

Archived Information

NATIONAL PROGRAMS (PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT)

Goal: Increase access to and improve education programs that strengthen educational achievement, workforce preparation, and lifelong learning.

Relationship of Program to Volume 1, Department-wide Objectives: All these objectives are designed to improve the quality, usefulness, and accessibility of projects funded by our National Programs budget. Projects have been prioritized according to program objectives and the Department’s Strategic Plan Objective 1.2, which states, “Schools help all students make successful transitions to college and careers.”

FY 2000—\$17,500,000

FY 2001—\$17,500,000 (Requested budget)

OBJECTIVE 1: INCREASE THE USE OF RESEARCH FINDINGS TO INFORM PROGRAM DIRECTION AND TO IMPROVE STATE AND LOCAL PRACTICE.

Indicator 1.1 Disseminate quality research: By 2001, the number of customers using the products and services of the National Centers for Research and Dissemination in Vocational Education* will increase to 38,000.

*Note: In accordance with the newly enacted Perkins Vocational and Technical Education Act, cooperative agreements for two new National Centers were awarded in 1999. The new centers were fully operational by January 1, 2000.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Customers requesting information and/or resources from the National Center for Research in Vocational Education</i>				Status: Target exceeded.	Source: NCRVE Reports. <i>Frequency:</i> Quarterly. <i>Next Update:</i> 2000 (for 1999 data).	
Year	Actual Performance			Performance Targets*	Explanation: Performance is likely to continue to increase. Beginning in 2000, the Department will increase emphasis on both the development of practitioner-oriented products and services and the dissemination function of the newly funded centers. For the new centers, funds will be split 50/50 for research and dissemination. The previous centers split funds 60/40, with slightly more funds being allocated for research.	Validation Procedures: Data collection processes were developed before ED standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: None.
	Electronic	Print	Total			
1998:	31,000	3,127	34,127			
1999:	36,000	3,157	39,157	36,000		
2000:				36,000		
2001:				38,000		
<p>*Note: Performance targets for 2000 and 2001 are based on actual performance data from the previously funded National Center. During the transition year to the new centers, it is expected that the new centers will achieve at least the same minimum level of customer satisfaction as the previous center. Should the new center greatly exceed or fall below this level, performance targets for 2000 and 2001 will be adjusted for future GPRA reporting.</p>						

Indicator 1.2 Promote quality research: By 2001, the percentage of customers who are “very satisfied” with products and services received from the National Center for Research in Vocational Education will increase to 85 percent.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<i>Customers responding to a customer satisfaction survey indicated that they were “very satisfied” with the products and services received from the National Center for Research in Vocational Education</i>		Status: It is likely that performance targets for 2000-2001 will be met.	Source: Customer Satisfaction Survey. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.
Year	Actual Performance	Explanation: Performance targets are likely to be met, given the Department’s heightened emphasis on both the development of practitioner-oriented products and services and the dissemination function of the newly funded centers. For the new centers, funds will be split 50/50 for research and dissemination. The previous centers split funds 60/40, with slightly more funds being allocated for research.	Validation Procedure: Data collection processes were developed before ED standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: This survey is voluntary and, to date, has reflected the perceptions of only half (53 percent) of the total number of customers that receive National Center for Research in Vocational Education products and services. Strategies are being considered to improve response rates.
1998:	81%		
1999:	Data not yet available		
2000:	83%		
2001:	85%		
*Note: See note on performance targets under 1.1 above.			

OBJECTIVE 2: IMPROVE AND EXPAND THE USE OF EFFECTIVE STRATEGIES THAT PROMOTE SECONDARY AND POSTSECONDARY REFORMS.

Indicator 2.1 Identify New American High Schools: By 2001, 200 high schools will receive Department recognition for implementing New American High School strategies that combine career and academic preparation—often in smaller learning environments—to prepare all students for college and careers.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<i>Number of schools having received Department recognition for fully adopting New American High School strategies</i>		Status: Although the performance target for 1999 was not met, it is likely that the performance targets for 2000-2001 will be met.	Source: New American High School application tracking documents. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.
Year	Actual Performance	Explanation: The 1999 performance target was not met because fewer applications than expected were received from schools for the New American High School recognition, probably because the application process coincided with end-of-school-year testing and related activities. The timing of the application process has been adjusted, which should greatly increase the number of applications received and, thus, the number of schools eligible to receive the New American High School recognition.	Validation Procedure: Data collection processes were developed before ED standards for evaluating the quality of program performance data were developed. Limitations of Data and Planned Improvements: None.
1996:	10		
1998:	17		
1999:	30		
2000:	150		
2001:	200		

