The purpose of this primer is to introduce new state and program staff personnel to the accountability components of Perkins III. Hopefully this will be a useful introduction that can be continually updated by the new person or as a basis of introduction to other educators not familiar with Perkins accountability.

By the end of this primer you will know:

- The four core indicators
- The core subindicators
- Who is a “Participant, Concentrator and Completer”
- What is meant by “Measurement Approach”
- What is meant by “Student Population - Definition,”
- What is meant by “Numerator and Denominator”
- What is the “Baseline, and Negotiated Performance Level”
- What is “Data Quality, Quality Criteria and Scoring Guides”
- What is the “Threshold Level”
- How we calculated “Baselines” and “Performance Levels”
There are two major accountability sections of Perkins III:

**Section 113 ACCOUNTABILITY:**
(a) Purpose

(b) State Performance Measures
   Indicators of performance
   Levels of performance

(c) Report
   Special populations

**Section 123 IMPROVEMENT PLANS:**
(a) State Program Improvement Plan

(b) Local Evaluation

(c) Local Improvement Plan

(d) Sanctions
The Core Indicator Framework provides a detailed road map to the accountability components and requirements of Perkins III. Let’s take a look at what’s in the Framework. A complete copy is available from DVTE at www.edcountability.net.

Introduction

The Office of Vocational and Adult Education (OVAE) has worked closely with states and major stakeholder organizations to develop the framework. OVAE will use the framework to provide clear guidance and technical assistance to states. The framework will also be the basis for performance reporting required by Perkins III.

Framework Background

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) requires a continued federal and state commitment to performance measurement and accountability. Perkins III builds on significant past efforts to evaluate and improve vocational and technical education. The new law gives States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities. In return for that flexibility, Perkins III establishes a rigorous State performance accountability system "to assess the effectiveness of the State in achieving statewide progress in vocational and technical education and to optimize the return of investment of Federal funds in vocational and technical education activities" (sec. 113(a)).

There are a number of significant changes in the performance measurement system in Perkins III. Whereas the 1990 Perkins Act focused on the development of the measures, Perkins III focuses on the reporting of the
information and the accountability of State and local recipients of Perkins funds for results. It also identifies four core measures that every state must include in its system, rather than allowing states to choose a few outcomes to track. There is also a shift from measuring student gains to measuring student attainment. With the new system, Congress and other major stakeholders expect OVAE and states to achieve and demonstrate results.

Perkins III requires states to work with OVAE to establish rigorous performance measures and standards for four core performance indicators and establish performance management systems that are fully capable of sustaining and reporting continuous improvement. States must report annually to the Department on their progress in achieving agreed-upon levels of performance (sec. 113(c)(1), (2)). The Secretary is required to make these reports available to the public and to Congress and to disseminate "State-by-State comparisons" of performance information (sec. 113(c)(3)). Incentive grants will be awarded to States that exceed agreed-upon performance levels for Perkins III, the Adult Education and Family Literacy Act, and employment training services authorized under Title I of the Workforce Investment Act (sec. 503 of the Workforce Investment Act of 1998 (WIA)).

Federal and state policy-makers are increasingly seeing vocational education as a critical component of larger education and workforce development systems. One goal of Perkins III is to align vocational and technical education with State and local efforts to reform secondary schools and improve postsecondary education. Another goal is to promote the development of seamless education and workforce development systems at the State and local level. To support these goals, the Perkins III performance accountability framework should promote common or
consistent performance accountability systems including common or consistent:

- **Performance measures** - including common terminology and operational definitions
- **Measurement approaches** - including shared or consistent student assessment, data collection (e.g., administrative record exchange, surveys) and data management systems.
- **Continuous improvement approaches** - including setting and adjusting annual performance targets and establishing and managing continuous improvement systems
- **Reporting system definitions** - including student or participation and service definitions.

Common or consistent approaches to performance definitions and measurement across different systems will reduce data collection and reporting burden on State agencies, school districts and institutions of higher education that receive funding from multiple systems. Greater consistency and commonality in performance measurement across States will also make performance data more readily understandable and useful to parents, students, and policy-makers. Furthermore, common or consistent approaches to measurement among states is necessary to the compilation of State data into a national profile of vocational education and the measurement of the national "return on investment" of Federal funds.

**Purpose of Core Indicator Framework**

The OVAE Core Indicator Framework was developed in cooperation with states, the Department of Labor and stakeholder organizations to achieve two major objectives:

**Establish Performance Measurement Approaches for Core Indicators.** The framework is intended to define state performance measurement approaches for each core indicator to ensure sufficient rigor and comparability among state performance accountability systems. The framework also is intended to define performance and data collection approaches that can be easily integrated into state and local performance management systems to support continuous improvement.
Components of Core Indicator Framework

The core indicator framework addresses four core indicators and fifteen subindicators.

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Core Indicators and Subindicators

Core Indicator 1. Student Attainment
   1S1: Secondary Academic Attainment
   1S2: Secondary Vocational and Technical Skill Attainment
   1P1: Postsecondary Academic Attainment
   1P2: Postsecondary Vocational and Technical Skill Attainment

Core Indicator 2. Credential Attainment
   2S1: Secondary Completion
   2S2: Proficiency Credential with Secondary Diploma *(waived '99-'00; required '00-'01)*
   2P1: Postsecondary Degree or Credential

Core Indicator 3. Placement and Retention
   3S1: Secondary Placement
   3S2: Secondary Retention *(deleted)*
   3P1: Postsecondary Placement
   3P2: Postsecondary Retention *(waived '99-'00; required '00-'01)*

Core Indicator 4. Participation in and Completion of Non-Traditional Programs
   4S1: Participation in Secondary Non-Traditional Programs
   4S2: Completion of Secondary Non-Traditional Programs
   4P1: Participation in Postsecondary Non-Traditional Programs
   4P2: Completion of Postsecondary Non-Traditional Programs
The core indicator framework defines the goals, performance measures, and state measurement approaches for each of the fifteen subindicators. It also defines the quality criteria for assessing state measurement approaches.

- **Subindicator Goals.** The long-term vision or goal statement for each subindicator—that is, what we hope to achieve in the future through continuous improvement of vocational education.

- **Performance Measures.** The definition of the performance measures for each subindicator including the definition of the numerator and denominator of each performance measure.

- **Performance Measurement Approaches.** The major state approaches for performance measurement for each performance measure. These approaches include assessment and data collection strategies.

- **Quality Criteria for Performance Measurement.** The quality criteria for performance measurement to ensure sufficient rigor and comparability of state performance measurement and reporting.
Quality Criteria for Performance Measurement

The quality criteria for state performance measurement approaches for each subindicator are based on five general quality criteria for performance measurement and data collection. These general quality criteria are summarized below. These general quality criteria are intended to insure that states have chosen a measurement approach that has sufficient rigor and comparability and that provides a cost-effective approach to managing continuous improvement in vocational education and larger education and workforce development systems.

General Quality Criteria for Performance Measurement Approaches

**Validity**—the degree to which the performance measurement approach directly and fully measures the student outcomes at an appropriate time interval. Performance measurement approaches produce valid data when they use assessment and other data collection instruments they have strong content validity—directly measure what they are supposed to measure. Indirect or proxy measures are valid to the extent that they are associated with or highly predictive of student outcomes. In addition, when they are free of bias especially bias by race, gender, or special need. Finally, performance measures are valid when measurement is conducted at the appropriate times—that is, concurrent with services or after services—to make reasonable inferences about the effectiveness of vocational education.

**Reliability**—the degree to which performance measurement is conducted in a consistent manner using standardized or consistent data (e.g., student record forms, surveys, and assessment instruments) systems for insuring reliable when repeated measurement is conducted consistently across student groups and entities.
**Cost-Effectiveness**—the degree to which performance measurement uses measurement approaches and data collection systems that provide the highest quality data at the lowest possible costs. Performance effective when states make the fullest possible use of existing data systems with other programs.

| System-Focused— the degree to which states develop common or consistent systems with other measurement approaches and data collection programs within education and workforce development systems. |
| Management Utility—the degree to which measurement approaches are useful in managing continuous improvement at the state and local levels. Management utility is highest when approaches are easy to understand and use and provide timely data to improve continuous improvement. |

**Definition of Threshold Level of Vocational Education**

Although Perkins III requires that states report student information on all students participating in vocational education, the OVAE core indicator framework applies only to those students who reach (i.e., enroll in) a state-defined threshold level of vocational education. Throughout the framework, these students are defined as **vocational concentrators**. The only exceptions are the two subindicators for participation in non-traditional programs—4S1—Participation in Secondary Non-Traditional Programs and 4P1--Participation in Postsecondary Non-Traditional Programs. These two subindicators address all vocational participants—that is, students who enrolled in at least one vocational-technical education course. In addition, the placement and retention subindicators only address **vocational completers**. Vocational completers are those vocational concentrators who have **attained** the academic and technical knowledge/skills/proficiencies in their programs/sequences of courses.
Threshold Level of Vocational Education

**A threshold level of vocational education is defined as a program / sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education (Section 3 (29) Definitions).**

<table>
<thead>
<tr>
<th>Vocational Participant</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student who enrolled in at least one vocational-technical education course.</td>
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</table>

<table>
<thead>
<tr>
<th>Vocational Concentrator</th>
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</thead>
<tbody>
<tr>
<td>Student who enrolled in a threshold level of vocational education.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Completer</th>
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<tbody>
<tr>
<td>Student who attained the academic and technical knowledge / skills / proficiencies within a program / sequence of courses or instructional units that provides an individual with the academic and technical knowledge / skills / proficiencies to prepare the individual for employment and / or further / advanced education.</td>
<td></td>
</tr>
</tbody>
</table>
## Core Indicators, subindicators, goals and performance measures

