



**PERKINS IV DATA SYSTEM
General Information and Instructions
CDE 101 E-1**

Prepared by:

**Secondary, Career, and Adult Learning Division
California Department of Education (CDE)**

CONTENTS

Program Instructions	4
General Instructions	4
Questions or Comments	4
Reporting Requirements and Responsibilities	5
Definitions of CTE Terms	6
Student Level Definitions	7
Race and Ethnicity Definitions	8
Special Populations Definitions.....	9
Academic Performance Levels and Targets	10
Accessing the System	11
Entering Data - Secondary	12
Reporting Secondary Enrollment (Ethnicity Data).....	13
Reporting Secondary Enrollment (Special Populations Data).....	16
Adding a Course Record.....	18
Deleting a Course Record.....	20
Data Review	21
Entering Adult Data	22
Reporting Adult Enrollment (Ethnicity Data).....	23
Reporting Adult Enrollment (Special Populations Data).....	24
Data Review	25
Entering ROCP Data	26
Reporting ROCP Enrollment (Ethnicity Data)	27
Reporting ROCP Enrollment (Special Populations Data)	28
Data Review	29

Upload Process	30
Reports/Final Review	33
Final Data Submission.....	36
Registering a User.....	38
Secondary Registration.....	38
User and Password Requirement	41
Adult Registration	42
ROCP Registration	43
System Updates	46
Changing Password.....	46
Contact information	47
Forgot Password	49
Technical Setup	50

REPORT ON CAREER TECHNICAL EDUCATION (CTE) ENROLLMENT AND PROGRAM COMPLETION CDE 101 E-1

PROGRAM INSTRUCTIONS

The Report on CTE Enrollment and Program Completion, CDE 101 E-1, is designed to collect the annual enrollment and program completion data mandated by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and sections 8006 and 8007 of the California *Education Code*. Each local educational agency (LEA) participating in the Perkins IV funds is required to submit this annual report. LEAs participating in sections 131 and 132 consortia must submit individual reports.

General Instructions

The CDE 101 E-1 data is submitted annually through the Perkins Data System. An electronic Personal Identification Number (PIN) is required to input local data and has been issued to the Perkins IV program contacts. A PIN can be obtained by sending an e-mail request to perkins@cde.ca.gov. Please include the LEA's county-district number and the name, telephone number, and e-mail address of the local contact person. The instructions and the Web-based program can be found on the CDE Perkins Web Page at <http://www.cde.ca.gov/ci/ct/pk/>.

Questions or Comments

Please submit questions or comments to perkins@cde.ca.gov.

REPORTING REQUIREMENTS AND RESPONSIBILITIES

Data for the CDE 101 E-1 Report must be entered into the Perkins Data System by October 15th.

Agencies receiving Perkins funds are required to report data on all CTE courses, even those courses not funded with Perkins funds. Adherence to the following guidelines will ensure unduplicated reporting of student enrollment and program completion information.

Enrollment Period: Report unduplicated race and ethnicity data on students enrolled in, or completing, CTE approved courses during the prior program year; July 1 through June 30.

Unified and Union High School Districts: Report on secondary students enrolled in, or completing, CTE courses funded by the school district and CTE students enrolled in Regional Occupational Centers and Programs(ROCP) courses.

Adult Education: Report on adults enrolled in, or completing, CTE courses funded through Adult Education.

Regional Occupational Centers and Programs: Report secondary and adult students enrolled in, or completing, CTE courses funded through the ROCP. ROCPs must provide separate reports for secondary and adult enrollments. (Please refer to paragraph below on Separate CDE 101 E-1.)

County Offices (including Court and Community Schools): Report on secondary students enrolled in, or completing, CTE courses in court and community schools administered by county offices of education.

Separate CDE 101 E-1 Data Entry for Secondary and Adult Students: The U.S. Department of Education (ED) requires CDE to identify and report secondary and adult ethnicity and special population data. To meet this requirement, ROCPs are required to submit both secondary and adult data. ROCPs will be identified upon registration when selecting the district name (see pages 38–40 for registration instructions). After selecting ROCP, the report type for adult and secondary ROCP will be available for reporting each segment of the ROCP enrollment data.

DEFINITIONS OF CTE TERMS

For reporting purposes, the CDE has developed the following definitions to describe students participating in CTE. Please apply these definitions when completing the forms:

CTE Program: Perkins IV defines a **threshold level of CTE** as “a sequence of courses (which may include technical learning experiences) that provides individuals with the challenging academic and technical knowledge and skills the individuals need to prepare for further education and for careers in emerging and established professions and may lead to technical skill proficiency, a credential, a certificate, or a degree” (Sec. [3][5])

Requirements of Sequences of Courses for CTE Programs assisted with Perkins IV funds: (1) Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; (2) or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours; (3) Be coherent, meaning that the sequence may only include those CTE courses with objectives, and content that have a clear, and direct relationship to the occupation(s) or career targeted by the program; (4) Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training. (State Plan page 224)

The number and duration of courses in the sequence of courses developed for each CTE program should be determined from the type and length of the instruction needed to provide students with the competencies (skills and understandings) required for career success and/or advanced education, or training for a specific industry. As a consequence, program sequences may vary in length. Though most are two to four semesters, or years, some may only be one year in duration. A number of ROCP and adult education CTE courses are single-year programs.

STUDENT LEVEL DEFINITIONS

A. Secondary Level

Participant: A secondary CTE participant is a student who has been enrolled in any CTE course.

Example: Any student who has been enrolled in any CTE course should be counted as a CTE Participant including all concentrators.

Concentrator: A secondary CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

Example: In a sequence comprised of two or three courses, only students enrolled in the last course would be counted as concentrators. In a four course sequence, students enrolled in the third and fourth courses would be counted as concentrators. All concentrators would also be counted as participants.

Capstone Course: The last course in a planned sequence of CTE courses necessary for employment in an identified occupation. A student who completes this course may exit the program for employment or continue enrollment in the program to prepare for higher level employment or advanced education in the same career path.

B. Adult Level (Adult Schools and ROCs)

Participant: An adult CTE participant is a student who has completed at least 20 hours of instruction in a CTE course that is at least 20 hours or more in duration.

Concentrator: An adult CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course.

Capstone Course: Same as Secondary above

Tech Prep: Perkins IV, Title II, Section 203(c) defines “TECH PREP” as a program of study that (A) combines a minimum of two years of secondary education with a minimum of two years of post-secondary education in a non-duplicative sequential course of study; (B) integrates academic and CTE and utilizes work-based and work-site learning where appropriate and available; (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations; (D) builds student competence in technical skills and core academic subjects such as mathematics, science, reading, writing, communications, and workplace skills through applied, contextual academics, and integrated instruction, in a sequence of courses; (E) leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree, in a specific career; (F) leads to placement in appropriate employment or to further education; and (G) utilizes CTE programs of study, to the extent practicable.

RACE AND ETHNICITY DEFINITIONS

The following categories and definitions are based on the October 30, 1997, “*Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15)*” issued by the Office of Management and Budget and can be found on their website at <http://www.whitehouse.gov/omb/fedreg/1997standards.html>. (Outside Source)

Race:

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."

Ethnicity:

American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural tribal affiliation or community attachment.

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.

Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands." (The term "Native Hawaiian" does not include individuals who are native to the State of Hawaii by virtue of being born there.) In addition to Native Hawaiians, Guamanians, and Samoans, this category would include the following Pacific Islander groups reported in the 1990 census: Carolinian, Fijian, Kosraean, Melanesian, Micronesian, Northern Mariana Islander, Palauan, Papua New Guinean, Ponapean (Pohnpelan), Polynesian, Solomon Islander, Tahitian, Tarawa Islander, Tokelauan, Tongan, Trukese (Chuukese), and Yapese.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or More Races: A person belonging to two or more racial groups.

Race and/or Ethnicity Unknown (Post-Secondary Only)

SPECIAL POPULATIONS DEFINITIONS

Economically disadvantaged: individuals from economically disadvantaged families, including foster children. (Sec. [3][29]) This includes Board of Governor's Grant, Pell Grant, Temporary Assistance for Needy Families, Workforce Investment Act, Supplemental Security Income, General/Public Assistance, Bureau of Indian Affairs, and other persons with income below the poverty level as defined by the Income Eligibility Guidelines for Free and Reduced-Price Meals.

Individual with a disability: an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 [Vol. 42 U.S.C. 12102] [Sec. 3(17)] and Individuals with Disabilities Education Act "97")

Single parents: The term "single parents" includes single pregnant women. (Sec. [3][29])

Displaced homemaker: The term "displaced homemaker" means an individual who:

- A. (i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills;
- (ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and

B. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (Sec. [3][10])

Note: By definition secondary students would not be counted as a Displaced homemaker.

