

Nebraska Career Education

PERKINS IV

Secondary Schools – Accountability Instructions Supplement

Version 3.0

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Performance Accountability

Secondary

Please provide questions or recommendations for adjustments and improvements of the guide to nde.nce@nebraska.gov

For the latest version of resources and information related to Perkins Accountability, please go online to

<http://www.education.ne.gov/nce/PerkinsAccountabilityResources.htm>

Perkins IV Accountability Supplement and Instructions

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Overview of Accountability

Purpose of Performance Measures

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires a continued federal, state, and local commitment to performance measurement and accountability. Perkins IV builds on past efforts to evaluate and improve career and technical education. The new law gives States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities. In return for that flexibility, Perkins IV establishes a rigorous State performance accountability system "to assess the effectiveness of the State in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in Career and Technical education activities" (sec. 113(a)).

Framework of Perkins IV Performance Measures

Provided in this section are terms for effectively understanding the accountability system process development.

Secondary Components of Performance Measure Framework

<p>Student Accountability Forms for the Core Indicators of Performance under Section 113 of Title I of the Act</p>
<p>1. Secondary Level</p>
<ul style="list-style-type: none"> • Core Indicator 1S1: Attainment of Academic Skills – Reading/Language Arts
<ul style="list-style-type: none"> • Core Indicator 1S2: Attainment of Academic Skills – Mathematics
<ul style="list-style-type: none"> • Core Indicator 2S1: Technical Skill Attainment
<ul style="list-style-type: none"> • Core Indicator 3S1: School Completion
<ul style="list-style-type: none"> • Core Indicator 4S1: Student Graduation Rates
<ul style="list-style-type: none"> • Core Indicator 5S1: Placement
<ul style="list-style-type: none"> • Core Indicator 6S1: Nontraditional Participation
<ul style="list-style-type: none"> • Core Indicator 6S2: Nontraditional Completion

Secondary Definitions and Measurement Approaches

The definitions used in Perkins IV performance reporting build upon those used in the Perkins III reporting process and are provided below.

CTE Participant:

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator:

A secondary student who has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients and have exited secondary education.

Secondary Level –State and Local Goals

Nebraska State PERFORMANCE GOALS				
Indicator	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09	Year Three 7/1/09- 6/30/10	Year Four 7/1/10- 6/30/11
1S1 Academic Attainment – Reading/ Language Arts	83 %	83 %	83 %	92 %
1S2 Academic Attainment - Mathematics	81 %	81 %	81 %	91 %
2S1 Technical Skill Attainment	N/A	52 %	53 %	54 %
3S1 Secondary School Completion	N/A	81 %	82 %	83 %
4S1 Student Graduation Rates	83.7 %	83.7 %	84.7 %	85.7 %
5S1 Secondary Placement	N/A	72.5 %	73.5 %	74.5 %
6S1 Nontraditional Participation	N/A	10.25 %	10.5 %	10.75 %
6S2 Nontraditional Completion	N/A	12.75 %	13.0 %	13.25 %

Definitions

1S1: Academic Attainment – Reading/Language Arts

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

1S2: Academic Attainment – Mathematics

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

2S1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1: Secondary School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

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5S1: Secondary Placement

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Special Populations and Other Categories

Unless otherwise noted, the following categories and definitions are described in section 3 of Perkins IV.

- **Disability Status:** The term “disability status” as used in section 1111(h)(1)(C)(i) of the ESEA refers to a “child with a disability,” which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term “child with a disability” means a child “(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.”
- **Economically Disadvantaged:** Individuals from economically disadvantaged families, including foster children. Secondary schools use *free and reduced lunch eligibility* to determine the economically disadvantaged status. Postsecondary institutions use Pell Grant or BIA eligibility.
- **Individual with Limited English Proficiency:** A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—
 - (A) whose native language is a language other than English; or
 - (B) who lives in a family or community environment in which a language other than English is the dominant language.