### Core Indicator 1. Student Attainment

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Goal</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1S1. Secondary Academic Attainment</strong></td>
<td>All students who reach a state-defined threshold level of vocational education will master academic knowledge and skills that meet challenging state academic standards.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have met state academic standards and have left secondary education in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.</td>
</tr>
<tr>
<td><strong>1S2. Secondary Vocational and Technical Skill Attainment</strong></td>
<td>All students who reach a state-defined threshold level of vocational education will master the knowledge and skills that meet state-established, industry-validated career and technical skill standards.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have met state-established, industry-validated career and technical skill standards and have left secondary education in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.</td>
</tr>
<tr>
<td><strong>1P1. Post-secondary Academic Attainment</strong></td>
<td>All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will master the knowledge and skills that meet program-defined academic standards.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education to complete a postsecondary program and who have met program-defined academic standards and have stopped program participation in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education to complete a postsecondary program and who have stopped program participation in the reporting year.</td>
</tr>
<tr>
<td><strong>1P2. Post-secondary Vocational and Technical Skill Attainment</strong></td>
<td>All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will attain the knowledge and skills that meet program-defined, and industry-validated career and technical skill standards.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education to complete a postsecondary program and who have met program-defined, and industry-validated career and technical skill standards and have stopped program participation in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined level of vocational education to complete a postsecondary program and who have stopped program participation in the reporting year.</td>
</tr>
</tbody>
</table>
### Core Indicator 2. Credential Attainment

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Goal</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2S1. Secondary Completion</strong></td>
<td>All students who reach a state-defined threshold level of vocational education will attain a secondary school diploma or its recognized state equivalent.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have attained a high school diploma or its recognized state equivalent and have left secondary education in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.</td>
</tr>
<tr>
<td><strong>2S2. Proficiency Credential with Secondary Diploma</strong></td>
<td>All students who reach a state-defined level of vocational education will attain a proficiency credential in conjunction with a secondary school diploma or its state-recognized equivalent.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have attained a proficiency credential in conjunction with a secondary school diploma or its state recognized equivalent and who have left secondary education in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education and who have received a secondary school diploma or its state equivalent and who have left secondary education during the reporting period.</td>
</tr>
<tr>
<td><strong>2P1. Post-secondary Degree or Credential</strong></td>
<td>All students who reach a state-defined threshold level of vocational education to receive postsecondary degrees, certificates, or credentials will receive these postsecondary credentials.</td>
<td><strong>Numerator:</strong> Number of students reaching a state-defined threshold level of vocational education and who received or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation in the reporting year. <strong>Denominator:</strong> Number of students reaching a state-defined threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, certificate, or credential, and who stopped program participation in the reporting year.</td>
</tr>
</tbody>
</table>
### Core Indicator 3. Placement and Retention

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Goal</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>3S1. Secondary Placement</td>
<td>All students who reach a state-defined threshold level of vocational education during secondary education will successfully transition to postsecondary education or advanced training, employment, and/or military service.</td>
<td><strong>Numerator:</strong> Number of students who completed secondary vocational education programs and who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year, and who were placed in postsecondary education or advanced training, employment, and/or military service within an OVAE-designated time period (expressed in months/UI wage record quarters). <strong>Denominator:</strong> Number of students who completed secondary vocational education programs and who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year.</td>
</tr>
<tr>
<td>3S2. Secondary Retention</td>
<td>Deleted</td>
<td></td>
</tr>
<tr>
<td>3P1. Post-secondary Placement</td>
<td>All students who reach a state-defined threshold level of vocational education to complete a postsecondary program will successfully transition to further postsecondary education or advanced training, employment, and/or military service.</td>
<td><strong>Numerator:</strong> Number of students who completed a postsecondary program in the reporting year, and who were placed in further postsecondary education or advanced training, employment, and/or military service within an OVAE-designated time period (expressed in months/UI wage record quarters) after stopping participation in the postsecondary program. <strong>Denominator:</strong> Number of students who completed a postsecondary program in the reporting year.</td>
</tr>
<tr>
<td>3P2. Post-secondary Retention</td>
<td>All students who reach a state-defined threshold level of vocational education who leave secondary schooling and who are placed in further postsecondary education or advanced training, employment, and/or military service will be retained in these activities.</td>
<td><strong>Numerator:</strong> Number of students who completed a postsecondary program and were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting period and were retained in one or more of these types of placement within an OVAE-designated time period (expressed in months or UI wage record quarters). <strong>Denominator:</strong> Number of students who completed a postsecondary program and who were placed in further postsecondary education or advanced training, employment, and/or military service in the reporting year.</td>
</tr>
</tbody>
</table>
### Core Indicator 4. Participation in and Completion of Non-Traditional Programs

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Goal</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>4S1. Participation in Secondary Non-Traditional Programs</td>
<td>All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase participation of underrepresented males or females.</td>
<td>Numerator: Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year. Denominator: Number of students who participated in a non-traditional secondary program in the reporting year. Note: Non-traditional programs are those programs that address occupations or occupational areas in which underrepresented gender groups represent less than 25 percent of employment.</td>
</tr>
<tr>
<td>4S2. Completion of Secondary Non-Traditional Programs</td>
<td>All secondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase program completion for underrepresented males or females.</td>
<td>Numerator: Number of students in underrepresented gender groups who completed a non-traditional program in the reporting year. Denominator: Number of students who completed non-traditional programs in the reporting year. Note: Non-traditional programs are those programs that address occupation or occupational areas in which underrepresented gender groups represent less than 25 percent of employment.</td>
</tr>
<tr>
<td>4P1. Participation in Secondary Non-Traditional Programs</td>
<td>All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase participation of underrepresented males or females.</td>
<td>Numerator: Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year. Denominator: Number of students who participated in a non-traditional secondary program in the reporting year. Note: Non-traditional programs are those programs that address occupations or occupational areas in which underrepresented gender groups represent less than 25 percent of employment.</td>
</tr>
<tr>
<td>4P2. Completion of Post-secondary Non-Traditional Programs</td>
<td>All postsecondary vocational education programs preparing students for further training and employment in careers or occupations with significant underrepresentation of males or females will increase program completion for underrepresented males and females.</td>
<td>Numerator: Number of students in underrepresented gender groups who completed a non-traditional postsecondary program in the reporting year. Denominator: Number of students who completed a non-traditional postsecondary program in the reporting year. Note: Non-traditional programs are those programs that address occupation or occupational areas in which underrepresented gender groups represent less than 25 percent of employment.</td>
</tr>
</tbody>
</table>
Measurement Approaches, Baseline, and Performance Level Indicators

SECONDARY MEASUREMENT APPROACHES

1S1 Secondary Academic Attainment

1. **State Academic Assessment System** - State-defined performance benchmarks on state-developed academic assessment systems used in state educational accountability systems including high school graduation qualification examinations.
2. **National Academic Assessment System** - State-defined performance benchmarks on national standardized assessment system.
3. **Academic Course Completion** - State-defined performance benchmark (e.g., grade) in designated academic courses including integrated academic/vocational courses.
4. **Vocational Course Completion** - Performance benchmark on course or assessments in vocational courses with academic foundations integrated.
5. **Academic Grade Point Average** - State-defined grade point average for designated academic course including integrated academic/vocational courses.
6. **Overall Grade Point Average** - State-defined grade point average for all courses in the school or program.
7. **High School Graduation** - Graduating from high school (when graduation is the same as attaining state or program-defined academic standards).

1S2 Secondary Vocational and Technical Skill Attainment

1. **National/State Standards and Assessment Systems** - Performance benchmarks on national or state standards and assessment systems using national or state-developed and standardized assessment instruments and assessment procedures (includes licensing/certification examinations).
2. **National/State Standards and Local Assessment Systems** - Performance benchmarks on local assessment systems that have been approved and recognized by national organizations and/or states based on national or state standards.
3. **Local Standards and Assessment Systems** - Performance benchmarks on state-approved local assessment systems based on state-approved or recognized local standards.
4. **Vocational/Technical Course Completion** - Performance benchmarks (e.g., grades, competency completion) in vocational education courses or programs.
5. **Vocational/Technical Grade Point Average** - Grade point average for designated vocational courses including integrated academic/vocational courses.
6. **Program Completion** - Completion of vocational/technical education program when program completion represents attainment of career and technical skill standards.
2S1 Secondary Completion

1. State / Local Administered Data - Reporting those students receiving diplomas, degrees and other types of credentials using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.

2S2 Proficiency Credential With Secondary Diploma

1. National/State Standards and Assessment Systems - Performance benchmarks on national or state standards and assessment systems using national or state-developed and standardized assessment instruments and assessment procedures (includes licensing/certification examinations).
2. National/State Standards and State-Approved Local Assessment Systems - Performance benchmarks on local assessment systems that have been approved by national or state organizations based on national or state standards.
3. State-Approved Local Standards and Assessment Systems - Performance benchmarks on local assessment systems based on state-approved local standards.
4. Locally-Approved Local Standards and Assessment Systems - Performance benchmarks based on locally-approved assessment systems based and local standards.
5. Vocational/Technical Education Course Completion - Performance benchmarks (e.g., grades, competency completion) in vocational education courses or programs.
6. Vocational/Technical Education Grade Point Average - Grade point average for designated vocational courses including integrated academic/vocational courses.
7. Vocational/Technical Education Program Completion - Completion of vocational/technical education program when program completion represents attainment of career and technical skill standards.

3S1 Secondary Placement

1. State-Developed, School-Administered Surveys/Placement Records - Mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.
2. State-Developed and Administered Surveys - Mail and/or telephone surveys of students using state-developed and administered surveys.
3. Administrative Record Exchanges/Matching of Administrative Records - Matching of student records (e.g., postsecondary education records), UI wage records, U.S. Department of Defense records—based on student identifiers.
3S2 Secondary Retention (Deleted)

1. State-Developed, School-Administered Surveys/Placement Records—Mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.

2. State-Developed and Administered Surveys—Mail and/or telephone surveys of students using state-developed and administered surveys.

3. Administrative Record Exchanges/Matching of administrative records—Student education records, (e.g., postsecondary education records), UI wage records, U.S. Department of Defense records—based on student identifiers.

