Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
Office of College and Career Readiness

June 30, 2011

Carl D. Perkins Career and Technical Education Act of 2006
Instructions for Perkins IV Adult Accountability Reporting
2010-2011

Introduction

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires that all recipients of federal funds provide accountability data to the U.S. Department of Education. The Missouri Department of Elementary and Secondary Education (DESE) is the Missouri state agency responsible for collecting and reporting this data. Student data is collected via the Missouri Student Information System (MOSIS) system. Each of the local education agencies report Career and Technical Education (CTE) data for their students in the MOSIS PS-Adult Perkins Core reporting cycle. Levels of performance have been established for the eight performance indicators required by the Act.[1]

Index

Accountability Report Navigation – ePeGS ..... page 2

Consolidated Annual Report Indicators

- Participation Enrollment ..... page 3
- Concentrator 16 Career Clusters ..... page 3
- Core Indicators
  - 1A1 – Technical Skill Attainment ..... page 5
  - 2A1 – Credential, Certificate, or Degree ..... page 7
  - 3A1 – Student Retention or Transfer ..... page 8
  - 4A1 – Placement ..... page 9
  - 5A1 – Nontraditional Participation ..... page 10
  - 5A2 – Nontraditional Completion ..... page 12

Definitions ..... page 13

Postsecondary-Adult Retention or Left Codes ..... page 17

Special Populations ..... page 21

[1] Missouri Perkins IV State Plan - http://www.dese.mo.gov/schoollaw/rulesregs/Inc_By_Ref_Mat/PerkinsIVStatePlan.htm

Accountability Report Navigation - ePeGS

Each core indicator report can be located in the electronic Plan and electronic Grants System (ePeGS) which is located in DESE Web Applications. The adult reports are provided in three separate levels:

1. Consortium
2. District
3. State

Performance levels for each of the core indicators are negotiated with the U.S. Department of Education, Office of Vocational and Adult Education.

Missouri is held accountable for meeting at least 90% of each agreed-upon performance level or is required to implement a program improvement plan pursuant to section 123(a)(1) of Perkins IV.

To access the ePeGS reports

Go to DESE's homepage (www.dese.mo.gov)

- Click on DESE Web Applications
- Click on View Public Applications
- Click on ePeGS (under Cross-Divisional Systems)
- Click on the "Select" button (you do not have to select a school district at this point)
- Click on Report Menu (left side)
- Select which set of reports you want to view
  - Click on "Show" beside Perkins IV Reports – Adult
- Select which report you want to view by report level
  For example:
  - To view Consortium data
    - Click Adult Participation – Consortium Level
  - To view District data
    - Click Adult Participation – District Level
  - To view Statewide data
    - Click Adult Participation – State Level
- Select the year
  - There is data available for 2008-2009, 2009-2010 and 2010-2011.
- Click on the dropdown arrow and select the district or consortium, listed in county district code order, you want to view.
- Click "Get Report"

Consolidated Annual Report Indicators

Participation Enrollment

Participation Enrollment measures the number of CTE students who have earned 100 or more clock hours in any Department-approved career education program area.

This is calculated by using the classification of A in the PerkPart field in the MOSIS PS-Adult Perkins Core.

Concentrator 16 Career Clusters

Concentrator 16 Career Clusters measures the number of CTE concentrators who are placed in their primary field of study and their career cluster.

This is calculated by using the classification of A in the PerkCon field; the CTEProgramCode field; and the PerkCareerCluster field in the MOSIS PS-Adult Perkins Core.

Report the unduplicated career cluster for all students who meet the concentrator definition. If a concentrator has earned credits in more than one program area (Agriculture, Family Consumer Science, Business), report them only in their primary field of study.

