

Archived Information

PERKINS VOCATIONAL AND TECHNOLOGY EDUCATION (STATE GRANTS AND TECH-PREP INDICATORS)

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

Relationship of Program to Volume 1, Department-wide Objectives: Funds provided to states through vocational education state grants and tech-prep education support the six objectives outlined in our program plan. These objectives have been aligned with core measures identified in Perkins III, which states will use to promote continuous program improvement in academic achievement and job skills attainment, and to promote positive student outcomes at the state and local levels. State performance measures and GPRA program plan objectives are now aligned with the Department's Strategic Plan, Objective 1.2, (schools help all students make successful transition to college and careers).

FY 2000—\$1,161,650,000

FY 2001—\$1,161,650,000 (Requested budget)

OBJECTIVE 1: ENSURE THAT VOCATIONAL CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, WILL ACHIEVE HIGH LEVELS OF PROFICIENCY IN MATHEMATICS, SCIENCE, AND ENGLISH.

Indicator 1.1 Academic attainment: The percentage of vocational concentrators, including special populations, meeting the core curriculum standards will increase from baseline data.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of vocational concentrators meeting core curriculum standards (*)</i>			<p>Status: No 1999 data but strong progress toward target is being made.</p> <p>Explanation: Introduction of higher graduation requirements (in terms of both courses and assessment) in many states is driving vocational students, including those in special populations, to take more academics.</p>	<p>Source: National Assessment of Educational Progress (NAEP) 1990, NAEP 1994, NAEP 1998. <i>Frequency:</i> Approximately every 4 years. <i>Next Update:</i> NAEP 2002.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: This indicator will eventually be replaced with a better measure of academic attainment—performance on state-established academic proficiencies—as specified in the 1998 Perkins Act.</p>
Year	Actual Performance	Performance Targets		
1989-1990:	19%			
1993-1994:	33%			
1997-1998:	45%			
1998-1999:	No data available	Continuing increase		
1999-2000:		Continuing increase		
2000-2001:		Continuing increase		
2001-2002:		55%		
<p>*Core curriculum standards include 4 years of English and 3 years each of math, science, and social studies. This course sequence is the basis for a college preparatory curriculum.</p>				

Indicator 1.2 Academic attainment: Increasing proportions of vocational concentrators will meet state-established mathematics standards.					
Targets and Performance Data			Assessment of Progress		Sources and Data Quality
<i>Percentage of vocational concentrators meeting state-established mathematics standards, measured using state-established approaches</i>			Status: Because only baseline data from a small number of states are available on this indicator, it is not possible to judge status at this time.		Source: Performance reports from 4 states in a data pilot project. <i>Frequency:</i> To be determined. <i>Next Update:</i> To be determined.
Year	Actual Performance			Performance Target	Explanation: Performance reporting is shifting from a reliance on infrequent national surveys to state accountability reports as specified by the 1998 Perkins Act. In 1999, a small number of states participated in a pilot project on performance reporting, too few to represent a national sample. By 2001, most, if not all, states will be reporting on academic attainment.
	High-Stakes Test	Low-Stakes Test	Course Completion		
1997-1998:	95% (2)	49% (1)	77% (1)		
1998-1999:	No data available			Continuing increase	
1999-2000:				Continuing increase	
2000-2001:				New targets will be set	
*In parentheses () is the number of reporting states.					Validation Procedure: Data supplied by 4 states. No formal verification procedure applied. Limitations of Data and Planned Improvements: Performance data are now based on few states and measured by states in different ways. <i>Planned Improvements:</i> By 2001 a national sample of states will be used to set targets and assess progress. More consistency in measurement will be sought.

OBJECTIVE 2: ENSURE THAT INSTITUTIONS, SECONDARY AND POSTSECONDARY, WILL OFFER PROGRAMS WITH INDUSTRY-RECOGNIZED SKILL STANDARDS SO THAT CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, CAN EARN SKILL CERTIFICATES IN THESE PROGRAMS.

