

Archived Information

Perkins Vocational and Technology Education (State Grants and Tech-Prep Indicators) - 2002

CFDA Numbers: 84.048 - Vocational Education_Basic Grants to States
84.243 - Tech-Prep Education

Goal 8: To increase access to and improve educational programs that strengthen education achievement, workforce preparation and lifelong learning.

Objective 8.1 of 3: Ensure that vocational concentrators, including special populations, will achieve state established academic standards.

Indicator 8.1.1 of 1: Academic Attainment: An increasing percentage of vocational concentrators, including special populations, will meet the core curriculum standards.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of vocational concentrators meeting core curriculum standards</i>			<p>Status: Unable to judge</p> <p>Progress: 1999-2000 school year data were collected as part of the negotiation process with the states to establish a baseline and agreed-upon performance targets. The 2000-2001 school year data are the first year of performance data and will be used as the basis for determining eligibility for incentive grants.</p> <p>Explanation: Performance reporting has shifted to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. States began using new measurement approaches negotiated with ED in 1999-2000 to report for 2000-01. While states use different strategies for measuring academic attainment, they all use students (concentrators) as the unit of analysis and identify the percentage of students meeting state established standards. Performance data developed by states is reported to OVAE 90 days after termination of the grant, i.e., the 2002 data are reported by December 31, 2002. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2002 program year will be available for the public</p>	<p>Source: Performance Report Grantee Performance Report: 1830-0503 Vocational Technical Education Annual Performance and Financial Reports. Program: Perkins Vocational and Technology Education .</p> <p>Additional Source Information: National Data Bases</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: March 2003 Validated By: No Formal Verification. Data quality continues to be a major component of the Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by state directors. State data is also checked independently by</p>
Year	Actual Performance	Performance Targets		
	Percentage of vocational concentrators	Percentage of vocational concentrators		
1998	33			
1999	45			
2000	44			
2001	70	55		
2002		72		

	<p>on or after March 31. Some dates were incorrect on the previous report.</p>	<p>ED/OVAE during onsite monitoring and State audit reviews.</p> <p>Limitations: There is a substantial lag each year before performance data can be reported. Although state data is collected annually, local data are not received by the states until 4-6 months after completion of the school year. States participated in both a self-evaluation and peer review of their measures, definitions, data collection and reporting with assistance and training by OVAE by using data quality criteria, peer review process, ongoing technical assistance on strategies to improve measurement. The numbers provided in Actual Performance and Performance Targets do not represent a national average nor the results of any single national assessment, rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.</p> <p>Improvements: ED will work with states through the D/PQI to streamline data collection and verification and promote greater consistency in measurement and reporting approaches.</p>
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Objective 8.2 of 3: 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 8.2.1 of 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 vocational concentrators meeting state-established academic standards, using state adopted approaches.</i>				<p>Status: Unable to judge</p> <p>Progress: 1999-2000 school year data were collected as part of the negotiation process with the states to establish a baseline and agreed-upon performance targets. The 2000-01 school year data are the first year performance data and were used as the basis for determining eligibility for incentive grants.</p> <p>Explanation: Performance reporting has shifted to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1998 came from a small pilot study testing the new provisions. Data for 1999 were transitional, with states using data sources and approaches that existed before the 1998 law. States began using new measurement approaches negotiated with the Education Department to report for 2000. Performance data developed by states is reported to OVAE 90 days after termination of the grant, i.e., the 2002 data is reported by December 31, 2002. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2002 program year will be available for the public on or after March 31. Data for 1998 and 1999 have been revised and updated since the previous report. States can update and revise their performance information when more data become available.</p>	<p>Source: Performance Report Grantee Performance Report: 1830-0503 Vocational Technical Education Annual Performance and Financial Reports. Program: Perkins Vocational and Technology Education .</p> <p>Additional Source Information: National Skills Data Bases</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: March 2003 Validated By: No Formal Verification. Data quality continues to be a major component of the Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State directors. State data are also checked independently by ED/OVAE during onsite monitoring and state audit reviews.</p> <p>Limitations: There is a substantial lag each year before performance data can be reported. Although state data is collected annually, local data are not received by the states until 4 to 6 months after completion of the school year. The Education Department will work with states through the DQI to streamline data collection and verification and to promote greater consistency in measurement and reporting approaches. The numbers provided in Actual</p>
Year	Actual Performance		Performance Targets		
	National or State Assessment	Program Completion	Other Approaches		
1998	61.33				
1999	63.40	29.80	84.10		
<i>Percentage of secondary vocational concentrators meeting state-established academic standards, using state adopted approaches</i>					
Year	Actual Performance		Performance Targets		
2000	39				
2001	61				
2002			63		
<i>Percentage of postsecondary vocational concentrators meeting state/locally-adopted skill standards, using state recognized approaches</i>					
Year	Actual Performance		Performance Targets		
	State Assessment	Completion	Other	State Assessment	Completion
1998	59.30	87.30	65.10		
1999	73.90	76.70	62.60		
<i>Percentage of postsecondary vocational concentrators meeting state/ locally-adopted skill standards, using state recognized approaches</i>					
Year	Actual Performance		Performance Targets		
2000	76				
2001	76				
2002			76		

	<p>Performance and Performance Targets do not represent a national average nor the results of any single national assessment. Rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.</p>
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Objective 8.3 of 3: Ensure that concentrators, including special populations, make transitions to continuing education, work or other career options.