4S1 Participation in Secondary Non-Traditional Programs

1. State/Local Administrative Data—reporting those students participating in non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program or school-level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.

4S2 Completion of Secondary Non-Traditional Programs

1. State/Local Administrative Data—reporting those students completing non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program or school-level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.
POSTSECONDARY MEASUREMENT APPROACHES

1P1 Postsecondary Academic Attainment

1. National/State Academic Assessment System—State-defined performance benchmarks on statewide academic assessment systems.
2. Academic Course Completion—State-defined performance benchmarks (e.g., grade, certificate) in designated academic courses including integrated academic/vocational courses.
3. Vocational Courses Completion—Performance benchmarks on course or program assessments in vocational courses with integrated academics.
4. Academic Grade Point Average—Grade point average for all designated academic courses including integrated academic/vocational courses.
5. Overall Grade Point Average—State-defined grade point average for all courses in the school or program.
6. Program Completion—Completion of post-secondary programs (when graduation or completion is the same as attaining state-or program-defined academic standards).

1P2 Postsecondary Vocational and Technical Skill Attainment

1. National/State Standards and Assessment System—Performance benchmarks on national or state standards and assessment systems using national, or state-developed and standardized assessment instruments and assessment administration procedures (including licensing/certification examinations).
2. National/State Standards and Local Assessment System—Performance benchmarks on local assessment systems that have been approved by national or state organizations based on national or state standards.
3. Local Standards and Assessment Systems—Performance benchmarks on state-approved local assessment systems based on state-approved local standards.
4. Vocational/Technical Course—State-defined performance benchmarks (e.g., grade, certificate) in designated career and technical education courses including integrated academic/vocational courses.
5. Vocational/Technical Grade Point Average—Grade point average for all designated vocational/technical courses including integrated academic/vocational courses.
6. Program Completion—Completion of vocational/technical education program when program completion represents attainment of career and technical skill standards.

2P1 Postsecondary Degree or Credential

1. State/Local Administrative Data—Reporting those students receiving degrees and other types of credentials using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.
3P1 Postsecondary Placement

1. State-Developed, School-Administered Surveys/Placement Records—mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.

2. State-Developed and Administered Surveys—mail and/or telephone surveys of students using state-developed and administered surveys.

3. Administrative Record Exchange—matching of administrative records—student education records, (e.g., university student records), UI wage records, U.S. Department of Defense records—based on student identifiers.

3P2 Postsecondary Retention

1. State-Developed, School-Administered Surveys/Placement Records—mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.

2. State-Developed and Administered Surveys—mail and/or telephone surveys of students using state-developed and administered surveys.

3. Administrative Record Exchanges—matching of administrative records—student education records, (e.g., university student records), UI wage records, U.S. Department of Defense records—based on student identifiers.

4P1 Participation in Postsecondary Non-Traditional Programs

1. State/Local Administrative Data—reporting those students participating in non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program or school-level data. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.

4P2 Completion of Postsecondary Non-Traditional Programs

1. State/Local Administrative Data—reporting those students completing non-traditional programs using information from local administrative data. These data could be maintained as individual student records and sent to the state as individual student records or aggregated program counts. The data also could be maintained at the local level in aggregated form and sent to the state as aggregated data. Although these represent distinct types of reporting systems, they do not represent different performance measurement approaches.
**Baselines**

Baseline data was negotiated with States using available data based on their definitions, chosen performance measures and numerators and denominators. States were asked to submit to OVAE baseline data for each subindicator through negotiations with OVAE. These focused on clarification and refinement of measures and discussion of baseline data. There were two general baseline data issues that all states addressed.

(1) All baseline data had to have raw numbers for both the numerator and denominator for all years that the State chose to use as their baseline years to establish their baseline percentages and;

(2) If a State intended to use some alternative data source and or method it had to be described. States had to provide OVAE with secondary and postsecondary measures and measurement approaches, student populations and nontraditional program data.

Changes to established baselines would require a set of raw numbers (numerators & denominators) and a means to align with previous baseline to be able to demonstrate continuous improvement.

Annual reporting of progress will be submitted through the Accountability Report (Form IV) of the Consolidated Annual Performance, Accountability, and Financial Status Report (OMB No. 1830-0503).
**Performance Level Indicators**

In the second round of negotiations OVAE utilized the States identified baselines and set performance levels by assigning a constant to the baseline depending on the number of years that comprised the baseline. The rule used was:

1. For all core indicators (except the non-traditional measures) a 1.0% rate of improvement for those States using data prior to and including 1998-1999 to establish baseline, and 0.50% rate of improvement for States using 1999-2000 data for baseline;

2. For non-traditional placement and completion measures (4S1, 4S2, 4P1, 4P2) a 0.50% rate of improvement for those States using data prior to and including 1998-1999 to establish baseline, and 0.25% rate of improvement for States using 1999-2000 data for baseline and;

3. For all measures with a baseline at or above 90% there was no multiplier.

4. All results were carried two places to the right of the decimal point.

---

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Negotiation Model for Rates of Baseline &amp; Improvement for States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>1.0%</td>
</tr>
<tr>
<td>4</td>
<td>.50%</td>
</tr>
<tr>
<td>All</td>
<td>If Over 90% May Remain the Same</td>
</tr>
</tbody>
</table>
Clusters

Career Clusters are intended to assist states, schools, educators, employers, students and other stakeholders in creating curriculum, academic and technical standards, assessments and professional materials for each of the 16 clusters. These 16 career possibilities and are an instruction, student experience pathways within each cluster to opportunities and or further.

Crosswalks are being developed that match occupations, Classification of Instructional Programs (CIP) codes and with the clusters. In the near future these crosswalks will be matched with census and labor to assist states identify nontraditional programs. The 16 clusters include:

- Agriculture and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing
- Retail/Wholesale Sales and Service
- Scientific research and Engineering
- Transportation, Distribution and Logistics
Tech-Prep
Tech-Prep is a program that:

* Combines at least 2 years of secondary and 2 years of postsecondary education,
* Integrates academic and vocational and technical instruction,
* Provides technical preparation in a specific area (engineering, technology, business),
* Builds student competencies in mathematics, science, and communications,
* Leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

Special Populations
Special Populations include students in Nontraditional programs. Special populations must be reported as to progress in participation in vocational and technical education programs and in meeting the State adjusted levels of performance. The following table lists the special populations and the performance indicators:

<table>
<thead>
<tr>
<th>Special Population</th>
<th>1S1</th>
<th>1S2</th>
<th>2S1</th>
<th>2S2</th>
<th>3S1</th>
<th>4S1</th>
<th>4S2</th>
<th>1P1</th>
<th>1P2</th>
<th>2P1</th>
<th>3P1</th>
<th>3P2</th>
<th>4P1</th>
<th>4P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities</td>
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<td></td>
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<td></td>
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<tr>
<td>Economically Disadvantaged</td>
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<td></td>
<td></td>
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<tr>
<td>Single Parents</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Displaced Homemakers</td>
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<td></td>
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<tr>
<td>Barriers including LEP</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Non-traditional Students</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Reporting Timelines

**December**
- CAR due 12/31
  - An extension is available if requested until 3/31.
  - This is for data from the previous year.

**June**
- Performance Accountability Data due 4/19.
  - Review prior to July Grant Award.
  - Includes modifications requested by States, raw #, approaches, etc.

**December**
- Grant Award Document reviewed and sent if approved 10/1.
  - This is for data from the previous year.

**December**
- CAR due 12/31
  - An extension is no longer available after 2000.

**December**
- CAR Extension is due 3/31.

**Extension to Accountability Data due 4/19. Extension until mid September.**

**Review of Accountability Data for Reward or Sanction**
Regional Accountability Specialists

CORE AREA ASSIGNMENTS
Accountability Negotiation States and CORE Indicator Specialties

1.0 Academic Attainment  
2.0 Credential Attainment  
3.0 Placement and Retention  
4.0 Non-Traditional

<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Eastern Region**
- Connecticut
- Delaware
- D.C.
- Maine
- Maryland
- Massachusetts
- New Hampshire
- New Jersey
- New York
- Pennsylvania
- Puerto Rico
- Rhode Island
- Vermont
- Virgin Island

**Western Region**
- Alaska
- Arizona
- California
- Colorado
- Hawaii
- Idaho
- Montana
- Nevada
- New Mexico
- Oregon
- Utah
- Washington
- Wyoming
- Guam

**Southern Region**
- Alabama
- Arkansas
- Florida
- Georgia
- Kentucky
- Louisiana
- Mississippi
- North Carolina
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia
- West Virginia

**Midwestern Region**
- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Ohio
- South Dakota
- Wisconsin

**Contact Information**
- Raynor: 260-7940
- Berry: 260-4982
- Lyons: 260-7744
- Haigh: 260-7936
- Garland: 202-260-4154
- Farley: 404-562-6317
**Multiple Year Data**

Multiple year data is computed by year. Year 1 is the most recent, year 2 is inputted next and subsequent years in that order. The average is taken for each year since some states have one, two or three years of data or mixed sometimes one or more years of data. The computation then using Microsoft ACCESS is:

\[
\begin{align*}
\text{Numerator} & \quad \frac{\text{Year 1 (most recent)}}{\text{Denominator}} = \text{___}\% \\
\text{Numerator} & \quad \frac{\text{Year 2 (next recent)}}{\text{Denominator}} = \text{___}\% \\
\text{Numerator} & \quad \frac{\text{Year 3 (next recent)}}{\text{Denominator}} = \text{___}\%
\end{align*}
\]

Add Percentages and divide by 3

**Rounding**

For 2000-2001, rounding will be carried out one place to the right of the decimal point. The standard rounding procedure will be used .00, .01, .02, .03, and .04 will be rounded down to .00. .05, .06, .07, .08, and .09 will be rounded up to .10.