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. (Sec. [3][16])

Migrant: a person who needs to change from one residence to another residence in order to obtain seasonal employment, due to economic necessity. (34 Code of Federal Regulations (CFR) Part 200 - Federal Register/ Vol. 73, No. 146/ July 29, 2008/ Rules and Regulations)

ACADEMIC PERFORMANCE LEVELS AND TARGETS

Academic Performance Levels and Targets: Academic performance for **English and mathematics** is based on the number of students who score proficient or above (380 or above) on the California High School Exit Exam (CAHSEE). This is not the number of students passing CAHSEE. Note: Score needed to demonstrate proficiency for individuals with a disability who use a calculator on the CAHSEE according to their individualized education program is higher than 380. (State Plan 313)

Local Agency Performance-Level Targets: The state's performance targets for the core indicators are based upon the statewide performance levels achieved during the 2008–09 program year. Subsequent year performance-level targets will be negotiated annually with the ED. The performance rates for these core indicators will be calculated by dividing the total number of CTE students scoring at or above proficient level by the total number of CTE students tested. (See tables on pages 54–62 [State Plan 313])

ACCESSING THE SYSTEM

The Perkins Data System home page is located on the CDE Perkins Web page at <http://www2.cde.ca.gov/Perkins/logon.aspx>

If not a registered user:

- Secondary user see page 37
- Adult user see page 41
- ROCP user see page 42

When registering all LEAs will be required to identify and select the appropriate report type, such as Secondary, Adult, ROCP, or Adult/Secondary.

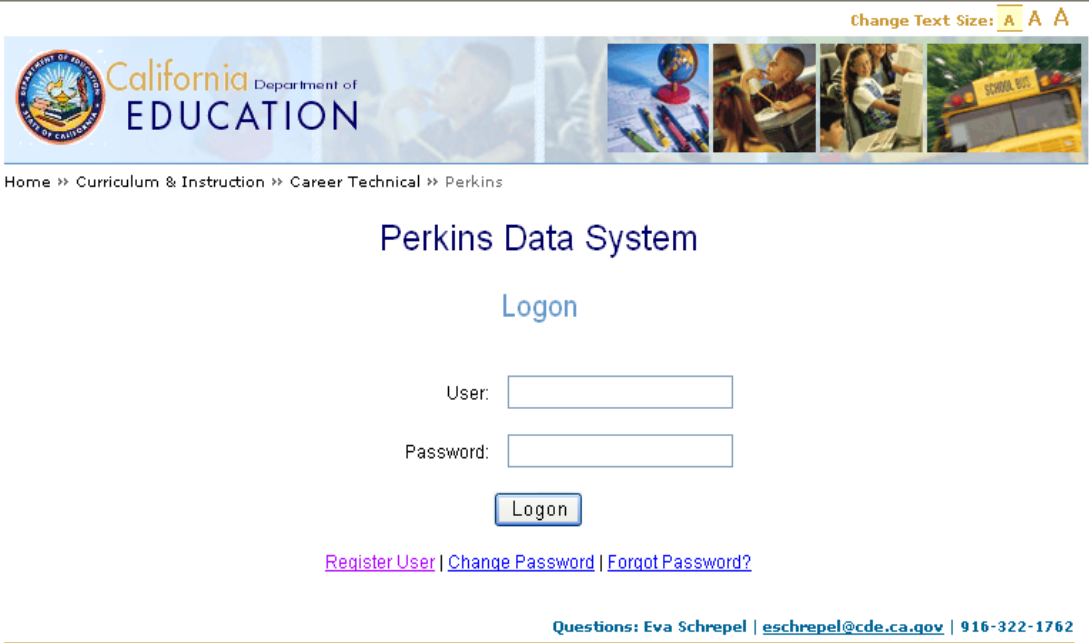
To retrieve forgotten password, see page 44.

LOGGING ON

- Enter User Name
- Enter Password
- Click on Logon

Once logged in,

- Secondary agencies, see page 12
- Adult agencies, see page 22
- ROCP agencies, see page 26



Change Text Size: [A](#) [A](#) [A](#)

California Department of
EDUCATION

Home » Curriculum & Instruction » Career Technical » Perkins

Perkins Data System

[Logon](#)

User:

Password:

[Logon](#)

[Register User](#) | [Change Password](#) | [Forgot Password?](#)

Questions: [Eva Schrepel](#) | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

New Feature Update

LEAs now have the choice of two methods for completing the E-1:

- Electronic Upload, follow the instructions starting on page 30.
- Enter data directly, follow the instructions on this document.

ENTERING DATA - SECONDARY

To select and manage a report Click on **E-1 Secondary**

Perkins Data System

[File Upload](#)
Upload E1 data

[File Upload Status](#)
E1 File Upload Status

[E1 Secondary](#)
Add, edit and view E1 Secondary student data

[Reports](#)
View, print and export E1 and E2 reports

[Contact Information](#)
View and update contact information

[Logout](#)

Each year, the CDE 101 E-1 is preloaded with the CBEDS Codes reported in the prior year.

All LEAs will be required to enter the data on each sequence of courses offered. Course and Contact information will be maintained in the database for future reports. A report can be added, deleted, or modified once registration is completed.

See pages 18 and 19 to **“Add”** a course

See page 20 to **“Delete”** a course

For instructions on uploading directly into the system, see page 30.

Perkins Data System

Manage E1 Secondary Reports

[Main Menu](#)

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/9/2009 3:07:08 PM	Complete	Delete
4050 - Ornamental Horticulture	Agriculture and Natural Resources	6/11/2009 10:11:43 AM	Complete	Delete
4098 - Other agriculture and Natural Resources	Agriculture and Natural Resources	6/10/2009 11:51:43 AM	Incomplete	Delete
5712 - Internet publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5744 - Stage Production	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5752 - Computer gaming and design	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5757 - Desktop publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5575 - Environmental and natural science engineering	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5701 - Drafting occupations	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
4810 - Keyboarding (typing)	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4821 - Legal office occupations	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4226 - Preparing to work in health care	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
5855 - Automotive mechanics, combination	Transportation	6/10/2009 11:51:43 AM	Incomplete	Delete

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

REPORTING SECONDARY ENROLLMENT (Ethnicity Data)

Perkins IV requires Racial/Ethnic and Special Populations data breakouts (please review the definitions on pages 6–10). Separate reports are provided for Secondary and Adult levels. Use the **Tab Key** to move from left to right. Validation codes have been written into the Perkins Data System to help prevent reporting errors.

Note: There are two columns in every category requesting **District** and **ROCP** data. Districts are to report students, for each category, enrolled in either district or ROCP CTE courses. The **District** column is to be used to report students enrolled in district CTE courses. The **ROCP** column should indicate the number of district students enrolled in ROCP courses. While ROCPs also report students enrolled in ROCP courses, ROCP data submitted by the district is only used to calculate the district’s actual Completion Rate and not aggregated with data submitted by the ROCPs.

(A) Total Participants - Total unduplicated CTE enrollment for each Race/Ethnicity and Gender

(B) Total Concentrators - Number of students enrolled in Concentration courses for each Race/ Ethnicity and Gender

(C) Concentrators in a Capstone Course - Number of concentrator students in the CTE Capstone Course for each Race/Ethnicity and Gender

(D) Concentrators in Capstone Course receiving a “C” or Better - Number of concentrator students in Capstone Course who received an “A”, “B”, or “C” grade in the course for each Race/Ethnicity and Gender

Ethnicity Data Table 1

Page 1 of 4 for Secondary

Table for entering secondary student enrollment data by race/ethnicity and gender.

	(A) Total Participants		(B) Total Concentrators		(C) Concentrators in Capstone Course		(D) Concentrators in Capstone course receiving a “C” or better	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaskan Native Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0	0	0	0	0

Next

Click **Next** to go to the next screen

REPORTING SECONDARY ENROLLMENT (Ethnicity Data) Continued

For Tech Prep courses (see page 8 for the definition), there are two more elements to be reported:

(D1) Concentrators in Capstone Course receiving post secondary credit at the secondary level - The number of concentrators in a capstone course who earned post-secondary credit for each Race/Ethnicity and gender

(D2) Concentrators in Capstone course completed state or industry recognized certification or licensure - The number of concentrators in a capstone course who received a state or industry-recognized certification or licensure as part of the capstone course for each Race/Ethnicity and gender

Ethnicity Data Table 1

Page 1 of 4 for Secondary

Table for entering secondary student enrollment data by race/ethnicity and gender.

	(A) Total Participants		(B) Total Concentrators		(C) Concentrators in Capstone Course		(D) Concentrators in Capstone course receiving a "C" or better		(D1) Concentrators in Capstone course receiving post-secondary credit at the secondary level		(D2) Concentrators in Capstone course completed state or industry recognized certification or licensure	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaskan Native Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0	0	0	0	0	0	0	0	0

Next

Secondary courses that are NOT identified as Tech Prep will NOT have to report these two additional elements.

REPORTING SECONDARY ENROLLMENT (Ethnicity Data) Continued

(E) 12th Grade Total Concentrators -Number of 12th grade students enrolled in a Concentration course for each Race/Ethnicity and Gender

(F) 12th Grade Proficient (380) or above on CAHSEE English/Language Arts - Total Number of 12th grade Concentrators who have taken the CAHSEE English/Language Arts and scored proficient (380) or above (see page 10) for each Race/Ethnicity and Gender

(G) 12th Grade Proficient (380) or above on CAHSEE Math - Total Number of 12th grade Concentrators who have taken the CAHSEE Math and scored proficient (380) or above (see page 10) for each Race/Ethnicity and Gender.