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The Secondary Nebraska Definition is:

The definition of Limited English Proficient in NCLB is as follows: an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the State's proficient level of achievement on State assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

- **Migrant Status:** The term "migrant status" as used in section 1111(h)(1)(C)(i) of the ESEA is not defined; however, the Nebraska Definition follows 34 CFR 200.40 that identifies:

An eligible migrant child is one who is between 3-21 years of age and has moved across district or state lines within the preceding 36 months to seek, or to join a parent, spouse or guardian to obtain temporary or seasonal employment in agricultural or fishing work as a principal means of livelihood.

- **Nontraditional Fields:** Occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
- **Single parents:** The term "single parents" is described as and an individual who:
 - a) is unmarried, divorced, or legally separated from a spouse; and
 - b) (i) has a minor child or children for which the parent has either custody or joint custody; or
(ii) is pregnant

Career and Technical Education

Employment

A student is considered employed if he or she works for pay at any point during the reporting period. Employment may include part-time or full-time work, and need not be related to a student's field of vocational study. Individuals should be counted as employed irrespective of whether they were continuously working throughout the time or whether they were employed, in the same or different job, before high school graduation.

Military Enlistment

Military service may include any branch of the armed forces.

Postsecondary Education or Advanced Training

At the secondary level, a student is considered pursuing higher education or advanced job training if he or she enrolls into a 2-year to 4-year college or university, proprietary school, or adult education program during the reference period.

Program year (PY): The program year for Carl Perkins funding is July 1 through June 30.

Process for Reporting NSSRS Data

Considerations when reporting the Career Education: Programs Fact Template Data:

- Data submission includes all grades (7-12) in schools that offer career education courses.
- Career Education *Participants* are determined during the current program year (July 1, 2009 – June 30, 2010) **only**.
- Concentrators are determined by evaluating the course sequences of the student throughout the 9-12 high school experience in specific program areas.
- **NO student can concentrate** in CEFOUND Programs Code.
- Students may have multiple Programs Fact records if participating and/or concentrating in more than one Programs Code.
- Concentrators reported will be based upon the approved programs of study sequences of courses that exist within the school district.

Secondary

All of the templates, forms, data reporting calendar, and instructions for interfacing with the NSSRS are available at <http://www.education.ne.gov/nssrs>

The due date for these forms is June 30 of the reporting year.

There are **three** primary aspects for reporting secondary data.

1 The Student Template

A Student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record. The Student Snapshot template is already required for reporting by every school for every student through the NSSRS system. This template collects information related to the student's demographics and characteristics.

2 The Programs Fact Template has three primary areas for completion for Career and Technical Education.

The basic flow of completing the template requires the following steps:

1. Identify what cluster area(s) the student participated and/or concentrated.
2. Code the appropriate cluster for the student.
3. Identify the student's highest level of participation in that cluster area
4. If the student is a concentrator, identify the Technical Skill Attainment using the coding structure provided.

A Student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record.

Note: *a student may have multiple areas of concentration and participation and thus would have multiple records within the programs fact template.*

3 The Post School Survey Template

The Post School Survey is used to provide follow up information on the concentrator that graduated in the previous year. The information provides the data required to report on the follow up measure.

Career Education Programs Fact template:

*** County District Number [Programs Fact: District Code (1)]**

This is the number assigned to your school district by NDE and should include a hyphen (“-”) between the county number and the district number. The number is based on the county in which the district headquarters is located and an assigned district number. You have used this number in reporting before NSSRS; it was preprinted on your forms in the past. This value is used in every template. This is a key field; a value must be supplied for each record or the data loading process will reject the record. You can obtain the County District Number from the Education Directory at <http://ess.nde.state.ne.us> or the Directory Search <http://educdirsrc.nde.state.ne.us>

School Number [Programs Fact: Location (2)]

Provide the primary school number the student is attending. This number is the last 3 digits of the county district school number which was preprinted on your forms in the past. You can obtain the (County District) School Number from the Education Directory at <http://ess.nde.state.ne.us> or the Directory Search <http://educdirsrc.nde.state.ne.us>

*** School Year [Programs Fact: School Year Date (3)]**

Provide the literal “2010-06-30”. This is a key field; a value must be supplied for each record or the data loading process will reject the record.

