

# PIMS Adult and Secondary CTE Student Data Set

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Collection 4

*April 2026*



Pennsylvania  
**Department of Education**

**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION**

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## **Executive Summary**

The PIMS Adult and Secondary Career and Technical Education (CTE) student data set has been included in PIMS since its inception in the 2007-08 school year.

The PIMS Adult and Secondary CTE student data set is important for several reasons. It is the data source for the following reports and measures:

- State CTE Subsidy
- Future Ready PA Index
- ACT 117
- ACT 25 of 1991
- The Carl D. Perkins Career and Technical Education Act 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

The PIMS Adult and Secondary CTE student data set is connected to the Career and Technical Education Information System (CATS) for approved programs and industry certifications.

## Collection Information & Process

### Who Must Report

Reporting of CTE students is to be completed by the school entity (school district, charter school, intermediate unit or career and technical center) that holds the PDE-reimbursable secondary CTE program approval or the formal adult affidavit program registration. For example, if the district holds (owns) the reimbursable CTE PDE program approval or the adult affidavit program registration, then the district submits the student data. If the career and technical center (CTC) holds the reimbursable CTE PDE program approval or the adult affidavit program registration, then the CTC submits the student data.

If a school has PDE-reimbursable CTE program approvals in place for the reporting year but does not have any CTE student enrollments to report within all of an Local Education Agency (LEA) approved reimbursable CTE programs, notify the Office of Data Quality at [ra-catsdata@pa.gov](mailto:ra-catsdata@pa.gov).

Do not report any students enrolled in Career Exploration/Awareness Skills programs, or any adults enrolled in secondary program classes (adult intergenerational programs) within these templates.

### What Must Be Reported

#### Reporting Secondary CTE Students

Report all secondary students within this template who: (1) have completed and signed “Annual Educational and Occupational Objectives for Students Enrolled in a PDE Approved CTE Program” form (PDE-408) or a similar locally developed form directly related to the student’s enrollment in the CTE program reported within Field 6 (CIP Code) of this template. The student’s completed and signed PDE-408 form (or similar form) must be available and on file for single audit with the LEA that holds (owns) the approved CTE program in which the student is reported as enrolled, AND; (2) are following the approved scope and sequence of courses unless otherwise prescribed by an Individualized Education Plan (IEP). Students not following the PDE-approved scope and sequence of technical courses should not be reported.

#### **Do not report secondary students within the CTE Student Fact Template who either:**

- (1) lack appropriate signed educational and occupational objectives (PDE-408 form or similar form),
- (2) are taking one career and technical education course without intending to pursue the approved program of study as indicated by an appropriate complete educational and occupational objective form (PDE-408 or similar form), or
- (3) are taking a career and technical education course in order to explore careers.

**IMPORTANT:**

- A secondary CTE student may only be reported once at the CIP-LOCATION CODE (SCHOOL)-LEVEL within this template.
- A secondary student may be reported more than once within this template only if the student was enrolled in approved CTE programs within more than one school (CIP-LOCATION CODE) within an LEA during the reporting year.
- If the student was enrolled in multiple CTE programs at a school during the reporting year, report the CIP the student was enrolled in last. **EXCEPTION:** If a secondary student completed a program before the end of the school year, report the CIP that the student completed.

**Reporting Adult Affidavit Students**

Report all students enrolled in registered adult (only) affidavit CTE programs that meet state program standards/requirements and were submitted and registered as operational in the Career and Technical Education Information System (CATS) for this reporting year. Do not report adult students enrolled in secondary programs (adult intergenerational programs). Adult affidavit programs are adult-only programs. CATS registered adult affidavit programs do not include:

- Enrichment/hobby-type programs for personal benefit that are not job related and that do not contribute to a person's occupational objective.
- Programs in Adult Basic Education (ABE), Standard Evening High School (SEHS) or General Education Development (GED) unless the program also meets Career and Technical Education requirements.
- State-funded Customized Job Training Programs (CJT).
- Programs funded 100 percent with federal monies (e.g. Workforce Investment Act).
- 100 percent employer-funded programs.
- Any program not open to the public.

CATS registered adult affidavit programs should include the following program types:

- Registered Apprenticeship: a program for adults enrolled in a registered apprenticeship program involving on-the-job training.
- Emergency Service: a program for adults in voluntary public emergency service (e.g. Emergency Medical Technology and Firefighting).
- Other Occupational: a program for adults enrolled in a career and technical program for new occupational preparation or to upgrade their skills.

Questions related to the CTE adult affidavit registration process should be directed to the Bureau of Career and Technical Education at (717) 783-6860.

**IMPORTANT:** An adult affidavit CTE student may be reported more than once within this template to document each registered adult affidavit program the student was actively enrolled in during the reporting year.

CTE students are enrolled either in a PDE-approved, reimbursable, occupational secondary CTE program or a registered adult affidavit program. Secondary CTE students complete and sign “Annual Educational and Occupational Objectives for Students Enrolled in a PDE-Approved CTE Program” form (PDE-408) or a similar locally developed form, and take courses in the reporting year that are part of the approved reimbursable CTE program.

## **PIMS Templates**

### **June 30 Student Snapshot Template**

The *Student Snapshot* template contains the same information as the *Student* template, with the addition of a snapshot date. The *Student Snapshot* template is dependent on the *Student* template. Each *Student Snapshot* template is used for a different purpose and the criteria of the students included may be different from other student snapshots. Some student snapshots are not true snapshots in time.

The June 30 CTE student snapshot must (at a minimum) include a comprehensive list of students enrolled (at any point during the reporting year) in PDE-approved, reimbursable CTE secondary programs or registered adult affidavit programs held (owned) and operated by the LEA. LEAs that do not hold (own) and operate PDE-approved, reimbursable secondary CTE programs or registered adult affidavit programs do not need to submit June 30 student snapshot data.

The specification for this template is in the *Student* domain of the *PIMS Manual Volume One*. The template captures one person per record.

### **CTE Student Fact Template**

This template defines the *CTE Student Fact* table. This table contains the primary details of each CTE student’s enrollment within a Pennsylvania Department of Education-approved school-level CTE program and/or registered adult affidavit CTE operated by each LEA.