Note: Proficient score for Individuals with a disability who use a calculator on the CAHSEE according to their Individualized Education Program will be higher than 380.

(H) 12th Grade Receiving a Diploma, GED or equivalent - Total number of 12th grade Concentrators receiving a diploma, General Educational Development Test (GED), or proficiency credential for each Race/Ethnicity and Gender

Page 2 of 4 for Secondary

Table for entering 12th grade secondary student enrollment data by race/ethnicity and gender.

	(E) Total 12th Grade Concentrators		(F) 12th Grade Concentrators Proficient (380) in CAHSEE Eng. Lang Arts		(G) 12th Grade Concentrators Proficient (380) in CAHSEE Math		(H) 12th Graders receiving a Diploma, GED or equivalent	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
American Indian or Alaskan Native Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaskan Native Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic or Latino Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Male	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or More Races Female	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0	0	0	0	0	0

Click **Next** to go to the Special Populations Screens

REPORTING SECONDARY ENROLLMENT (Special Populations Data)

Total Participants: data breakout may be a **duplicate count** of students reported in the Race/Ethnic and Gender categories.

For example, if a student is **Economically Disadvantaged** and **Limited English Proficient**, they would be reported twice (once under Economically Disadvantaged and once under Total Limited English Proficient).

Tech Prep: No
 Industry Sector: Hospitality, Tourism, and Recreation
 CBEDS Title: 4420 - Food and hospitality services

Special Population Data Table 1

Page 3 of 4 for Secondary

Table for entering secondary student enrollment data by race/ethnicity and gender.

	(A) Total Participants		(B) Total Concentrators		(C) Concentrators in Capstone Course		(D) Concentrators in Capstone course receiving a "C" or better	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Economic Disadvantaged Male	1	2	1	2	1	2	1	1
Economic Disadvantaged Female	6	0	6	0	6	0	6	0
Individuals with Disabilities Male	0	0	0	0	0	0	0	0
Individuals with Disabilities Female	0	0	0	0	0	0	0	0
Single Parent Male	0	0	0	0	0	0	0	0
Single Parent Female	0	0	0	0	0	0	0	0
Limited English Proficient Male	0	0	0	0	0	0	0	0
Limited English Proficient Female	5	0	5	0	5	0	5	0
Migrant Male	0	0	0	0	0	0	0	0
Migrant Female	0	0	0	0	0	0	0	0
Total	12	2	12	2	12	2	12	1

Back Next

Clear Cancel



The **Total** row automatically totals each column

See Note on page 14 regarding additional elements for Tech Prep identified courses

Click **Next** to go to the last screen

REPORTING SECONDARY ENROLLMENT (Special Populations Data) Continued

If a student was a 12th grade Completer and they took the CAHSEE (both English/Language Arts, and Math); and they took an end of program CTE assessment; passed each exam; and earned a diploma, that student would be reported in each of those columns.

After entering the Special Populations data there are three options:

Back Button - allows review of the previous three screens

Save/Add New Course Button - allows entering of a new course not already listed

Save/Exit Button - returns to the list of courses

Tech Prep: No
 Industry Sector: Hospitality, Tourism, and Recreation
 CBEDS Title: 4420 - Food and hospitality services

Special Population Data Table 2

Page 4 of 4 for Secondary

Table for entering 12th grade secondary student enrollment data by race/ethnicity and gender.

	(E) Total 12th Grade Concentrators		(F) 12th Grade Concentrators Proficient (380) in CAHSEE Eng. Lang Arts		(G) 12th Grade Concentrators Proficient (380) in CAHSEE Math		(H) 12th Graders receiving a Diploma, GED or equivalent	
	District	ROCP	District	ROCP	District	ROCP	District	ROCP
Economic Disadvantaged Male	1	2	1	1	1	0	1	2
Economic Disadvantaged Female	6	0	2	0	2	0	6	0
Individuals with Disabilities Male	0	0	0	0	0	0	0	0
Individuals with Disabilities Female	0	0	0	0	0	0	0	0
Single Parent Male	0	0	0	0	0	0	0	0
Single Parent Female	0	0	0	0	0	0	0	0
Limited English Proficient Male	0	0	0	0	0	0	0	0
Limited English Proficient Female	5	0	1	0	1	0	5	0
Migrant Male	0	0	0	0	0	0	0	0
Migrant Female	0	0	0	0	0	0	0	0
Total	12	2	4	1	4	0	12	2

Back Save/Add New Course Save/Exit

Clear Cancel

ADDING A COURSE RECORD

If a course is not listed, click on **Add Course**

[Logout](#)

Perkins Data System Manage E1 Secondary Reports

[Main Menu](#)

[Add Course](#) [Submit Data](#)

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/9/2009 3:07:06 PM	Complete	Delete
4050 - Ornamental Horticulture	Agriculture and Natural Resources	6/11/2009 10:11:43 AM	Complete	Delete
4098 - Other agriculture and Natural Resources	Agriculture and Natural Resources	6/10/2009 11:51:43 AM	Incomplete	Delete
5712 - Internet publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5744 - Stage Production	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5752 - Computer gaming and design	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5757 - Desktop publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5575 - Environmental and natural science engineering	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5701 - Drafting occupations	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
4610 - Keyboarding (typing)	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4621 - Legal office occupations	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4226 - Preparing to work in health care	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
5655 - Automotive mechanics, combination	Transportation	6/10/2009 11:51:43 AM	Incomplete	Delete

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Choose the appropriate **CBEDS Title** from the list of CBEDS titles associated with the Industry Sector

Step 1 - Click the **Yes** or **No** radio button to identify whether the courses reported in this code meet the **Tech Prep** definition as stated on page 8.

→ Tech Prep: Yes No

Industry Sector:

CBEDS Title:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering and Design
- Fashion and Interior Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Step 2 - Select the **Industry Sector** from the pull down menu.

Step 3 - Select the **CBEDS Title** for the course being reported from the pull down menu.

A list of all CBEDS used in the Perkins Data system can be found on the CDE Perkins Web page at: <http://www.cde.ca.gov/ci/ct/pk/documents/nontrad.xls>.

Tech Prep: Yes No

Industry Sector: Agriculture and Natural Resources

CBEDS Title: 4040 - Agricultural Business

- 4040 - Agricultural Business
- 4030 - Agriculture Mechanics
- 4070 - Agriscience
- 4020 - Animal science
- 4104 - Floristry
- 4060 - Forestry and Natural Resources
- 4050 - Ornamental Horticulture
- 4098 - Other agriculture and Natural Resources
- 4010 - Plant and soil science

DELETING A COURSE RECORD

To **permanently** erase a record – CBEDS Code and all related data - click on the **Delete** button.

NOTE:
A Microsoft Internet Explorer Message will appear
Asking: “Are you sure you want to delete?”

Click **Yes** or **No**

[Main Menu](#)

CBEDS Course Summary

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/18/2009 2:28:24 PM	Complete	Delete
4050 - Ornamental Horticulture	Agriculture and Natural Resources	6/18/2009 2:41:14 PM	Complete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/18/2009 2:33:14 PM	Complete	Delete
4226 - Preparing to work in health care	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
4610 - Keyboarding (typing)	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4621 - Legal office occupations	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
5575 - Environmental and natural science engineering	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5655 - Automotive mechanics, combination	Transportation	6/10/2009 11:51:43 AM	Incomplete	Delete
5701 - Drafting occupations	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5744 - Stage Production	Arts, Media, and Entertainment	6/16/2009 9:43:04 AM	Complete	Delete
5752 - Computer gaming and design	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5757 - Desktop publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete

Core Indicator Summary

1S1 Academic Attainment - Reading/ Language Arts	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rate	5S1 Secondary Placement	6S1 Non-traditional Participation	6S2 Non-traditional Completion
18.84%	21.73%	96.10%	82.60%	82.60%	Pending	24.13%	20.00%

Questions: [Eva Schrepel | eschrepel@cde.ca.gov](mailto:eschrepel@cde.ca.gov) | 916-322-1762

DATA REVIEW

As courses are entered the system automatically calculates the Core Indicators. LEAs that are within 90 percent of State targets are in compliance with Perkins IV. Showing a performance level of 0 percent or 100 percent could indicate a possible data entry problem. Core Indicator 5S1 indicates student placement. This indicator is collected on the E2 between January 1 and March 15 each year and will indicate "Pending" until data is entered at that time.