*** NDE Student ID [Programs Fact: Student ID (4)]**

Provide the 10 digit Nebraska Department of Education Student Identifier. This is a key field; a value must be supplied for each record or the data loading process will reject the record. This ID is validated against the Nebraska Uniq-ID system during the File Validation process.

*** Programs Code [Programs Fact: Programs Code (5)]**

Use the appropriate Programs Code from the list below. This is a key field; a value must be supplied for each record or the data loading process will reject the record. There may be multiple Programs Fact records if a student participates in more than one Program. For a course crosswalk and other resources related to the Programs Codes visit see Appendix A.

Code	Description
CEAGFNRS	Career Education: Agriculture, Food, and Natural Resources Systems
CEARCCON	Career Education: Architecture and Construction
CEAVCOMM	Career Education: Arts, A/V, and Communication
CEBUSMGT	Career Education: Business Management and Administration
CEEDUCAT	Career Education: Education and Training
CEFINANC	Career Education: Finance
CEFOUND	Career Education: Foundational, Exploratory, Career Development, or Other
CEGOVTPA	Career Education: Government and Public Administration
CEHEALTH	Career Education: Health Sciences
CEHSPTOR	Career Education: Hospitality and Tourism
CEHUMAN	Career Education: Human Services
CEINFOTE	Career Education: Information Technology
CELPSSC	Career Education: Law, Public Safety, Security, and Corrections
CEMANUFA	Career Education: Manufacturing
CEMARKET	Career Education: Marketing
CESTEM	Career Education: Science, Technology, Engineering and Mathematics (STEM)
CETDWL	Career Education: Transportation, Distribution, Warehousing, and Logistics

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* **Beginning Date [Programs Fact: Beginning Date (6)]**

Provide the date in YYYY-MM-DD format representing the first day of school. This is a key field; a value must be supplied for each record or the data loading process will reject the record. The data loading process will check for valid dates.

Participation Info Code [Programs Fact: Participation Info Code (18)]

Provide additional information regarding the student's level of participation in the program.

Code	Description
CE0001	Career Education Participant
CE0002	Career Education Participant with Postsecondary
CE0003	Career Education Concentrator
CE0004	Career Education Concentrator with Postsecondary

NOTES:

Only one Participation Info Code [Programs Fact: Participation Info Code (18)] value is required for each Career Education Programs Code [Programs Fact: Programs Code (5)].

CE0002 (Career Education with Postsecondary), CE0003 (Career Education Concentrator), and CE0004 (Career Education Concentrator with Postsecondary) all imply the student is also a Career Education Participant.

CE0004 (Career Education Concentrator with Postsecondary) implies the student is also a Career Education Concentrator.

Multiple Programs Fact records are submitted for a Career Education student only when multiple Programs Code [Programs Fact: Programs Code (5)] are applicable, in which case the Participation Info Code [Programs Fact: Participation Info Code (18)] corresponding to each record may be different.

“... with Postsecondary”

Designates a student's engagement in career education courses that were dual or concurrent credit, articulated credit, or other types of engagement of the course with postsecondary education (2 or 4 year institution). The historic application of the postsecondary was a student that was considered “**tech prep,**” but the new legislation expanded the scope and meaning.

Program Codes and Participants

To assist the determination of participation in the different cluster areas a NDE course code crosswalk was created and is available in Appendix A. The crosswalk is designed to serve as a guide for schools to crosswalk the local course offerings and course titles to the 16 career clusters and Foundational courses program code.

Program Codes and Concentrators

The use of approved Programs of Study to determine areas of concentration aligns with the NCE Career Fields and Clusters model..

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Technical Skill Attainment [Programs Fact: Exit Reason Code 3 (15)]

Must provide Technical Skill Attainment for Career Education Concentrators and Career Education Concentrators with Postsecondary (i.e. Participation Info Code [Programs Fact: Participation Info Code (18)] values of CE0003 (Career Education Concentrator) or CE0004 (Career Education Concentrator with Postsecondary)).

The methodology used to determine Technical Skill Attainment for concentrators may vary by individual and program area. The highest rated method (using the rank of rigor scale below) should be selected for each concentrator reported. More detailed descriptions of the methodologies are provided below.