Indicator 2.1 Skills proficiencies: An increasing proportion of secondary and postsecondary institutions will offer programs in which vocational students can earn industry-recognized skill certificates. (Program measures to be reassessed in 2000 to reflect new law.)					
Targets and Performance Data			Assessment of Progress		Sources and Data Quality
<i>Percentage of secondary schools and postsecondary programs that allow some students to earn industry-recognized skill certificate</i>			Status: Secondary – Positive movement toward target. Postsecondary – Because only baseline data available on this indicator, it is not possible to judge status at this time.		Source: National STW Evaluation. <i>Frequency:</i> Annual until 1999. <i>Next Update:</i> 2000.
Year	Secondary		Postsecondary		Explanation: The shift in performance reporting to rely on state accountability reports is likely to require a change in this indicator in 2000. By that time, states will be reporting on the number of students meeting state-established vocational-technical skill proficiencies, as required in the new law. No state data on this new indicator available at this time, however.
	Actual Performance	Performance Targets	Actual Performance	Performance Targets	
1995-1996:	12.9%				
1996-1997:	13.1%				
1997-1998:	14.6 %				
1998-1999:	No data available	15%	87%	Continuing increase	
1999-2001:		New target to be set		New target to be set	
2000-2001:		Continuing increase		Continuing increase	
					Validation Procedure: Data collected before ED <u>Standards for Evaluating Program Performance Data</u> were developed. Other sources and experience corroborate these findings. Limitations of Data and Planned Improvements: Data currently obtained from an evaluation survey, which will end shortly, and from a one-time NCES survey. <i>Planned improvements:</i> By 2000 the survey data sources above will be phased out and replaced state performance reporting of technical skill proficiencies as specified by the 1998 Perkins Act.

OBJECTIVE 3: ENSURE THAT CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, MAKE TRANSITIONS TO CONTINUING EDUCATION, WORK, OR OTHER CAREER OPTIONS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of vocational concentrators who have graduated from high school and transitioned to postsecondary education or employment</i>			<p>Status: No 1999 data but positive movement toward target is likely.</p> <p>Explanation: National and evaluation surveys indicate increasingly positive outcomes for vocational students. The shift to reliance on state accountability reports for this indicator (likely in 2001) will require a new target to be set at that time.</p>	<p>Source: National Education Longitudinal Study (NELS) 1994 Follow-up Survey of 1992 Graduates. <i>Frequency:</i> One sample of grads. <i>Next Update:</i> None.</p> <p>Source: National STW Evaluation Follow-up Survey of Seniors in 8 states. <i>Frequency:</i> 3 cohorts of graduates. <i>Next Update:</i> 2000.</p> <p>Validation Procedure: For NELS: Data validated by NCES review procedures and NCES Statistical Standards. For the National STW Evaluation Data: Data collected before ED <u>Standards for Evaluating Program Performance Data</u> were developed. Other sources and experience corroborate these finds.</p> <p>Limitations of Data and Planned Improvements: NELS data are a nationally representative sample, while the STW Evaluation Survey is representative of seniors in 8 states and the sample of vocational students too small to disaggregate by special population group. <i>Planned Improvements:</i> The shift to state performance reporting will allow more frequent data on secondary student outcomes, with disaggregated reporting being phased in as required by the 1998 Perkins Act. Future targets will be based on data collected from the states.</p>
Year	Actual Performance	Performance Target		
	<u>Graduates in</u> 1992 1996			
	<i>All concentrators</i> Postsecondary Ed.* 56% 74% Employment* 77% 66%			
	<i>Concentrators who are female</i> Postsecondary Ed. 63% ** Employment 80% **			
	<i>Concentrators with disabilities</i> Postsecondary Ed. 30% ** Employment 79% **			
	<i>Concentrators who are in racial minority groups</i> Postsecondary Ed. 58% ** Employment 71% **			
	<i>Concentrators who are educationally disadvantaged</i> Postsecondary Ed. 44% ** Employment 82% **			
	*Measured as (1) ever enrolled in postsecondary education in 18 months since high school graduation and (2) employed full- or part-time at 18 months after graduation. **Sample size too small to break out.			
1999:	No data available	Continuing increase		
2000:		Continuing increase		
2001:		New target to be set based on state reporting		
2002:		Continuing increase		