This template serves to accommodate Pennsylvania Department of Education (PDE) data collection requirements for federal (The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act) accountability requirements, and PDE’s need to account for students that enroll in or complete approved reimbursable secondary CTE programs and/or registered adult affidavit programs.

The specification for this template is in the *Career and Technical Education (CTE)* domain of the *PIMS Manual Volume One*. The template captures one person per record.

### **CTE Student Industry Credential Template**

The *CTE Student Industry Credential* template serves to record industry certifications earned by students during the reporting year as a direct result of the student’s enrollment within a PDE-

approved reimbursable secondary CTE program or registered adult affidavit program reported within the *CTE Student Fact* template.

**IMPORTANT:** Only LEAs with reporting year PDE-approved reimbursable secondary CTE programs or registered adult affidavit CTE programs need to submit this template only to record appropriate industry certifications earned by students reported within the CTE Student Fact template. LEAs need not submit this template if none of their CTE students reported within the *CTE Student Fact* template earned certifications.

The specification for this template is in the *Career and Technical Education (CTE)* domain of the *PIMS Manual Volume One*. The template captures one person per record.

## Timeline

### Date or Time Frame

- **Sandbox Window: Two weeks prior to Collection Window**  
LEAs are encouraged to use the sandbox as a tool to test and prepare data for successful data submission.
- **Collection Window: June 1 - July 17, 2026**  
Timeframe for LEAs to officially submit their template data into PIMS. All DQE data exception errors must be received and approved. Once the data exception request has been approved, LEAs must ensure there are no other data errors other than those in the original DQE request.  
  
LEAs must run their student data quality control reports before finalizing their submission. LEAs must make all necessary corrections identified in these reports.  
  
NOTE: The PIMS Maintenance Window is from June 30, 2026 at noon to July 14, 2026. The PIMS Application and PIMS Reports V2 will not be available during this time.
- **Follow-Up, Review & Editing Window: July 20 - 24, 2026**  
Allows PDE personnel to review quality control checks against multiple data sources and provide feedback to LEAs regarding issues found during PDE's review of submitted data.
- **Correction Window: July 27 - August 7, 2026**  
Allows LEAs to address submission deficiencies identified by PDE personnel during the follow-up review and editing window.
- **Accuracy Certification Statement (ACS) Due Date: August 28, 2026**  
LEAs should (1) generate and review the PIMS CTE data quality control reports available within the PIMS Reports application within MyPDESuite and (2) make any required and/or needed PIMS data corrections based on these reports. Note: The PIMS CTE data quality control reports served the purpose of both informing your LEA PIMS

users and/or CTE professional staff of questionable or erroneous PIMS CTE student-level data and providing supporting, detailed, aggregate, CTE enrollment statistics at the school and program-level for local verification.

PDE personnel cannot begin processing the Consolidated Annual Report (CAR) until all signed and initialed ACSs have been received by PDE.

## Reports

### PIMS Reports

PIMS reports for this data set can be found at the following locations:

#### PIMS CTE Secondary Student Data Quality Control Reports

**Location:** MyPDESuite > PIMSReportsV2 > CTE > Secondary > Student Level – QC and Verification

**QC Rpt01 - CTE Student IDs Not in June 30 Student Snapshot** - Report used to inform LEA when students within LEA *CTE Student Fact* data were not found within LEA June 30 cumulative *Student Snapshot* data (creating situation of an incomplete CTE student record within PIMS). IMPORTANT: There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt02 - CTE Students Reported More than Once at a School** - Report used to inform LEAs of any CTE students within *CTE Student Fact* submission that were reported more than once at the school level. Students must be reported only once at the school level within *CTE Student Fact* submission. IMPORTANT: There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt03 - Invalid June 30 Snapshot Data for CTE Students** - Report used to inform LEAs of any CTE student data (based on students reported in *CTE Student Fact* template) reported within June 30 cumulative *Student Snapshot* that was not proper (format-wise) for the following fields: first name, last name, middle name, address 1, address 2, address 3, city, state and ZIP code. Per the PIMS Manual, Address information is needed for CTE secondary students, Perkins funded CTE adult affidavit program students and Special Education students.

**QC Rpt03A - List of Statistically Countable CTE Students by School and Program** – Report lists students considered to be statistically countable as CTE enrollees by school and program. A student is statistically counted as a CTE enrollee only when data related specifically to the student's PAsecureID is reported by an educating LEA on both PIMS *CTE Student Fact* and the June 30 *Student Snapshot* templates. Review this list to determine if PIMS student records need to be added, deleted or modified on either CTE Student Fact or the June 30 Student Snapshot templates.

**QC Rpt05 - Invalid Data Element Combinations** – Report used to inform LEAs of the following:

- Birth dates that likely need to be corrected.
- Secondary CTE students were reported with zero program hours completed, but nonzero percentage completed.
- Secondary CTE students were reported with non-zero program hours completed, but zero percentage completed.
- CTE students are reported with grade levels that are not 9, 10, 11, 12, or Secondary Ungraded.
- Secondary CTE students were reported with Adult CTE status type codes.

Review the students listed on each tab. If needed, make corrections to either the CTE Student Fact or the June 30 Student Snapshot templates. **IMPORTANT:** There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt06 – Student IDs from CTE Industry Credential Not on Student Fact and/or June 30 Snapshot** - Report used to inform LEA when students within LEA *CTE Student Industry Credential* data were not found within LEA June 30 cumulative *Student Snapshot* data (creating situation of an industry certification not properly linked to a complete CTE student record within PIMS). **IMPORTANT:** There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt08 - Student CIP-Delivery Method-School Location Template Mismatches** – Report used to inform LEA when student's *Industry Credential* "CIP code - delivery method code - student location" combination does not match student's "CIP Code - delivery method code - CIP location" combination in *CTE Student Fact*. Student location code, CIP code and delivery method code must be the same in both templates. **IMPORTANT:** There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt08A - List of Statistically Countable CTE Students that Earned Industry Certifications during the Reporting Year** - Report lists students considered to be statistically countable as CTE enrollees that earned industry certifications during the reporting year by school and program. A CTE student is statistically counted as a earning an industry certification only when data related specifically to the student's PAsureID is reported on (1) PIMS *CTE Student Fact*, (2) the June 30 *Student Snapshot* and (3) *CTE Student Industry Credential* templates. Review list to determine if student records need to be added, deleted or modified on the CTE Student Fact, June 30 Student Snapshot or CTE Student Industry Credential templates.