All other Career Education participants reported must leave this field blank. Examples of what may be considered methods to determine the proper code are provided below in the order of “rank of rigor”.

Code	Description	Rank of Rigor (4 = highest rank)
	Not Applicable	0
CE0001	Met Technical Skill Attainment through Industry Certification	4
CE0002	Met Technical Skill Attainment through third party assessment	3
CE0003	Met Technical Skill Attainment through Locally developed criterion	1
CE0004	Did not meet Technical Skill Attainment	0
CE0005	Met Technical Skill Attainment through dual credit and/or articulated courses	2

EXAMPLES of Technical Skill Attainment Measures:

Code CE0001 (Met through industry certification) - The industry certifications may include: American Welding Society (AWS); Certified Nursing Assistant (CNA); and CISCO certification are some examples of industry certifications.

Code CE0002 (Met through third party assessment) -Third party assessments are provided typically by a vendor and are directed at specific career areas. Examples include NOCTI (National Occupational and Competency Testing Institute); Skills USA assessments; and VTecs.

Code CE0005 (Met through Dual Credit or articulated course) – Typically a student earned an A or B in an articulated/dual credit course.

Code CE0003 (Met using locally developed criterion) – Several options have been used for this criteria including vocational GPA of a B or higher; student earns an A or B in a capstone concentrator course; or the successful completion of locally developed CRT’s as examples.

Code CE0004 (Did not meet)-The concentrator student did not achieve any of the above options to demonstrate technical skill attainment.

Post School Survey Template

The Post School Survey template collects the post-graduate activities of Career Education Concentrators who graduated during the **2008-2009** school year.

A Student template must first have been submitted in the school year specified by School Year [Post School Survey:School Year Date (2)] for each student appearing in a Post School Survey template or the data loading process will reject the record.

Post school activity for 2008-2009 school year Career Education Concentrator graduates is determined within the 2nd quarter **after** the program year of graduation (i.e. October 1, 2009 – December 31, 2009). The completed Post School Survey template is submitted during the 2009-2010 year-end data collection (Due June 30).

Post Graduate Activity Code (7)

Provide the appropriate code to describe this student's activity after completion.

Code	Description
0	Unavailable
1	2 Year College
2	4 Year College
3	Employment
4	Military
5	Not Placed

Post Graduate Activity Determination Code [Post School Survey: Post Graduate Activity Determination Code (9)]

Provide the appropriate code that indicates the method of determining the Post Graduate Activity Code [Post School Survey: Post Graduate Activity Code (7)] value for this student.

Code	Description
0	Unavailable
1	Administrative Records Match
2	Follow-up Survey
3	Observation
4	Exit Survey

Resources, tips, and information on the NATIONAL STUDENT CLEARINGHOUSE are available in Appendix B.

Appendix A: Crosswalk Clusters to NDE Course Codes		
Cluster Area	NDE Course Code #	Course Name
<p>Agriculture, Food, and Natural Resources Systems CEAGFNRS [Programs Fact: Programs Code (5)] Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural, crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.</p>	011000	Introduction to environmental and agriculture science
	011001	Comprehensive agriculture/natural resources animal science
	011002	Comprehensive plant and soil science
	011003	Comprehensive agribusiness/farm management
	011004	Animal science
	011005	Advanced animal science
	011006	Companion animals
	011007	Plant science
	011008	Advanced plant science
	011009	Agribusiness
	011010	Advanced agribusiness
	011011	Agricultural sales
	011014	Equine science
	011015	Veterinary science
	011016	Biotechnology in animal science
	012000	Horticulture
	012001	Landscape and nursery management
	012002	Floriculture
	012003	Turf management
	012004	Biotechnology in plant science
	013000	Natural resources
	013001	Wildlife management
	013002	Environmental service systems
	013003	Science of earth systems
	013004	Environmental science
	013005	Ecology of agriculture
	014000	Introduction to food science
	014001	Advanced food science
	014002	Biotechnology in food products and processing systems
	015000	Agricultural business management
	016000	Power, structural, and technical systems
	016002	Structural fabrication
	016003	Advanced power, structural and technical systems
	016004	Agricultural mechanics and technology
	016005	Metal fabrication
017000	Leadership	
019930 – 019934	Agriculture, other	