Indicator 2.2 Promote New American High School strategies: By 2001, 2,500 high schools will be working toward implementing New American High School strategies. Implementation is defined as working with a high school reform network to implement one or more New American High School strategies.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Number of schools working with three high school reform networks</i>		<p>Status: It is likely that performance targets for 2000-2001 will be met.</p> <p>Explanation: Performance targets are likely to be met, given the Department's investment in providing technical assistance and resources through reform networks to help high schools implement New American High School strategies and, ultimately, prepare successful applications for the New American High School recognition.</p>	<p>Source: Grantee reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.</p> <p>Validation Procedures: Data collection processes were developed before ED standards for evaluating the quality of program performance data were developed.</p> <p>Limitations of Data and Planned Improvements: None.</p>	
Year	Actual Performance			Performance Targets
1999:	1,500			See note below
2000:				2,000
2001:		2,500		
<p>Note: The Department first began working with reform networks in 1999 as a strategy to help high schools implement New American High School initiatives. Therefore, the first year to collect baseline data was 1999. Accordingly, performance targets are set beginning in 2000.</p>				

Indicator 2.3 Promote professional development: By 2001, 3,000 prospective and current teachers will be trained to teach academic and technical coursework in the context of real-life applications and careers (hereafter referred to as contextual teaching and learning).				
Targets and Performance Date		Assessment of Progress	Sources and Data Quality	
<i>Number of prospective and current teachers trained to implement contextual teaching and learning approaches</i>		<p>Status: It is likely that performance targets will be met.</p> <p>Explanation: Performance targets are likely to be met, given the Department's priority to provide technical assistance and resources to help teachers implement contextual teaching and learning approaches. The Department also will begin sharing with all states the resources developed by the contractors, so that many more teachers will be trained to implement contextual teaching and learning approaches.</p>	<p>Source: Contractor Progress Reports <i>Frequency:</i> Annually. <i>Next Update:</i> 2000 (for 2000 data).</p> <p>Validation Procedures: Data collection processes were developed before ED standards for evaluating the quality of program performance data were developed.</p> <p>Limitations of Data and Planned Improvements: None.</p>	
Year	Actual Performance			Performance Targets
1999:	750			See note below
2000:				1,800
2001:		3,000		
<p>Note: The Department first awarded contracts in 1998 to seven universities to train prospective and current teachers on contextual teaching and learning approaches. Therefore, the first year to collect baseline data was 1999. Accordingly, performance targets are set beginning in 2000.</p>				

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Providing leadership and support for national research to improve the quality of vocational, adult, and workforce education.
- ❖ Disseminating research-based strategies that promote education reform at secondary and postsecondary levels.
- ❖ Training prospective and current teachers to implement contextual teaching and learning approaches that enable students to understand real-life applications of their academic and technical coursework.
- ❖ Partnering with firmly established and experienced reform networks to help high schools implement New American High School strategies that help all students prepare for college and careers.

New or Strengthened Strategies

- ❖ Promoting the development and dissemination of practitioner-oriented products and services through the newly funded centers.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ To establish its research agenda, the Office of Vocational and Adult Education (OVAE) collaborates with the National School-to-Work Office, the Office of the Under Secretary's Planning and Evaluation Service, the Office of Education Research and Improvement, and the National Center for Education Statistics.
- ❖ To conduct research and dissemination, the National Centers are expected to coordinate efforts with the National School-to-Work Office and the Office of Education Research and Improvement's Research Labs and Centers.
- ❖ To implement the New American High School initiative, OVAE collaborates with the Department's Comprehensive School Reform Demonstration Programs, Blue Ribbon Schools Initiative, Parents and Families in Education Initiative, and Empowerment Zone and Enterprise Communities Initiative.
- ❖ To provide professional development on contextual teaching and learning approaches, OVAE works with the Office of Education Research and Improvement's Postsecondary Institute and the Department-wide Professional Development Team.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ Realigning previously funded activities with requirements of the newly enacted legislation to ensure that its full intent is achieved.
- ❖ Achieving scale in efforts such as New American High School and professional development so that all schools and teachers have access to state-of-the-art instructional approaches and all students are provided with research-based learning strategies.

INDICATOR CHANGES

From FY 1999 (two years old)

Adjusted

- ❖ Objective 1 was renumbered as this year's Objective 2.
- ❖ Objective 2 was renumbered as this year's Objective 1.
- ❖ Indicator 2.1 was renumbered as this year's Indicator 1.2.

Dropped

- ❖ Indicator 1.1 was dropped, as it was determined to be a system output measure rather than a student outcome measure.
- ❖ Objective 3 and Indicator 3.1 were dropped, as they were determined to be system output measures rather than student outcome measures.

From FY 2000 (last year's)

Adjusted

- ❖ Indicator 1.1 was renumbered as this year's Indicator 1.2, and the language was strengthened to focus more on customer satisfaction with products and services received.
- ❖ Objective 3 was renumbered as this year's Objective 2.
- ❖ Indicator 3.1 was divided into this year's Indicators 2.1 and 2.2 for ease and clarity in annual reporting on actual performance.
- ❖ Indicator 3.2 was renumbered as this year's Indicator 2.3.

Dropped

- ❖ Objective 2 was dropped, as it was determined to be captured in last year's—and this year's—Objective 1.
- ❖ Indicator 2.1 was dropped, as it was determined to be a system output measure rather than a student outcome measure.
- ❖ Indicator 2.3 was dropped, as it was determined to be a system output measure rather than a student outcome measure.

New

- ❖ Indicator 1.1 was added to provide another indicator and gauge of customer use of national research findings.