

TEDS Monthly Notes

CTE Technical Education Database System Updates

March 2017

“Friends, Romans, countrymen, lend me your ears”

We are almost into spring. The weather has confused even the plants, but we cannot afford such confusion. So I ask that you lend me your ears (and eyes) as Shakespeare and I delve into the important information of the TEDS Monthly Notes. Now, let us unleash the dogs of war!... uh, TEDS!

“The fault, dear Brutus, is not in our stars but in ourselves...”

Why You Should Read This

We all make mistakes, but we must take responsibility for them. We at OCTE work diligently to ensure your TEDS experience is as painless as possible. To do this we occasionally make changes in the process. These changes are important and, when not made note of, can be stumbling blocks to the success of our data in TEDS. Thus, we cannot place the fault in our stars (students) if we fail to take note of the changes and improvements to our processes. Please pass this nugget of information on to everyone whose work impacts the data in TEDS.

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“Good reasons must, of force, give place to better...”

Why We Give Guidance

Pathways are changing and for good reason. We now have a [Phase-out Process](#) for some of those changes. We have also identified those pathways that will be valid for 2017-2018. We choose not to use force, but if you want to add new pathways to your TEDS or make some of the suggested changes in the Phase-out notice going into 2017-2018, you should refer to the updated [Career Pathway Request Guidance](#). This provides instructions on exactly what to do to add a new pathway. Give place to better. **Read the Guidance carefully.** If the request is not submitted correctly, the pathway will not be added.

**“The skies are painted with unnumber'd sparks,
they are all fire and every one doth shine...”**

Why You Should Share This

We must share the [Preview to Career Pathways](#) and the [Programs of Study](#) with those who guide our stars. Our students depend on us to help their stars shine. WE are responsible for showing them the way to the light (pathways). Sometimes we need to employ the spark of others. What this means is that we need assistance from the ones who help students make decisions about scheduling. If they do not know the path (ways) to the light, we must share the importance of the light. School counselors, mentors, parent and anyone else who influences our stars must be made aware of the pathways to the brightest light.



“But, for my own part, it was Greek to me.”

Why There Should Be No Excuses

We have a wonderful programmer who is very good at translating Greek, Pascal, FORTRAN, HTML and other languages into something that makes sense to all. We at KDE are doing our best to ensure these translations are passed on to all who need to see them. We do this by posting all information on a public website and providing monthly updates and reminders. Many of us are familiar with Greek (fraternities, sororities, fine dining, etc.), but few of us speak it. Let's not use “I didn't know” before we check the translation on the [TEDS Step-by-Step website](#) and review the update versions on the [TEDS Monthly Memo website](#) when something does not go right.



“I should not urge thy duty past thy might.”

Why You Should Know TEDS

We have a very good reason for making changes in the processes in TEDS: You asked us to make it easier and more user friendly. TEDS is definitely getting better. It is important as we make these changes that we remember, “This is how we always did it” is not always the best answer. What I must do is urge your duty to meet your might.

Therefore, two TEDS **Training Sessions** have been scheduled. Sessions will be held **Tuesday, March 21, 2017** (limit 10 people) and **Tuesday, April 4, 2017** (limit 20 people) from **9:00 AM – 4:00 PM** in Frankfort.

Registration is required.

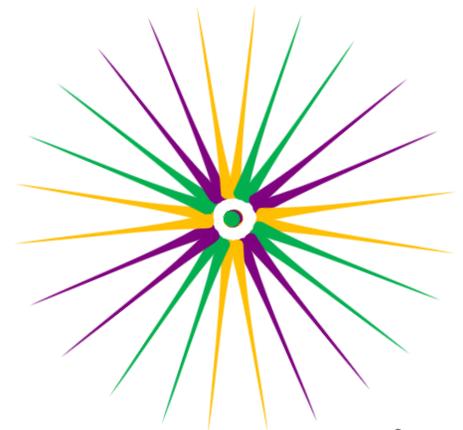
[Click here to register](#) for the training session.

**“Vexed I am of late with
passions of some difference.
Conceptions only proper to
myself, which gives some
soil, perhaps, to my
behaviors...”**

Why We Do This Work

I am not vexed, just passionate about helping our children. We, as friends, Romans and countrymen are responsible for growing our replacements. We are responsible for helping our sparks become flames. We set expectations for them and endeavor to have them live up to them. The best way for us to do that many times is by example. I ask the same of you. What I often consider, as I am being called mean or unfair, is whether the collective “we” would grant the same reprieve to our students when they do not meet the expectation. I also engage others to determine if something needs to be changed in the future.

Now I lift the conceptions proper to myself, which gives some soil, perhaps, to my behaviors. Please know that I love you all but I love our children more and they depend on us to look out for them and, more importantly for us, to teach them out to look out for others including us. What I do I do to help them!



“Beware the Ides of March...”

Why We Shouldn't Be Late

February 28 has come and gone. **Completers Follow Up data** should be entered for your 2015-2016 graduates. For schools that have not completed this, reminders will be sent to the TEDS coordinator and school principal. **This missing data impacts Perkins Accountability and ultimately funding.** The Ides of March may not be one of your deadlines, but these are still dates you need to keep



February 1—March 31	Testing Window for KOSSA and TRACK
February 28	2015-16 Completers Follow up Data completed in TEDS Reminders will be sent to schools and principals.
March 31	2nd Semester Enrollment Data completed in TEDS
June 15	TEDS End of Year Data entered and completed in TEDS <i>(Remember to check ALL students, not just active)</i> ⇒ Semester Data (credits, student objectives, etc.) ⇒ Termination Status ⇒ Termination Dates ** Best if completed BEFORE IC End of Year Script
June 30	15-16 Follow Up Data Locks Career Readiness Data will be entered by KDE where possible



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<http://education.ky.gov/Pages/default.aspx>

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