

## **Special Transmission---1-16-09**

### **Various items are contained in this transmission**

#### **A. SUICIDE MINI-AWARD PROGRAM:**

The Missouri Youth Suicide Prevention Project is currently accepting proposals for the Local Community Mini-Award Program. Please find the funding proposal criteria and information in the following link:

<http://www.dmh.missouri.gov/cps/issues/suicide.htm> **NOTE: SUBMISSION DEADLINE FOR PRIORITY**

**CONSIDERATION: JANUARY 31, 2009**

If funding remains, proposals received after this date will continue to be reviewed on a rolling basis (A total of \$43,500 is expected to be awarded.) *Projects MUST be completed by August 31, 2009*

#### **B. TECHNICAL SKILLS ASSESSMENT : WHAT COUNSELORS NEED TO KNOW**

In recent months, you may have heard some discussion regarding Career and Technical Education (CTE) students being required to take a third-party, industry-recognized assessment. You may now be asking yourself, what does that really mean for me as the guidance counselor? In an attempt to answer this question, and many more, the Division has developed some general guidance and the role you might have in your District as the Guidance Counselor.

First, to give you some background, assessing the skill proficiency and progress of CTE students is not a new practice. Previously, as part the federal requirements under Perkins III, Missouri uses a variety of methods to assess technical skill attainment including State and/or Local competency profiles, grade point average, locally developed assessments and third party administrator examinations. Now, new Federal legislation under the Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins IV), requires more specific guidelines in the type of assessment used to measure the proficiency of CTE students. Beginning this school year (2008-2009), CTE students who are concentrators and complete a CTE approved program, will be required to take a third-party, industry-recognized assessment.

Although these assessments are coordinated by the CTE instructors, it is important for you as the Guidance Counselor, to be aware of these criteria as you work with the students and assist them with their personal plans of study. The following are some of the more frequently asked questions to further assist you in understanding this new requirement.

##### ***Who should take a technical skill assessment (TSA)?***

The TSA is intended to be taken after a student becomes a concentrator and completes a program. It is not intended to be taken after every course. By definition, a concentrator is a student who has earned three or more sequential credits in any state-approved CTE program grades 9-12. It is a local decision to determine the sequence; therefore, it is a local decision to determine when a student becomes a concentrator and completes a program.

As the Guidance Counselor, it might be beneficial for you to meet with the CTE instructors and discuss the students who have interest in perusing their education in a CTE program area. As previously mentioned, it is a local decision to determine when a student becomes a concentrator and completes a program. Communicating with the CTE instructor's regarding pathways and courses a student intends to enroll in, will help determine when to report the student as a concentrator, and when he/she will need to take a TSA.

Eventually, all concentrators who complete a program will be expected to take a TSA. This process will be phased-in over the next three to four years. The chart below demonstrates how the Division anticipates implementing this process.

### **Secondary**

2008-2009 School Year	25% of concentrators who complete a program will take a TSA*
2009-2010 School Year	50% of concentrators who complete a program will take a TSA*
2010-2011 School Year	75% of concentrators who complete a program will take a TSA*
2011-2012 School Year	100% of concentrators who complete a program will take a TSA*

### **Postsecondary/Adult**

2008-2009 School Year	33% of concentrators who complete a program will take a TSA
2009-2010 School Year	66% of concentrators who complete a program will take a TSA
2010-2011 School Year	100% of concentrators who complete a program will take a TSA

\*If a school district is part of a consortium, the percentage of students taking the TSA will be cumulative of all its members. If a school district is a stand-alone, the percentage will only reflect the students within that district.

#### ***When should a TSA be given?***

A TSA should be given to students who are concentrators and have completed an approved CTE program. Due to the new concentrator definition, the Division anticipates that most students taking the TSA will be seniors who have completed a program, and getting ready to graduate.

#### ***How will the TSA be reported?***

Each LEA will be required to use the MOSIS system to report its students who have taken the TSA. The TSA will be documented in each student's core file. It is important to note that only one TSA per student can be submitted in MOSIS. If a student completed several CTE programs, and has taken multiple assessments, it will be a local decision to report which assessment most accurately reflects the pathway of the student.

