Individual Career Plans follow students from grade-to-grade. For the purposes of this question, NO must be checked if Individual Career Plans are not transferred from one grade to the next or from one school to another as students are promoted or transferred.

In the first table provided, enter the number of students in grades K through 3 who are documenting self and career awareness information and career exploration activities.

For students in grades 4 through 12, use the table provided to indicate the number of students at each grade level group who are developing a Career Plan. In the first column, enter the total number of students that have developed a career plan that documents their progress in the Career Development and Occupational Studies (CDOS) areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills. Include ungraded students in age appropriate grade levels. In the second column, indicate the number of students in each grade level group with an Individualized Education Program (IEP) who are developing a Career plan that documents their progress in the CDOS areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills.

In the last section of Item 7, enter the number of professional staff (classroom, non-classroom, administrators, etc.) who have participated in professional development activities related to the implementation of the comprehensive Career Plan process. Professional development activities to be considered may have taken place at any time from September 2019 through August 2020.

Item 8: Business/Employer/Community Involvement

In **Section 8A**, indicate if any students in this school participated in any work-based experiences during the 2019-20 school year.

In **Section 8B**, enter the number of employers and the number of students by grade who participated during the 2019-20 school year in each of the work-based

learning experiences. If exact counts of participating students are not available, provide your best estimate. A student with a disability is a student identified as disabled by the district's Committee on Special Education. A student with a disability educated in a graded setting (e.g., grade 9 or grade 11) should be reported twice, once in the applicable grade and once under the category of students with disabilities. Student and employer(s) may be reported in more than one type of work-based experience. The work-based experiences are defined as follows:

Job Shadowing

Visit(s) to a worksite where a student follows (shadows) an employee to learn about a particular occupation or industry. Shadowing may involve rotating from one department to another. It is an observation only activity, no hands on activities allowed.

Summer Internships

Structured experiences of several weeks or months during the summer where students work on specific tasks or special projects at a

0000912 0 612 792 reW n 0 1 410.492 reW 3(o)-5n 9.04(-)-2(th

instruction in a specific career & technical discipline. Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development (8982). Productive work is allowed. USDOL hazardous occupations student learner exemptions allowed.

learning initiative sponsored by the U.S. Department of Labor and the New York State Education Department. It is similar in design and operation as the General Education Work Experience Program, but designed specifically for at-risk students age 14

Career Exploration Internship Program (CEIP)

The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development (8982). Productive work is prohibited. USDOL hazardous occupations student learner exemptions not allowed.

General Education Work Experience Program (GEWEP)

The General Education Work Experience Program is a work-based learning option for non-CTE students, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration (8982) Productive work is allowed. USDOL hazardous occupations student learner exemptions not allowed.

Work Experience and Career Exploration Program (WECEP)

The Work Experience and Career Exploration Program is a work-based program registered with the New York State

students, indicate the number of students who were admitted.

Item 10: Title I Information for Federal Reporting

been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness)(Section 1119(c) and (d).) For more information on qualified paraprofessionals please refer to the Title I Paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

Item 11: Bilingual Education Programs

The Office of Bilingual Education and World Languages is collecting information on whether your