Manage E1 Secondary Data

[Main Menu](#)

CBEDS Course Summary

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/18/2009 2:28:24 PM	Complete	Delete
4050 - Ornamental Horticulture	Agriculture and Natural Resources	6/18/2009 2:41:14 PM	Complete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/18/2009 2:33:14 PM	Complete	Delete
4226 - Preparing to work in health care	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
4610 - Keyboarding (typing)	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4621 - Legal office occupations	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
5575 - Environmental and natural science engineering	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5655 - Automotive mechanics, combination	Transportation	6/10/2009 11:51:43 AM	Incomplete	Delete
5701 - Drafting occupations	Engineering and Design	6/10/2009 11:51:43 AM	Incomplete	Delete
5744 - Stage Production	Arts, Media, and Entertainment	6/18/2009 9:43:04 AM	Complete	Delete
5752 - Computer gaming and design	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete
5757 - Desktop publishing	Arts, Media, and Entertainment	6/10/2009 11:51:43 AM	Incomplete	Delete

Core Indicator Summary

1S1 Academic Attainment - Reading/ Language Arts	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rate	5S1 Secondary Placement	6S1 Non-traditional Participation	6S2 Non-traditional Completion
18.84%	21.73%	96.10%	82.60%	82.60%	Pending	24.13%	20.00%

ENTERING DATA – ADULT

To select and manage a report Click on **E-1 Adult***

* When registering all LEAs will be required to identify and select the appropriate report type, such as Secondary, Adult, ROCP, or Adult/Secondary. Secondary users will only see E-1 Secondary information.

Registered Adult users will only see E-1 Adult information.

Registered ROCP users will only see E-1 ROCP information.

Each year, the CDE 101 E-1 is preloaded with the CBEDS Codes reported in the prior year. All LEAs will be required to enter the data on each sequence of courses offered. Course and Contact information will be maintained in the database for future reports. A report can be added, deleted, or modified once registration is completed.

See pages 19 and 20 to “**Add**” a course.

See page 21 to “**Delete**” a course.

For instructions on uploading directly into the system, see page 30.

Perkins Data System

[File Upload](#)
Upload E1 data

[File Upload Status](#)
E1 File Upload Status

[E1 Adult](#)
Add, edit and view E1 Adult student data

[Reports](#)
View, print and export E1 and E2 reports

[Contact Information](#)
View and update contact information

Perkins Data System

Manage E1 Adult Data

[Main Menu](#)

CBEDS Course Summary

Add Course

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4255 - Preparing to work in health support services	Health Science and Medical Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
4613 - General office occupations	Finance and Business	7/1/2009 7:51:32 AM	Incomplete	Delete
5512 - Electrician	Energy and Utilities	7/1/2009 7:51:32 AM	Incomplete	Delete
5812 - Cosmetology	Marketing, Sales, and Service	7/1/2009 7:51:32 AM	Incomplete	Delete
5814 - Manicure and pedicure	Marketing, Sales, and Service	7/1/2009 7:51:32 AM	Incomplete	Delete

Submit Data

REPORTING ADULT ENROLLMENT (Ethnicity Data)

Perkins IV requires Racial/Ethnic and Special Populations data breakouts (please review the definitions on pages 6–10). Separate forms are provided for Secondary and Adult levels. Use the **Tab Key** to move from left to right. Validation codes have been written into the Perkins Data System to help prevent reporting errors.

(A) Total Participant - Total unduplicated enrollment for each Race/Ethnicity and Gender

(B) Total Concentrators - Number of adults enrolled in Concentration courses for each Race/Ethnicity and Gender (see page 7 for definitions)

(C) Concentrators in Capstone Course - Number of adults enrolled in Capstone Concentration course for each Race/Ethnicity and Gender (see page 7 for definitions)

(D) Capstone Concentrators who took an end of program CTE assessment - Total Adults CTE concentrators who took an end of program technical skills assessment for each Race/Ethnicity and Gender

(E) Capstone Concentrators who passed an end of program CTE assessment - Total Adult CTE concentrators who passed an end of program technical skills assessment for each Race/Ethnicity and Gender

(F) Total Capstone Concentrators receiving a credential or completed a transfer program - Total Adult CTE concentrators who successfully completed and who received an industry recognized certificate, license, or completed a transfer program to a California public two-year or four-year educational institution for each Race/Ethnicity and Gender

Tech Prep: No
 Industry Sector: Health Science and Medical Technology
 CBEDS Title: 4280 - Preparing to work in therapeutic svcs-nursing

Ethnicity Data
 Table 1 of 2 for Adult
 Table for entering adult student enrollment data by race/ethnicity and gender.

	(A) Total participants	(B) Total concentrators	(C) Concentrators in Capstone Course	(D) Capstone Concentrators who took an end of program assessment	(E) Capstone Concentrators who passed an end of program assessment	(F) Total Capstone concentrators receiving an industry recognized certificate, license or degree
American Indian or Alaskan Native Male	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0
Asian Male	15	10	10	9	9	8
Asian Female	15	9	8	8	7	7
Black or African American Male	0	0	0	0	0	0
Black or African American Female	0	0	0	0	0	0
Hispanic or Latino Male	20	15	10	7	6	7
Hispanic or Latino Female	30	30	23	23	22	20
Native Hawaiian or Other Pacific Islander Male	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander Female	0	0	0	0	0	0
White Male	0	0	0	0	0	0
White Female	0	0	0	0	0	0
Unknown/Other Male	0	0	0	0	0	0
Unknown/Other Female	0	0	0	0	0	0
Total	80	64	51	47	44	42

Next
 Clear Cancel

ADULT ENROLLMENT DATA (Special Populations)

Special Population data breakout may be a **duplicate count** of students reported in Race/Ethnicity categories.

For **example**, if a student is Economically Disadvantaged, a Single Parent, and a Displaced Homemaker, they would be reported under all three sections.

When Finished

Back Button - allows review of the previous three screens

Save/Add New Course Button - allows entering of a new course not already listed

Save/Exit Button - returns to the list of courses

Tech Prep: No
 Industry Sector: Health Science and Medical Technology
 CBEDS Title: 4280 - Preparing to work in therapeutic svcs-nursing

Special Population Data

Table 2 of 2 for Adult

Table for entering adult student enrollment data by special population designation and gender.

	(A) Total Participants	(B) Total Concentrators	(C) Concentrators in Capstone Course	(D) Capstone Concentrators who took an end of program assessment	(E) Capstone Concentrators who passed an end of program assessment	(F) Total Capstone concentrators receiving an industry recognized certificate, license or degree
Total Economically Disadvantaged Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Economically Disadvantaged Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Disabled Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Disabled Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Single Parent Male	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Total Single Parent Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Displaced Homemakers Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Displaced Homemakers Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Limited English Proficient Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Limited English Proficient Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Migrant Male	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Migrant Female	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	5	5	5	4	4	5

DATA REVIEW

As courses are entered the system automatically calculates the LEA's Core Indicators. LEAs that are within 90 percent of State targets are in compliance with Perkins IV. Any Core Indicator with a performance level of 0 percent or 100 percent could indicate a possible data entry problem and should be reviewed. 4A1 is the placement indicator that is collected on the E2 between Jan 1 and March 15 each year.

[Logout](#)

Perkins Data System

Manage E1 Adult Data

[Main Menu](#)

CBEDS Course Summary

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/25/2009 2:10:24 PM	Complete	Delete
4020 - Animal science	Agriculture and Natural Resources	6/22/2009 8:16:42 AM	Complete	Delete
4030 - Agriculture Mechanics	Agriculture and Natural Resources	6/22/2009 4:04:08 PM	Incomplete	Delete
4280 - Preparing to work in therapeutic svcs-nursing	Health Science and Medical Technology	6/30/2009 10:29:02 AM	Complete	Delete

Core Indicator Summary

1A1 Technical Skill Attainment	2A1 Credential, Certificate, or Degree	4A1 Student Placement	5A1 Non-traditional Participation	5A2 Non-traditional Completion
92.98%	80.64%	Pending	41.28%	26.31%

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

ENTERING DATA – ROCP

To select and manage a report Click on **E-1 ROCP***

* When registering all LEAs will be required to identify and select the appropriate report type, such as Secondary, Adult, ROCP, or Adult/Secondary. Secondary users will only see E-1 Secondary.

Registered ROCP users will only see E-1 ROCP information.

Each year, the CDE 101 E-1 is preloaded with the CBEDS Codes reported in the prior year.

See pages 19 and 20 to “Add” a course.

See page 21 to “Delete” a course.

For instructions on uploading directly into the system, see page 30.

