

Questions & Answers

The following questions and answers are provided as part of the webinar presented on April 25, 2012.

Secondary Perkins Data MOSIS Report

The Perkins Help Document can be located at - http://www.dese.mo.gov/divcareered/perkins_iv_help.htm

1. If they earn NO credit this year, we put them in as LTO...even if they have earned pervious credit?

Yes unless the career education (CTE) student is a concentrator.

The definition for an LTO is - *“A secondary student who has earned some approved CTE credit(s) in grades 9-12 but does not meet the definition of a Perkins Participant nor a Perkins Concentrator in the reporting year.”*

Remember for a student to be reported as a “Participant” they must earn some career education credit in the reporting year.

2. Student takes 3 credits in 3 different program areas...how do we report? Grad Follow-up? Or 1 credit in 3 programs areas totaling 3 credits...sorry.

A student who earns credits in different program areas would be reported as a Participant until the student earns 3 credits in the same program areas. The definition of a concentrator is *“A secondary student who has earned three or more credits in a sequence in any Department-approved career education program area.”*

3. Are the pathways on DESE's website? The slides are hard to read.

The pathways are not currently posted on the website. We are looking into reposting the presentation handout so that they are readable. If you contact me, I will email them to you. connie.obrien@dese.mo.gov

4. I too question how to code when the courses are not sequential?

The definition of credits in a sequence is *“A sequence is defined as a series of courses that build upon each other, show a relationship, and assist students in developing knowledge and skills leading to postsecondary education or employment.”*

5. What about the CIP codes that go along with the Cluster?

For reporting the Perkins information in the MOSIS June Student Core, CIP codes are not required they are necessary for the MOSIS February Student Graduate Follow Up file. To locate your school's, or a career center's, you can go to –

<https://k12apps.dese.mo.gov/webapps/reportmenu/DataCollection/CareerEdApprovedCourses.aspx> , select the year and school district you are wanting.

6. Are career clusters only required to be reported for CHS, not PHS?

Yes, career clusters are required at the concentrator (CHS or CNP) level but you may add the cluster number when a student is an LTO or PHS if you choose.

7. Is a cluster required for all cte or just concentrators?

See question #6.

8. Do all vocational students have to have a career cluster or only the concentrators?

See question #6.

9. 3 credits over 4 years in three areas, sometimes 4...how do we report? What program should we use?

See question #2.

10. Does CTE have plans to implement a better coding system?

The coding system has been development according to federal guidelines.

11. What if they have credit in different career clusters? How do we choose the correct one to report each year?

There a few areas where a student could possibly earn 3 credits in a sequence and be in multiple clusters. If you have students that fall into multiple cluster areas, you should look at the students "personal plan of study" to determine which cluster area the student is attempting to achieve.

12. All MOSIS cycles require Career Cluster, HS Career Ed Student, CTE Program Code and CTE Tech Skills Attainment but when I checked my certified trials, this information was not there but no error message was received. Should I go back and put the information in those cycles that are missing the data?

The fields for the reporting career education students' data (i.e., CareerEd, CTECluster, CTETSA, and CTEProgramCode, NonTradStudent, SingleParent, DisplacedHomemaker) fields are only required in the June Student Core. All other cycles they are optional.

13. Any suggestions on what to do because students are taking career ed classes because of lack of choices (small school) but have no plans to enter that field?

Students taking courses in multiple program areas in the same year would be reported as a Participant, "PHS", until the student has earned 3 sequential credits in a program area. You should refer to the students "personal plan of study" to determine which program area and/or pathway the student is attempting to achieve.

- 14. If we code them as an LTO and they remain that -taking no more CTE upon graduation - do they still require a Related or Not Related designation in February - it just seems irrelevant if they only took one course in a sequence.**

All career education students who have earned any career education credit in grades 9-12 is required to have “related” or “not related” included in their graduate follow up submission.

- 15. If a student completed one vocational course in a 4-year cohort, then graduated, we complete a CTE follow-up on the graduate? Why?**

See question #14.

- 16. The pathways you show are examples, correct? Does each career ed teacher determine their career pathways and what they would consider TSA testable and a concentrator?**

The pathways in the webinar are examples designed by the department’s program area directors. Each school district can design their own pathway (credits in a sequence) or use the example pathways. Once the school district has determined their pathway they should refer to the department’s approved TSA list, http://www.dese.mo.gov/divcareered/perkins_iv_tsa.htm , to select the appropriate assessment. All pathways whether school district designed or from the department’s examples should have a TSA available.

- 17. If a student is taking Ag, FACS, and a Business class, and no other classes creating a majority area, under what code would we report the student?**

See question #13.

- 18. Should we tsa test the year the student become a concentrator or just before the student graduate?**

The TSA assessment is required to be given to Perkins concentrators who completed a department-approved CTE program.

- 19. Connie, for clarification. Student who only attends senior year of a 2-year program does not need to take TSA, correct? They would be NE, right?**

This would be correct. A student taking only one year of a 2-year program would not have learned enough of the content to pass a technical skill assessment.

A technical skill assessment is required to be given to CTE students who are concentrators and have completed an approved CTE program. Results of the TSA will be reported in MOSIS during the June cycle submission the year the test was taken and every following year until the student leaves secondary education. However, the result will not be posted in the Perkins TSA report until the student leaves the secondary institution (graduated, dropped out, deceased, or expelled).

