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ABSTRACT

A survey assessed states' initial efforts in the development of performance measures and standards for vocational education. All 50 states and the District of Columbia responded to the survey. Seventy-one percent were planning to develop separate systems of accountability for secondary and postsecondary vocational education. About one-half of all states used specific performance measures and/or standards in the past. Almost all states anticipated using at least four measures. Of the 57 percent that planned to develop standards specifically for special populations, most states reported they would collect information on performance standards for the following: individuals with disabilities or limited English proficiency, actual or potential dropouts, people who are economically disadvantaged, and participants in nontraditional programs. Most states planned to rely on tests of achievement in reading and mathematics to assess academic gains. About one-half planned to assess occupational competencies. In almost one-half of states, no statewide tests of academic achievement were administered at the postsecondary level. States were moving toward competency-based curricula in secondary and postsecondary vocational education. About 70 percent anticipated reporting data for all students in secondary and postsecondary programs. Most states (59 percent) had earmarked money for developing accountability systems. (Seventeen figures are provided. Appendixes include survey responses and state contact persons.) (YLB)

PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION: 1991 SURVEY RESULTS

E. Gareth Hoachlander
Mikala L. Rahn

MPR Associates, Inc.

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

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INTRODUCTION

Improved accountability is a major objective of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The new legislation requires states to develop and implement systems of core measures and standards for assessing the performance of secondary and postsecondary vocational education programs. At a minimum, each state must include at least two measures in the accountability system. One of these measures must be an indicator of learning and competency gains including student achievement of basic or more advanced academic skills. The other measure may be any one of the following four:

1. competency attainment;

2. job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared;

3. retention in school or completion of secondary school or its equivalent; and/or

4. placement into additional training or education, military service, or employment.

These are minimum requirements and states are free to adopt more measures. Indeed, given the multiple objectives of most vocational education programs, more than two measures are desirable.

Although the law requires development of a *statewide* system, local modifications are permitted. Such modifications may be based on economic, geographic, or demographic factors, or on the characteristics of populations to be served. Moreover, localities may add measures to the statewide core.

These accountability systems must also include incentives and adjustments that are designed to encourage service to targeted groups of students. Additionally, the systems must be consistent with accountability provisions of other federal programs such as the Job Training Partnership Act (JTPA).

States must be ready to implement these systems by Fall of 1992, two years following enactment of the legislation. During the course of system development, states are to convene regularly a Committee of Practitioners to review, comment on, and propose revisions in the states' plans for measures and standards. By the Fall of 1994, the Secretary of Education must submit a report to Congress, describing the status of each state's system of measures. This report will also include an assessment of the validity and reliability of the selected measures and standards and the comparability of measures and standards across states.

As part of its ongoing efforts to assist states in the development of performance measures and standards, the National Center for Research in Vocational Education (NCRVE) conducted a survey designed to assess states' initial development efforts. In the Summer of 1991, NCRVE distributed two surveys—one for secondary and another for postsecondary vocational education programs—to directors of vocational education in all of the states and territories.

The survey had three major purposes. First, it sought to collect baseline information on where states stood as they began responding to the requirements of the Perkins legislation. Given the requirement that the Secretary of Education report to Congress in 1994, NCRVE believed that some good baseline data would help inform later assessments. Second, the survey aimed to collect information that would be useful to the states as they proceeded with developing measures and standards. The results of the survey would help states learn what other states were doing and provide contacts in each state for pursuing further information and assistance. Third, findings from the survey would help guide NCRVE's future efforts in research and technical assistance on performance measures and standards.

This report describes the results of the survey. All fifty states and the District of Columbia responded to the survey. Consequently, the survey provides a comprehensive statement about where states stood in the Summer of 1991 in the development of performance measures and standards. The main body of the report summarizes findings for the fifty states and the District of Columbia. Appendix A displays data for each of the states individually; Appendix B lists states' written responses to particular questions in the survey; and Appendix C contains a list of contact persons in each state.

It should be stressed that the survey reports on states' activities and plans as of Summer 1991. The systems actually implemented in Fall 1992 may look substantially different, as states continue to develop performance measures and standards. Moreover, those systems will surely change as states develop experience in using measures and standards to improve secondary and postsecondary vocational education.

PERFORMANCE MEASURES AND STANDARDS ACROSS THE NATION

NCRVE received responses from all fifty states and the District of Columbia.[1] Seventy-one percent of the states were planning to develop separate systems of accountability for secondary and postsecondary vocational education, and these states returned two questionnaires, one for secondary and one for postsecondary. The survey sought information on the following eight topics:

1. past use of measures and standards
2. anticipated measures and standards in response to Perkins
3. measures and standards for special populations
4. approaches to testing
5. use of competency-based curricula
6. extent and sources of data collection
7. expenditures for developing accountability systems
8. composition of the Committee of Practitioners

The sections that follow summarize the findings on each of these topics. The results are presented separately for secondary and postsecondary vocational education.