Perkins Data System

[File Upload](#)
Upload E1 data

[File Upload Status](#)
E1 File Upload Status

[E1 Secondary ROCP](#)
Add, edit and view E1 Secondary ROCP student data

[E1 Adult ROCP](#)
Add, edit and view E1 Adult ROCP student data

[Reports](#)
View, print and export E1 and E2 reports

[Contact Information](#)
View and update contact information

[Logout](#)

Perkins Data System

Manage E1 Secondary ROCP Data

[Main Menu](#)

CBEDS Course Summary

CBEDS Code	Industry Sector	Last Modified	Status	Delete
2451 - Computer programming	Information Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
2905 - Photography, Distribution or Advertising	Art, Media, and Entertainment	7/1/2009 7:51:32 AM	Incomplete	Delete
2905 - Technical Drafting/Craft	Art, Media, and Entertainment	7/1/2009 7:51:32 AM	Incomplete	Delete
4030 - Agriculture, Mechanics	Agriculture and Natural Resources	7/1/2009 7:51:32 AM	Incomplete	Delete
4030 - Ornamental Horticulture	Agriculture and Natural Resources	7/1/2009 7:51:32 AM	Incomplete	Delete
4103 - Financial services	Marketing, Sales, and Service	7/1/2009 7:51:32 AM	Incomplete	Delete
4107 - General merchandise retailing	Marketing, Sales, and Service	7/1/2009 7:51:32 AM	Incomplete	Delete
4242 - Preparation to work in the health services field/office	Health Science and Medical Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
4290 - Preparation to work in the health services field/office	Health Science and Medical Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
4298 - Other health science & Medical Technology	Health Science and Medical Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
4371 - Resource management	Education, Child Development, and Family Services	7/1/2009 7:51:32 AM	Incomplete	Delete
4400 - Careers in Child development	Education, Child Development, and Family Services	7/1/2009 7:51:32 AM	Incomplete	Delete
4421 - Food and beverage production and preparation	Hospitality, Tourism, and Recreation	7/1/2009 7:51:32 AM	Incomplete	Delete
4430 - Interior design, windowing, and maintenance	Fashion and Interior Design	7/1/2009 7:51:32 AM	Incomplete	Delete
4600 - Accounting computer accounting	Finance and Business	7/1/2009 7:51:32 AM	Incomplete	Delete
4613 - General office occupations	Finance and Business	7/1/2009 7:51:32 AM	Incomplete	Delete
4615 - Information processing	Information Technology	7/1/2009 7:51:32 AM	Incomplete	Delete
5001 - Introduction to construction	Building Trades and Construction	7/1/2009 7:51:32 AM	Incomplete	Delete
5002 - Residential and commercial construction	Building Trades and Construction	7/1/2009 7:51:32 AM	Incomplete	Delete
5516 - Heating and air conditioning	Building Trades and Construction	7/1/2009 7:51:32 AM	Incomplete	Delete

ROCP ENROLLMENT (Ethnicity Data)

Perkins IV requires Racial/Ethnic and Special Populations data breakouts (please review the definitions on pages 5–10). Use the **Tab Key** to move from left to right. Validation codes have been written into the Perkins Data System to help prevent reporting errors.

(A) Total Participants - Total unduplicated CTE enrollment for each Race/Ethnicity and Gender

(B) Total Concentrators - Number of students enrolled in Concentration courses for each Race/Ethnicity and Gender

(C) Concentrators in a Capstone Course - Number of concentrator students in the CTE Capstone Course for each Race/Ethnicity and Gender

(D) Concentrators in Capstone Course receiving a “C” or Better - Number of concentrator students in Capstone Course who received an “A”, “B”, or “C” grade in the course for each Race/Ethnicity and Gender

If a course is identified as a Tech Prep course, there will be two additional elements, columns (D1) and (D2). See page 14 for more information.

(E) 12th Grade Total Concentrators - Number of 12th grade students enrolled in Concentration for each Race/Ethnicity and Gender

(F) 12th Grade Receiving a Diploma, GED or equivalent - Total number of 12th grade Concentrators receiving a diploma, GED, or proficiency credential for each Race/Ethnicity and Gender

CBEDS Title: 4104 - Floristry

Ethnicity Data

Table 1 of 2 for Secondary ROCP

Table for entering secondary ROCP student enrollment data by race/ethnicity and gender.

	(A) Total Participants	(B) Total Concentrators	(C) Concentrators in Capstone Course	(D) Concentrators in Capstone course receiving a "C" or better	(E) Total 12th Grade Concentrators	(F) 12th Graders receiving a Diploma, GED or equivalent
American Indian or Alaskan Native Male	0	0	0	0	0	0
American Indian or Alaskan Native Female	0	0	0	0	0	0
Asian Male	0	0	0	0	0	0
Asian Female	0	0	0	0	0	0
Black or African American Male	4	2	2	2	2	2
Black or African American Female	14	7	7	6	5	5
Hispanic or Latino Male	2	1	1	0	0	0
Hispanic or Latino Female	16	8	8	7	6	6
Native Hawaiian or Other Pacific Islander Male	1	1	1	1	1	1
Native Hawaiian or Other Pacific Islander Female	9	5	4	4	4	4
White Male	1	0	0	0	0	0
White Female	13	6	6	6	5	4
Unknown/Other Male	0	0	0	0	0	0
Unknown/Other Female	0	0	0	0	0	0
Total	60	30	29	26	23	22

Next

Clear Cancel

ROCP ENROLLMENT (Special Population Data)

Special Population data breakout may be a **duplicate count** of students reported in Race/Ethnicity categories.

For **example**, if a student is Economically Disadvantaged, a Single Parent, and a Displaced Homemaker, they would be reported under all three sections.

CBEDS Title: 4104 - Floristry

Special Population Data

Table 2 of 2 for Secondary ROCP

Table for entering secondary ROCP student enrollment data by special population designation and gender.

	(A) Total Participants	(B) Total Concentrators	(C) Concentrators in Capstone Course	(D) Concentrators in Capstone course receiving a "C" or better	(E) Total 12th Grade Concentrators	(F) 12th Graders receiving a Diploma, GED or equivalent
Total Economically Disadvantaged Male	5	4	4	3	2	2
Total Economically Disadvantaged Female	20	10	10	10	10	10
Total Disabled Male	0	0	0	0	0	0
Total Disabled Female	0	0	0	0	0	0
Total Single Parent Male	0	0	0	0	0	0
Total Single Parent Female	0	0	0	0	0	0
Total Limited English Proficient Male	5	4	4	3	2	2
Total Limited English Proficient Female	20	12	12	12	10	9
Total Migrant Male	0	0	0	0	0	0
Total Migrant Female	0	0	0	0	0	0
Total	50	30	30	28	24	23

Back Save/Add New Course Save/Exit

When Finished

The Back Button - allows review of the previous three screens

The Save/Add New Course Button - allows entering of a new course not already listed

The Save/Exit Button - returns to the list of courses

For instructions on uploading directly into the system, see page 30.

DATA REVIEW

As courses are entered the system automatically calculates the Core Indicators. LEAs that are within 90 percent of State targets are in compliance with Perkins IV. Showing a performance level of 0 percent or 100 percent could indicate a possible data entry problem. Core Indicator 5S1 indicates student placement. This indicator is collected on the E2 between January 1 and March 15 each year and will indicate "Pending" until data is entered at that time.

ROCP do not report on CAHSEE data so there is no indicator for 1S1 and 1S2.

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4020 - Animal science	Agriculture and Natural Resources	6/10/2009 11:51:43 AM	Incomplete	Delete
4104 - Floristry	Agriculture and Natural Resources	6/30/2009 11:07:23 AM	Complete	Delete
4107 - General merchandise retailing	Marketing, Sales, and Service	6/10/2009 11:51:43 AM	Incomplete	Delete
4110 - Hotel and lodging	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
4113 - International trade	Marketing, Sales, and Service	6/10/2009 11:51:43 AM	Incomplete	Delete
4119 - Customer service representative	Marketing, Sales, and Service	6/10/2009 11:51:43 AM	Incomplete	Delete
4198 - Other marketing, sales, and services	Marketing, Sales, and Service	6/10/2009 11:51:43 AM	Incomplete	Delete
4224 - Exploring health care (exploratory core)	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4226 - Preparing to work in health care	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4234 - Preparing to work in therapeutic svcs-Dental	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4242 - Preparing to work in therapeutic svcs Med. Office	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4267 - Preparing to work in therapeutic svcs-health, wellness and rehabilitation	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4280 - Preparing to work in therapeutic svcs-nursing	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4298 - Other health science & Medical technology	Health Science and Medical Technology	6/10/2009 11:51:43 AM	Incomplete	Delete
4400 - Careers in Child development	Education, Child Development, and Family Services	6/10/2009 11:51:43 AM	Incomplete	Delete
4411 - Fashion and textile design	Fashion and Interior Design	6/10/2009 11:51:43 AM	Incomplete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/10/2009 11:51:43 AM	Incomplete	Delete
4600 - Accounting/computer accounting	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete
4601 - Computer operations/computer science	Finance and Business	6/10/2009 11:51:43 AM	Incomplete	Delete