The following chart is a crosswalk of program type to career cluster:

Postsecondary Program Code – Cluster Crosswalk

Program Type	Program Name	Cluster #
0110	Agricultural Education	Cluster #01 – Agriculture, Food & Natural Resources
0210	Business Education	Cluster #04 – Business, Management & Administration Cluster #06 – Finance Cluster #11 – Information Technology
0410	Marketing Education	Cluster #04 – Business, Management & Administration Cluster #09 – Hospitality & Tourism Cluster #14 – Marketing Sales & Service
0510	Health Sciences	Cluster #08 – Health Science
0610	Family Consumer Science	Cluster #09 – Hospitality & Tourism Cluster #10 – Human Service
0710	Occupational Family Consumer Science	Cluster #05 – Education & Training Cluster #09 – Hospitality & Tourism Cluster #10 – Human Service

0810	Skilled Technical Sciences	Cluster #02 – Architecture & Construction Cluster #03 – Arts, A/V Technology & Communications Cluster #11 – Information Technology Cluster #12 – Law, Public Safety, Corrections & Security Cluster #13 – Manufacturing Cluster #15 – Science, Technology, Engineering & Mathematics Cluster #16 – Transportation, Distribution & Logistics

The full descriptions of the 16 career clusters are located on pages 13-15.

1A1 Technical Skill Attainment (TSA)

1A1 measures the percentage of CTE concentrators who pass the technical skills assessment.

The **numerator** is the total number of CTE concentrators who pass the technical skill assessments that are aligned with industry-recognized standards. Passing scores will be determined by the agency scoring the assessment.

The **denominator** is the total number of CTE concentrators who took the technical skill assessments during the reporting year. All CTE concentrators who complete the program and earn a 1- or 2-year certificate would be required to take the exam. The assumption is all completers are concentrators.

$$\frac{\textbf{Number Passing Technical Skill Assessment (Numerator)}}{\textbf{Total Number Taking Technical Skill Assessment (Denominator)}}$$

Accountability

This core indicator is calculated by using the classification of A in the PerkCon field; the student's classification of PT, FT or PR in the PerkCTETSA field; and the retention/left code of G01-G08, D01-D04 or T02 in the MOSIS PS-Adult Perkins Core.

Technical Skill Attainment

To measure technical skill attainment, a third-party, industry-recognized skill assessment is required to be given to Perkins concentrators who completed a department-approved CTE program. Results of the TSA will be reported in the MOSIS PS-Adult Perkins Core submission the year the test was taken and each following year until the student leaves the institution.

All concentrators who complete a program will be expected to take a technical skill assessment.

2010-2011 School Year.....66% of concentrators who complete a program will take a technical skill assessment

2011-2012 School Year.....75% of concentrators who complete a program will take a technical skill assessment

2012-2013 School Year.....100% of concentrators who complete a program will take a technical skill assessment

TSA Codes

One of the six codes below must be reported in the June Student Core field CTE TSA for all CTE concentrators.

PT – A concentrator who completed a Department-approved CTE program and passed the technical skills assessment.

FT – A concentrator who completed a Department-approved CTE program and failed the technical skills assessment.

NT – A concentrator who was eligible to take a technical skills assessment and the assessment was available but the student did not take the assessment (i.e. sick the day of testing.)

NA – A concentrator who was eligible to take a technical skills assessment but an assessment was not available for the student (i.e. no assessment was available for the specified program area.)

NE – a concentrator who was not eligible to take a technical skill assessment (i.e. coursework required to complete the program is greater than three credits. Example: A welding program that is a two-year program requiring six credits for program completion.)

PR – A concentrator who took a technical skills assessment; however, there are pending results and not yet known.

> **NOTE:** All students who have been reported with a CTE TSA status of PR need to be updated by the institution by ***November 1*** with either PT, passed test, or FT, failed test.

2A1 Credential, Certificate, or Degree

2A1 measures the percentage of CTE concentrators who receive an industry-recognized (IR) credential, a 1- or 2-year program certificate awarded by the local education agency, or a degree.

The **numerator** is the total number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

The **denominator** is the total number of CTE concentrators who left postsecondary education during the reporting year.

$$\frac{\textbf{Number of Concentrators Who Earned IR Credential, 1- or 2-Year Program Certificate or Degree}}{\textbf{Total Number Concentrators Who Left Postsecondary Education}}$$

(Numerator)

(Denominator)

Accountability

This core indicator is calculated by using the classification of A in the PerkCon field and the retention/left code of G01-G08, D01-D04 or T02 in the MOSIS PS-Adult Perkins Core.