**QC Rpt09 - Questionable Data Element Combinations** - Report used to inform LEAs of the following:

- Grade 9 through 11 students reported as graduating in CTE status code (codes 40 and 60).
- Grade 9 students reported as dropouts in CTE status code (code 71).
- Grade 12 students reported as continuing CTE at the same school (code 10).
- Grade 12 students reported transferring to different school or non-CTE program (codes 22 and 28).
- Grade 12 students reported as completing CTE program and not graduating (code 30).
- Students reported as successfully completing 0.00 percent of CTE program (indicates student did not successfully complete any technical instructional hours offered by the program).
- Grade 9 and 10 students reported as successfully completing over 50 percent of CTE program technical hours. Expecting primarily grade 11 and 12 students to be reported with over 50 percent completion.
- Grade 11 and 12 students reported as successfully completing less than 50 percent of CTE program technical hours. Expecting primarily grade 9 and 10 students to be reported with less than 50 percent completion.
- Successfully completed CTE program technical hours for student's grade level seem excessive.
- CTE student reported a challenge type / disability within the June 30 snapshot submission; however, the special education code does not indicate a current IEP.
- Secondary (Grade 9 – 12) CTE students reported less than 14 or greater than 21 years old by the end of the reporting year.
- CTE students reported with more than nine postsecondary credits earned.

Review the students listed on each tab. If needed, make corrections to either the CTE Student Fact or the June 30 Student Snapshot templates.

**QC Rpt10 - Low or Zero Enrollments in Programs (School-CIP-Delivery Method Level)** - Report used to inform LEAs of CTE programs with low (less than five) or zero enrollments.

**QC Rpt11 - CTE Students with Invalid or Blank Funding District or District of Residence** - Report used to inform LEAs if CTE students have an invalid funding district or district of residence AUN per PIMS data field specifications. **IMPORTANT:** There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt12 - CTE Special Population Aggregate Statistical Review** - Report used to provide LEAs school (CIP location code) and school-CIP-level CTE special population summary statistics for review and verification. Statistics based on students submitted on *CTE Student Fact* and their related special population identifiers within the June 30 *Student (cumulative) Snapshot*. If the aggregate special population counts are not considered

accurate, your LEA's June 30 cumulative Student Snapshot or CTE Student Fact submission may need to be revised.

**QC Rpt13 - Aggregate Statistical Review of CTE Students Earning Industry Certifications** - Report used to provide LEA aggregate statistics for Student-Earned Industry Certifications by school operated CTE program and grade level along with school summary statistics by grade level for review and verification.

**QC Rpt14 - Aggregate Statistical Review of CTE Students by CTE Program** - Report used to provide LEA aggregate statistics for CTE Students by School Operated CTE Programs broken out for the following data group categories and grade level for review and verification.

- Percent of CTE Program Technical Component Completed
- Students by Plan of Delivery
- Students That Earned Postsecondary Credits
- CTE Learning Component Participation
- CTE Student Status

**QC Rpt15 - Aggregate Statistical Review of CTE Students by School** - Report used to provide LEA aggregate statistics for CTE Students by School broken out for the following data group categories and grade level for review and verification.

- Race
- Percent of CTE Program Technical Component Completed
- Students by Plan of Delivery
- Students That Earned Postsecondary Credits
- CTE Learning Component Participation
- CTE Student Status
- CTE Students by Funding/Resident District

**QC Rpt15A - CTE Current and Prior Year Comparison of CTE Enrollments, Concentrators and Participants by School and Program** - Review to determine accuracy of current year data based on change (current year minus prior year). Statistics based on students submitted on both *CTE Student Fact* and the LEA's June 30 *Student (cumulative) Snapshot*. Only current year student data may be modified by adding, deleting, or modifying appropriate template data while the current year PIMS summer submission window is open. Changes or additions cannot be made to prior year student data. If current year counts are judged to be accurate, no action is needed.

**ACS QC Rpt16 - Accuracy Certification Statement (ACS)** - Report used to provide LEA-level (multiple CTE schools within an LEA are summarized) aggregate statistics for CTE students broken out for the following data group categories and grade level for review and verification. The PIMS (ACS), for the chief school administrator to sign, prints as the front cover page of this LEA aggregate statistical report. The original signed ACS form and associated LEA summary

CTE statistical report must be e-mailed to PDE and becomes part of the auditable LEA submission review folder.

- CTE Programs
- Race
- Percent of CTE Program Technical Component Completed
- Special Populations
- Students by Plan of Delivery
- Students That Earned Postsecondary Credits
- Industry Certifications Earned
- CTE Learning Component Participation
- CTE Student Status
- CTE Students by Funding/Resident District

### **PIMS CTE Adult Affidavit Program (AAP) Student Data Quality Control Reports**

**Location:** MyPDESuite > PIMSReportsV2 > CTE > Adult > Student Level – QC and Verification

**QC Rpt01 - AAP CTE Student IDs Not in June 30 Student Snapshot** - Report used to inform LEAs when AAP students within LEA *CTE Student Fact* data were not found within LEA June 30 cumulative *Student Snapshot* data (creating situation of an incomplete AAP CTE student record within PIMS). **IMPORTANT:** There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt03 - Invalid June 30 Snapshot Data for AAP CTE Students** - Report used to inform LEAs of any AAP CTE student data (based on AAP students reported in *CTE Student Fact* template) reported within June 30 cumulative *Student Snapshot* that was not proper (format-wise) for the following fields: first name, last name, middle name, address 1, address 2, address 3, city, state and ZIP code. Per the PIMS Manual, Address information is needed for CTE secondary students, Perkins funded CTE adult affidavit program students and Special Education students.

**QC Rpt03A - List of Statistically Countable AAP CTE Students by School and Program** - Report lists AAP students considered to be statistically countable as AAP CTE enrollees by school and program. An AAP student is statistically counted as an AAP CTE enrollee only when data related specifically to the student's PAsecureID is reported on both PIMS *CTE Student Fact* and the June 30 *Student Snapshot* templates. Review this list to determine if PIMS student records need to be added, deleted or modified to either CTE Student Fact or the June 30 Student Snapshot templates.