1 2 3

Submit Data

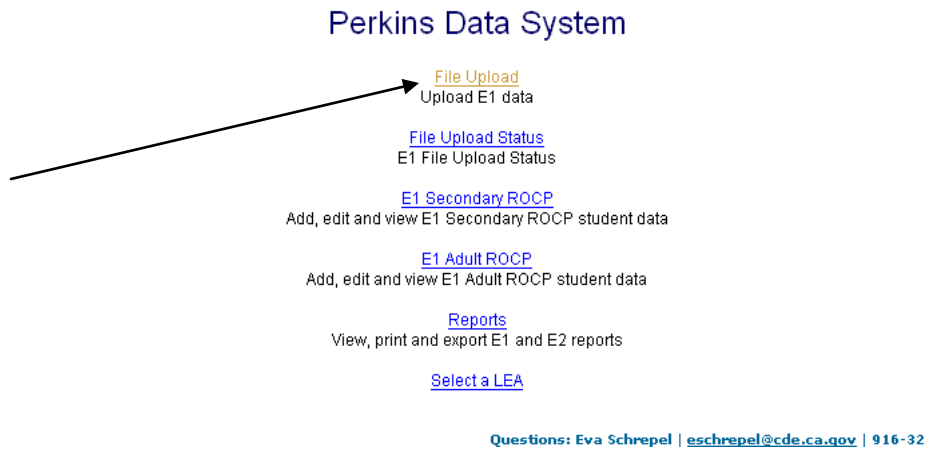
Core Indicator Summary

2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rate	5S1 Secondary Placement	6S1 Non-traditional Participation	6S2 Non-traditional Completion
89.65%	95.65%	95.65%	Pending	13.33%	10.34%

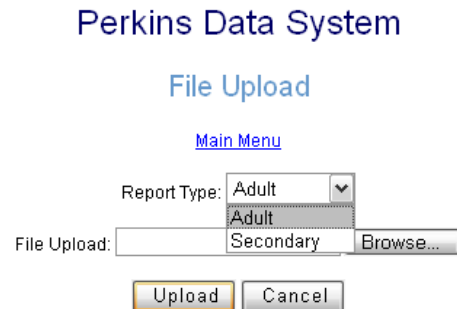
Upload Process

LEAs can now create a tab delimited text file that can be directly uploaded to the Perkins Data System. File specifications can be found at the CDE Perkins Web page at <http://www.cde.ca.gov/ci/ct/pk/>. Once the file is created follow the instructions below to upload the file.

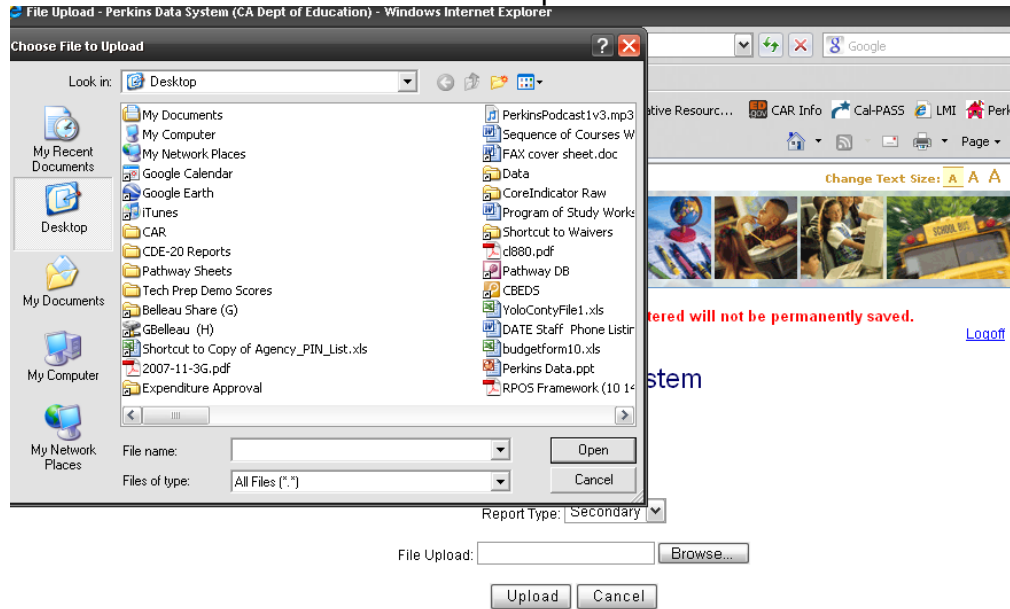
1. Choose File Upload.



2. Select Adult or Secondary for LEA type.



3. Browse to find the file created for upload.



4. Upload text file.

Perkins Data System

File Upload

[Main Menu](#)

Report Type: Secondary

File Upload: C:\Documents and Set [Browse...](#)

[Upload](#) [Cancel](#)

5. Check back the following day to see the file upload status.

Perkins Data System

[File Upload](#)
Upload E1 data

[File Upload Status](#)
E1 File Upload Status

[E1 Secondary ROCP](#)
Add, edit and view E1 Secondary ROCP student data

[E1 Adult ROCP](#)
Add, edit and view E1 Adult ROCP student data

[Reports](#)
View, print and export E1 and E2 reports

6. The following day the status will be available. If the file was unsuccessful, details will show the error status. Once a successful import was complete the data can be reviewed.

Perkins Data System

File Upload Status

[Main Menu](#)

Report Type:

Details	Agency File Name	CDE File Name	Date/Time Uploaded	Date/Time Processed	Process Status
Details	Anytown School DistrictStateData1.bt	Perkins_773_S_2009_1_06142010_084631.bt	6/14/2010 8:46:31 AM	6/15/2010 2:21:12 AM	Failed Edit Checks: Need corrections to re-upload.
Details	Anytown School DistrictStateData1.bt	Perkins_773_S_2009_1_06152010_073822.bt	6/15/2010 7:38:22 AM	6/16/2010 2:21:15 AM	Failed Edit Checks: Need corrections to re-upload.
Details	Anytown School DistrictStateData1.bt	Perkins_773_S_2009_1_06172010_104405.bt	6/17/2010 10:44:05 AM	6/18/2010 2:21:01 AM	Failed: File does not contain the required number of fields, the fields are too long, or the date formats are incorrect.
Details	Anytown School DistrictStateData1.bt	Perkins_773_S_2009_1_06172010_105435.bt	6/17/2010 10:54:35 AM	6/18/2010 2:21:21 AM	Successful import and validation.

REPORTS/FINAL REVIEW

There are various reports that are available to the LEA for reviewing the local level Data.

Perkins Data System

[Reports](#)

View, print and export E1 and E2 reports

[Contact Information](#)

View and update contact information

[E1 Adult](#)

Add, edit and view E1 Adult student data

[E1 Secondary](#)

Add, edit and view E1 Secondary student data

Questions: [Eva Schrepel](#) | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Before submitting data to the CDE please review and reflect on the data for possible errors. Some common errors to look for are:

Review of all Summary Reports

Union/Unified Districts should check to ensure that all ROCP courses were reported. ROCP courses are often times the capstone course. A zero under ROCP column or zero under district column indicates an area that should be analyzed. Additionally, numbers that are the same in both columns would be suspicious.

REVIEW Continued

Reviewing the Core Indicators

Secondary

- 1S1 – CAHSEE Reading/Language Arts: Reported data excessively higher on this indicator than the LEA performance could be a sign of the LEA reporting students passing (350) the CAHSEE, rather than students scoring Proficient or Advanced (380 and above).
- 1S2 – CAHSEE Math: An LEA reporting excessively higher on this indicator than the LEA performance could be a sign of the LEA reporting students passing (350) the CAHSEE, rather than students scoring Proficient or Advanced (380 and above). See note on p. 10.
- 2S1 – Technical Skill Attainment: The reported number of concentrators receiving a grade of “C” or above in the Capstone Course. Reporting only those students who received a “C” grade is a common error. This indicator requires the LEA to report **ALL** concentrators in a capstone course receiving a grade of “A”, “B”, or “C”.
- 3S1 – School completion: Historically the statewide graduation rate for CTE concentrators has been above 85 percent.
- 5S1 – Placement Report (Completed on the E2): January 1 - March 15 each year.
- 6S1 – Non-Traditional Participation: The statewide average is 38 percent. This indicator is calculated based on reported CBEDs codes. This indicator is based on the number of non-traditional students (females in Auto or males in Nursing) participating in CTE courses.
- 6S2 – Non-Traditional Completion: The statewide average is 25 percent. This indicator is calculated based on the CBEDs codes reported by the LEA.

Adult

- 1A1 – Technical Skill Attainment: The State target is 72.5 percent. The number of students who passed the assessment divided by the number of students who took the assessment.

- 2A1 – End of Program Certification, Degree, or Credential: The State target is 49.5 percent. Programs that do not offer an Industry Certificate, Degree, or Credential, or offer very few, will have lower results in this core indicator. To raise the results of this core indicator, an LEA should consider offering more certificate, licensing, or credentialing programs.
- 4A1 – Placement Report (Completed on the E2): January 1 – March 15 each year.
- 5A1 – Non-Traditional student Participation: The statewide average is 23.5 percent.
- 5A2 – Non-Traditional student Completion: The statewide average is 18.5 percent.

FINAL DATA SUBMISSION

Once all data entry is complete, the final step is to submit the data to the CDE.

Click Submit Data.