**Perkins Years**

<table>
<thead>
<tr>
<th>Years</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 1999-2000</td>
</tr>
<tr>
<td>2</td>
<td>July 2000-2001</td>
</tr>
<tr>
<td>3</td>
<td>July 2001-2002</td>
</tr>
<tr>
<td>4</td>
<td>July 2002-2003</td>
</tr>
<tr>
<td>5</td>
<td>July 2003-2004</td>
</tr>
</tbody>
</table>
The Peer Evaluation Resource Guide was developed to assist states in reviewing peer states measures, measurement approaches, definitions and basic overall quality of state data. The guide has each of the four indicators identified in Perkins and further delineated in the Core Indicator Framework.

The guides include criteria and scoring rubrics for each of the indicators. Using the guides with peer evaluation questions states can receive input from a variety of other states as well as review what other states are doing. Example of scoring rubric and evaluation question:

<table>
<thead>
<tr>
<th>QUALITY CRITERIA</th>
<th>APPROACHES WITH STATE/LOCAL ADMINISTRATIVE DATA SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Accurate Classification of Programs as Non-Traditional</strong></td>
<td><strong>3. Standard</strong></td>
</tr>
</tbody>
</table>
| Non-Traditional programs are accurately defined at the state level based on a state crosswalk between programs and national or state occupational data. | • All programs match the state standard classification system.  
• All programs are regularly evaluated on a statewide basis on their alignment to these standards.  
• Statewide policies and systems have been established to ensure that the classification system(s) used by all schools are directly aligned to the state or national classification measures are updated based on current industry data. |
|  | **2. Satisfactory Progress** |
|  | • Statewide policies and systems have been established to ensure that the classification system(s) used by all schools are directly aligned to the state or national classification measures. |
|  | **1. Does Not Meet** |
|  | • Statewide policies and systems have not been established to ensure that the classification system(s) used by schools are directly aligned to state or national classification measures. |

**Evaluation Questions**

1. State Measure

Is the state measure consistent with the framework measure below? State measures are consistent if they:

- Use the same numerator and denominator format
- Address the same student population
- Do not include additional requirements or undefined state terms that reduces state comparability

**Framework Measure:**
**Numerator:** Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.
**Denominator:** Number of students who participated in a non-traditional secondary education program in the reporting year.

**Peer Evaluation**

- Yes
- Numerator/Denominator Format
- Student Population
- No additional requirements and undefined state terms
- No
<table>
<thead>
<tr>
<th><strong>Evaluation Questions</strong></th>
<th><strong>Peer Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. State Measurement Approach</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the state define a measurement approach that is one of the allowable approaches in the core indicator framework?</td>
<td>State/Local Administrative Data</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

| 3. State Data Quality Evaluation | Assign Score for Quality Criteria |
| Does the state meet standards for data quality for each of the data quality criteria for the state measurement approach? Rate the state’s data quality using the following three levels in the scoring rubric. | A. Accurate Classification of Programs as Non-Traditional  |
| | B. Reliability of Non-Traditional Reporting  |
| | C. Student Coverage in Reporting Non-Traditional Programs  |

**Scoring Levels**

- 3- Exceeds Standards
- 2- Meets Standards
- 1- Does Not Meet Standards
1. **Alignment to State Standards** - Attainment measures and assessment systems are aligned to state academic, content and performance standards.

2. **Scope of Measurement** - Measures address all of the core areas (i.e., language arts, mathematics, social studies, science, completion, participation etc.) addressed in state standards and assessed in state assessment systems.

3. **Timing of Measurement** - Measurement is concurrent (just before, with or just after) concentrated participation in vocational education.

4. **Reliability of Measurement** - Measured using reliable assessment instruments that are administered consistently.

5. **Student Coverage in Attainment Measurement** - Measurement reports data for all students reaching state-defined threshold levels in the state.
<table>
<thead>
<tr>
<th>Sub-Indicator</th>
<th>Goal</th>
<th>Performance Measure</th>
<th>Approach</th>
<th>Quality Criteria</th>
</tr>
</thead>
</table>
| 1S1 Secondary Academic Attainment | All students who reach a state defined threshold level of vocational education will master academic knowledge & skills that meet challenging standards. | **Numerator:** Number of students reaching a state-defined threshold level of vocational education and who have met state academic standards and have left secondary education in the reporting year. | 1. State Academic Assessment System  
2. National Academic Assessment System  
3. Academic Course Completion  
4. Vocational Course Completion  
5. Academic Grade Point Average  
6. Overall Grade Point Average  
7. High School Graduation | 1. Alignment to State Standards  
2. Scope of Attainment Measurement  
3. Timing of Attainment Measurement  
4. Reliability of Attainment Measurement  
5. Student Coverage in Attainment Measurement |
### 1S1 Secondary Academic Attainment

**Goal:** All students who reach a state defined threshold level of vocational education will master academic knowledge & skills that meet challenging standards.

**Numerator:**
- Total number of concentrators scoring in the top 3 levels of achievement on the Missouri Assessment Program

**Denominator:**
- Total number of concentrators taking the Missouri Assessment Program

**State Academic Assessment System**

**Quality Criteria**
- Is the state measure consistent with the framework measure?
- Does the state define a measurement approach that is one of the allowable approaches in the core indicator framework?
- Does the state meet standards for data quality for each of the data quality criteria for the state measurement approach?
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Concentrator 1, 9-10
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Measure 1-5, 7-9, 11-15, 17-21
Participant 1, 9-10
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Standard 4, 8, 11, 15-16, 18, 22, 26

For questions, deletions, additions, revisions, clarifications, etc. that might assist new persons please contact Dr. John A. Haigh at John.Haigh@ed.gov

THANKS!
AND HOPE THIS WAS HELPFUL
Excerpts of Perkins III Legislation 113 & 123
SEC. 113. ACCOUNTABILITY.

(a) PURPOSE- The purpose of this section is to establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities.

(b) STATE PERFORMANCE MEASURES-

(1) IN GENERAL- Each eligible agency, with input from eligible recipients, shall establish performance measures for a State that consist of--

(A) the core indicators of performance described in paragraph (2)(A);

(B) any additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(B); and

(C) a State adjusted level of performance described in paragraph (3)(A) for each core indicator of performance, and State levels of performance described in paragraph (3)(B) for each additional indicator of performance.

(2) INDICATORS OF PERFORMANCE-

(A) CORE INDICATORS OF PERFORMANCE- Each eligible agency shall identify in the State plan core indicators of performance that include, at a minimum, measures of each of the following:

(i) Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.

(ii) Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

(iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.

(iv) Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

(B) ADDITIONAL INDICATORS OF PERFORMANCE- An eligible agency, with input from eligible recipients, may identify in the State plan additional indicators of performance for vocational and technical education activities authorized under the title.

(C) EXISTING INDICATORS- If a State previously has developed State performance measures that meet the requirements of this section, the State may use such performance measures to measure the progress of vocational and technical education students.

(D) STATE ROLE- Indicators of performance described in this paragraph shall be established solely by each eligible agency with input from eligible recipients.

(3) LEVELS OF PERFORMANCE-

(A) STATE ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE-

(i) IN GENERAL- Each eligible agency, with input from eligible recipients, shall establish in the State plan submitted under section 122, levels of performance for each of the core indicators of performance described in paragraph (2)(A) for vocational and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum--

(I) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and

(II) require the State to continually make progress toward improving the performance of vocational and technical education students.
(ii) IDENTIFICATION IN THE STATE PLAN- Each eligible agency shall identify, in the State plan submitted under section 122, levels of performance for each of the core indicators of performance for the first 2 program years covered by the State plan.

(iii) AGREEMENT ON STATE ADJUSTED LEVELS OF PERFORMANCE FOR FIRST 2 YEARS- The Secretary and each eligible agency shall reach agreement on the levels of performance for each of the core indicators of performance, for the first 2 program years covered by the State plan, taking into account the levels identified in the State plan under clause (ii) and the factors described in clause (vi). The levels of performance agreed to under this clause shall be considered to be the State adjusted level of performance for the State for such years and shall be incorporated into the State plan prior to the approval of such plan.

(iv) ROLE OF THE SECRETARY- The role of the Secretary in the agreement described in clauses (iii) and (v) is limited to reaching agreement on the percentage or number of students who attain the State adjusted levels of performance.

(v) AGREEMENT ON STATE ADJUSTED LEVELS OF PERFORMANCE FOR 3RD, 4TH, AND 5TH YEARS- Prior to the third program year covered by the State plan, the Secretary and each eligible agency shall reach agreement on the State adjusted levels of performance for each of the core indicators of performance for the third, fourth, and fifth program years covered by the State plan, taking into account the factors described in clause (vi). The State adjusted levels of performance agreed to under this clause shall be considered to be the State adjusted levels of performance for the State for such years and shall be incorporated into the State plan.

(vi) FACTORS- The agreement described in clause (iii) or (v) shall take into account--

(I) how the levels of performance involved compare with the State adjusted levels of performance established for other States taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and

(II) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.

(vii) REVISIONS- If unanticipated circumstances arise in a State resulting in a significant change in the factors described in clause (vi)(II), the eligible agency may request that the State adjusted levels of performance agreed to under clause (iii) or (vi) be revised. The Secretary shall issue objective criteria and methods for making such revisions.

(B) LEVELS OF PERFORMANCE FOR ADDITIONAL INDICATORS- Each eligible agency shall identify in the State plan, State levels of performance for each of the additional indicators of performance described in paragraph (2)(B). Such levels shall be considered to be the State levels of performance for purposes of this title.

(c) REPORT-

(1) IN GENERAL- Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding--

(A) the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and

(B) information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations.

(2) SPECIAL POPULATIONS- The report submitted by the eligible agency in accordance with paragraph (1) shall include a quantifiable description of the progress special populations participating in vocational and technical education programs have made in meeting the State adjusted levels of performance established by the eligible agency.
SEC. 123. IMPROVEMENT PLANS.

(a) STATE PROGRAM IMPROVEMENT PLAN- If a State fails to meet the State adjusted levels of performance described in the report submitted under section 113(c), the eligible agency shall develop and implement a program improvement plan in consultation with appropriate agencies, individuals, and organizations for the first program year succeeding the program year in which the eligible agency failed to meet the State adjusted levels of performance, in order to avoid a sanction under subsection (d).