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Architecture and Construction	NDE Course Code #	Course Name
CEARCCON [Programs Fact: Programs Code 5] Designing, planning, managing, building, and maintaining physical structure and the larger built environment including roadways and bridges and industrial, commercial, and residential facilities and buildings.	100100	Introduction to the built environment
	100110	Principles of construction
	100120	Applications in construction
	100130	The language of architecture and construction
	100131	Introduction to architecture technology
	100140	Principles of design and pre-construction
	100141	Applications in design and pre-construction
	100150	Restoration and repair of existing structures
	100404	Electricity in the construction industry
	100405	Electricity - comprehensive
100800	Principles of maintenance and operations	

Arts, A/V, and Communication	NDE Course Code #	Course Name
CEAVCOMM [Programs Fact: Programs Code (5)] Designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.	030601	Applied communication
	270200	Audio/video production
	270210	Digital photography
	270220	Publication journalism
	270230	Broadcasting
	270240	Desktop publishing
	270250	Printing technology
	270603	Graphic design

Business Management, and Administration	NDE Course Code #	Course Name
CEBUSMGT [Programs Fact: Programs Code (5)] Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	030500	Business math
	030600	Business communication
	030900	Business law
	031800	Business economics
	032300	Intro to business, marketing & mgmt
	032400	College introduction to business
	032600	College intro to entrepreneurship
	032802	Management and leadership
	034100	International business
	039930 - 039934	Business, marketing, & management, other

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Education and Training	NDE Course Code #	Course Name
CEEDUCAT [Programs Fact: Programs Code (5)] Planning, managing, and providing education and training services and related learning support services, including assessment and library and information services.	090119	Early childhood education I
	090120	Early childhood education II
	090300	Careers in education
	090310	Experiencing teaching
Finance	NDE Course Code #	Course Name
CEFINANC [Programs Fact: Programs Code (5)] Planning, managing, and providing banking, investment, financial planning, and insurance services.	030300	Accounting
	030301	Accounting, advanced
	030302	College principles of accounting
	030801	Intro to risk management and insurance
	030802	Securities and insurance
	030803	Banking and credit
	033000	Personal finance
	033001	Business finance
	033002	College personal financial management

Government and Public Administration	NDE Course Code #	Course Name
CEGOVTPA [Programs Fact: Programs Code (5)] Planning, managing, and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state, and local levels		
Health Sciences	NDE Course Code #	Course Name
CEHEALTH [Programs Fact: Programs Code (5)] Planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services.	077200	Exploration of health sciences
	077300	Introduction to health sciences
	077301	Advanced health science
	077400	Introduction to nursing
	077500	Introduction to sports medicine
	077600	Medical terminology
	077700	Clinical nutrition
	077930 - 077934	Health sciences - other

Hospitality and Tourism	NDE Course Code #	Course Name
CEHSPTOR [Programs Fact: Programs Code (5)] Planning, managing and providing lodging, food, recreation, convention, and tourism, and related planning and support services such as travel-related services.	035000	Food service management I
	035001	Food service management II
	038300	Hospitality and tourism

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Human Services	NDE Course Code #	Course Name
CEHUMAN [Programs Fact: Programs Code (5)] Planning, managing, and providing human services including social and related community services	090004	Integrated family and consumer sciences
	090102	Human development
	090103	Clothing and textiles
	090104	Life & career essentials–financial literacy
	090105	Life & career essentials–relationship literacy
	090106	Family relationships
	090107	Nutrition and food
	090109	Housing and home furnishings
	090110	Family health
	090111	Applied psychology
	090112	Intro to human services and resources
	090113	Food science
	090115	Sports nutrition
	090116	Relationships
	090117	Child care/parenting
	090118	Elder care
	090206	Fashion design
	090207	Home furnishings production
099930 - 099934	Human services and resources, other	