[1]Guam was the only territory that responded to the survey and that information is included in the Appendices. The main body of the report excludes all the territories. The term "states" refers to the fifty states and the District of Columbia.

Past Use of Measures and Standards

The first section of the survey focused on past use of measures and standards. About one-half of all states have used specific performance measures and/or standards for students in vocational education in the past—secondary (49%) and postsecondary (43%). Of those states that have used measures and/or standards in the past, fifty-six percent applied their standards to *all* students in secondary vocational education and sixty-four percent applied their standards to *all* students in postsecondary vocational education. In short, at least one-half of the states are starting from scratch in developing performance measures and standards and face substantial developmental tasks.

Of those states that have used specific performance measures and standards in secondary vocational education, the primary measures were placement rates in employment, military service, additional education, or training (84%) (see Figure 1). About one-third of the states have used occupational competency (36%) and retention (32%) as performance measures and standards.

The primary performance measures in postsecondary vocational education were placement rates in employment, military service, additional education, or training (86%). Many states have also used occupational competency (50%) and academic achievement (41%).

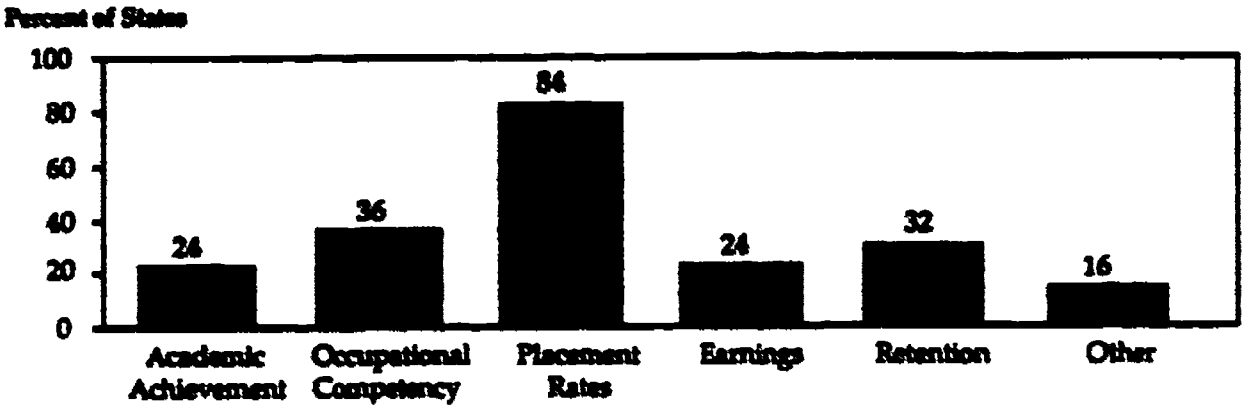
In the past, states have used a greater variety of performance measures and standards in postsecondary vocational education than in secondary vocational education. Postsecondary measures, like secondary, were mostly placement related, but a larger percentage of states have used academic achievement and occupational competency measures and standards in postsecondary than in secondary vocational education.

Anticipated Measures and Standards

The second section of the survey focused on measures and standards that states anticipate using in the future. States were asked about the number of measures they anticipated using, as well as the type—that is, whether measures were related to learning objectives or labor market objectives. The states were asked to specify the types of

FIGURE 1

Percentage of States That Have Used Specific Performance Measures and Standards in the Past



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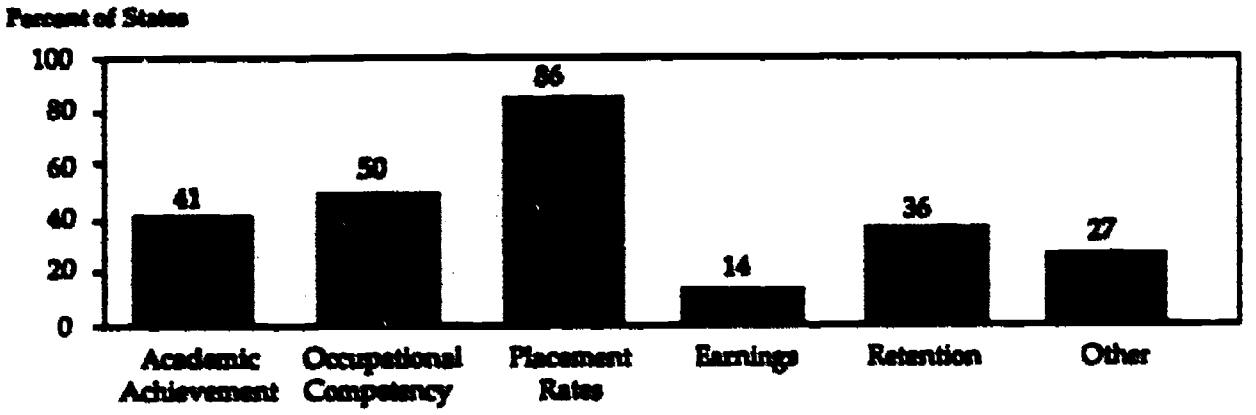

