



Mid-Point Musings on the National Assessment of Career and Technical Education

U.S. Department of Education
Office of Vocational and Adult Education

Annual Data Quality Meeting
Baltimore, Maryland
December 2, 2009



Overview

Background

Study Components

- Survey
- Case Studies
- Reports

Issues for Consideration

Background: Study Focus

Evaluate three aspects of Perkins IV implementation:

Programs of Study (POS)—how are states and local agencies creating sequenced, non-duplicative coursework aligned with challenging academic standards and rigorous technical content

Accountability Systems—how well, and in what manner, do new performance reporting requirements promote accountability and program improvement

Finance Systems—how state financing of, and local priorities for, CTE have changed as a result of new legislation provisions

Background: Study Team

MPR Associates, Inc. (prime contractor)

- Steven Klein, NACTE Project Director, Director of Preparation for College and Career
- Elliott Medrich, Director of External Affairs and Development
- Gary Hoachlander, Chairman

Academy for Educational Development (AED)

- Ivan Charner, Vice-President/Director, National Institute for Work and Learning
- Robin White, Senior Program and Policy Director
- Corinne Alfeld, Research and Evaluation Specialist

RTI International

- James Isaac, Survey Director

Branch Associates

- Virginia Smith, Senior Research Associate

Background: Products and Timing

Reports summarizing task findings

Profiles of state characteristics

Timeline

- Year 1—develop data collection tools and collect data
- Year 2—collect data and synthesize findings
- Year 3—synthesize findings and develop products

Study Components: On-line Survey

State Director Survey

- 50 states plus territories and possessions
- Secondary and postsecondary

Local Program Administrator

- Secondary, 1,993 participants
 - Selected by size and poverty rate
- Postsecondary, 1,006 participants
 - Selected by type and Pell recipients
- Area regional schools, 48 participants
 - Universe

Case Studies

Site Selection

- 6 States
 - California, Florida, Nebraska, Tennessee, Vermont, Washington
- Visits
 - State agency
 - 3 local partnerships within each state
- Selection Criteria
 - Status of program of study implementation
 - Geographic distribution
 - Participation in 2004 NAVE

Other Activities

Expert Panel

- Review of programs of study
 - All states and territories
 - Webinar format

State Profiles

- Summary of key state statistics
 - Programs of study
 - Accountability systems
 - Financing

Issues for Consideration: POS

Flexibility in state POS Implementation

- Absence of federal design guidance
- Requirement of only one POS per local agency
- Overlap with Tech Prep programs

Measuring POS outcomes

- Absence of accountability measures
- Challenge of tracking students across education sectors

Issues for Consideration: Accountability

Accountability system design

- Effects of OVAE non-regulatory guidance
- Variations in state definitions and measures
- Addition of Tech Prep measures

Collection of performance data

- Challenges collecting technical skill attainment, placement, and nontraditional data
- Expectations for local program performance
- Difficulty tracking special populations
- Effects of transition to EDEN reporting system

Issues for Consideration: Finance

Resource allocation formula

- Criteria used to distribute resources to states and among local providers

Effects on POS development

- Split of state resources across secondary and postsecondary sectors
- Merging Tech Prep funds into basic grant