

FORM 10-S (STATE FUNDED PROGRAMS ONLY)

Secondary Student Concentrator Graduate Follow-up Worksheet

* Instructions *

The Form 10-S worksheet from last year is to be used as reference when completing the Summary of Secondary Student Concentrator Graduate Follow-up form (10-SS) and Performance Measures Reports. The 10-S Worksheet cannot be completed online, but can be downloaded in PDF format from either of the following two online sites: <http://www.pte.idaho.gov> or <http://pte-webdata1.pte.idaho.gov/sec/login.asp>

Note: The 10-S worksheet is labeled with letters that correspond with the Section letters in these instructions. State Division or Division in these instructions refers to the State Division of Professional-Technical Education.

A. General Information

1. This worksheet is to be completed by the lead instructor in the professional-technical programs of Agriculture and Natural Resources, Business, Health Professions, Marketing, Family and Consumer Sciences, Occupational Family and Consumer Sciences, Individualized Occupational Training, Engineering and Technology Education, and Skilled and Technical Sciences. ***It should not be sent to the Division office, but will be used to complete the Performance Measures form in the spring of the current school year (FY2013), as well as the Summary of Secondary Student Concentrator Graduate Follow-Up (Form 10-SS) in January of the next school year (FY2014).***
2. This worksheet is designed to assist instructors in completing the Performance Measures Reporting form, and in conducting a one year follow-up of program Concentrators who complete the program and/or graduate. Please refer to the guidelines "Conducting a Student Follow-up," for suggestions on conducting this follow-up. An example follow-up survey is included with these instructions.
3. This form is to be completed in two separate years: Section B records Program Concentrator Graduates and is completed the first year (the year the concentrators graduate). Section C records the follow-up status of the same students in December/January of the following year.
4. Non-Occupational Family and Consumer Sciences and Technology Education program concentrator graduates are not followed up. Therefore the only portion to be completed on the worksheets for these programs will be Section B. Program Concentrator Graduates (Year 1). **However, Pre-Engineering and Occupational Family and Consumer Sciences program concentrator graduates will be followed up. Therefore, all portions of the 10S form should be completed for the Pre-Engineering and Occupational Family and Consumer Sciences programs.**

B. Program Concentrator Graduates - Year I

Note: This section should be completed by listing those concentrators who will be graduating in the spring of 2013. (The graduation year entered at the top of the form should be 2013.)

Please keep these records in a safe place for use on the Performance Measures reporting form (in the Spring of 2013) and the Summary of Secondary Student Concentrator Graduate Follow-up Report (Form 10SS) submitted online in January 2014.

1. Complete Section B - **Program Concentrator Graduates** (Year 1) - as follows:

Student Name: Only students who are graduating this year, and are concentrators according to the following definition should be entered here: **A junior or senior student who: (1) has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; OR (2) completed all the PTE courses in a program sequence if less than three; or, (3) is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course.** (Please refer to the lists of capstone courses shown in the Division's *Professional-Technical Programs - Titles, Codes and Descriptions* booklet which is available at the following website: <http://www.pte.idaho.gov>)

Male/Female - enter M or F in this column

Tech Prep -Indicate Yes (Y) or No (N) if the student is a senior student who is/has been enrolled in an articulated tech prep course and has signed a Tech Prep Agreement. The articulated tech prep course must be part of a recognized professional-technical program of study, that is carried out under a written articulation agreement, allows the student to earn postsecondary credit while in secondary school, and leads to a specific postsecondary two-year certificate, degree, or apprenticeship.

Do not count dual credit.

Special Populations: Enter one or more numbers in this column for each student who meets any of the following definitions for special populations (a student can be counted more than one time in this column only):

1. **Individuals With Disabilities:** means any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990), which includes any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in (1) of this definition; or (3) is regarded as having an impairment described in (1) of this definition. NOTE: This definition necessarily includes any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973.
2. **Limited English Proficiency (LEP):** individuals (1)(i) who were not born in the United States or whose native language is a language other than English; (ii) who come from environments where a language other than English is dominant; or (iii) who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and (2) who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.
3. **Economically Disadvantaged:** a family or individual that is (1) Eligible for any of the following: (i) the program for Aid to Families with Dependent Children under part A of Title IV of the Social Security Act (42 U.S.C. 01); (ii) benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011); (iii) to be counted for purposes of section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended (chapter 1) (20 U.S.C. 2701); (iv) the free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751).
4. **Single Parent:** an individual who (1) is unmarried or legally separated from a spouse; and (2)(i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. **Please note that when reporting students in this category, you will report on students**

who are themselves, single parents according to the definition shown here.

Technical Skill Assessment (TSA) – Indicate Yes (Y) or No (N) if a program concentrator took – **and passed** - a state approved Technical Skill Assessment during the reporting year.

0 = Did not take a state approved TSA

1 = Took and passed a state approved TSA

2 = Took, but did not pass, a state approved TSA

Ethnic Origin - Enter the letter(s) shown below that corresponds with the Ethnic Origin of each completer.