(b) LOCAL EVALUATION- Each eligible agency shall evaluate annually, using the State adjusted levels of performance, the vocational and technical education activities of each eligible recipient receiving funds under this title.

(c) LOCAL IMPROVEMENT PLAN-

(1) IN GENERAL- If, after reviewing the evaluation, the eligible agency determines that an eligible recipient is not making substantial progress in achieving the State adjusted levels of performance, the eligible agency shall--

(A) conduct an assessment of the educational needs that the eligible recipient shall address to overcome local performance deficiencies;

(B) enter into an improvement plan based on the results of the assessment, which plan shall include instructional and other programmatic innovations of demonstrated effectiveness, and where necessary, strategies for appropriate staffing and staff development; and

(C) conduct regular evaluations of the progress being made toward reaching the State adjusted levels of performance.

(2) CONSULTATION- The eligible agency shall conduct the activities described in paragraph (1) in consultation with teachers, parents, other school staff, appropriate agencies, and other appropriate individuals and organizations.

(d) SANCTIONS-

(1) TECHNICAL ASSISTANCE- If the Secretary determines that an eligible agency is not properly implementing the eligible agency's responsibilities under section 122, or is not making substantial progress in meeting the purpose of this Act, based on the State adjusted levels of performance, the Secretary shall work with the eligible agency to implement improvement activities consistent with the requirements of this Act.

(2) FAILURE- If an eligible agency fails to meet the State adjusted levels of performance, has not implemented an improvement plan as described in paragraph (1), has shown no improvement within 1 year after implementing an improvement plan as described in paragraph (1), or has failed to meet the State adjusted levels of performance for 2 or more consecutive years, the Secretary may, after notice and opportunity for a hearing, withhold from the eligible agency all, or a portion of, the eligible agency's allotment under this title. The Secretary may waive the sanction under this paragraph due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.

(3) FUNDS RESULTING FROM REDUCED ALLOTMENTS-

(A) IN GENERAL- The Secretary shall use funds withheld under paragraph (2), for a State served by an eligible agency, to provide (through alternative arrangements) services and activities within the State to meet the purpose of this Act.

(B) REDISTRIBUTION- If the Secretary cannot satisfactorily use funds withheld under paragraph (2), then the amount of funds retained by the Secretary as a result of a reduction in an allotment made under paragraph (2) shall be redistributed to other eligible agencies in accordance with section 111.
Tao
Of
Accountability

To know what is success
Knowing where you are going and when you have arrived

To have the drivers of success in place for systemic improvement
Knowing what affects the drivers of success

To have continuous and measured progress over time
Ability to manipulate the drivers of success
Core Indicator 1: Student Attainment

MEASUREMENT OBJECTIVE

Academic Attainment
All students who reach a state-defined threshold level of vocational education should also achieve mastery of academic knowledge and skills that meet state academic standards. To assess attainment of academic knowledge, Congress requires state and local education agencies to report on the academic outcomes of students who have concentrated in vocational education and left secondary education or stopped program participation at the postsecondary level.

Vocational and Technical Skill Attainment
All students who reach a state-defined threshold level of vocational education should master knowledge and skills that meet state-defined and industry-validated career and technical skill standards. To assess whether vocational concentrators have attained vocational and technical skills, state and local education agencies should report on the vocational outcomes of students who have left secondary education or stopped program participation at the postsecondary level.

MEASURE CONSTRUCTION

Academic and vocational attainment rates are based on the number of vocational education concentrators who have left secondary education or stopped postsecondary program participation and mastered state-established academic knowledge and skills and mastered career and technical skills. Rates are calculated using the following formulas:

Secondary Academic Attainment

**Numerator:** Number of students reaching a state-defined threshold level of vocational education who have met state academic standards and have left secondary education in the reporting year.

**Denominator:** Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.

Secondary Vocational and Technical Skill Attainment

**Numerator:** Number of students reaching a state-defined threshold level of vocational education who have met state-established, industry-validated career and technical skill standards and have left secondary education in the reporting year.
**Denominator:** Number of students reaching a state-defined threshold level of vocational education and who have left secondary education in the reporting year.

### Postsecondary Academic Attainment

**Numerator:** Number of students reaching a state-defined threshold level of vocational education who complete a postsecondary program and who have met program-defined academic standards and have stopped program participation in the reporting year.

**Denominator:** Number of students reaching a state-defined threshold level of vocational education who complete a postsecondary program and who have stopped program participation in the reporting year.

### Postsecondary Vocational and Technical Skill Attainment

**Numerator:** Number of students reaching a state-defined threshold level of vocational education who complete a postsecondary program and who have met program-defined and industry-validated career and technical skill standards and have stopped program participation in the reporting year.

**Denominator:** Number of students reaching a state-defined threshold level of vocational education who complete a postsecondary program and who have stopped program participation in the reporting year.

### DEFINITIONS

**Vocational Concentrator**

A student who enrolled in a threshold level of vocational education.

**Threshold Level of Vocational Education**

A program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further or advanced education.

**Left Secondary Education**

Either graduating from high school or withdrawing from or ceasing to attend high school for a state-defined period of time.

**Stopped Program Participation**

Completing a program, withdrawing from a program, or not enrolling in program courses for a state-defined period of time.
DATA COLLECTION STRATEGIES

States are required to report academic attainment outcomes and career and technical skill attainment outcomes on all vocational concentrators who leave high school/stop participation in a postsecondary program. States typically use state or national academic assessments, grade-point average, or course or program completion as approaches to collecting data on these students.

STRATEGIES FOR IMPROVING DATA QUALITY

Challenge: State-level assessments are used to measure academic performance in my state, but we are not getting back test scores for many of the students whom we expect to take the exams. What can be done to collect this data?

Solutions:
• Track and keep a record of the vocational concentrator students whom you expect to take the assessment and compare your list to the list of data scores that you get back.
• Establish a follow-up procedure to pinpoint reasons for non-matches. For example, is there a problem with the identifiers and name fields that can be corrected? Did students who were expected to take the exam not take it for reasons of illness or refusal? Once the source of the non-match is established, it may be clearer what steps need to be taken to gather the test scores.
• Evaluate whether the proportion of vocational concentrators who took the assessment in your school or college is significantly different from that in other schools. This process might help in establishing whether there is a system-wide problem or whether it may be unique to your school or institution.

Challenge: My state uses assessments to measure academic attainment, but a large number of students in my LEA are exempt from testing. How should I collect data on these students?

Solutions:
• Identify vocational concentrators not taking assessments to evaluate the extent to which the full population is not being included in the measurement. You should be reporting on at least 80 percent of vocational concentrators.
• Make sure that exempt students have an Individual Education Plan in place that includes alternative assessments of skills that measure academic attainment that will meet state standards.
**Challenge:** My state uses national/state assessments to measure vocational attainment. However, some of the programs offered by my college are unique to my area and not listed under state assessments. What can I do to collect data for students in these programs?

**Solutions:**
- Work with your state to determine the best way to develop local assessments for these programs that the state would recognize and count as meeting state-established criteria.

**Challenge:** What is the standard for determining completion in a course or program?

**Solutions:**
- Review your state’s requirements for which courses are included in academic attainment and which courses are included in technical skill attainment and the associated standards for “passing” (i.e., the grade threshold).
- Only those vocational concentrators who complete the state-required program courses should be counted in the numerator.

**Challenge:** How do I know which courses to include in the calculation of GPA?

**Solutions:**
- To identify the courses in your LEA that should be considered as academic requirements and the courses that should be considered as vocational requirements, review your state plan for the criteria that has been agreed upon statewide.

**Challenge:** Our attainment data suggests that our vocational concentrators’ performance is not as high as others in our LEA and across the state. How can we ensure that our data are accurate?

**Solutions:**
- Review the data to make sure that only vocational concentrators are included in the numerator and denominator and that you have adequate coverage of your vocational concentrators (at least 80 percent). It could be that some students have been improperly identified as vocational concentrators and are lowering outcomes. Check for missing data.
- Check to make sure that the data are being accurately compiled, entered, and tabulated. Provide staff training on the correct procedures for entering and extracting the data and on the appropriate fields to include in calculations.
- Compare your timing for data collection with other LEAs. If you are collecting data at different times or inconsistently, your results may differ from other schools over time and across populations.
**Challenge:** My state is using program completion for both postsecondary attainment measures. The state sent back my numbers to verify their accuracy, but the number of students being counted appears low to me. What can I do?

**Solutions:**
- Check on whether your interpretation of the student population in the denominator agrees with the population that the state measure specifies. Make sure that the student population that you are counting matches with the state.
- Verify that the degree and certificate programs that you are counting for the population correspond with the programs that the state is counting. The state may not be counting all of the programs that you are including.
- It is important to make sure that the time period for which you are reporting is correct. Check that you and the state are reporting on students over the same period of time.
- Re-run your numbers and compare them to the state’s to see if changing any of your interpretations of the measure has an impact.

**Challenge:** Our state is using course completion/program completion to measure vocational skill attainment. I am concerned that we are not accurately measuring the skills that matter to our employers. How can we ensure that completion equates with competency and the attainment of skills?

**Solutions:**
- Check to make sure that all programs and courses reporting under this measure have identified skills. It is important that all educators are aware of the skills that must be attained to count as completing a course.
- Establish common practice in a vocational area. For example, achievement of 80 percent of identified course competencies equates with completion.
- Build educators’ capacity to conduct course testing and assessments to improve the validity and reliability of the assessments. Be sure that vocational competencies being measured in classroom assessments and tests align with course content.
- Structured response assessments may face problems of validity, while alternative assessments can be unreliable. Mixing assessment modes may improve the measurement of competency in a vocational area.
FREQUENTLY ASKED QUESTIONS

Q: What can I do to improve on my performance for attainment?

