

FORM 10-S
(STATE FUNDED PROGRAMS ONLY)

Secondary Student Completer Follow-up Worksheet
* Instructions *

The Form 10-S worksheet is to be used as an informational tool when the Summary of Secondary Student Completer Follow-up form (10-SS) and Performance Measures Report are completed. 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://164.165.152.56/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 refer 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, Technology Education, Pre-Engineering and Engineering and Information Systems. ***It is not to be sent to the Division office, but will be used to complete the Performance Measures form in the spring of the current school year (FY2009), as well as the Summary of Secondary Student Completer Follow-Up (Form 10-SS) in January of the next school year (FY2010).***
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 completers. 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 Completers and is completed the first year (the year the completers graduate). Section C records the follow-up status of the same students in December/January of the following year.
4. Family and Consumer Sciences and Technology Education program completers are not followed up. Therefore the only portion to be completed on the worksheets for these programs will be Section B. Program Completers (Year 1). **However, Pre-Engineering program completers will be followed up even though this program is a part of the Technology Education program area. Therefore, all portions of the 10S form should be completed for the Pre-Engineering programs.**

B. Program Completers - Year I

Note: This section should be completed by listing those completers who will be graduating in the spring of 2009. (The graduation year entered at the top of the form should be 2009.)

Please keep these records in a safe place for use on the Performance Measures reporting form (in the Spring of 2009) and the Summary of Secondary Student Completer Follow-up Report (in January 2010).

1. Complete Section B - Program Completers (Year 1) - as follows:

Student Name: Only students who are completing the program according to the following definition should be entered here: A **Program Completer** is a senior student who, as either a junior or senior, has taken a professional-technical 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 consists, at a minimum, of two years of secondary and two years of postsecondary study, 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.

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.**

80% of Competencies Met - If a completer has demonstrated mastery of 80% (or more) of the competencies (or has achieved a "B" grade or higher) in the Capstone course(s) he/she has taken, enter "Y" for Yes in this column. If the student has not mastered at least 80% of the competencies (or has not achieved a "B" grade or higher) enter "N" for No in this column.

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, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- B Black, not Hispanic** - A person having origins in any of the black racial groups in Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or "African American".
- H Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin", can be used in addition to "Hispanic" or "Latino".
- NH 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.

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

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

Note: This section should be completed using *last year's form 10-S* for completers who graduated in the spring of 2008. (The graduation year shown at the top of the 10-S form you will use should be 2008.) This information should then be summarized on the Form 10-SS which is submitted online by the school's Online Administrator. The graduation year shown on the 10-SS form will also be 2008.

Each student 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:** Completers indicating that they are in full-time military service.
2. **Employed in a Field**
 - a. **Related to Training:** Completers 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:** Completers employed in a job not related to training and who are not pursuing additional education.
3. **Pursuing Additional Education:** Completers who are continuing their education on a full-time basis. Also report completers 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:** Completers who are in public or private postsecondary professional-technical training. Completers may be pursuing a certificate, Associate of Applied Science Degree or licensing.
 - b. **Academic:** Completers who are pursuing 4-year degrees including those students in 2-year, academic transfer programs.
 4. **Seeking Employment:** Completers who are not employed and not pursuing additional education, but who are seeking employment.
 5. **Not in Labor Force:** Completers who are not employed, not seeking employment, and not pursuing additional education.
 6. **Status Unknown:** Completers who could not be located after a reasonable effort.
 7. **Deceased:** Completers 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 completer has been entered, **the follow-up information on this form (10-S) should be transferred to the Summary of Student Completer Follow-up Report (10-SS) which is to be completed and submitted on-line by the school's Online Administrator.** The 10-S worksheet (listing the completers 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.**

FORMER STUDENT FOLLOW-UP SURVEY (SAMPLE)

WE NEED YOUR HELP!

Your response to this brief survey is critical for the improvement of our professional-technical programs. Please take a minute to fill it out. Your responses will be kept strictly confidential. Thanks!

PROGRAM CODE _____

INDIVIDUAL _____

(For Office Use Only)

Please circle your answers

1. Are you currently attending school?

2. If yes, is your course of study related to the professional-technical courses you took in high school?

YES

NO

3. What is your current employment status? (Check One)

_____ Employed (Includes all employment except full-time military service.)

_____ Full-time military service

_____ Unemployed (Not employed, but actively seeking employment.)

_____ Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other reason.)

NOTE: IF YOU ARE CURRENTLY EMPLOYED, PLEASE ANSWER THE REMAINING QUESTIONS.

4. Please provide the following information on your present job:

Name and address of Company or Firm (If self-employed, please write self.)

City _____ State _____ ZIP _____

Job Title and Duties _____

Please circle your answers

5. Do you use skills you learned in your professional-technical training in your present employment?

YES

NO

Thank-you for your help. Please return this form in the enclosed envelope; no postage required.

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 into the Division is for program completers 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 completers, and enter their names on Form 10-S. **A program completer is defined as a senior student who, as either a junior or senior, has taken a capstone course.** Please note that this definition replaces those used previously when identifying program completers.
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 the following year.)
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 students 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** - The sample survey included with this packet could 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.