Information Technology	NDE Course Code #	Course Name
CEINFOTE [Programs Fact: Programs Code (5)] Designing, developing, managing, and operating communication and information technology networks and related hardware and software including both telecommunications and computing services.	270401	Programming I
	270402	Programming II
	270403	Programming III
	270501	Information technology applications I
	270502	Information technology applications II
	270503	Information technology applications III
	270504	Information technology fundamentals
	270601	Network systems
	270602	Digital media
	270604	Web design and development
	270605	Database design and development
	279930 - 279934	Communication and information systems, other

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Law, Public Safety and Security	NDE Course Code #	Course Name
CELPSSC [Programs Fact: Programs Code (5)] Planning, managing, and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems.	090400	Law, public safety and security
	090410	Introduction to criminal justice
	090500	Introduction to fire and emergency services
Manufacturing	NDE Course Code #	Course Name
CEMANUFA [Programs Fact: Programs Code (5)] Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, and maintenance and manufacturing/process engineering.	101400	Manufacturing - Metals
	101401	Manufacturing – Advanced metals
	101900	Introduction to manufacturing / mechatronics
	101901	Computer integrated manufacturing
	101910	Manufacturing – Advanced mechatronics
	101920	Manufacturing – Woods
	101921	Manufacturing – Advanced woods
	101930	Manufacturing - Welding
	101940	Manufacturing - Advanced welding
	101950	Manufacturing – Advanced plastics
	109930 - 109934	Industrial, manufacturing and engineering other

Marketing	NDE Course Code #	Course Name
CEMARKET [Programs Fact: Programs Code (5)] Planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.	031805	E-business
	038100	Marketing
	038101	Advanced marketing
	038200	Fashion marketing
	038400	Sports and entertainment marketing
Science, Technology, Engineering, and Mathematics (STEM)	NDE Course Code #	Course Name
CESTEM [Programs Fact: Programs Code (5)] Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services.	100160	Principles of engineering
	100161	Introduction to engineering design
	100162	Civil engineering and architecture
	100163	Engineering design and development
	100164	Aerospace engineering
	100165	Biotechnical engineering
	100401	Electronics - comprehensive
	100403	Digital electronics
	100406	Energy
	100503	Principles of technology
	100700	Exploring industrial, manufacturing and engineering systems

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Transportation, Distribution, and Logistics	NDE Course Code #	Course Name
CETDWL [Programs Fact: Programs Code (5)] Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management. Logistics services, mobile equipment, and facility maintenance.	101600	Introduction to the transportation, distribution and logistics industry (small engines / motorcycles)
	101610	Distribution - comprehensive
	101620	Mobile equipment preventative maintenance systems / basic care
	101630	Mobile equipment maintenance and repair
	101640	Automotive body repair and refinishing
Foundational, Career Development and Career Education Introductory courses.	NDE Course Code #	Course Name
CEFOUND [Programs Fact: Programs Code (5)] These courses are foundational or introductory in nature or are cross-cluster in the knowledge and skills taught in the course. These courses may be offered at the middle school/junior high level in addition to the high school level. The Cooperative Education/Diversified Occupations class is only taught at the high school level.	018002	Careers and literacy of agriculture
	033422	Computer applications
	033501	Keyboarding applications
	090001	Exploratory family & consumer sciences
	090002	Intro to family & consumer sciences
	090003	Comprehensive family & consumer sciences
	100500	Technology education
	100501	Gateway to technology
	320100	Learning, earning and living skills
	320400	C4c - curriculum for careers
	320500	Exploration of entrepreneurship
	320600	Entrepreneurship
	320700	Cooperative education/diversified occupations work-based learning

Appendix B: Graduate Follow Up Approaches and Resources

National Student Clearinghouse

Most Comprehensive Source of College Enrollment Data

The National Student Clearinghouse, a non-profit organization, is a trusted source for post-secondary and secondary student degree, diploma, and enrollment verification. The resource has been used to support data matching and follow up requirements for state and federal reporting in addition to tracking and assessing the educational achievements of former students.