3A1 Student Retention or Transfer

3A1 measures the percentage of CTE concentrators who do not earn an industry-recognized credential, certificate, or degree and remain enrolled or transferred to another postsecondary institution.

The **numerator** is the total number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.

The **denominator** is the total number of CTE concentrators who were enrolled in postsecondary education in the previous reporting year who did not earn an industry–recognized credential, a certificate, or a degree in the previous reporting year.

$$\frac{\textbf{Number Concentrators Remained Enrolled From Previous Year or Transferred to Another 2- or 4-Year Postsecondary Institution During the Reporting Year}}{\textbf{Total Number of Concentrators Enrolled in the Previous Reporting Year Did Not Earn and IR Credential, 1- or 2-Year Certificate, or Degree}}$$

(Numerator)

(Denominator)

Accountability

This core indicator is calculated by using the classification of P in the PerkCon field and the retention/left code of R01, R02, G02, G04, G06, G08, D01, D03, T01 or T02 in the MOSIS PS-Adult Perkins Core.

4A1 Placement

4A1 measures the percentage of CTE concentrators who were placed or retained in employment or military service in the second quarter following the program year in which they left postsecondary education. (Example: For any given year, the unduplicated placement for CTE concentrators who graduated by June 30 would be determined between October 1 and December 31.)

The **numerator** is the total number of CTE concentrators who were placed or retained in employment or placed in military service in the second quarter following the program year in which they left postsecondary education.

The **denominator** is the total number of CTE concentrators who left postsecondary education during the reporting year.

$$\frac{\textbf{Number of Completers Placed in Employment or Military}}{\textbf{Number of Completers}}$$

(Numerator) / (Denominator)

Accountability

This core indicator is calculated by using the classification of A in the PerkCon field; the "left secondary education" code from the retention/left field in the 2010 MOSIS PS-Adult Perkins Core; and the FollowUpStatus information from the 2011 February Student Graduate Follow Up.

NOTE: The retention/left codes for this core indicator are G01-G08.

5A1 Nontraditional Participation

5A1 measures the percentage of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs.

The **numerator** is the total number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in the nontraditional field during the reporting year. The student must have earned one or more credits in a nontraditional career education program.

The **denominator** is the total number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. The student must have earned one or more credits in a nontraditional career education program.

The following programs are considered nontraditional for these gender groups:

- Agricultural Education – Nontraditional for females
- Family Consumer Sciences Education – Nontraditional for males
- Skilled Technical Sciences – Nontraditional for females
- Health Sciences Education – Nontraditional for males

Business, Marketing and Cooperative Education is balanced. There are NO underrepresented gender groups for these program areas. Therefore, these students are not included in the numerator or denominator.

Total Number of Underrepresented Postsecondary CTE Participants Enrolled in Nontraditional CTE Programs
(Numerator)

Total Number of Postsecondary CTE Participants Enrolled in Nontraditional CTE Programs
(Denominator)

Accountability

This core indicator is calculated by using the classification of A in the PerkPart field and the Nontraditional code of Y or N in the PerkNonTrad field in the MOSIS PS-Adult Perkins Core.

The following chart is to be used for identification of nontraditional enrollment:

Nontraditional Program – Gender Crosswalk

Program Type	Program Name	Nontraditional Gender
0110	Agriculture	Female

0210	Business	Neither
0410	Marketing	Neither
0510	Health Sciences	Male
0610	Family-Focus FCS	Male
0710	Occupational FCS	Male
0810	Skilled Technical Sciences	Female

NOTE: This information will be collected in the MOSIS PS-Adult Perkins Core field PerkNonTrad. Referring to the chart above, the gender in the Nontraditional Gender column would be marked as Y (yes); the opposite gender would be marked as N (no) for each program type.

5A2 Nontraditional Completion

5A2 measures the percentage of CTE concentrators from the underrepresented gender groups who completed a nontraditional career education program.

The **numerator** is the total number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in a nontraditional field.