A: Differentiate between data quality and program improvement. Verify that the data are accurately reflecting student attainment and implement strategies to improve data quality. Evaluate patterns and trends in the data and identify root causes for performance: are poor performers all in one program area? Do lower-performing students share characteristics or barriers that can be addressed? Are high-performing students enrolling in different courses than the general population? After identifying possible causes for performance, work with educators to help them understand the data and develop ways to improve programs so student competency and achievement rises. Technical assistance, professional development, and capacity-building efforts will promote buy-in and eventual improvement in performance.

Q: How should a vocational concentrator who transfers from another system be reported?

A: LEAs should take responsibility only for students who are enrolled in their institution. Students transferring into your LEA become a part of your system and should be included in your measurement systems. Students transferring out of your system should be subtracted from the numerator and denominator of all applicable measures. Note that postsecondary students who transfer out of your LEA to a 4-year institution may be counted as a placement, depending how your state has structured its measure.

Q: How should academic outcomes be reported if the state exam contains multiple assessments in different content areas?

A: States should have developed a combined measure—the percentage of concentrators who meet standards (i.e. pass exams) in all content areas. If states cannot develop a combined measure, then OVAE will work with them to negotiate performance levels for each content area. Work with your state to discuss reporting for a combined measure if it has been developed or reporting on the different content areas if a combined measure has not been developed.

Q: Students in my state have the opportunity to take the state assessment over several years. How do I know when to collect data on students?

A: Consult with your state vocational administrative team to determine the best measure for assessing student performance.
Core Indicator 2: Completion

MEASUREMENT OBJECTIVE

All students who reach a threshold level of vocational coursework should go on to complete their academic and vocational studies and graduate. To assess student success in attaining their educational goals, Congress requires state and local education agencies to report completion rates for secondary and postsecondary students who have achieved a minimum level of vocational coursework. States offering proficiency credentials in conjunction with a secondary school diploma are also expected to report student-credentialing rates for years 3–5 of the Perkins Act.

MEASURE CONSTRUCTION

Completion rates are based on the number of students who enroll in or complete a state-defined threshold level of vocational studies. Rates are calculated using the following formula:

**Secondary Completion**

**Numerator:** Number of students reaching the state-defined threshold level of vocational education who have attained a high school diploma or its recognized state equivalent and who have left secondary education in the reporting year.

**Denominator:** Number of students reaching the state-defined threshold level of vocational education and who have left secondary education in the reporting year.

**Secondary Proficiency Credential With Secondary Diploma**

**Numerator:** Number of students reaching the state-defined threshold level of vocational education who have attained a proficiency credential in conjunction with a high school diploma or its recognized state equivalent and who have left secondary education in the reporting year.

**Denominator:** Number of students reaching the state-defined threshold level of vocational education who have received a high school diploma or its recognized state equivalent and who have left secondary education in the reporting year.

**Postsecondary Completion**

**Numerator:** Number of students reaching the state-defined threshold level of vocational education who receive or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation in the reporting year.
**Denominator**: Number of students reaching the state-defined threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, certificate, or credential, and who stopped program participation in the reporting year.

**DEFINITIONS**

**Equivalency Certificate**

A state-recognized award that signals that the recipient has completed an approved program of studies at the secondary level. These awards may include a Certificate of Competence, Certificate of Completion or GED certification. Due to the difficulties of counting GED students who are eligible to graduate, most states are choosing not to include GED students in their measure.

**Proficiency Credential**

A state-developed credential that certifies that its recipient has attained a set of recognized knowledge and skills associated with a vocational program or career area. Proficiency credentials are typically awarded in conjunction with a secondary school diploma.

**DATA COLLECTION STRATEGIES**

States are required to report counts of the number of students who complete a threshold level of vocational coursework and who go on to graduate from their secondary school or attain a credential from a postsecondary institution. Data are typically collected using student transcripts, with collection occurring as of a state-specified cutoff date or time period that may differ for secondary and postsecondary institutions.

**STRATEGIES FOR IMPROVING DATA QUALITY**

**Challenge**: Completion rates for vocational concentrators in my LEA are much lower than the state average; however, my LEA graduation rate is actually quite high. Why the difference?

**Solutions**:

- Assess whether vocational concentrators are actually more likely than other students to drop out or stop out prior to graduation. It may be that higher completion rates of other students are masking lower performance among vocational concentrators. If so, develop intervention strategies to improve completion rates for vocational concentrators.
• Determine whether you are using the state-recognized definition for vocational concentrators and completers. It may be that you are collecting data on a different student population than other sites.

• Check whether you are missing completion data on students who, once classified as vocational concentrators, are overlooked for graduation. This may occur for a variety of reasons, including data entry errors, early or late graduation (e.g., following summer school), or outstanding fines or debts that must be cleared prior to diploma or degree award.

• Completion rates may vary with program type or size. Check to see if the mix of program offerings at your LEA is similar to those in other sites.

• Assess whether the base population of students has changed over time. Students classified as vocational concentrators who subsequently transfer to other schools or institutions should be subtracted from the base of students to ensure that only students who are eligible to complete are included in the denominator.

• At the postsecondary level, assess whether low rates can be traced to students who shift from full-time to part-time status or who stop out late in their program. It may be efficient to target resources on students who are relatively advanced in their program but who are at high risk of changing their enrollment status.

Challenge: Completion data reported by different sites in my LEA, or within a single site, vary over time. What can I do to improve the reliability of reporting?

Solutions:

• Determine whether school or institutional staff responsible for collecting the data fully understand reporting parameters and the procedures required to locate information in student files. Check to see if other fields may contain information that will help determine student outcomes.

• Schedule annual training sessions with staff from your LEA who are responsible for collecting completion data to ensure all follow similar data collection procedures.

• Consider developing written, step-by-step instructions, tailored to the data systems used in your state, to assist LEA staff in collecting information.

• Check to ensure that all LEAs and sites within your LEA are collecting data according to the state-defined period. Sites that put off data collection until the end of the summer may report higher completion rates than those that record data at the end of the academic year (i.e., June versus August collection).

Challenge: LEA staff do not take the reporting requirements seriously. How can I encourage individuals to collect accurate data?
**Solutions:**

- Create a statewide working group of influential educators and management information specialists to identify the obstacles to the collection of high quality, easily accessed data. Based on feedback, develop procedures to simplify data collection.
- Educate LEA staff on the potential uses of accurate student completion data and develop training materials that will enable them to use the data they collect to improve program provision.
- Remind LEA staff that sites failing to make progress toward state performance levels may be required to develop local program improvement plans.
- Publicize completion rates to allow students, parents, and the community to see the results that are being reported to state and federal policymakers.

**Challenge:** The measure for completion in my state has changed and/or state policymakers are unable or unwilling to designate a specific measurement strategy. What should I do?

**Solutions:**

- Consistency is the most important part of any measurement system. If measures change over time, consider collecting data using early measurement strategies to assess changes over time. Alternatively, review prior year data to identify baseline performance levels using the new measurement strategy.
- Consult with state vocational administrators to identify a consistent measurement strategy that will allow local agencies to report useful information.
- Educate state policymakers and LEA staff on the importance of collecting stable completion measures. Work with key stakeholders to develop a consistent approach that will produce useful information for federal accountability and local program improvement efforts.

**FREQUENTLY ASKED QUESTIONS**

**Q:** At what date should data on secondary student completion be collected?

**A:** Many states are using the end of June of a secondary vocational concentrator’s senior year as the cutoff date for recording completion. Others are using August of the senior year to allow students who enroll in summer school additional time to graduate. Consult with your state vocational administrative staff to identify the cutoff date that the LEA should use when calculating student completion rates.

**Q:** My state does not offer a proficiency credential. Must I report on this measure?
A: Local secondary agencies in states that do not award proficiency credentials are not required to report on this measure. State vocational administrators will inform OVAE about the type of diplomas and degrees offered—states not awarding this type of credential are exempt from this measure. Secondary educators in states offering proficiency credentials are required to collect data on student attainment of these credentials; consult your state vocational administrative staff or state reporting guidelines to clarify the manner in which these data should be collected. Note that postsecondary agencies are expected to report on students attaining a postsecondary degree or credential awarded by the institution.

Q: What constitutes postsecondary completion? That is, must a student graduate to be counted as having completed?

A: States are using a variety of approaches to document postsecondary completion. Some states are basing their calculation on only those students who receive a certificate, credential, or Associate’s degree, while others are also including students who are eligible to receive a certificate or degree, irrespective of whether they actually receive the document. A small number of states are also including students who transfer to advanced postsecondary education, so long as these students complete a rigorous, state-approved program that specifies a predefined completion point. Consult with your state administrative staff to identify the proper procedure for calculating completion rates.

Q: When should postsecondary institutions assess completion rates, since students may enroll indefinitely or stop out prior to returning and completing their degree?

A: States have been encouraged to report on vocational concentrators who complete their postsecondary program or stop out within a given time period designated by the state. In some cases, states are using 1 1/2 normative time as the cutoff for assessing students who attain the vocational concentrator threshold and subsequently complete or stop out from a program. In other cases, states may track all vocational concentrators for as long as they remain enrolled, meaning that students may be counted in multiple reporting years. Consult your state vocational administrative staff to determine the proper procedure for calculating completion rates.

Q: How can postsecondary institutions report on completion when, in many cases, it is not possible to identify a program exter until one year following program participation?

A: Institutions will need to report annual data on student completion rates irrespective of the manner in which students are identified. In the event a state identifies program exiters using retrospective data, institutions will likely report on students who have completed in the prior year, as well as those who have not reenrolled during a state-defined period of time. This may mean that institutional reporting is lagged one year.
Core Indicator 3: Placement

MEASUREMENT OBJECTIVE

All students who complete a secondary vocational education program should obtain skills that will prepare them for successful transition to postsecondary education or advanced training, employment, and/or military service. To assess the quality of student preparation, Congress requires state and local education agencies to report on the postsecondary outcomes of students who complete a secondary vocational program and graduate from high school, and at the postsecondary level, who complete a postsecondary program in the reporting year.