The use of "StudentTracker," a resource through the National Student Clearinghouse, can accurately track the post-secondary enrollment and degrees of former students nationwide. Through StudentTracker for Outreach Programs, a school district can answer key questions like:

- Where did my program's former participants enroll in college?
- How long did their educational efforts persist?
- Did they transfer between colleges?
- Did they receive a college degree? If so, which degree?
- Where did they graduate from college?
- What was their college major?

StudentTracker for Outreach Programs provides schools with Web access to an enrollment database, representing 92% of US collegiate enrollment. Data is updated three times each term by the 3,200 participating colleges and universities, ensuring the most current and accurate information. These institutions permit the Clearinghouse to make their information available, in full compliance with **FERPA**, to educational organizations, such as outreach programs, for the betterment of education.

In collaboration with several organizations (including P-16, the Coordinating Commission for Postsecondary Education), the Nebraska Department of Education has entered into a state level agreement that ***provides***

free ***access to the StudentTracker resource for all high***

schools in Nebraska. In order to access the resource, an agreement form must be completed and sent to the National Student Clearinghouse. The agreement form is located at <http://www.education.ne.gov/nce/nsc.htm>.

Other Follow-up survey tips and samples

OVERCOMING OBSTACLES TO MAIL AND TELEPHONE SURVEYING

Low response rates are perhaps the single greatest challenge to conducting follow-up information on students. Initial response rates of less than 40 percent are common for the first round of a follow-up survey effort. Consider taking a number of steps to increase responses, such as:

Mail Survey

- Mailing a postcard two weeks prior to the survey to check for invalid addresses and prepare students
- Provide a postage-paid, addressed response envelope along with the survey
- Offer a sweepstakes prize eligible to all students responding by a given date
- Include a coupon for free or reduced merchandise redeemable at a local business
- Send a reminder postcard to non-respondents a week following the deadline
- Call non-respondents
- Mail a second survey, along with a letter explaining its importance

Phone Survey

- Ask if there is a good time to call back in the event the person is not there
- Request forwarding information from the person answering the phone
- Use state or national databases to track students who may have moved within or outside the state

Internet Survey

Consider using the Internet as a way of increasing student survey responses. Survey development can often be performed in-house—for example, by offering students credit for designing a survey web site. Publicizing the site prior to student graduation and offering some form of perk—for example, providing students with an alumni page to update their friends on their activities—can serve as an alternative to traditional mail and phone survey efforts. For an example, try logging onto the following sites for ideas and resources:

<http://www.hemethigh.com/forms/gradsurvey.html>

http://www.texprep.ttu.edu/Surveys/mshs_survey.htm

http://www.uwgb.edu/careers/Graduate_Survey_Form.htm

http://www.dyer-lea.dyer.k12.tn.us/graduate_followup.htm

<http://www.mcps.k12.mt.us/districtprofile/gradfollowsurvey.htm>

http://www.bcps.k12.md.us/Student_Performance/Institutional_Research/Graduate_Survey.asp

There is also a free online survey tool located at: <http://www.surveymonkey.com/>

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Graduate Follow-up Study Demographic Questionnaire

PLEASE PRINT CLEARLY

Last Name: _____ First Name: _____ Nickname: _____

Student Number: _____ Social Security Number _____ - _____ - _____

High School Attended: _____

Student Address	Parent Name & Address	Other Parent/Guardian Name & Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Phone Number:
(Home) _____
(Work) _____
(Cell/Other) _____

Parent's/Guardian's Phone Number:
(Home) _____
(Work) _____
(Cell/Other) _____

Marital Status of Parents (check one) Married Divorced Separated Single

Please print the names and telephone numbers of at least two relatives who live at an address different than yours and who will always know where to get in touch with you.

Additional Relative #1
Name _____
Phone # _____
Relationship _____

Additional Relative #2
Name _____
Phone # _____
Relationship _____

Please print the names and telephone numbers of at least two additional friends or relatives who will always know where to get in touch with you.

Additional Relative/Friend #1
Name _____
Phone # _____
Relationship _____

Additional Relative/Friend #2
Name _____
Phone # _____
Relationship _____

Family Members (Enter the names of brothers/sisters; begin with the youngest residing in the household.)

