

PEIMS is a Five Letter Word!

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Welcome!

CTE Compliance and Funding
Issues for Vocational PEIMS Coding

*We will look at the
"WHY" behind the
coding for clearer
understanding and
monitoring*



Our Primary Focus for This Training

The 110 Record:
Coherent
Sequencing of
Courses for Students



Why Coherent Sequencing of Courses?

- Federal Law (Perkins IV)
- Compliance Issue (Population on PBMAS)
- Accessibility Issue (PR indicator – formerly OCR)
- TEC subchapter 29
- TAC subchapter BB
- Commissioner's Rules



Perkins Law States, in part...

...every student must be afforded the opportunity to participate in a coherent sequence of courses by 9th grade.....



What the means is...

Every student has a 4 – 6 year plan in place as they enter the 9th grade.



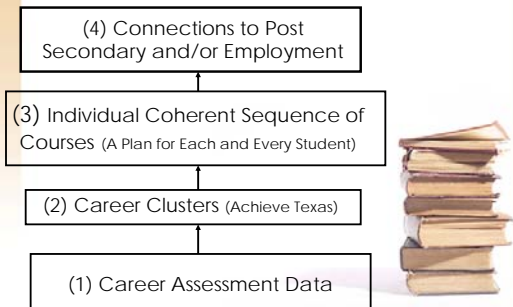
Client Driven

So the question is not "to do, or not to do"...

The question for the School District is: ***"(1)How do we design and deliver these services to best serve our students,(2)meet the requirements of federal law,(3) review and monitor what we code, and (4) to code as accurately as possible?"***



The Framework



Accountability

- If you are missing any one of the PIECES the system will not work *(needs to be systemic)*
- How will you set it up?
- How will you monitor it?
- How often will you revisit the process?
- How often will you review each student?



Let's Start at the Beginning and Understand Each Piece of the Puzzle – *So you can make Informed Decisions*

#1 Career Assessment



Based on Data Specific to the District – **HOMEWORK!**

- What do students *(and other stakeholders)* want?
- What does Business and Industry need? *(Labor Market Information)*
- What is instructionally sound? *(certifications, PBMAS, connect to post-secondary...)*
- What programs and teacher certifications are already in place within the district? *(Grow your own)*



What are Career Assessments

Instruments that are used to assist students, *and the adults supporting them*, to begin to make focused decisions about course selection (both required and elective), extra-curricular activities, and to build bridges to achieve goals beyond graduation.



Now You Can Make Data-Driven Decisions for your District and Students – *You're not Shooting in the Dark.*

#2 Career Clusters and Pathways



Career Clusters

Clusters of Careers grouped together because many of the activities within the occupations share common or similar skills, tasks, and knowledge.

Career Paths are groupings of jobs and occupations and include a variety of different education and skills training levels.

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Career Clusters

- Don't re-invent the Wheel
- Everybody wants to be a part of a winning Team
- Go with your Strengths
- Keep them General enough so that EVERY student can find a "Major" or a "Home"
- Include Everyone in the process (administration, academics, counselors, parents, community)
- Don't forget to Market, Market, Market



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OK! You've Laid the Foundation. Now You Can Develop the Plans *...and You will Know They are All Data Driven.*

#3 Individualized Coherent Sequence of Courses (*The Plan!*)

Coherent Sequence – A Definition

A Coherent Sequence of Courses is an *individual educational plan* made up of developmentally appropriate courses suited for a given career objective or goal. This plan builds upon the *academic core components, includes school-based learning and work-based learning experiences leading to both academic and occupational competencies.*

For PEIMS Coding Purposes, each plan includes 2 or more CTE courses earning a total of 3 or more credits.

The Plan is the Deciding Factor in Coding PEIMS for the 110 Record. It's the most important piece of the puzzle

*Caution:
Code the kid,
NOT the class*



Don't Forget to Make the Final Connection. Help Kids to Prepare for Success, No Matter What they Decide to Do

#4 Connections to Post Secondary Education

** Dual Credit ** Articulated Credit **
Concurrent Enrollment ** Military Service
** License ** Certifications
** Tech Prep Programs ** and much,
much more



Coding Coherent Sequence in PEIMS

Record: 110 **STUDENT ENROLLMENT**
Data Element: E0031 **CAREER-AND-TECHNOLOGY-ED-IND-**
Code Table ID C142 **CAREER-AND-TECHNOLOGY-ED-IND-CD**

Code Table Translation

When assigning the Career and Technology Indicator Code, include enrollment in all Career and Technology Education courses, regardless of course funding weight.

0 Not enrolled in a career and technology course

1

Enrolled in a career and technology course.

A student in grades 4-8 who is taking a career and technology education course.

A student in grades 9-12 who is taking a career and technology education course, but the student's 4-year plan of study does not outline a coherent sequence of courses in career and technology education.

The following codes are for students who on the fall snapshot date: (A) have a 4-year plan to take a coherent sequence of courses in career and technology education, and (B) are enrolled in or have completed a semester of career and technology course(s), which are part of their career and technology coherent sequence of courses. If a student's 4-year plan changes, then the student could go from a code 2 or 3 to a 0 or 1 in a subsequent school year.

2

Participant in a coherent sequence of courses program

A student in grades 9-12 who is enrolled in a sequential course of study, which develops occupational knowledge, skills, and competencies relating to a career concentration. The student should have a 4-year plan of study to take 2 or more career and technology education courses for 3 or more credits.

3

Participant in Tech Prep program

A student in grades 9-12 who follows a state approved Tech Prep high school plan of study leading to postsecondary education and training. The student should have a 4-year secondary plan of study that includes 2 or more career and technology education courses for 3 or more credits. The plan must provide at least one option for articulated and/or concurrent credit at the postsecondary level.