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measures and standards they were considering implementing by checking "yes" for those measures and standards they were sure or almost sure they would be using, "no" for those measures the states were sure they would not be using, or "maybe" for those they might use. Space was provided for respondents to specify the particular measures and standards to be used; these responses are presented in Appendix B.

Many states did not know precisely how many measures they would use (see Figure 2). A greater percentage of the states were more uncertain about their postsecondary programs than about their secondary programs. Of the states that have made decisions, most intended to develop four or more measures in both secondary (59%) and postsecondary (40%) vocational education.

Secondary Education: Learning Measures and Standards

For secondary vocational education, almost all states responded that they would or might use academic achievement in math (94%) and reading (92%) as measured on standardized tests (see Figure 3). Most states would or might use course completion rates (82%), high school graduation rates (82%), and occupational competency as measured by competency-based tests (84%). Only a few states responded that they would not use specific types of learning measures and standards. The types of learning measures most often cited as not being considered were degree and certificate completion rates (22%) and academic achievement in science on standardized tests (18%). One-quarter of the states planned to use additional learning measures and standards that were not listed in the survey. The specific measures varied from state to state; the responses given can be found in Appendix B.

Postsecondary Education: Learning Measures and Standards

Most states responded that they would use course completion rates (65%) and degree or certificate completion rates (71%) as learning measures and standards in postsecondary vocational education (see Figure 4). Every state would or might use course completion rates. Occupational competency, as measured by competency-based tests, was being considered by most states with a combined "yes" and "maybe" response rate of eighty-four percent. States were fairly evenly split on whether to use academic achievement in math and reading as a learning standard, with almost forty percent of the states responding "yes," almost thirty percent responding "no," and the remaining states

responding "maybe." Academic achievement in science had the lowest response rate of "yes" (16%) and the highest response rate of "no" (45%).

Most states were considering using learning measures and standards in academic achievement, although more states intended to use this measure for secondary vocational education than for postsecondary. Most states were considering using degree or certificate completion rates and occupational competency in secondary and postsecondary vocational education, although many more states intended to use these rates for postsecondary than for secondary. Academic achievement in science received the least "yes" responses in both secondary and postsecondary vocational education.

Secondary Education: Labor Market Measures and Standards

Most states responded that they would use placement rates in job-related training (69%), employment (55%), further education (75%), and military service (65%) in secondary vocational education for their labor market measures and standards (see Figure 5). Most states would not use time needed to secure employment, rate of quarterly earnings increase, length of time employed, or quarterly earnings in secondary vocational education. Most states were undecided about whether to use entry-level wage/position or employer/employee satisfaction in secondary vocational education.

Postsecondary Education: Labor Market Measures and Standards

Most states responded that they would use placement rates in job-related training (80%), employment (59%), further education (73%), and military service (63%) in postsecondary vocational education (see Figure 6). Almost one-half of the states would use employer and employee satisfaction. At least one-half of the states would not use time needed to secure employment, rate of quarterly earnings increase, length of time employed in first job, and quarterly earnings as labor market measures and standards.

Almost all states would use at least one form of placement rates in both secondary and postsecondary education for their labor market measures and standards. Many states intended to use employer/employee satisfaction, but more states intended to use this measure in postsecondary than in secondary vocational education. More than one-half of all states were not planning to use time needed to secure employment, rate of quarterly