#### ***What assessments qualify as third-party, industry-recognized?***

The Division recognizes that there are many assessments presently available, as well as new ones being developed, that would meet the Perkins IV guidelines for skill attainment. To assist in determining if an assessment meets the Perkins IV criteria, the Division has made available on our website ([http://www.dese.mo.gov/divcareered/perkins\\_iv\\_tsa.htm](http://www.dese.mo.gov/divcareered/perkins_iv_tsa.htm)) a list of assessments that have been approved. The Division will continually monitor and select/incorporate new assessments as they become available and if appropriate.

Districts currently using an assessment believed to qualify as an industry-recognized assessment, but not administered by a national organization, should contact their Program Director at the Division for guidance.

If you have questions about this, please contact:

Kristie Davis, Supervisor at [Kristie.Davis@dese.mo.gov](mailto:Kristie.Davis@dese.mo.gov) or by phone at 573-526-4987

### **C. RESEARCH ASSISTANCE REQUEST:**

Rebecca Tadlock, is a graduate student at Southern Illinois University Carbondale seeking a Master's degree in Educational Psychology, specializing in school counseling. She is asking for participation in her thesis research regarding the multicultural counseling competencies of school counselors.

The primary purpose of this study is to develop a self-report construct that accurately measures the perceived multicultural counseling competencies of school counselors. This instrument is based on the

standards set forth by both the American School Counselor Association (ASCA) and the Association for multicultural Counseling and Development (AMCD). This study attempts to accurately define and describe multicultural counseling competencies from the perspective of practicing school counselors.

Participation, completion, and return of this survey indicate voluntary consent to participate in this research. If you choose to participate in the study, it will take approximately 20 to 30 minutes and you will be asked to fill out the instrument through SurveyMonkey.com. All of your responses will be kept confidential within reasonable limits. Only those directly involved with this project will have access to the data. You may withdraw from this study at any time without any repercussions. There are no risks involved, yet the benefits offered by your responses include aiding in the development of a school counseling based assessment that may add to the body of research in this area.

Directions to access the survey instrument

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C Double click on active link.

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C If you have difficulty accessing the survey, please copy and paste link into your web browser.

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C Link:

[www.surveymonkey.com/s.aspx?sm=gJuYehUd5VGoa1iv0N68xg\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=gJuYehUd5VGoa1iv0N68xg_3d_3d)

If you have any questions about the research being conducted, please contact Rebecca at [tadlock7@siu.edu](mailto:tadlock7@siu.edu), 618-980-1082, or her thesis chair Dr. Brett Zyromski at [zyromski@siu.edu](mailto:zyromski@siu.edu), 618-453-6918.

Thank you for your time in considering assisting in this research.

#### **D. PSYCHOLOGICAL FIRST AID (PFA) WEBLINKS**

Here is a list of web links to new psychological first aid materials available through READY.gov for children, parents and teachers.

US Department of Homeland Security:

[http://www.listo.gov/ninos/\\_downloads/Eschcar\\_Proteger\\_y\\_Conectar.pdf](http://www.listo.gov/ninos/_downloads/Eschcar_Proteger_y_Conectar.pdf)

[http://www.ready.gov/kids/\\_downloads/PFA\\_Parents.pdf](http://www.ready.gov/kids/_downloads/PFA_Parents.pdf)

[http://www.ready.gov/kids/\\_downloads/PFA\\_SchoolCrisis.pdf](http://www.ready.gov/kids/_downloads/PFA_SchoolCrisis.pdf)

US Department of Education:

[http://rems.ed.gov/views/documents/HH\\_Vol3Issue3.pdf](http://rems.ed.gov/views/documents/HH_Vol3Issue3.pdf)

#### **E. DISASTER MENTAL HEALTH MATERIALS**

The office of Disaster Readiness has many materials that may be of value when disaster occurs. Visit their website at <http://www.dmh.mo.gov/diroffice/disaster/disaster.htm> for fact sheets and more information