Name	Relation to You	Grade	School
_____	_____	_____	_____
_____	_____	_____	_____

(Use back of form for additional space)

Sample Survey Questions for the 20XX-XX Graduates

(Adapted from Omaha Public Schools)

1. Is the graduate deceased?
 - a. Deceased (*Skip to Question #19*)

2. Are you married?
 - a. Yes
 - b. No

3. Do you have any children or dependents? If so, how many?
 - a. None
 - b. 1
 - c. 2
 - d. 3
 - e. More than 3

4. Which of the following best describes your present employment situation? Are you employed, not employed, full-time member of the armed forces, or a full time household manager?
 - a. Employed full-time
 - b. Employed part-time
 - c. Full-time member of the Armed Forces
 - d. Full-time Household Manager (*Skip to Question #8*)
 - e. Not employed – LOOKING (*Skip to Question #8*)
 - f. Not employed - NOT Looking (*Skip to Question #8*)

5. In total, how many hours do you typically work each week? (Including all jobs)
 - a. 1 to 10, inclusive
 - b. Greater than 10 through 20
 - c. Greater than 20 through 30
 - d. Greater than 30 through 40
 - e. Greater than 40 through 50
 - f. Greater than 50 through 60
 - g. Greater than 60

6. What type of work are you currently performing? (Write a brief description of the job, then code the job using the 16 Career Clusters Code sheet) _____

7. What is your hourly wage? (This refers to your predominant job)
 - a. \$6.50 or less
 - b. \$6.51 - \$8.50
 - c. \$8.51 - \$10.50
 - d. \$10.51 - \$12.50
 - e. \$12.51 - \$15.00
 - f. \$15.01 - \$20.00
 - g. \$20.01 or greater

8. What is your general career goal? In other words, what job or type of job would you like to pursue for your career? (Write a brief description of the job, then code the job using the 16 Career Clusters Code sheet)

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9. Are you currently participating in any educational or training classes or activities? If so, are you attending full- or part-time?
- No (*Skip to question #14*)
 - Full-time (12 sem hrs, 15 Qtr hrs, 6 sem hrs for Graduate students)
 - Part-time
10. What school are you presently attending? (Record code from College Code Sheet and type the name of the institution along with its location--city and state)
-
11. Which of the following best describes your *current* educational program?
- Beyond a 4-year program (Graduate programs)
 - A 4-year program
 - A 2-year program
 - An apprenticeship program
 - A 1-year program
 - On-line classes
 - Other (work related seminars)
12. What is your major field of study? _____
13. Which of the following categories best describes your present school?
- Attending the University of Nebraska – Omaha
 - Attending the University of Nebraska – Lincoln
 - Other Nebraska state college
 - A Nebraska technical community college
 - A Nebraska church affiliated college
 - Other Nebraska College
 - Attending college “outside” of Nebraska
 - Business or trade school
 - Nurses training or other health related programs
 - Other (seminars, workshops, apprenticeships, etc.)
14. Did either of your parents (or guardians) attend any type of formal education beyond high school?
- Yes
 - No (*Skip to Question #16*)
15. Did either of your parents (or guardians) complete any type of college degree?
- Yes
 - No
16. Since you graduated from high school, have you completed any of the following...?
- Law/PhD/MD
 - Master's
 - A Bachelor's Degree
 - An Associate Degree
 - Journey person status
 - A certificate (Greater than 2 years to complete)
 - A certificate (1 to 2 years to complete)
 - A certificate (less than 1 year to complete)
 - Any type of work-related training or seminars beyond initial job training
 - Some college classes but no “degree”
 - None of the above (High School Diploma)

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If you've applied for a job since you graduated from high school, did the employer ask to see high school portfolio? ***This question applies to the 2003 graduates only.***

- a. Yes
 - b. No
 - c. I have not applied for a job.
17. Were you aware that if you took specific high school courses and received a 'B' or better, you could receive college credit if you attended Metro Community College? ***This question applies to the 2003 graduates only.***
- a. Yes
 - b. No
18. Who completed the survey?
- a. the graduate
 - b. a parent or grandparent
 - c. a sibling
 - d. spouse
 - e. roommate
 - f. other relative
19. Enter your Survey Caller number. _____