PEIMS/Coding/Coherent Sequences

ESCAPE
August 8, 2012
Power of PEIMS

Funding-State and Federal
Accountability-PBMAS
Ensure accurate PEIMS codes for CTE courses – C022 Table
Use 4 year plans in determining PEIMS coding for students
Texas Administrative Code Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum

(I) career and technical education--coherent sequences of courses selected from at least three of the following sixteen career clusters:
Clarification on Terminology

CTE Indicator Code or Participant Code
0, 1, 2, or 3
  Federal Perkins Funds
  PBMAS Accountability

V Codes (V1-V6) or Credit Hours
  Contact Hours for State Funding
Chocolate makes People Happy

Counselors and PEIMS coordinator

Provide Counselors with Programs of Study chart showing possible coherent sequences

Nontraditional courses and students changing schedules impact accountability

Read and check reports for accuracy before you sign them! (FTE reports)
Snapshot Day - Last Day of October

101 Record – Student Demographics
These codes are reported on State assessment answer documents.

410 Record – CTE Attendance (V1-V6)
Needs to be checked every 6-9 weeks.
Have a plan that works for your district:

Who, what, when, where????

4 or 6 Year plans are your documentation:
- Update yearly
- Have a plan on file for in-coming 9th graders
Your district must code CTE student participation correctly on the PEIMS 101 record in the fall and summer reporting, as shown in the following chart.

<table>
<thead>
<tr>
<th>Description of Student's CTE Participation</th>
<th>Code to Be Used on PEIMS 101 Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>not enrolled in a CTE course</td>
<td>0</td>
</tr>
<tr>
<td>enrolled in one CTE course (a CTE participant, 6–12)</td>
<td>1</td>
</tr>
<tr>
<td>CTE coherent sequence taker (CTE concentrator, 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)</td>
<td>2</td>
</tr>
<tr>
<td>Tech-Prep program participant (9–12)</td>
<td>3</td>
</tr>
</tbody>
</table>
Two or more Career and Technical Education (CTE) courses for three or more credits.

Courses do not have to come from the same cluster.
Coding CTE Students

See C142 Handout for definitions of CTE Indicator Codes

Report Indicator codes on PEIMS 101 Record

Remember- 4 Year Plans are basis and documentation for coding

PRACTICE TIME!!!
Practice—Scenario #1

Johnny is a ninth grade student who took Business Information Management I in middle school as an eighth grader. He is taking Principles of Business, Management, and Finance as a freshman. He has a four-year plan outlining his intent to take Business Information Management II and Practicum in Business Management. How would Johnny be coded for the 2012-2013 school year in October 2012?

Consider:

Is he taking two or more courses for three or more credits while in high school?

If so, is at least one of those credits articulated or dual credit?
Practice—Scenario #2

Sally is a tenth grade student who took Business Information Management I in middle school and Principles of Health Science and Professional Communications in the ninth grade. Her four-year plan last year reflected her intent to take Health Science her sophomore year and Practicum in Health Science her junior year. She is expecting a baby in October so she plans to move to an accelerated high school graduation program that will not allow her to take Health Science and Practicum in Health Science. How was she coded in October 2011 for the 2011-2012 school year? How will she be coded in October 2012 for the 2012-2013 school year?

Consider:

In October 2011 was she planning to take two or more courses for three or more credits? If so, was one of those articulated or dual credit?

In October 2012 is she planning to take two or more courses for three or more credits? If so, is one of those articulated or dual credit?
Practice—Scenario #3

Sally is a tenth grade student who took Business Information Management I in middle school and Principles of Health Science and Professional Communications in the ninth grade. Her four-year plan last year reflected her intent to take Health Science her sophomore year and Practicum in Health Science her junior year. She is expecting a baby in October so she will not be taking any CTE courses in the 2012-2013 school year. She still plans to take Health Science her junior year and Practicum in Health Science her senior year. How was she coded in October 2011 for the 2011-2012 school year? How will she be coded in October 2012 for the 2012-2013 school year?

Consider:

In October 2011 was she planning to take two or more courses for three or more credits? If so, was one of those articulated or dual credit?

In October 2012 is she planning to take two or more courses for three or more credits? If so, is one of those articulated or dual credit?
Check Master schedule for accurate PEIMS codes for classes

Example: Principles of Technology and Principles of Information Technology- VERY Different courses!

Make sure contact hours are turned on!

Use the Student Attendance Accounting Handbook as a guide for # of minutes required in classes.....

Check Co22 for “Course Units”

Example: Career Preparation- 2-3 Course units (credits)
<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
<th>Eligible HS Credit</th>
<th>Course Abbreviation</th>
<th>Course Units</th>
<th>CTE Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1270300</td>
<td>Exploring Careers</td>
<td>N</td>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>12701300</td>
<td>Career Preparation I</td>
<td>Y</td>
<td>CAREERP1</td>
<td>2-3</td>
<td>H</td>
</tr>
<tr>
<td>13002500</td>
<td>Practicum in Agriculture, Food, and Natural Resources</td>
<td>Y</td>
<td>PRACAFNR</td>
<td>2-3</td>
<td>H</td>
</tr>
<tr>
<td>13002510</td>
<td>Practicum in Agriculture, Food, and Natural Resources II</td>
<td>Y</td>
<td>PRACAFN2</td>
<td>2-3</td>
<td>H</td>
</tr>
</tbody>
</table>
5.5.2 PEIMS 410 Record

A student who is enrolled in CTE courses approved for state weighted funding must be coded in the attendance accounting system on the PEIMS 410 record as V1, V2, V3, V4, V5, or V6.

*Depending on the SIS your district uses, the V code may be referred to as credit hours or credit amounts.

<table>
<thead>
<tr>
<th>CTE Code</th>
<th>Average Minutes per Day in CTE Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
<td>45–89</td>
</tr>
<tr>
<td>V2</td>
<td>90–149</td>
</tr>
<tr>
<td>V3</td>
<td>150–180+</td>
</tr>
</tbody>
</table>

For CTE purposes, the descriptor "1-hour" refers to a class period ranging in time from 45 minutes up to 89 minutes.
Scenario #1: Cathy is enrolled in Business Information Management I, which meets for 50 minutes each day, five days a week. What would the V-Code be?

Scenario #2: Cathy is enrolled in Practicum in Business Management. She is in class receiving instruction for 50 minutes each day, five days a week, and works 10-14 hours on average per week. What would the V-Code be?

Scenario #3: Cathy is enrolled in Practicum in Business Management. She is in class receiving instruction for 50 minutes each day, five days a week, and works 15+ hours on average per week. What would the V-Code be?