**QC Rpt05 AAP Invalid Data Element Combinations** – Report used to inform LEAs of the following:

- AAP CTE students were reported as receiving a Pell Grant but not reported as being economically disadvantaged

- Reported CTE status type of 41, completed CTE AAP for the Young Farmers Program
- AAP CTE students were reported with a secondary CTE status type
- AAP CTE students were reported with zero program hours completed but nonzero percentage completed
- AAP CTE students were reported with non-zero program hours completed but zero percentage completed
- AAP CTE students were reported with a secondary delivery method code
- Status type of 41, Completed CTE AAP, with less than 50 percent of program completed
- Completed 100 percent of program without a CTE status type code of 41, Completed CTE AAP

Review the students listed on each tab. If needed, make corrections to either the CTE Student Fact or the June 30 Student Snapshot templates. IMPORTANT: There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt06 – Stud IDs from AAP CTE Industry Credential Not on Stud Fact and/or June 30 Snapshot** - Report used to inform LEAs when AAP CTE students within LEA *CTE Student Industry Credential* data were not found within LEA June 30 cumulative *Student Snapshot* data (creating situation of an industry certification not properly linked to a complete AAP CTE student record within PIMS). IMPORTANT: There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt08 – AAP CTE Student CIP-Delivery Method-School Location Template Mismatches** - Report used to inform LEAs when AAP *CTE student's Industry Credential* "CIP code - delivery method code - student location" combination does not match AAP CTE student's "CIP code - delivery method code - CIP location" combination in *CTE Student Fact*. AAP CTE student location code, CIP code and delivery method code must be the same in both templates. IMPORTANT: There should not be any students listed on this report. Otherwise, your CTE submission may not be accepted by PDE.

**QC Rpt08A - List of Statistically Countable AAP CTE Students that Earned Industry Certifications During the Reporting Year** - Report lists AAP CTE students considered to be statistically countable as AAP CTE enrollees that earned industry certifications during the reporting year by school and program. An AAP CTE student is statistically counted as earning an industry certification only when data related specifically to the student's PAsecureID is reported on (1) PIMS *CTE Student Fact*, (2) the June 30 *Student Snapshot* and (3) *CTE Student Industry Credential* templates. Review list to determine if AAP CTE student records need to be added, deleted or modified in the CTE Student Fact, June 30 Student Snapshot or CTE Student Industry Credential templates.

**QC Rpt09 – AAP Questionable Data Element Combinations** – Report used to inform LEAs of the following:

- AAP CTE students were reported with an AAP delivery method and a secondary grade-level
- Completed 0.00 percent of CTE program
- Birth date indicating AAP CTE student is under 18 years old

Review the students listed on each tab. If needed, make corrections to either the CTE Student Fact or the June 30 Student Snapshot data.

**QC Rpt10 - AAP Low or Zero Enrollments in Programs (School-CIP-Delivery Method Level)** - Report used to inform LEAs of AAP CTE programs with low (less than six) or zero enrollments.

**ACS QC Rpt16 - AAP Accuracy Certification Statement (ACS)** - Report used to provide LEA-level (multiple CTE schools within an LEA are summarized) aggregate statistics for AAP CTE students broken out for the following data group categories for review and verification. The PIMS ACS, for the chief school administrator to sign, prints as the front cover page of this LEA aggregate statistical report. The original signed ACS form and associated LEA summary CTE statistical report must be mailed, faxed or emailed to PDE and becomes part of the auditable LEA submission review folder.

- Special Populations
- Race
- CTE Programs
- Industry Certifications Earned

## **Validation Reports**

**Location:** MyPDESuite > PIMSReportsV2 > Template Verification Reports

**CTE Student Fact Template Details**

**CTE Student Industry Credentials Template Details**

**Student Snapshot Template Details**

**Student Template Details**

## **Sandbox Reports**

The only reports related to this data set are the validation reports.

# Frequently Asked Questions

## CTE Student Fact

### 1. How many times may a student be reported in the CTE Student Fact Template?

A student may only be reported once per school (CIP School Number, Field 4) at the secondary level. If the student was enrolled in multiple CTE programs at a school during the reporting year, report the CIP the student was enrolled in last. EXCEPTION: If a secondary student completed a program before the end of the school year, report the CIP that the student completed.

An adult affidavit program CTE student may be reported more than once per school within this template to document each registered adult affidavit program the student was actively enrolled in during the reporting year.

### 2. May a student be reported multiple times within the CTE Student Fact Template to document a student's enrollment in more than one CTE program (CIP Code, Field 6)?

Only if a secondary student received CTE from two different schools (CIP School Number, Field 4) within your LEA. Example: Student is enrolled in CTE agriculture program within School A and transfers to School B mid-year. Student enrolls in CTE business program within School B for the last half of the reporting year. Student would be reported once for School A (CIP School Number, Field 4) within appropriate CIP Code (Field 6) for the agriculture program and once for School B (CIP School Number, Field 4) within appropriate CIP Code (Field 6) for the business program.

An adult affidavit program CTE student may be reported more than once per school within this template to document each registered adult affidavit program the student was actively enrolled in during the reporting year.

### 3. Should a history of CTE learning components be reported for the student or only those the student actively participated in during the school year?

Report only those learning components the student actively participated in during the school year AND only those learning components that were directly related to the student's enrollment in the reported program (CIP Code, Field 6).

### 4. What if a school within our LEA did not have any CTE enrollments in any of the school's reporting year approved reimbursable secondary CTE programs and/or registered adult affidavit programs?

Notify PDE's Office of Data Quality of that fact via [ra-catsdata@pa.gov](mailto:ra-catsdata@pa.gov). Submit CTE Student Fact Data related to the remaining LEA schools (CIP School Number, Field 4) that had CTE enrollments in approved secondary or registered adult affidavit CTE programs. If the school that did not have reporting year CTE enrollments in any of their approved reimbursable CTE

programs is the only LEA school with CTE program approvals, no LEA submission is required for the CTE Student Fact or the CTE Student Credential templates.