Warning: Do not click **Submit Data** until all data entry is completed

Add Course

CBEDS Code	Industry Sector	Last Modified	Status	Delete
4010 - Plant and soil science	Agriculture and Natural Resources	6/18/2009 2:28:24 PM	Complete	Delete
4050 - Ornamental Horticulture	Agriculture and Natural Resources	6/18/2009 2:41:14 PM	Complete	Delete
4225 - Introduction to health care (intro core)	Health Science and Medical Technology	6/22/2009 9:07:55 AM	Complete	Delete
4420 - Food and hospitality services	Hospitality, Tourism, and Recreation	6/30/2009 10:36:03 AM	Complete	Delete
4604 - Networking	Information Technology	6/25/2009 10:00:27 AM	Complete	Delete
5744 - Stage Production	Arts, Media, and Entertainment	6/16/2009 9:43:04 AM	Complete	Delete

Submit Data

Core Indicator Summary

1S1 Academic Attainment - Reading/ Language Arts	1S2 Academic Attainment - Mathematics	2S1 Technical Skill Attainment	3S1 Secondary School Completion	4S1 Student Graduation Rate	5S1 Secondary Placement	6S1 Non-traditional Participation	6S2 Non-traditional Completion
20.51%	24.35%	95.34%	84.61%	84.61%	Pending	26.38%	20.33%

[Logout](#)

Note the Certification.

Perkins Data System

Data Submission Confirmation

[Main Menu](#) | [Manage Reports](#)

By entering my email address below, I certify that the data enter on the Perkins Data System are valid and reliable.

E-mail Address:

Re-type E-mail Address:

Submit

Enter the e-mail address of CTE Coordinator responsible for accuracy of Perkins Data.

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

Note: Once submitted the data is marked “read-only” and cannot be revised, if the submitted data needs to be revised and updated before October 15, please contact the CDE.

[Logoff](#)

Perkins Data System

Data Submission Confirmation

[Main Menu](#) | [Manage Reports](#)

Thank you for submitting your data.

Confirmation Number: E1 -SY0809-06616220000000-2009-06-15 11:59:20

Please print this page for your records. An email confirmation has been sent to the e-mail address on file.

Course	Industry Sector	Last Modified	Status
4070 - Agriscience	Agriculture and Natural Resources	6/15/2009 11:58:59 AM	Submitted

CONFIRMATION

An e-mail is sent to the Local Perkins Coordinator and the CDE as notification of the completion of the E-1 process. This e-mail should be retained on file at the LEA.

From: Perkins [mailto:perkins@cde.ca.gov]
Sent: Monday, September 15, XXXX 11:59 AM
To:
Subject: Perkins Data Submission - E-1
Your data has been successfully submitted. If you have any questions please contact Eva Schrepel at eschrepel@cde.ca.gov.

Your confirmation number is E-1 -SY0809-06616220000000-2010-09-15 11:59:20

REGISTERING A USER - Secondary

The Perkins Data System home page is located on the CDE Perkins Web page at <http://www2.cde.ca.gov/Perkins/logon.aspx>.

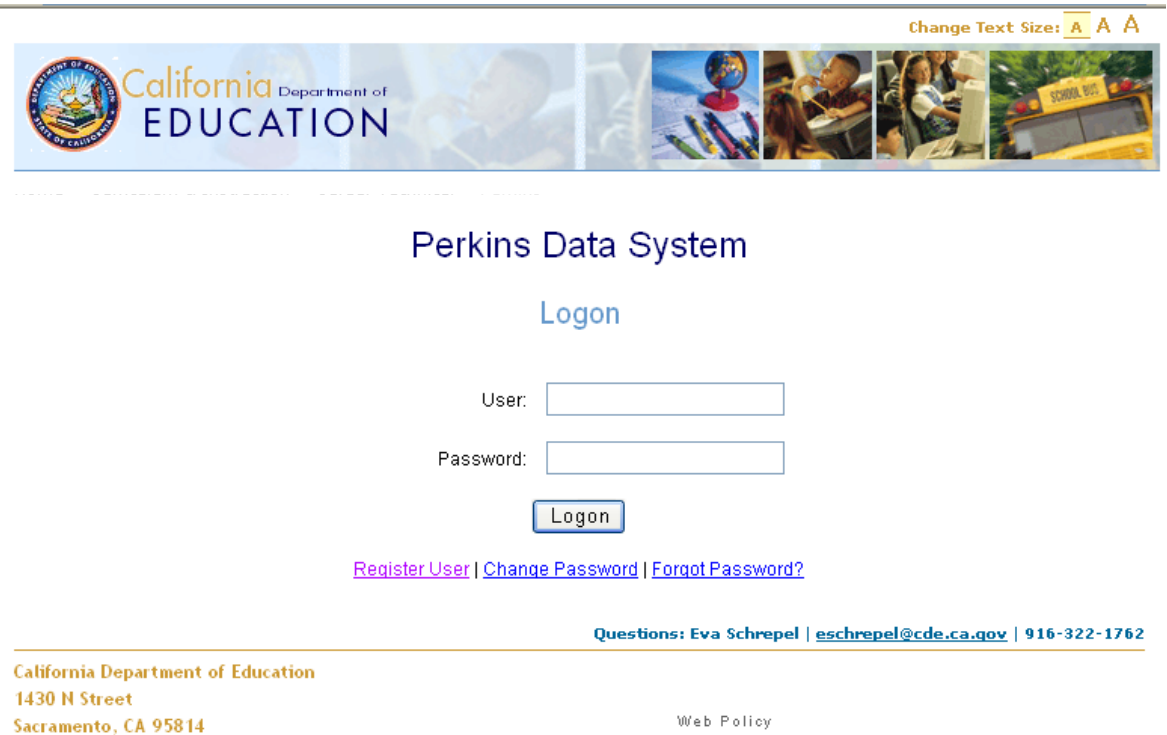
The first time a user registers the user will be asked to enter the agency PIN number.

Step 1 – Click the **Register User** link for first time user.

Agency PIN

An electronic PIN is required to input local data and has been issued to the Perkins IV program contacts. If unable to obtain the PIN, send an e-mail request to perkins@cde.ca.gov. Please include the LEA's county-district number and the name, telephone number, and e-mail address of the local contact person. The instructions and the Web-based program can be found on the CDE Perkins Web page at: <http://www.cde.ca.gov/ci/ct/pk/>.

All LEAs are required to register before logging into the system. Once registration is completed return to the Logon screen to enter User and Password. **To change password or update user information see page 41–43.**



Change Text Size: [A](#) [A](#) [A](#)

California Department of
EDUCATION

Perkins Data System

Logon

User:

Password:

Logon

[Register User](#) | [Change Password](#) | [Forgot Password?](#)

Questions: [Eva Schrepel](#) | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

REGISTRATION Continued

County Identification

Step 2 – Click on the **County** pull down menu.

Scroll down to locate the appropriate County.

Direct the mouse pointer to the correct county and click.

(County) →

The screenshot shows the 'Registration Logon' form with the following fields and options:

- County: Alameda (dropdown menu is open, showing a list of counties with 'Alameda' highlighted)
- District: (dropdown menu)
- Report Type: (dropdown menu)
- Pin Number: (text input field)

Buttons: Register, Cancel

(Agency) →

The screenshot shows the 'Registration Logon' form with the following fields and options:

- County: Alameda (dropdown menu)
- District: Please select a district (dropdown menu is open, showing a list of agencies)
- Pin Number: (text input field)

Buttons: Register, Cancel

Agency Identification

Step 3 – Click on the **District (Agency)** pull down menu.

Scroll down to locate name of the local agency.

Direct the mouse pointer to the correct agency and click.

REGISTRATION - REPORT TYPE

Registration Logon

County:

District:

Charter: ←

Report Type:

- Adult
- Secondary
- Adult/Secondary

Pin Number:

Step 4 – Select report type

If entering data for a charter school, check the **Charter** box for a list of participating Charter Schools.

Now choose the level of data to be entered, either **Adult** or **Secondary Report Type**.

Enter **PIN Number** (same as last year).

Click **Register**.

REGISTRATION - USER AND PASSWORD REQUIREMENTS

Step 3 – Complete registration information.

Create a unique **Username**.

Create a password using these **Password requirements**

- must be at least eight characters in length
- must contain at least one uppercase letter
- must contain at least one non-alphanumeric character (!@#\$%^&*-=_+?)

Phone Format – ###-###-#### x1234

Click on **Create User**.

Step 4 – Registration complete

NOTE: Only one registration per **Report Type** per **District**

Once the registration is saved a message will appear indicating, **“Your user has been successfully created”**

LOGON

Click on the **Logon** link to return to the logon screen; use the **username** and **password** created to begin data entry.

The screenshot displays the Perkins Data System Registration page. At the top, there is a header with the California Department of Education logo and navigation links. The main content area is titled "Perkins Data System Registration" and contains a "User Information" form. The form includes fields for Username, Password, Confirm Password, Name, Address, City, Zip Code, E-mail, Phone, and Fax. A note states "All fields marked with an asterisk (*) are required." Below the form are "Create User" and "Cancel" buttons. A success message "Your user has been successfully created." is displayed in red text, with a "Logon" link circled in red below it. The footer contains contact information for Eva Schrepel and a link to the Web Policy page.

Change Text Size: [A](#) [A](#) [A](#)

Perkins Data System
Registration

User Information

All fields marked with an asterisk (*) are required.