The **denominator** is the total number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Completion means earned a degree, certificate, or industry-recognized credential.

$$\frac{\textbf{Total Number of Underrepresented Adult Concentrators Completing Nontraditional CTE Programs (Numerator)}}{\textbf{Total Number of Adult Concentrators Completing Nontraditional CTE Programs (Denominator)}}$$

Example:

Completion	Total Number of CTE Underrepresented Concentrators in Nontraditional Programs Who Completed and Graduated (Numerator)	Total Number of CTE Concentrators in Nontraditional Programs Who Completed and Graduated (Denominator)
2-year Certificate	2	10
1-year Certificate	4	6
Industry-recognized Credential	10	30
Total	16	46

Accountability

This core indicator is calculated by using the classification of P in the PerkPart field; the Nontraditional code of Y or N in the PerkNonTrad field in the MOSIS PS-Adult Perkins Core; and the retention/left code of G01-G08 in the MOSIS PS-Adult Perkins Core.

NOTE: See the Nontraditional Program - Gender Crosswalk, pages 10-11, for nontraditional completion.

Definitions

The following definitions apply to the Perkins IV performance measures:

16 Career Cluster Descriptions List

Cluster #	Cluster Name	Description
1	Agriculture, Food & Natural Resources	Planning, managing, and performing agricultural production and horticulture and landscaping services and related professional and technical services, mining and extraction operations, and managing and conserving natural resources and related environmental services
2	Architecture & Construction	Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings
3.	Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
4	Business, Management & Administration	Planning, managing, and providing administrative support, and human resource management
5	Education & Training	Planning, managing, and providing education and training services, and related learning support services including assessment and library and information services
6	Finance	Planning, managing, and providing banking, investment, financial planning, accounting, and insurance services
7	Government & Public Administration	Planning, managing, and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state, and local levels

8	Health Science	Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care
9	Hospitality & Tourism	Planning, managing, and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services
10	Human Service	Planning, managing, and providing human services including social and related community services
11	Information Technology	Designing, developing, managing, and operating communication and information technology systems, networks, information processing, and related hardware and software for telecommunications and computing services
12	Law, Public Safety, Corrections & Security	Planning, managing, and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice system
13	Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
14	Marketing Sales & Service	Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion
15	Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (physical/engineering and social) including laboratory and testing services, and research and development services

16	Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance

Career Education Participant

An adult student who has earned 100 or more clock hours in any Department-approved career education program area. This student would be marked as an A in the PerkPart field of the MOSIS PS-Adult Perkins Core.

NOTE: A CTE participant would earn a career education 1- or 2-year certificate or industry-recognized credential.

EXAMPLE: In the 2011 reporting year, a student would earn a minimum of 100 clock hours in a CTE program area.

Career Education Concentrator

An adult student who has earned a minimum of 500 or more clock hours in any Department-approved career education program area. This student would be marked as an A in the PerkCon field of the MOSIS PS-Adult Perkins Core.

NOTE: A CTE concentrator would earn a career education 1- or 2-year certificate or industry-recognized credential.

Career Education Adult Tech Prep

- Participant – A student who has completed the secondary component of a Tech Prep program. The student must be enrolled in a postsecondary education component of a Tech Prep program and have an articulation agreement signed by a secondary education agency, adult education agency, and the student. The articulation agreement must be a non-duplicative sequence of training that leads to a two-year program certificate.

- Concentrator – In addition to the requirements of a Tech Prep participant, the student must have earned a minimum of 12 career education sequential credits in a postsecondary education component of a credit-hour Tech Prep program.

- Completer – In addition to the requirement of a Tech Prep concentrator, the student must have earned a two-year program certificate.

CTE – Career and Technical Education or Career Education

Reporting Year – The most recent academic year that data is available. The current reporting year for Perkins IV is **July 1, 2010 through June 30, 2011**.

Postsecondary-Adult Retention or Left Codes

This is a list of the Perkins retention/left codes used to calculation performance in 2P1/2A1—Credential, Certificate, or Degree and 3P1/3A1—Student Retention or Transfer. The MOSIS code and a definition for each are indicated to assist in assigning the correct MOSIS code to each student in your Postsecondary/Adult Perkins Core submission.