**5. What if our LEA's high school(s) does (do) not have any reporting year secondary CTE approved programs or registered adult affidavit programs?**

Your LEA does not need to submit data for the CTE Student Fact or the CTE Student Credential templates.

**6. When do you report the student in the CTE Student Fact Template, if an AAP program starts before the June 30 snapshot date, but does not end until after the June 30 snapshot date?**

The student should be reported in the school year in which the student enrolled. For example, if the student enrolled in the program during the 2025-26 school year, they should be reported in the 2025-26 school year.

**7. If a secondary student is enrolled in an AAP program, do I report them as an AAP student?**

You must ONLY report them as a secondary student. This will affect your adult reimbursements, as you are not able to receive reimbursement for secondary students who are taking AAP courses.

**8. May a student be reported as a Secondary CTE Student and an Adult Affidavit Student? Example - I have a secondary student who is a senior, is 18 years old, and is enrolled in our Auto Collision program. This student also enrolled in our Adult Education evening program and paid for this class on his own this month to earn his safety and emissions inspection certification from PennDOT from the Adult Education Program class.**

Per the CTE How To Guide and the PIMS Manual - CTE students are enrolled either in a PDE-approved, reimbursable, occupational secondary CTE program or a registered adult affidavit program. The student cannot be reported as a secondary student and an AAP student.

**9. May a student be reported as a Secondary CTE Completer if the student completed 2 of the 3-year program, scored Advanced on the NOCTI, but only completed 80% of the CIP Task List?**

Per the PIMS Manual – CTE Completer Status Code 40 -Use for a secondary CTE student who has (1) completed **all** secondary-level competencies on their program's task list or met appropriate related IEP objectives, (2) completed a PDE approved occupational end-of-program assessment (or completed a program which has an assessment waiver) and (3) attained a high school diploma or equivalent. SELECTION IDENTIFIES A CTE SECONDARY COMPLETER.

Since this student only complete 80% of the task list, the student would not be coded as a completer.

**10. Does the task list need to be completed 100% to mark Y in Field 28, Task List Completion Indicator?**

Yes. The student must complete 100% of the task list and score proficient for each task. Proficiency is defined as student demonstrates entry-level industry proficiency. Teachers are responsible for signing off on the students' task lists.

**11. If a student participates in a Cooperative Work experience outside of school hours, should the outside hours be included in the Number of Program Hours Completed (Field #18)?**

Co-Op hours end at the end of the school day "as defined by your school district". So, for example, if your school day as defined by your district is 7:45 am until 3:00 pm and you have a student that is out on Cooperative Education starting at 1:00 pm until 7:00 pm, the student can be counted for 2 hours on Cooperative Education (1:00 pm until 3:00 pm).

Per the PIMS Manual, the cumulative total secondary CTE program technical component instructional hours the student successfully completed for the student's reported CIP (Field 6 – CIP CODE) over the span of the student's secondary education (not just this reporting year) within that CIP. LEAs should use periodic (e.g., quarterly) grades, not year-end cumulative grades to tally successful hours.

**12. If a student completes a technical learning component over the summer (June 1 to August 31, 2026) as part of their CTE program, which school year should Y=Yes for Technical Learning Component Indicator be recorded?**

For the 2025-26 School Year, you would indicate Y for the Technical Learning Component Indicator completed since the Technical Learning Component is an extension of the academic year.

For the 2026-27 School Year, you would indicate Y for the Technical Learning Component Indicator completed but only if the student was actively enrolled in a technical component of a PDE-approved secondary reimbursable CTE program during the 2026-27 reporting year; AND completed and signed Annual Educational and Occupational Objectives for Students Enrolled in a PDE-approved CTE Program form (PDE-408) or a similar form.

Technical Learning Component include: Registered Apprenticeships, Internship, Cooperative Work Experience, Job Exploration, Agricultural Experience, School Sponsored Enterprise, Work Based Experience, and/or Simulated Work Environment. Some of the Technical Learning Components require written agreements between the school and the employer. Please refer to the PIMS Manual Volume 1 for more information.

**13. How does Field 18, Number of Program Hours Completed, related to Field 30, Perkins Concentrator, and Field 31, Perkins Participant in the CTE Student Fact Template?**

Fields 18, 30, and 31 are not related in the CTE Student Fact Template. Field 18, Number of Program Hours Completed, is based on periodic grades successfully completed. Periodic grades refer to the grades you receive through the academic term (quarter, trimester, semester) – pass/fail.

Fields 30 and 31 are based on final grades. Final grades represent your overall performance in a course at the end of the term – pass/fail.

Please note that LEAs determine when report cards are issued and the grade/percent needed for successful completion.

**14. If a student is given a medical exemption for the grading period or enrolled after a grading period has started, should the student receive credit for all the grading period hours for Field 18, Number of Program Hours Completed? How should hours be counted for Fields 30 and 31, Perkins Concentrator/Participant?**

If the LEA issues the student a grade that receives credit on the grading scale, the student should receive full credit for the grading period hours regardless of days enrolled/attended.

If the LEA issues the student a final grade that receives credit on the grading scale, the student should receive full credit for the CTE program hours regardless of days enrolled/attended. If the student was previously enrolled at another LEA in a similar CTE Program, the current LEA should include the previous CTE Program hours completed with their reporting. LEAs may determine how many hours should be credited to the student based on the previous and current CTE Program similarities and differences.

Please note that LEAs determine the grade scales and the grades that receive credit.

**15. During the previous year's C4 CTE Collection, our LEA reported a student as Code 10 – Continued or will continue CTE at this school for the CTE Status Type Code (Field 10). The student decided not to participate during the current school year. Do we need to correct our previously reported data? Should the student be reported in the current school year?**

It is very important to note that prior year CTE students who either did not return to your school or returned and DID NOT enroll in your LEA's CTE programs during current year AS EXPECTED should not be reported at all within the CTE Domain templates (CTE Student Fact or CTE Student Credential). You do not need to correct the previous year's data since C4 CTE Collection is based on what was known about the student at that point in time.