- AI** **American Indian/Alaskan Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- AS** **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- B** **Black or African American** - A person having origins in any of the black racial groups of Africa.
- H** **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.
- NH** **Native Hawaiian or other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- W** **White, not Hispanic** - A person having origins in any of the original peoples of Europe, the Middle East or North East.
- T** **Two or More Races** – A person belonging to two or more racial groups.

C. Follow-up Status - Year 2 (As of December/January of the year following graduation)

This section will not be completed until December/January of the following school year (December 2013/January 2014)

This section is **not** to be completed for Non-Occupational Family and Consumer Sciences or Technology Education, but should include Occupational Family and Consumer Sciences and Pre-Engineering concentrators if there were any.

When the follow-up status for each FY2013 concentrator is obtained, that information should be entered on this form. Each concentrator should be counted in **only one column**.

If a student fits into more than one category, the following definitions specify which category takes precedence:

1. **Total in Military Service--Full Time:** Students indicating that they are in full-time military service.
2. **Employed in a Field:**
 - a. **Related to Training:** Students employed in a field related to training should be counted in this column even though they may be pursuing additional education.

- b. **Not Related to Training:** Students employed in a job not related to training and who are not pursuing additional education.
3. **Pursuing Additional Education:** Students who are continuing their education on a full-time basis. Also report students who are going to school and who are employed in a field not related to their professional-technical training. (Those going to school and working in a field related to their training would be reported in the "field related to training" column.) The additional education should be reported as either academic or professional-technical.
- a. **Professional-Technical:** Students who are in public or private postsecondary professional-technical training. Students may be pursuing a certificate, Associate of Applied Science Degree or licensing.
 - b. **Academic:** Students who are pursuing 4-year degrees including those students in 2-year, academic transfer programs.
4. **Seeking Employment:** Students who are not employed and not pursuing additional education, but who are seeking employment.
5. **Not in Labor Force:** Students who are not employed, not seeking employment, and not pursuing additional education.
6. **Status Unknown:** Students who could not be located after a reasonable effort.
7. **Deceased:** Students who have died.

Remember, each student should be counted only once in the follow-up section of the form. The following criteria are listed in order of precedence. Put the student in the first category listed in which they qualify even if a category further down the line also fits.

- 1st: Deceased
- 2nd: Full-time military
- 3rd: Employed in a field related to training
- 4th: Pursuing additional professional-technical education
- 5th: Pursuing additional academic education
- 6th: Employed in a field not related to training
- 7th: Not in the labor force
- 8th: Seeking employment
- 9th: Status unknown

When the follow-up status of each concentrator has been entered, **the follow-up information on this form (10-S) should be transferred to the Summary of Student Concentrator Graduate Follow-up Report (10-SS) that is completed in January 2014. This form is to be completed and submitted on-line by the school's Online Administrator.** The 10-S worksheet (listing the concentrators by name) should be filed at the district/school level for audit purposes or future reference. **Please remember ~ the 10S Follow-Up Worksheet should not be submitted to the Division office.**

Conducting a Student Follow-Up

Purpose:

Student follow-up has always been a part of professional-technical education. This commitment was reaffirmed in the standards adopted by the State Board of Professional-Technical Education. Follow-up helps ensure that professional-technical programs are meeting the needs of the students.

Description:

The follow-up that will be turned in to the Division is for program concentrators who have been out of school for approximately 7 months. The information required by the Division is very basic, focusing on what the student is doing. A more extensive five-year follow-up is conducted periodically by the Division using standard research procedures. The local school might also want to collect more extensive information to help with curriculum/program decisions within the school district.

Methodology:

1. In the spring of each year instructors should identify graduating students who are classified as program concentrators, and enter their names on the Form 10-S. A Concentrator is a **junior or senior student who: (1) has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; OR (2) completed all the PTE courses in a program sequence if less than three; or, (3) is enrolled in a state approved Professional-Technical School and is enrolled in a capstone course.** Please note that this definition replaces those used previously when identifying program completers, because we are now identifying program concentrators.
2. The following December or January, those students who have been identified on the 10-S Form should be followed up. (Family and Consumer Sciences and Technology Education program completers are identified on the 10S form, but are not followed up.)
3. The procedure for the follow-up should only be as complicated as necessary to collect the information needed. No one procedure is required or recommended; the only criteria is that it provide accurate data.
4. Suggested methods include:
 - a. Have the student(s) address an envelope using an address they are sure will be the same 7 months later. This address could be that of a parent or relative who will know what the student is doing and would be willing to return a simple questionnaire explaining that information.
 - b. Have students in the Business class call the students or the parents of the students as part of a class assignment. If you intend to use this method, you would need to collect telephone numbers and permanent addresses from the students before they graduate.
 - c. Fill out the form using first-hand knowledge of the instructor and others in the district.
5. **Sample Survey** - is available at <http://www.pte.idaho.gov/10Forms/Forms.html> It can be modified for your school and either mailed or used as a telephone questionnaire. Please note that question number 5, "Do you use the skills you learned in your professional-technical training in your present employment?" is especially important because it is used to determine whether the person is employed in a related field or not.