MEASURE CONSTRUCTION

Placement rates are based on the number of high school graduates or postsecondary students who successfully transition within a state-defined time period, typically between six months and one year of school completion. Rates are calculated using the following formula:

Secondary

**Numerator:** Number of students who completed secondary vocational programs, received a high school diploma or its recognized state equivalent, left secondary education in the reporting year, and who were placed in postsecondary education or advanced training, employment, and/or military service within a designated time period.

**Denominator:** Number of students who completed secondary vocational education programs and who received a high school diploma or its recognized state equivalent and left secondary education in the reporting year.

Postsecondary

**Numerator:** Number of students who completed a postsecondary program in the reporting year and who were placed in further postsecondary education or advanced training, employment, and/or military service within a designated time period after stopping participation in the postsecondary program.

**Denominator:** Number of students who completed a postsecondary program in the reporting year.
DEFINITIONS

Postsecondary Education or Advanced Training

A secondary student is considered pursuing higher education or advanced job training if he or she enrolls in a public or private postsecondary institution, proprietary school, or adult education program during the reference period. At the postsecondary level, a student is considered pursuing higher education or advanced job training if he or she makes a vertical transfer from a 2-year to 4-year college or university, proprietary school, or adult education program during the reference period. Students transferring among institutions at the same level (e.g., among 2-year institutions) should not be counted for the purposes of this measure.

Employment

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

Military Enlistment

Military service may include any branch of the armed forces.

DATA COLLECTION STRATEGIES

States are required to report placement outcomes on all vocational program completers who graduate from high school or stop postsecondary participation. Accordingly, states typically employ one of two approaches to data collection:

*Mail or Telephone Survey*: State, district, school or institution staff administer mail or telephone follow-up surveys of all vocational program completers at the end of the state-designated placement period.

*Administrative Record Matching*: State education agencies use a unique student identifier, typically the social security number, to electronically track completers as they transition into further education, employment, or the military. Data sources include state postsecondary education record, Unemployment Wage Record Information, and federal Department of Defense records.
OVERCOMING OBSTACLES TO MAIL AND TELEPHONE SURVEYING

Low response rates are perhaps the single greatest challenge to conducting follow-up information on students. Initial response rates of less than 40 percent are not uncommon for the first round of a follow-up survey effort. Consider taking a number of steps to increase responses, such as:

**Mail Survey**

- Mailing a postcard two weeks prior to the survey to check for invalid addresses and prepare students
- Providing a postage-paid, addressed response envelope along with the survey
- Offering a sweepstakes prize eligible to all students responding by a given date
- Including a coupon for free or reduced merchandise redeemable at a local business
- Sending a reminder postcard to nonrespondents a week following the deadline
- Calling nonrespondents
- Mailing a second survey, along with a letter explaining its importance

**Phone Survey**

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

OVERCOMING OBSTACLES TO ADMINISTRATIVE RECORD MATCHING

While administrative record matching can reduce some of the effort required in collecting data, electronic matching systems are not perfect, meaning that placement outcomes may be missing for a sizeable percentage of the eligible student population. As such, states performing administrative record matching should plan on conducting follow-up mail or telephone surveys to collect information on missing students who have bad SSNs, who do not show up in match files, or who have information that is clearly inaccurate or invalid.
To reduce the likelihood of mismatches, states should consider the following steps:

a. **Develop a system of edits.**
   To ensure that data are consistently reported, develop a data review system that will provide “alerts” to potential problems (e.g., duplicate or incorrect SSNs; placements exceeding completers, etc.).

b. **Conduct information audits.**
   Conduct periodic audits of record systems of selected agencies with whom one has data-sharing arrangements to assess whether electronically reported data align with agency records. As an alternative, review internal information audits, or financial audits of state inspector or auditor-general functions. Regularly compare results over time to note any apparent discrepancies in magnitude that suggests a problem.

c. **Report performances to locals.**
   Share aggregate and individual agency data with locals so that they can monitor their own progress as well as understand the value of the information they report.

d. **Establish institutional response thresholds.**
   Establish minimum reporting levels that each institution must meet or exceed. Provide technical assistance and/or sanctions to institutions that fail to meet the minimum reporting rate.

e. **Administer supplemental surveys.**
   Develop mail or telephone surveys to supplement electronic matching. Survey administration may focus on students who have bad SSNs, who do not show up in match files, or who have information that is clearly inaccurate or invalid.

f. **Develop data-sharing agreements to cover employment in neighboring states.**
   This can take the form of interstate administrative record matches with states that share markets with your state or that attract a large number of state students. It could also take the form of working through the Wage Record Interchange System (WRIS) or the National Student Loan Cooperative.

g. **Link with other administrative record systems.**
   Arrange for record sharing with other federal and state agencies, including the Department of Defense, United States Postal Service, Railroad Retirement Systems, and the Office of Personnel Management. Also, consider using the Enrollment Verification Service of the National Student Clearinghouse. You can learn more about the Clearinghouse by logging onto the following website:
   http://www.nscl.org/
HOT TIP!

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

Secondary:  http://www.hemethigh.com/forms/gradsurvey.html
Postsecondary:  http://www.csp.msu.edu/services/followup.htm

FREQUENTLY ASKED QUESTIONS

Q: Is sampling permitted? That is, can agencies collect data on a subset of high school graduates completing vocational programs rather than all students?

A: No, sampling is not permitted. State and local education agencies must collect data on all students who complete a vocational program and who graduate in the state-designated reporting period.

Q: Can agencies use student intent questionnaires distributed at graduation or base reporting using other strategies (e.g., teacher-reported outcomes) to measure student placement?

A: State and local agencies may not use statements of student intent to assess placement; measurement must reflect actual student outcomes collected at the end of the state-designated time period. States may consider using other strategies for collecting data, such as teacher-reported outcomes, so long as these measurements are defensible and reflect actual student outcomes.
### Tips for Conducting the Survey Process

#### Plan Survey Effort
- Identify who will lead survey effort
- Determine cost of survey options
- Develop survey timetable
- Identify objectives of survey

#### Create Survey Instrument
- Review other surveys for ideas
- Develop questions that elicit a range of student responses (e.g., ratings, open-ended, multiple choice)
- Pilot test the draft instrument to see if the instructions are clear

#### Prepare for Administration
- Explain purpose of survey to students before they graduate or complete their degree
- Collect contact information on all eligible students (phone numbers/addresses)
- Train phone interviewers

#### Collect the Data
- Distribute surveys or contact students based on the state-defined time period
- Provide incentives for people to return their survey
- Follow up among nonrespondents

### Issues for consideration
- Can the survey effort be organized and staffed by volunteers?
- What is the size of the graduating population? Cost is directly related to the survey scale.
- What types of information will you need to improve program provision or planning? Use the survey to your advantage.
- Don’t forget to budget for follow-up of non-respondents

- What type of survey instrument are other LEAs in your state using?
- What types of information do you need to drive your own program improvement efforts?
- Does the survey meet the state guidelines for federal reporting?
- Are the instructions clear and written at a level that students can understand? Check by having a group of students complete the survey.
- Is there a need to translate the survey into different languages?
- How long does it take to complete? The shorter the survey the higher the response rate. Try and keep the survey to 15 minutes or less.

- Do the students understand why they are being surveyed? Explain the importance of the effort and how the information will be used.
- Collect contact information, including home telephone numbers and addresses, to ensure students or a family member can be contacted.
- Consider collecting contact information on grandparents or other family members who are likely to know where the student is residing. Alumni associations and school administrative or teaching staff are also good sources of information.
- Translate the survey into appropriate languages for your target population.
- How accurate are responses? Train interviewers in how to administer the survey.

- When are surveys and/or phone contacts made? Try to time your collection as close to the end of the state-defined time period so that student recollections are fresh.
- When using surveys, give students an incentive to respond in a timely manner.
- Develop phone survey scripts to provide interviewers with consistent direction.
- Plan to contact nonrespondents within two weeks of survey due-dates.
- Conduct follow-up contacts for all nonrespondents: BE PERSISTENT
Core Indicator 4: Nontraditional

MEASUREMENT OBJECTIVE

All secondary students should have the opportunity to pursue studies in a vocational education program area of their choice, including those that are nontraditional for their gender. To ensure all students have access to vocational programs, Congress requires state and local education agencies to track student participation in and completion of career and technical education programs that lead to nontraditional training and employment.

MEASURE CONSTRUCTION

Participation and completion rates are based on the number of students who enroll in or complete a state-identified program associated with nontraditional employment in the field. Rates are calculated using the following formula:

**Participation**

**Numerator:** Number of students in underrepresented gender groups who participated in a nontraditional secondary/postsecondary program in the reporting year.

**Denominator:** Number of students (male and female) who participated in a nontraditional secondary/postsecondary program in the reporting year.

**Completion**

**Numerator:** Number of students in underrepresented gender groups who completed a nontraditional secondary/postsecondary program in the reporting year.

**Denominator:** Number of students (male and female) who completed a nontraditional secondary/postsecondary program in the reporting year.

DEFINITIONS

**Nontraditional Training and Employment**

Occupations or fields of work, including careers in the computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
Nontraditional Vocational Program

A vocational program area that addresses occupational areas in which underrepresented gender groups comprise less than 25 percent of employed persons.

Crosswalk of Occupations and Vocational Programs

A list that associates occupations or fields of work that are identified as nontraditional in the labor market with the vocational program areas that prepare students for entry into these fields.

DATA COLLECTION STRATEGIES

States are required to report counts of the number of students participating in, and completing nontraditional vocational program areas. To assist LEAs in identifying students, states often provide LEAs with a crosswalk that relates occupations that are nontraditional for each gender with the vocational program areas, courses, or clusters that prepare students for entry into these occupations.

STRATEGIES FOR IMPROVING DATA QUALITY

Challenge: What should I do if my state has not identified a set of nontraditional occupations and/or provided LEAs with a consistent crosswalk of occupations and vocational educational programs?