**16. If a student enrolls in a CTE course to satisfy graduation requirements and has no plans to follow the approved program should they be reported in the C4 CTE Collection? The student is taking the class as an elective.**

Per the PIMS Manual Vol 1 (Page 190), unless they are enrolled in the technical component of a PDE-approved reimbursable secondary CTE program during the reporting year AND completed and signed "Annual Educational and Occupational Objectives for Students

Enrolled in a PDE Approved CTE Program” form (PDE-408) or a similar locally developed form directly related to the student’s enrollment in the CTE program, they would not be a CTE student and wouldn’t be reported in the C4 CTE Collection.

**17. If a student started out in a CTE course then transferred out, didn’t complete, or failed and all of these situations resulted in the student getting ZERO hours; do we still report them?**

Yes, we need you to report students that were both –actively enrolled in a PDE approved, reimbursable CTE program’s TECHNICAL component during the 2025-26 reporting year and have completed and signed a form called a PDE-408, Annual Educational and Occupational Objectives for Students Enrolled in a PDE-Approved CTE Program.

For students that receive a failing grade or leave before a grade can be issued, should be reported at 0.00 hours for Field 18 - Number of Program Hours Completed.

**18. For Field 36 – Adult Cumulative Credit Equivalency, what does accreditation mean? How is credit equivalency calculated?**

Accreditation is defined as: The Pennsylvania State Board of Career and Technical Education is recognized by the United States Department of Education as an authority for the approval of public postsecondary career and technical education (PPCTE) institutions and programs offered at career and technical education institutions that are not offered for college credit. The accreditation process is voluntary and facilitates the documentation of internal processes and procedures that comprise a high quality postsecondary education. Once accredited, institutions may register their programs with Title IV, which makes available federal financial assistance to students. Programs exceeding 300 hours are eligible for low interest student loans and programs exceeding 600 hours are eligible for Pell Grants. [More information on the Accreditation process can be found here.](#)

Field 36 should only be completed for students enrolled in accredited CTC/IU programs. Please work with your CTC/IU Business Office to determine which programs are accredited.

The following is a conversion chart for Credit to Clock hours:

- 1 credit = 10 theory clock hours
- 1 credit = 20 lab clock hours
- 1 credit = 30 internship/externship clock hours

The credit hours awarded for the programs are compliant with the definition of a credit hour under the Higher Education Act of 2010, section 34 CFR 600.2 for the purpose of Federal program and provisions related to accrediting agencies’ assessment of institutions’ determinations of credit hours or other measures of student work under 34 CFR 602.24(f) for purpose of the title IV student financial assistance programs.

The institution provides clock hours that are the basis for the awarded credit hours.

The formula is as follows:

1. A semester credit must include at least 37.5 clock hours of instruction;
2. A trimester credit must include at least 37.5 clock hours of instruction; and
3. A quarter credit must include at least 25 clock hours of instruction.

Student work outside of class (clinical, internships, etc.) combined with the clock hours of instruction must meet or exceed the hours noted above (37.5, 37.5, 25) and:

1. A semester credit must include at least 30 clock hours of instruction;
2. A trimester credit must include at least 30 clock hours of instruction; and
3. A quarter credit must include at least 20 clock hours of instruction.

## **CTE Student Industry Credential**

### **1. What if our LEA's high school(s) does (do) not have any reporting year secondary CTE approved programs?**

Your LEA does not need to submit data for the CTE Student Fact or the CTE Student Credential templates.

### **2. What if none of the students reported within our LEA's CTE Student Fact data earned any industry certification credentials related to their enrollment within our CTE programs?**

There is no need to submit any CTE Student Credential template data.

### **3. When are industry credentials reported – the year they are earned or during the student's senior year?**

Earned Industry Credentials should be reported in the school year they were earned. For lack of a better word, the credentials are "banked" until the student's graduating year and then included in the PA Future Ready Index Industry Based Learning Indicator and Perkins V Core Indicators of Performance based on their formulas.

### **4. Are there limitations to which industry certification credentials we may report for a student?**

Only industry certifications earned as a direct result of the student's reported enrollment within an LEA school's CTE program (CIP CODE, Field 5) should be reported.

Valid reportable certification codes are provided in Volume 2 of the PIMS User Manual.

Additional industry certifications earned outside of the student's reported enrollment within an LEA school's CTE program (CIP CODE, Field 5) and not documented as offered by LEA programs within the CATS Program Approval System may be reported on the Student Award Fact Template for Industry-Recognized Credentials and Work-Based Learning Experiences for Non-CTE Students.

IMPORTANT NOTE: PDE is required to base the reporting of industry certifications earned by students on ONLY THOSE CERTIFICATIONS DOCUMENTED AS OFFERED BY A SCHOOL'S APPROVED PROGRAM WITHIN THE CATS SECONDARY PROGRAM APPROVAL SYSTEM FOR A SPECIFIC SCHOOL YEAR; therefore, LEAs are responsible for making certain that an accurate up-to-date record of "industry certifications offered" by their specific approved programs are properly recorded within the CATS Secondary Program Approval System on an annual basis.

**5. How many times may a student be reported within this template?**

A student should be reported as many times as necessary to document each industry certification credential earned during the reporting year as a result of the student's reported enrollment within an LEA school's CTE program (CIP Code – Field 5).

**6. Must all "Submitting AUN – School Year Date – PAsecureID – Student School Number – CIP Code – Delivery Method Code" combinations for a student reported within this template match up with an identical "Submitting AUN – School Year Date – PAsecureID – CIP School Number – CIP Code – Delivery Method Code" combination within the CTE Student Fact data?**

Yes.