Indicator 3.2 Postsecondary student outcomes: Increasing proportions of postsecondary vocational students, including special populations, will have a positive placement in one or more of the following categories of outcomes: retention in and completion of a postsecondary degree or certificate, placement in military service, or placement or retention in employment.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percentage of students entering postsecondary vocational majors in specified year who, 4 years later,</i>				<p>Status: Because only baseline data are available on this indicator, it is not possible to judge status at this time.</p> <p>Explanation: The shift to reliance on state accountability reporting will require new targets to be set in 2000.</p>	<p>Source: Beginning Postsecondary Study, 1994 Follow-up of 1990 Cohort. <i>Frequency:</i> 5 years. <i>Next Update:</i> 2001.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: The 1998 Perkins Act requires all states to collect and report data on postsecondary post-program placement, including for special populations. By 2000, performance targets will be based on data collected from a national sample of states.</p>	
Year	Actual Performance					Performance Targets
Entering Cohort	Still Enrolled	Completed Degree/Certificate	Completed and Employed			
1989-1990:	24%	52%	73%			
1995-1996:	Data available in 2001					
1998-1999:	N/A					Continuing increase
1999-2000:						New target to be set based on state data
2000-2001:				Continuing increase		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ Establishing greater accountability for the outcomes of vocational education at all levels is a challenging yet worthwhile goal. The Perkins Act of 1998 supports this goal by specifying core indicators for state performance; however, states are only beginning to develop capacity to collect and analyze the quality of data needed to report on these indicators. The challenge in using state data is exacerbated by the differences in state definitions of who is a vocational education student, the scope of vocational education programs, and the variation in approaches to measurement. We have therefore provided leadership and technical assistance that support state efforts to build quality accountability systems, in the form of (1) intensive dialogue and technical assistance workshops with states to create a common core indicator framework; (2) partnership with states to develop quality criteria and scoring rubrics for use in improving measurement approaches and accountability systems; (3) partnerships with state data collection associations, the Accountability Committee of the National Association of State Directors of Vocational-Technical Education, the National Governors Association, the Department of Labor, and other key stakeholders; (4) planning and implementation of the first National Institute on Planning for Performance, which brought together--in some cases for the first time-- teams of stakeholders representing various segments of the vocational enterprise within states; and (5) a secondary education data pilot project with 8 states.
- ❖ A major goal of Perkins 1998 is to improve the academic performance of vocational and technical education students. We have therefore provided leadership and technical assistance on strategies that promote education reform leading to improved student performance at both the secondary and postsecondary levels. Assistance includes hosting regional technical assistance workshops with state leaders; identifying and disseminating effective state strategies in guidance and counseling and teacher professional development; and coordinating with and promoting relevant Department of Education initiatives, such as New American High Schools, School-to-Work, Improving America's Schools, and the Comprehensive School Reform Demonstration Program.
- ❖ The new law further emphasizes the importance of raising students' vocational and technical skill proficiencies, but there is a prior need for standards and voluntary assessments of skills that are recognized by both industry and postsecondary education. To address this lack, we have partnered with states, industry, and other Federal agencies in developing and implementing challenging curriculum and voluntary assessments. Activities include identification and adoption of 16 career clusters, with standards and assessments to be developed tied to state academic and industry-recognized standards; leading and providing technical assistance to Building Linkages in High Tech Career Clusters initiative and disseminating results; and partnering with the Department of Labor to align and coordinate the O*NET database of occupational information to Building Linkages initiative.

KEY STRATEGIES (CONTINUED)

New or Strengthened Strategies

- ❖ To provide further support to states as they transition to quality performance reporting, strategies include partnering with states to, in turn, provide technical assistance and professional development to increase capacity of the local educational agencies from which they receive data; enabling all states to participate in an expanded secondary education data pilot project; leading an additional data pilot project with state postsecondary education representatives; providing leadership on a collaborative project with the Department of Labor, the National Governors Association, and 4 states to develop a Baldrige-based continuous improvement framework that will promote development of common accountability measures for services provided under both the Workforce Investment Act and the Perkins Act; providing technical assistance to states to implement a continuous improvement framework for their state and local accountability systems.
- ❖ To conduct National Institutes on Planning for Performance for additional states, to continue to bring programs together to help them think strategically about how to coordinate and align strategies and investments to lead to improved student performance.
- ❖ To support the newly identified 16 career clusters and student attainment of technical skill proficiencies, partner with the states to identify, develop, and implement related voluntary assessment and curriculum resources.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

All Office of Vocational and Adult Education (OVAE) activities to support states and meet program goals are based on collaboration and coordination with related Federal activities. The core activities specified in the 1998 Perkins Act provide a vehicle for connection not only to Department of Education reform initiatives aimed at improving student academic achievement and preparation for college, but also to Federal workforce development initiatives aimed at preparing adults for careers.