Indicator 8.3.1 of 2: Secondary student outcomes: An increasing proportion of vocational concentrators, including special populations, will attain high school diplomas, enter postsecondary programs, or attain employment.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
<i>Percentage of vocational concentrators who have completed high school and transitioned to postsecondary education or employment</i>				<p>Status: Unable to judge</p> <p>Progress: 1999-2000 school data were collected as part of the negotiation process with the states to establish a baseline and agreed-upon performance targets. The 2000-01 school year data are the first year of performance data and will be used as the basis for determining eligibility for incentive grants.</p> <p>Explanation: Performance reporting is shifting to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. Data collected for 1999-2000 will be the first year the data will be reported based on the Education Department-negotiated measures. Performance data developed by States is reported to OVAE 90 days after</p>	<p>Source: Performance Report Grantee Performance Report: 1810-0503 Annual Performance Reporting Format for OIE Formula Grants to LEAs.</p> <p>Additional Source Information: National Data Bases</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: March 2003 Validated By: No Formal Verification. Attestation and Audit -- Data quality continues to be a major component of the Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the accuracy of the performance</p>
Year	Actual Performance		Performance Targets		
	Placement in Postsecondary Education and/or High School Completion	Placement in Postsecondary Education and/or Employment Adm. Record Exchange Survey	Placement in Postsecondary Education and/or Employment Adm. Record Exchange Survey		
1998	83.80	62.50	80		
1999	77.40	72.70	82.20		
<i>Percentage of vocational concentrators who have completed high school and transitioned to postsecondary education or employment</i>					
Year	Actual Performance		Performance Targets		
	High School Completion	Placement in Postsecondary Education and/or Employment	High School Completion and/or Employment		
2000	80	79			

2001	84	84	
2002		84	84

termination of the grant, i.e., the 2002 data will be reported by December 31, 2002. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2002 program year will be available for the public on or after March 31.

data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State directors. State data is also checked independently by ED/OVAE during onsite monitoring and State audit reviews.

Limitations: There is a substantial lag each year before performance data can be reported. In addition, states collect placement data from 6 months to 1 year after the school year resulting in a further lag in data reporting. Limited access to federal data bases (e.g. military/defense) and issues related to FERPA and use of social security numbers is also a great barrier to both accurate reporting and completeness of data. The numbers provided in Actual Performance and Performance Targets do not represent a national average nor the results of any single national assessment. Rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.

Improvements: Ongoing technical assistance is being provided through the DQI to

address these challenges. These include but are not limited to in-state cooperative agreements and national resources such as the Peer Collaborative Resource Network(PCRN) for sharing of methods, techniques, and research.

Indicator 8.3.2 of 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																												
<p><i>Percentage of postsecondary vocational concentrators who have completed postsecondary education and have a positive placement in military or employment</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th colspan="3">Actual Performance</th> <th colspan="3">Performance Targets</th> </tr> <tr> <td></td> <td>Postsecondary Degree/Certificate/Completion Administrative Data</td> <td>Placement in Military or Adm. Record Exchange</td> <td>Placement in Military or Employment Survey</td> <td>Postsecondary Degree/Certificate/Completion Administrative Data</td> <td>Placement in Military or Adm. Record Exchange</td> <td>Placement in Military or Employment Survey</td> </tr> <tr> <td>1998</td> <td>55.90</td> <td>81.90</td> <td>87.70</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1999</td> <td>32.80</td> <td>86.20</td> <td>78.10</td> <td></td> <td></td> <td></td> </tr> </thead></table>				Year	Actual Performance			Performance Targets				Postsecondary Degree/Certificate/Completion Administrative Data	Placement in Military or Adm. Record Exchange	Placement in Military or Employment Survey	Postsecondary Degree/Certificate/Completion Administrative Data	Placement in Military or Adm. Record Exchange	Placement in Military or Employment Survey	1998	55.90	81.90	87.70				1999	32.80	86.20	78.10				<p>Status: Unable to judge</p> <p>Progress: 1999-2000 school data were collected as part of the negotiation process with the states to establish a baseline and agreed-upon performance targets. The 2000-01 school year data are the first year of performance data and will be used as the basis for determining eligibility for incentive grants.</p> <p>Explanation: States used various measurement approaches for postsecondary completion and placement, i.e. wage record exchanges, administrative record exchanges and surveys to indicate completion and placement performance. Results were collected through the CAR instrument on current performance and matched to previously identified targets. State actual and target differences were matched and aggregated. Performance data developed by States is reported to OVAE 90 days after termination of the grant, i.e., the 2002 data will be reported by December 31, 2002. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2002 program year will be available</p>	<p>Source: Performance Report Grantee Performance Report: 1810-0503 Annual Performance Reporting Format for OIE Formula Grants to LEAs.</p> <p>Additional Source Information: National Data Bases</p> <p>Frequency: Annually. Collection Period: 2002 - 2003 Data Available: June Validated By: No Formal Verification. Data quality continues to be a major component of the Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State</p>
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for the public on or after March 31. Military data has been dropped for the 2001-2002 program year. Previous data years have been corrected to reflect end of full year.

directors. State data is also checked independently by ED/OVAE during onsite monitoring and State audit reviews.

Limitations: There is a substantial lag each year before performance data can be reported. In addition, states collect placement data from 6 months to 1 year after the school year resulting in a further lag in data reporting. Limited access to federal data bases (e.g. military/defense) and issues related to FERPA and use of social security numbers is also a great barrier to both accurate reporting and completeness of data. The numbers provided in Actual Performance and Performance Targets do not represent a national average nor the results of any single national assessment, rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.

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