**7. How can we get new industry credentials approved for a program at our LEA for the 2026-27 School Year?**

**Industry Credentials for the 2025-26 and 2026-27 school year are finalized.** To get a new Industry Credential approved for the 2027-28 school year, you must submit an application by November 30, 2026, to the following address:

Beth Marshall  
Pennsylvania Department of Education  
Bureau of Career and Technical Education  
607 South Drive, 4th Floor, Harrisburg, PA 17120-0600

or

Email: [ra-edindustrycred@pa.gov](mailto:ra-edindustrycred@pa.gov)

For More information on requests: [Process for Requesting New Industry Credentials \(pa.gov\)](#)

For specific questions on the Industry Credential approval process, please contact Beth Marshall at [betmarshal@pa.gov](mailto:betmarshal@pa.gov)

**8. Industry Credentials 1088 and 1100 in PIMS Manual, Volume 2, Appendix Q are the same credential. Are we allowed to report both?**

No. This duplication was overlooked during the Industry Credential review process. Both 1088 and 1100 refer to the Emergency Medical Responder certification through the Emergency Care & Safety Institute (ECSI). Local Education Agencies (LEAs) that selected 1088 and/or 1100 in Future Ready Comprehensive Planning Portal (FRCPP) CATS system for CIP 43.9999 must report the credential under 1088 only. Credential 1100 will not be accepted. PIMS has been updated to accept only 1088 for LEAs that previously selected either 1088 or 1100 in FRCPP/CATS.

## Appendices

### Appendix A – PIMS Elementary/Secondary Data Collection Calendar

The dates for the collection and correction window and the due date for the Accuracy Certification Statement are available in the *PIMS Elementary/Secondary Data Collection Calendar* located on PDE's website.

To access the *PIMS Elementary/Secondary Data Collection Calendar*:

1. Go to [PDE Website](http://www.education.pa.gov) (www.education.pa.gov)
2. Click Data and Reporting
3. Select PIMS
4. From the right side menu, select [Manuals and Calendar](#)
5. Select Manuals and Calendar

### Appendix B – Reference

- Training materials and informational documents
- The *PIMS Elementary/Secondary Data Collection Calendar* is located on Pennsylvania Department of Education > Data and Reporting > PIMS > Manuals and Calendar., ([www.education.pa.gov](http://www.education.pa.gov))

### Appendix C – Contacts

- PIMS Application Support (Questions related to PIMS uploads): 1-800-661-2423.
- PIMS CTE Collection Team (Other questions or concerns): [ra-catsdata@pa.gov](mailto:ra-catsdata@pa.gov).

## Appendix D – Suggested Default Values for Nonessential AAP Student Data Elements

### Student and Student Snapshot Template School Year 2025-2026

Field	Field Name	Suggested Default Value
13	Home Room	AAPHR (or locally assigned)
33	Food Pgm Participation Code	N
34	Challenge Type	(leave blank)
65	Grad Status	(leave blank)
66	Expected Post-Graduate Activity	(leave blank)
67	Student Status	(leave blank)
68	Date First Enrolled in An ELD Or Bilingual Education Program	(leave blank)
73	Foreign Exchange Student	N
80	Gifted and Talented	N
83	Snapshot Date (Only For 6/30 Student Snapshot Submission)	2026-06-30
90	Mobility Code	(leave blank)
91	Diploma Type Code	(leave blank)
93	Alternate Student Id	Determined and entered locally
97	Grade 09 Entry Date	(leave blank)
98	LEA Entry Date	2025-07-01
99	School Entry Date	2025-07-01
109	State Entry Date	2025-07-01
110	Date First Enrolled in A Us School	(leave blank)
117	District of Residence AUN	999999999
123	Home Language Code	(leave blank)
125	Years in US Schools	(leave blank)
131	Food Program Eligibility	N
165	School Number of Residence	9999
167	Special Education Referral	N
182	Home Address State County Code	(leave blank)
189	Funding District AUN	AUN of the school district where the CTE AAP education entity (high school, IU or CTC) is geographically located. This must be a school district AUN.
190	CTE Indicator	School District - leave blank CTC - N
212	PSSA / PASA Assessment	I
214	Keystone Winter Assessment	N
215	Keystone Spring Assessment	N
216	Keystone Summer Assessment	N
217	AUN of Enrollment	Same as field 1
221	Access for ELLS Assessment	(leave blank)
222	ELA Assessment Exemption Indicator	(leave blank)

## Appendix E – Secondary CTE Submission Checklist

- Review Collection 4 – 2025-26 Adult and Secondary CTE Submission Collection Dates
- Review Collection 4 – 2025-26 Adult and Secondary CTE Submission Collection Data
- Review the PIMS Adult and Secondary CTE Student Data Set Guide
- Watch the PIMS Secondary 2025-26 CTE Student Data Webinar
- Schedule Meeting with Data Owners to share needed information and due dates
  - Develop a plan for collecting the needed data
  - Assign responsibilities for the data elements and data entry
  - Set Internal Deadlines
- Verify CTE data entry into Student Information System (SIS) or other data system
- Pull CTE Templates from the SIS
  - June 30<sup>th</sup> Student Snapshot Template
  - CTE Student Fact Template
  - CTE Student Industry Credentials Template (if needed)
- Upload CTE Templates into PIMS Sandbox
  - Review errors with Data Owners
  - Correct Data in the SIS
  - Pull new reports and check for additional errors in the PIMS Sandbox
- Upload Clean CTE Templates into PIMS
  - Review DQE errors with Data Owners
  - Correct Data in the SIS
  - Pull new reports and check for additional errors in the PIMS
  - If needed, request a Data Exception. Please make sure all other errors are addressed prior to requesting a Data Exception
  - Check Batch Files for Green Checkmarks
    - Files with a Red X indicated not all records were accepted. Review Errors.
    - Upload new files, as necessary
- After the refresh, review QC Reports in PIMSReports V2 - MyPDESuite > PIMSReportsV2 > CTE > Secondary > Student Level – QC and Verification
  - QC Rpt01 - CTE Student IDs Not in June 30 Student
    - Students on this report MUST be corrected
  - QC Rpt02 - CTE Students Reported More than Once at a School
    - Students on this report MUST be corrected
  - QC Rpt03 - Invalid June 30 Snapshot Data for CTE Students
    - Students on this report MUST be corrected
  - QC Rpt03A - List of Statistically Countable CTE Students by School and Program
    - Program Admin should review this report to ensure all students were reported
  - QC Rpt05 - Invalid Data Element Combinations
    - Students on this report MUST be corrected