- ❖ In providing leadership and technical assistance on education reform, OVAE is collaborating with the National School-to-Work Office, Office of Elementary and Secondary Education, the Department's Comprehensive School Reform Demonstration Program, Improving America's Schools Conferences, and America Counts initiative.
- ❖ In developing tools and products to support state efforts to build shared accountability systems, OVAE collaborates with the Office of the Under Secretary's Planning and Evaluation Services, Division of Adult Education, Office of Vocational Rehabilitative Services, Office of Elementary and Secondary Education, U.S. Department of Labor, and other key stakeholders such as the National Governors Association.
- ❖ To develop curricula and assessments in 16 broad career cluster areas, OVAE is partnering with key stakeholders in broad career clusters, including the Department of Transportation Garrett-Morgan initiative and the Garrett-Morgan Roundtable of Industry leaders, the National Science Foundation, the Department of Commerce, the Department of Labor/Employment and Training Administration/O*NET, and the National School-to-Work Office.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ One of the substantial challenges OVAE currently faces is tracking progress toward our program goal. The new law (Perkins 1998) specifies core indicators for state performance reporting, but states are only beginning to develop capacity to collect and assess the quality of data needed to meet the new requirements. Much progress is being made; however, limited state data were available in 1999. Our program performance plans reflect this: both the imminent change in some performance indicators and our lack of data at this time. The use of state data to set performance targets and report progress is preferable, as it will provide a clear link between the Federal investment and strategies, and results at the state and local level. OVAE has spent the past 8 months working intensively with secondary and postsecondary education and key stakeholders in all states to identify the challenges and limitations to collecting, reporting, and analyzing state data as required by the 1998 Perkins Act. The challenge in using state data is exacerbated by the differences in state definitions of who is a vocational education student, the scope of the vocational education programs, the variation in approaches to measurement, and state and local capacity to collect the data.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ Indicators 1.1 and 1.2 modified from standardized assessment instruments to "core curriculum standards" and "state-established math standards."

Dropped

- ❖ Objectives 4 through 8 were dropped.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ **Indicator 1.1 Academic Attainment** – Changed title of high-level academic curriculum from "New Basics" to "core curriculum standards" to better reflect the emphasis and the commitment in the states to help all students, including those students who participate in vocational education courses, master a set of core curriculum standards. "New Basics" might inadvertently be interpreted as minimal requirements versus rigorous academic requirements.
- ❖ **Indicator 1.2 Academic Attainment** – Changed math achievement indicator from "math gains" to "met state-established proficiency targets" to more closely reflect changes in the 1998 Perkins Act.

INDICATOR CHANGES (CONTINUED)

Adjusted

- ❖ **Indicator 2.1 Skill Proficiencies** – For secondary-level measurement, moved to more reliable and frequent source of data. For postsecondary-level measurement, better matched data to indicator.
- ❖ **Indicator 3.1 Secondary Student Outcomes** – Added data on postsecondary outcomes of special populations to reflect disaggregation requirements in new law.
- ❖ **Indicator 3.2 Postsecondary Student Outcomes** – Data provided in last year’s plan did not reflect outcomes for students in postsecondary vocational education. The shift to a new source of data (BPS) was made to more accurately match data with the indicator.

Dropped

- ❖ **4.1 Indicator Performance Measurement** – All states are required to implement standards and measures as the basis for their accountability systems under the 1998 Perkins Act, making the original indicator and measures meaningless. Measures of state performance reporting are being incorporated into other indicators.
- ❖ **5.1 Indicator Student-Teacher Ratio** – Great variation in the design and delivery of vocational education programs makes this indicator not only difficult to measure but also questionable in the value added to program improvement at the Federal level.

New—None.