* Username:

* Password:

* Confirm Password:

* Name:

* Address:

* City:

* Zip Code:

* E-mail:

* Phone:

Fax:

Change Text Size: [A](#) [A](#) [A](#)

Perkins Data System
Registration

Your user has been successfully created.

[Logon](#)

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

REGISTRATION - Adult

As stated previously on page 5, the ED requires the CDE to report adult enrollment data separately from secondary enrollment data.

To enter **Adult** data, choose the **Adult Report Type** on the **Registration Logon** page.

See page 36 for Username and Password Requirements.



Perkins Data System

Registration

Registration Logon

County:

District:

Report Type: Adult
 Secondary
 Adult/Secondary

Pin Number:

Follow directions on page 11 to **Logon**.

Follow directions on pages 22–25 to review **preloaded CBEDS information** or to enter data into **preloaded CBEDS codes**.

REGISTRATION – ROCP



Perkins Data System

Registration

Adult and Secondary ROCP will be identified when selecting the district.

Registration Logon

County: Amador

District: Amador County ROP

Report Type:
 Adult ROCP
 Secondary ROCP
 Adult ROCP/Secondary ROCP

Pin Number: ●●●●●●

Register Cancel

REGISTRATION Continued

Pages 33–38 show the details of properly registering and selecting the agency and report type for all LEAs. It is important to select the correct report type so that the appropriate student level screens (Secondary, Adult, and ROCP) appear when preparing to enter the data for Ethnicity and Special Population screens.

Select the **County** in the Registration Logon page.

Select **District** to view the ROCP agencies in the County (ROCP agencies will appear in the District drop down option).

Select the appropriate **Report Type**.

NOTE: When reporting both Secondary and Adult data there is the option of registering and selecting a report type that allows a single user to view both Adult and Secondary reports. This option allows only one user/contact person. If an agency has two individual contacts, one for adult and one for secondary, each contact will have to register and select the individual report type.



Perkins Data System

Registration

Registration Logon

County:

District:

Report Type: Adult ROCP
 Secondary ROCP
 Adult ROCP/Secondary ROCP

Pin Number:

REGISTRATION Continued

After completing the registration each LEA will view a **Main Menu** screen that shows the Report Type that was selected. This screen will allow an LEA to manage reports and change contact information.

As noted on page 39, selection of **Adult ROCP/Secondary ROCP** will allow an agency to view and manage both reports; however, it will only allow information for one contact person.

NOTE: ROCP agencies are not be required to submit CAHSEE data.

See page 38 for Username and Password Requirements.



Perkins Data System

Registration

Registration Logon

County:

District:

Report Type:

- Adult ROCP
- Secondary ROCP
- Adult ROCP/Secondary ROCP

Pin Number:

1 contact per report



[Logout](#)

Perkins Data System

E1 Secondary ROCP

[Main Menu](#) | [E1 Secondary ROCP](#)



[Logout](#)

Perkins Data System

E1 Adult ROCP

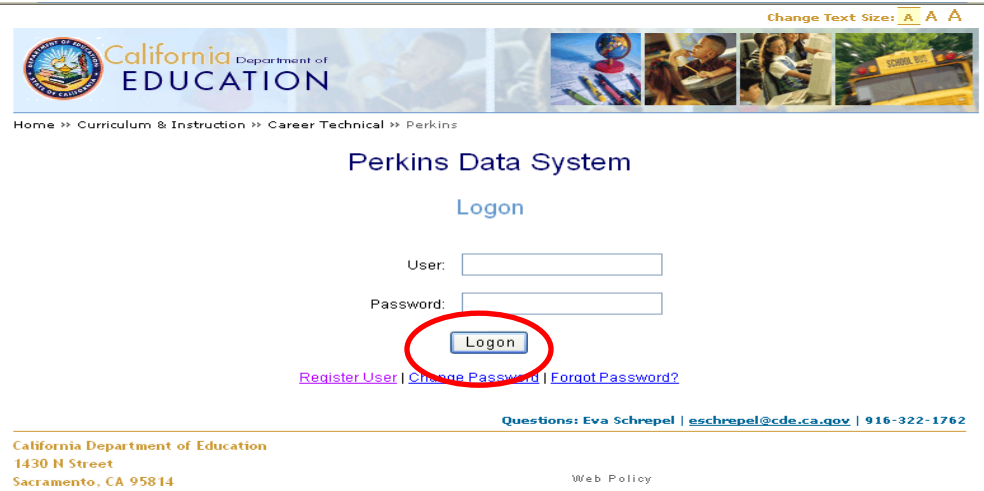
[Main Menu](#) | [Manage Adult ROCP Reports](#)

SYSTEM UPDATES

Changing Passwords

The Logon page of the Perkins Data System allows the user to maintain and update contact information. To change your password select **Change Password** and complete the **Username** and **Current Password** information.

To return to the database select **Main Menu**.



Change Text Size: [A](#) [A](#) [A](#)

California Department of
EDUCATION

Home » Curriculum & Instruction » Career Technical » Perkins

Perkins Data System

Logon

User:

Password:

[Register User](#) | [Change Password](#) | [Forgot Password?](#)

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Perkins Data System

Change Password

User Name:

Current Password:

New Password:

Confirm New Password:



Perkins Data System

Change Password

Password successfully changed!

NOTE: It is necessary to have the current username and password in order to “Change Password”.

Contact Information

Only one contact and e-mail can be used in the “Contact Information” fields. Those agencies that provide both Adult and Secondary reports can select the “**Secondary/Adult**” Report Type. If it is necessary to have separate contacts for the Adult and Secondary programs each contact will have to register and select the “Adult” OR “Secondary” – Report Type (see page 12). Please verify and update the contact information regularly. Fields displaying an asterisk (*) are **Required Fields** and must be completed.

Perkins Data System

Contact Information



All fields marked with an asterisk (*) are required.

* Name:

* Address:

* City:

* Zip Code:

* E-mail:

* Phone:

Fax:

Only one **E-Mail** field is allowed.

Please update the E-Mail field regularly to receive pertinent Perkins information.

The **Save** button overrides all contact information previously entered on this page.

User information has been successfully saved

Once the contact Information is saved, **click on Main Menu to return to the Perkins Data System.**

Contact Information Continued

Log on to the database

From the “Perkins Data System” screen, select “Contact Information”

Enter the e-mail address used at registration and click **Change Password**

NOTE: It is necessary to have the current Username and Password in order to Change “Contact Information”

Click the **Save** button to save the changes. This overrides all previous contact information.

When complete select **Main Menu** to return to database.



Perkins Data System

[Contact Information](#)
[Manage Adult Report\(s\)](#)
[Manage Secondary Report\(s\)](#)

Questions: Eva Schrepel | eschrepel@cde.ca.gov | 916-322-1762



Perkins Data System

Contact Information

[Main Menu](#)

All fields marked with an asterisk (*) are required.

* Name:

* Address:

* City:

* Zip Code:

* E-mail:

* Phone:

Fax:

Forgot Password

From the Logon menu select the function
“**Forgot Password**”

Enter your current e-mail and click **Send Password**. The following message will appear:

“Your password has been e-mailed to you. If you do not receive an e-mail in your inbox folder, please check your Junk Mail folder.”

Select **Main Menu** to return to the database.



Home » Curriculum & Instruction » Career Technical » Perkins

Perkins Data System

Logon

User:

Password:

[Register User](#) | [Change Password](#) | [Forgot Password?](#)



Perkins Data System

Forgot Password

Enter your e-mail address to have your password e-mailed to you.

E-mail Address:

TECHNICAL SETUP

Problem: Records not saved

Solution: Modify Web browser setting

Some LEAs have experienced problems with their Internet settings. If a user has entered and saved a record (CBEDS code), but the next record entered replaces the previous record, the settings in the Web browser are probably not set to check for a newer version of the stored pages. Please follow the directions below to change the settings under Internet Options.

1. Open **Internet browser** (This could be Microsoft Explorer or Netscape)
2. Click on **Tools**
3. Choose **Internet Options**
4. Click on the **General** tab
5. Click on **Settings**
6. Choose the radio button "**Every visit to the page**"
7. Click **OK**
8. Click **OK**
9. Close program to **re-start** with new setting

Problem: Perkins e-mail going to junk mail

Solution: Modify Junk Mail Handling

GroupWise

To manage the blocked senders list

1. On the **Tools** menu, point to **Junk Mail Handling**, and then click **Trust List**.
2. To add a new sender or domain to the list, click **New**. Enter **perkins@cde.ca.gov** in the dialog box and click **OK**.
3. Click **OK** to apply rules that have been added or changed.

Outlook Express

To manage the blocked senders list

1. On the **Tools** menu, click **Options**, and then select the **Preferences** tab, under **e-mail**, click **Junk e-mail**.
2. Select the Safe Senders tab to add a new sender or domain to the list, click **Add**. Enter **perkins@cde.ca.gov** in the dialog box and click **OK**.
3. Click **Apply** to complete the added e-mail .