- QC Rpt06 – Student IDs from CTE Industry Credential Not on Student Fact and/or June 30 Snapshot
  - Students on this report MUST be corrected
- QC Rpt08 - Student CIP-Delivery Method-School Location Template Mismatches
  - Students on this report MUST be corrected
- QC Rpt08A - List of Statistically Countable CTE Students that Earned Industry Certifications during the Reporting Year
  - Program Admin should review this report to ensure all students were reported
- QC Rpt09 - Questionable Data Element Combinations
  - Students on this report MAY need to be corrected
- QC Rpt10 - Low or Zero Enrollments in Programs (School-CIP-Delivery Method Level)
  - Program Admin should review this report to ensure all students were reported
- QC Rpt11 - CTE Students with Invalid or Blank Funding District or District of Residence
  - Students on this report MUST be corrected
- QC Rpt12 - CTE Special Population Aggregate Statistical Review
  - Program Admin should review this report to ensure all students were reported
- QC Rpt13 - Aggregate Statistical Review of CTE Students Earning Industry Certifications
  - Program Admin should review this report to ensure all students were reported
- QC Rpt14 - Aggregate Statistical Review of CTE Students by CTE
  - Program Admin should review this report to ensure all students were reported
- QC Rpt15 - Aggregate Statistical Review of CTE Students by School
  - Program Admin should review this report to ensure all students were reported
- QC Rpt15A - CTE Current and Prior Year Comparison of CTE Enrollments, Concentrators and Participants by School and Program
  - Program Admin should review this report to ensure all students were reported
- Make necessary corrections in PIMS based on the QC reports
- After all CTE data QC reports are verified for accuracy and content, generate the Secondary CTE Accuracy Certification Statement (ACS) Form
  - ACS QC Rpt16 - Accuracy Certification Statement (ACS)
    - Submit the completed, signed ACS form and the ACS summary statistics must be received by our office via email no later than August 28, 2026. Instructions for submitting the ACS are on the signature page.

## Appendix F – Adult CTE Submission Checklist

- Review Collection 4 – 2025-26 Adult and Secondary CTE Submission Collection Dates
- Review Collection 4 – 2025-26 Adult and Secondary CTE Submission Collection Data
- Review the PIMS Adult and Secondary CTE Student Data Set Guide
- Watch the PIMS Adult 2025-26 CTE Student Data Webinar
- Schedule Meeting with Data Owners to share needed information and due dates
  - Develop a plan for collecting the needed data
  - Assign responsibilities for the data elements and data entry
  - Set Internal Deadlines
- Verify CTE data entry into Student Information System (SIS) or other data system
- Pull CTE Templates from the SIS
  - June 30<sup>th</sup> Student Snapshot Template
  - CTE Student Fact Template
  - CTE Student Industry Credentials Template (if needed)
- Upload CTE Templates into PIMS Sandbox
  - Review errors with Data Owners
  - Correct Data in the SIS
  - Pull new reports and check for additional errors in the PIMS Sandbox
- Upload Clean CTE Templates into PIMS
  - Review DQE errors with Data Owners
  - Correct Data in the SIS
  - Pull new reports and check for additional errors in the PIMS
  - If needed, request a Data Exception. Please make sure all other errors are addressed prior to requesting a Data Exception
  - Check Batch Files for Green Checkmarks
    - Files with a Red X indicated not all records were accepted. Review Errors.
    - Upload new files, as necessary
- After the refresh, review QC Reports in PIMSReports V2 - MyPDESuite > PIMSReportsV2 > CTE > Adult > Student Level – QC and Verification
  - QC Rpt01 - AAP CTE Student IDs Not in June 30 Student Snapshot
    - Students on this report MUST be corrected
  - QC Rpt03 - Invalid June 30 Snapshot Data for AAP CTE Students
    - Students on this report MUST be corrected
  - QC Rpt03A - List of Statistically Countable AAP CTE Students by School and Program
    - Program Admin should review this report to ensure all students were reported
  - QC Rpt05 – AAP Invalid Data Element Combinations
    - Students on this report MUST be corrected
  - QC Rpt06 – Stud IDs from AAP CTE Industry Credential Not on Stud Fact and/or June 30 Snapshot
    - Students on this report MUST be corrected

- QC Rpt08 - AAP CTE Student CIP-Delivery Method-School Location Template Mismatches
  - Students on this report MUST be corrected
- QC Rpt08A - List of Statistically Countable AAP CTE Students that Earned Industry Certifications During the Reporting Year
  - Program Admin should review this report to ensure all students were reported
- QC Rpt09 - AAP Questionable Data Element Combinations
  - Students on this report MAY need to be corrected
- QC Rpt10 - AAP Low or Zero Enrollments in Programs (School-CIP-Delivery Method Level)
  - Program Admin should review this report to ensure all students were reported
- Make necessary corrections in PIMS based on the QC reports
- After all CTE data QC reports are verified for accuracy and content, generate the Adult CTE Accuracy Certification Statement (ACS) Form
  - ACS QC Rpt16 - AAP Accuracy Certification Statement (ACS)
    - Submit the completed, signed ACS form and the ACS summary statistics must be received by our office via email no later than August 28, 2026. Instructions for submitting the ACS are on the signature page.

## **Appendix G – Credit/Clock Hour Conversion for Field #36 – Cumulative Credit Equivalency**

The following is a conversion chart for Credit to Clock hours:

- 1 credit = 10 theory clock hours
- 1 credit = 20 lab clock hours
- 1 credit = 30 internship/externship clock hours

The credit hours awarded for the programs are compliant with the definition of a credit hour under the Higher Education Act of 2010, section 34 CFR 600.2 for the purpose of Federal program and provisions related to accrediting agencies' assessment of institutions' determinations of credit hours or other measures of student work under 34 CFR 602.24(f) for purpose of the title IV student financial assistance programs.

The institution provides clock hours that are the basis for the awarded credit hours.

The formula is as follows:

1. A semester credit must include at least 37.5 clock hours of instruction;
2. A trimester credit must include at least 37.5 clock hours of instruction; and
3. A quarter credit must include at least 25 clock hours of instruction.

Student work outside of class (clinical, internships, etc.) combined with the clock hours of instruction must meet or exceed the hours noted above (37.5, 37.5, 25) and:

1. A semester credit must include at least 30 clock hours of instruction;
2. A trimester credit must include at least 30 clock hours of instruction; and
3. A quarter credit must include at least 20 clock hours of instruction.