Solutions:

• Consult with state vocational administrators to identify national or state data sources that can be used to identify occupations that are out-of-balance in the workplace, and develop a consistent set of guidelines to assist LEA in identifying vocational courses and program areas that are nontraditional. Use the handout “Strategies for Identifying Nontraditional Vocational Programs” at the end of this unit to assist in developing state criteria.

• Develop a list of vocational course or program numbers, coded using a standardized state instructional classification system, which LEAs can use to identify instructional programs that are nontraditional.

• If no standardized state instructional classification system exists, consider developing descriptions of the skills associated with state-identified, nontraditional occupations. This will assist LEA staff in associating their instructional coursework with nontraditional occupations. Consult the Occupational Information Network (O*NET) developed by the U.S. Department of Labor for a description of job skills associated with specific occupations. The complete list can be found at the following website: http://www.doleta.gov/programs/onet/
**Challenge:** It appears that some LEAs have difficulty identifying students participating in vocational coursework or program areas associated with occupations that are out-of-balance. How can I improve reporting?

**Solutions:**

- Provide LEAs with definitions of key state terms, including vocational participant, vocational completer, and nontraditional vocational program area, as well as clear descriptions of vocational program areas that prepare students for nontraditional occupations or careers.
- Encourage LEAs to use individual student record data, harvested from student transcripts, to identify individuals participating in nontraditional vocational studies.
- Develop clear, written instructions that LEA staff—including administrators or teachers of vocational programs—can consult when counting the numbers of students participating in or concentrating in nontraditional instructional programs.

**Challenge:** How can I ensure that each LEA accurately classifies nontraditional students over time?

**Solutions:**

- Encourage LEAs to compare state crosswalks against their own course offerings each year to ensure that state-identified instructional programs correlate with local record systems and account for any changes over time.
- Ask LEAs to compare their annual counts of student participation and completion against prior year data to see if there are any differences that are difficult to explain.
- Suggest that LEAs assign a single individual to collect and enter data each year to lower the likelihood of mistakes and to routinize reporting.
- Hold annual state trainings geared toward new LEA staff who are responsible for collecting Perkins data.
- Develop clear written instructions that stipulate procedures for collecting and reporting data.

**Challenge:** Staff at many LEAs view reporting as a bureaucratic exercise and do not take the time or effort to collect quality data or improve student access to nontraditional programs. What can I do to promote buy-in?

**Solutions:**

- Provide LEAs with summary state data that will enable them to evaluate their own success in improving student access to nontraditional vocational program areas.
• Share state data with parents, legislators, and the press.

• Consult with associations, such as the National Alliance for Partnerships in Equity, to identify strategies and materials that will support teachers and administrators in reforming instructional strategies.

• Provide technical assistance workshops at the LEA level to communicate the importance of equity and to help institution staff understand why they are collecting data.

FREQUENTLY ASKED QUESTIONS

Q: May I use course enrollments to identify nontraditional areas of study in lieu of state-identified ones?

A: No, Perkins is quite specific in requiring that nontraditional programs be identified based on the composition of the workforce. As such, LEAs must use state-identified crosswalks or program lists to identify vocational instructional areas that are associated with occupations that are out-of-balance in the workplace. This may mean that, in some instances, enrollments in local programs may not appear out-of-balance.

Q: What should I do if my state does not provide me with a list of program areas or courses that are nontraditional, but only a list of occupations that are out-of-balance in the workplace?

A: In the event that your state does not provide clear guidelines for identifying nontraditional instructional areas you will need to develop some means of relating occupations with vocational programs offered in your agency. The preferred approach is to use the Classification of Instructional Programs, a guide developed by the U.S. Department of Education that describes the vocational coursework that corresponds to a range of occupations in a given field. Electronic copies of the report are available on the U.S. Department of Education website at the following address:


To assist your state in interpreting your data, you should include a copy of your classification scheme with the data you submit and use the same methodology over time. Irrespective of the approach you use to identify vocational programs, you should be consistent in your measurement over time to ensure data are comparable across years.

Q: What constitutes participation in a nontraditional program area?

A: A vocational participant describes a student who enrolls in a vocational program area or course that prepares individuals for entry into a nontraditional occupation, as identified by your state.
Q: What constitutes completion of a nontraditional program area?
A: A vocational completer describes a student who fulfills a set of state-defined criteria that signifies that he or she has mastered a set of academic and/or technical skills to prepare him or her for future education and career success. Consult the definitions developed by your state to determine what constitutes completion in your state.

Q: Which students should be included in the denominator for this measure?
A: The denominator of this measure should include all students, male or female, who participate in or complete a vocational program area or course designated as nontraditional by your state.

A GUIDE TO CROSSWALKING NONTRADITIONAL OCCUPATIONS AND PROGRAMS

Step 1: Identify Occupations That Are Nontraditional in the Workforce
In collaboration with state vocational education administrators, identify a set of occupations—based on state or national data—that are nontraditional for either sex. State-specific occupational data can typically be obtained from your state’s department of economic development or other employment agency. To assist states, OVAE has identified nontraditional occupations based on national data collected by the U.S. Department of Labor, Bureau of Labor Statistics, a copy of which is included in this handout.

Step 2: Identify Work Skills Associated With Nontraditional Occupations
Begin by identifying the skills associated with each nontraditional occupation. Skill lists can be obtained by reviewing O*NET, developed by the U.S. Department of Labor. Access the site by entering the following URL on your Internet browser: http://www.doleta.gov/programs/onet/

Next, search for the occupation you’ve identified as nontraditional and identify the skills that are required for workers in this field. Alternatively, you may consult with industry associations or educators in your state to identify the skills required for success in a given nontraditional occupation.

Step 3: Crosswalk Nontraditional Occupations with Vocational Education Programs
Identify vocational education programs within your state that prepare students for entry into the nontraditional occupations you identified above. Depending upon your state, you may have a number of options to use to associate occupations with vocational programs in your state.

1: State Classification Systems
If your state maintains a standardized classification system for vocational education that all LEAs use to code courses, then you may want to base your crosswalk on this system. For each nontraditional occupation, link the occupational skills you identified with a vocational program area code identified by your state. Ideally, each occupation will correspond to a single course sequence; however, don’t be surprised if one vocational education program area prepares students for multiple occupations. Consult with state vocational education curriculum experts if you are not sure of the skills taught within a given vocational sequence.

2: National Classification Systems

If your state relies on local agencies to develop their own course and program codes, you may want to consider using the Classification of Instructional Programs (CIP) codes developed by the US Department of Education to crosswalk occupations with vocational education programs. You may access the most current CIP by entering the following URL on your Internet browser: http://nces.ed.gov/npec/papers/cipPreface.html

For each occupational skill, search the CIP for the vocational program area that provides students with the skills required for success in the nontraditional occupations you have identified.

Step 4: Develop and Circulate Instructions to LEAs

Using the list of vocational programs you identified above, develop written guidelines to assist LEAs in identifying nontraditional programs. Ideally, these instructions will contain a list of course codes or descriptions of vocational programs that will enable all LEAs in the state to report on students participating in similar courses, irrespective of the program classification system used locally.
Strategies for Identifying Nontraditional Vocational Programs

- Has your state identified nontraditional occupations?  
  **YES**
  - Has your state crosswalked the identified nontraditional occupations to vocational programs that prepare students for entry into these fields?  
    **YES**
    - Develop a list of vocational courses and program areas that prepare students for entry into nontraditional occupations.  
      (See Guide to Crosswalking.)
    **NO**
    - Identify skills associated with nontraditional occupations that each LEA can use to crosswalk its own programs.  
      (See Guide to Crosswalking.)
  **NO**
  - Consult with state staff to identify nontraditional occupations. Use national or state data to identify occupations.  
    (See list of nontraditional occupations developed by OVAE.)

- Does your state have a standardized vocational course and/or program classification system?  
  **YES**
  - Develop written guidelines and circulate to LEAs.  
  **NO**
  - Provide on-going technical assistance  
    (See Program Improvement Strategies.)

- Have lists of course or program codes been shared with the field in written form?  
  **YES**
  **NO**

Provide on-going technical assistance
(See Program Improvement Strategies.)
Part I (60 Points)
1. T F  Academic attainment is an accountability indicator.
2. T F  A completer is an accountability sub-indicator.
3. T F  There are five major Core Indicators in Perkins III.
4. T F  Primary accountability sections in Perkins are 113 & 123.
5. T F  High School Graduation is an example of a measurement approach.
6. T F  Baseline data must be more than two years old.
7. T F  The measurement definition includes both the ____________ and ____________.
8. Performance levels are derived from the ________________.
9. CIF stands for ________________ ________________
10. CAR stands for ________________ ________________
11. Five general quality criteria for performance measures are:
    a. management utility
    b. system focus
    c.
    d.
    e.
12. A student who is enrolled in a threshold level of vocational education is considered to be a ________________ ________________.
13. Non-traditional programs are those who have an occupational percent level below _________% for a gender group.
14. There are ________________ number of career clusters.
15. ________________ are being used that match occupations, ___ ___ ___ codes with the ____________ ____________.
16. Special populations are exempt from accountability.
17. T F  The CAR and Performance Level Data are the same thing.
18. T F  A primary purpose of Vocational Technical education is to compare vocational educational students with non-vocational student performance.
19. T F  3P2 and 2S2 are now required subindicators.

Part II (40 Points)
On the back of this test write a paragraph outlining how to develop or how to improve a State Vocational Technical Education accountability system.
ANSWERS

1. T
2. F
3. F
4. T
5. T
6. F
7. Numerator and Denominator
8. Program or sequence of courses that prepares an individual for employment, education, etc.
9. Baseline; will accept with explanation, approach, accountability, numerators & denominators
10. Core Indicator Framework
11. Consolidated Annual Report; Consolidated Annual Performance, Accountability, and Financial Status Report
12. Cost effectiveness, reliability, & validity
13. Vocational Concentrator
14. 25%
15. 16
16. Crosswalks, CIP, Career Clusters
17. F
18. Either
19. F
20. T