A student is considered enrolled if a postsecondary (college) student earned at least one credit in the reporting year or an adult student earned at least 100 clock hours in the reporting year.

Postsecondary-Adult Retention or Left Codes

MOSIS Code	Definition
E01	Enrolled in postsecondary/adult education during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but did not graduate.*
R01	Remained enrolled in postsecondary/adult education during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but did not graduate.*
R02	Not enrolled in postsecondary/adult education during the reporting year but enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Did not return in 2011 (July 1, 2010 thru June 30, 2011) but notified you that they were taking the year off.*
T01	Transferred to another 2- or 4-year postsecondary education institution during the reporting year and enrolled in postsecondary education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but during the school year transferred to another postsecondary/adult education institution.*

T02	Deceased and was enrolled in postsecondary education during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but died during school year prior to graduation.*
G01	Graduated with an Industry-Recognized Credential during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Graduated with an Industry- Recognized Credential in the reporting year (July 1, 2010 thru June 30, 2011).*
G02	Graduated with an Industry-Recognized Credential during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Graduated with an Industry- Recognized Credential in the reporting year (July 1, 2010 thru June 30, 2011).*
G03	Graduated with a 1-year Certificate during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Graduated with a 1-Year Certificate in the reporting year (July 1, 2010 thru June 30, 2011).*
G04	Graduated with a 1-year Certificate during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Graduated with a 1-Year Certificate in the reporting year (July 1, 2010 thru June 30, 2011).*
G05	Graduated with a 2-year Certificate during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Graduated with a 2-Year Certificate in the reporting year (July 1, 2010 thru June 30, 2011).*

G06	Graduated with a 2-year Certificate during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Graduated with a 2-Yr Certificate in the reporting year (July 1, 2010 thru June 30, 2011).*
G07	Graduated with a 2-year Degree during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Graduated with a 2-Yr AAS Degree in the reporting year (July 1, 2010 thru June 30, 2011).*
G08	Graduated with a 2-year Degree during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Graduated with a 2-Yr AAS Degree in the reporting year (July 1, 2010 thru June 30, 2011).*
D01	Dropped Out: Expulsion from the enrolled postsecondary/adult education institution during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but was expelled during the reporting year.*
D02	Dropped Out: Expulsion from the enrolled postsecondary/adult education institution during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but was expelled during the reporting year.*
D03	Dropped Out: Non-Expulsion from the enrolled postsecondary/adult education institution during the reporting year and enrolled in postsecondary/adult education in the previous reporting year. - *Enrolled in 2010 (July 1, 2009 thru June 30, 2010) but did not graduate.* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but dropped out during the reporting year.*

D04	Dropped Out: Non-Expulsion from the enrolled postsecondary/adult education institution during the reporting year and not enrolled in postsecondary/adult education in the previous reporting year. - *Not enrolled in 2010 (July 1, 2009 thru June 30, 2010).* - *Enrolled in 2011 (July 1, 2010 thru June 30, 2011) but dropped out during the reporting year.*

Special Populations

Perkins IV requires students to be identified by special population. Students that meet more than one special population category should be marked in each category they meet.

Individuals with Disabilities: An individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment is on file.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkADA using the codes Y or N.

Economically Disadvantaged: An individual receiving a Pell grant in the reporting year.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkEconDis using the codes Y or N.

Displaced Homemaker: An individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkDisplaced using the codes Y or N.

Limited English Proficient: An individual who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkLEP using the codes Y or N.

Nontraditional Enrollees: An individual entering a CTE training program or occupation nontraditional to their gender.

Single Parents: An individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkSingleParent using the codes Y or N.

Migrant: This is not required at the postsecondary level so all postsecondary students can be marked as N (No).

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkMigrant using the codes Y or N.

Bureau of Indian Affairs: An individual receiving assistance from the Bureau of Indian Affairs in the reporting year.

> **NOTE:** This information will be collected in the MOSIS PS-Adult Perkins Core field PerkBIA using the codes Y or N.