Program completion is defined locally, but should consist of a combined sequence of courses that build upon each other and totals three or more units of credit. Courses can crossover into different program areas.

20. To be clear --A student who earns half a credit in Business as a sophomore and half credit in Business as a Junior becomes a Participant as a Junior?

Correct, ½ credit in Business sophomore year and ½ credit in Business junior year equals 1 full credit earned in Business.

21. What was the deadline you just mentioned that we need to have our Pending Results on TSA updated? August ??

All students reported with a CTE TSA status of PR need to be updated by the district by **August 31** with either PT, passed test, or FT, failed test.

22. Is nontrad only for concentrators or for everyone?

All CTE students are to be reported with nontraditional information in the June Student Core.

23. Single parents...should boys be marked as such, but only if they have the child?

Yes, boys can be marked as single.

The definition for an LTO is – *“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.”*

24. Is Displaced Homemaker the same as a Homeless Student?

No, displaced homemaker is rare at the high school level.

The definition for a Displaced Homemaker is – *“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.”*

25. Are nontraditional, single parent & displaced homemaker only marked for CHS?

No, all CTE students are to be reported with these fields reported.

26. Is there an Individual Learning Plan to assist in tracking student taking CTE courses and their Career Ed Plan or just surveying. As in an aid in tracking the Program Areas and Career Clusters the student is involved in. Plus Concentrator & Participant classification.

I am not familiar with this area, I would suggest that you contact the Guidance and Placement section and speak with Bragg Stanley, John Robbins or Tom Schlimpert.

27. TSA testing follow up: If student becomes concentrator junior yr and takes no additional courses senior yr, should we have tested junior year - is it ok to test senior year

See question #19.

28. What kind of percentage of PT vs NE/NA/FT are we shooting for as a participating district?

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

29. Is MOSIS automatically marking Non Trades

Since the nontraditional information is a performance measure (core indicator) for Perkins, MOSIS does not automatically mark students.

30. Then high schools would not typically have a displaced homemaker as a student - correct?

Correct.

31. Are Missouri Options students who pass the GED test treated the same way as traditional graduates

Yes.

32. What is the need for Non-Traditional if the system can read their gender & their program? It just seems to be an unnecessary field to enter.

See question #29.

33. Is next year 100%?

Yes, at this time 100% of all concentrators completing a program would be required to take a technical skill assessment.

34. I'm sorry, but for clarification: student takes 2 credits business, 2 credits agr, 2 credits facs, is a participant not a concentrator, and we should look at their personal plan of study to decide which area they are a participant in?

Correct.

35. Where does the information from 1S1 and 1S2 come from? Is that from EOC's?

Yes

1S1 measures the percentage of CTE concentrators who score in the top two achievement levels of the English II end-of-course (EOC) assessment and left secondary education during the reporting year. It is assumed that all CTE students take the English II EOC assessment.

1S2 measures the percentage of CTE concentrators who score in the top two achievement levels of the Algebra I end-of-course (EOC) assessment and left secondary education during the reporting year. It is assumed that all CTE students take the Mathematics assessment.

36. Do high schools report on single parent and displaced homemaker?

See questions #23, 24, and 25.

37. How can we get a full page printout of the handouts?

See question #3.

38. If a student is an LTO or PHS do we need to report a career cluster?

See question #6.

39. Once a student is a concentrator, are they always a concentrator (i.e. concentrator jr year and nothing sr yr - do they change to LTO or NHS

Yes, once a student reaches the concentrator level they remain a concentrator. There are 2 different concentrator classifications.

CHS – A secondary student who has earned three or more credits in a sequence in any Department-approved career education program area.

NOTE: A CTE concentrator is a secondary student who is earning CTE credit(s) in the reporting year.

CNP – A secondary student who has earned three or more credits in a sequence in any Department-approved career education program area; however, the student did not earn any CTE credit(s) in the reporting year.

40. Connie, I would still like a little clarification on displaced homemaker. If we have a student who was being supported by parent/guardian but is no longer supported by that income and is seeking (or has currently obtained employment) would they be considered a displaced homemaker? Or would they only be displaced if they have already been living out on their own with a spouse or significant other and is now no longer financially supported?

No. See question #24.

41. Is there a way for us to find out what our sending school info is without calling them individually?

All school district's Perkins information is available in the MCDS portal on DESE's website.

42. When student take their CTE course in another district, is the current district to report the student as CTE, even though none of that was achieved in the current district?

Yes once a student earns career education credit the student will always be reported as career ed. *“Once career ed always career ed.”*

43. Do you know if students taking articulated courses at HS (usually career ed) with an agreement with a community college - are they considered dual enrolled on our student assignment file?

If you are referring to the Tech Prep program that had articulated credit with a community college, no that would not be considered dual credit.

44. How do we know that information from the former district?

You will need to contact the former district, review the student’s transcript and/or discuss this with the student.

45. PLTW for biomedical are they considered health sciences for CTE program code?

Yes, the PLTW – Biomedical courses were moved into the 0504 Health Sciences program area.

46. Would any electronic learning tools like 'PLATO' be used for earning credit as a CTE Course?

See question #26.

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