FIGURE 2

Percentage of States with Anticipated Number of Measures

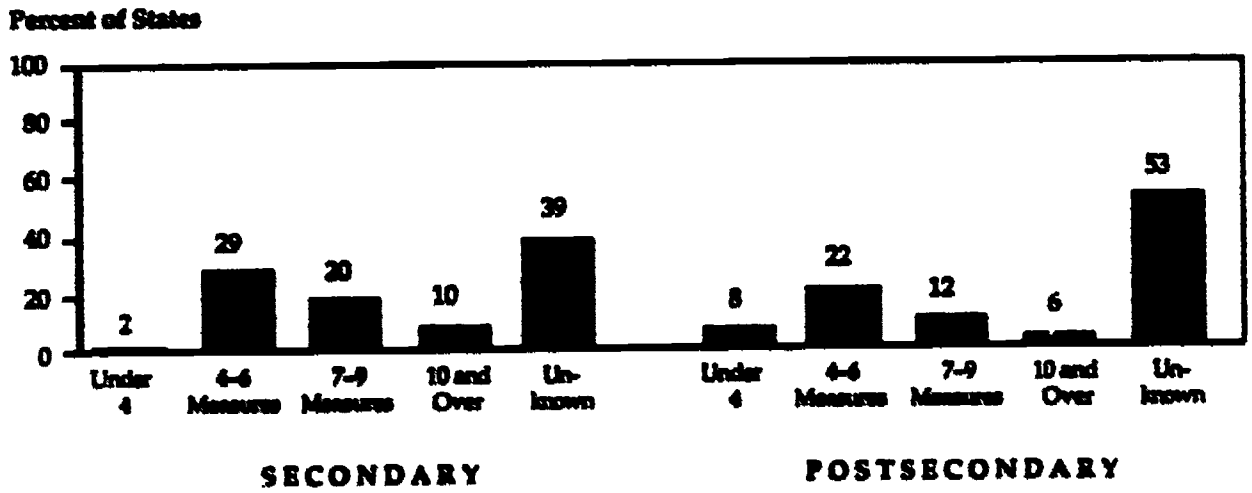

FIGURE 3

Percentage of States Anticipating Specific Learning Measures and Standards

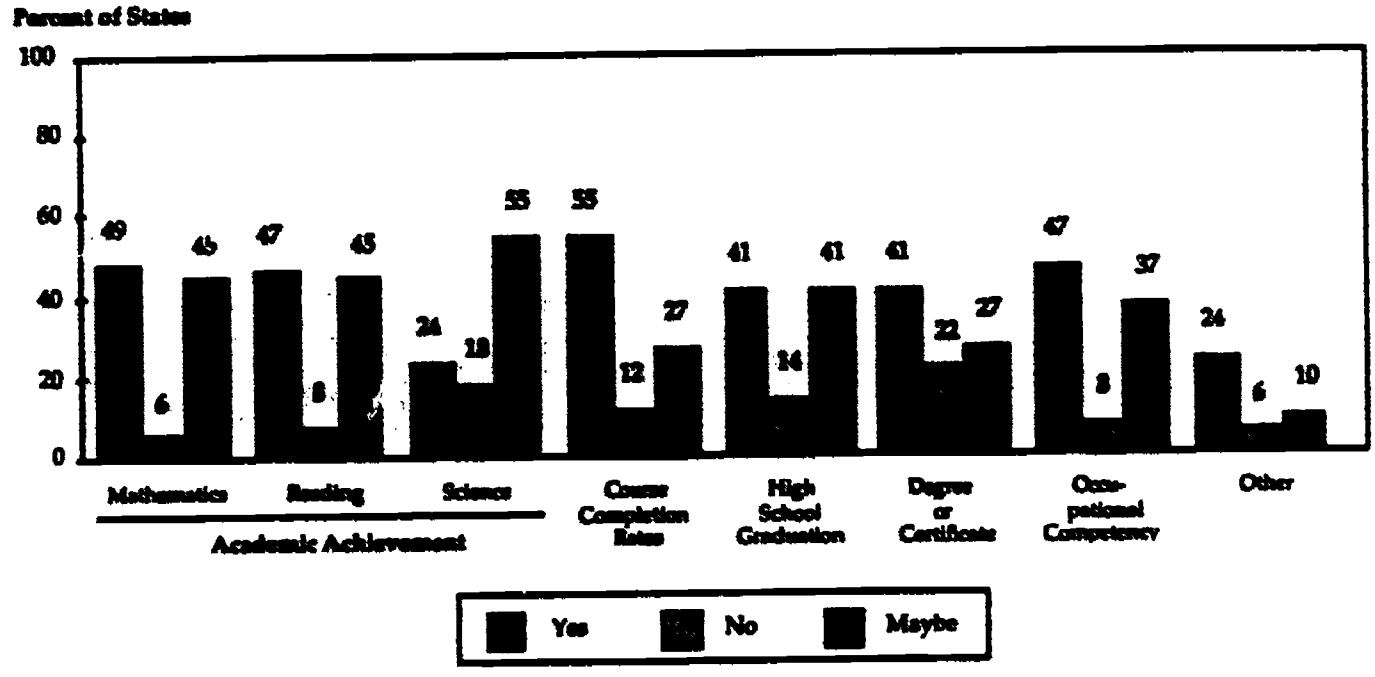

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FIGURE 4

Percentage of States Anticipating Specific Learning Measures and Standards

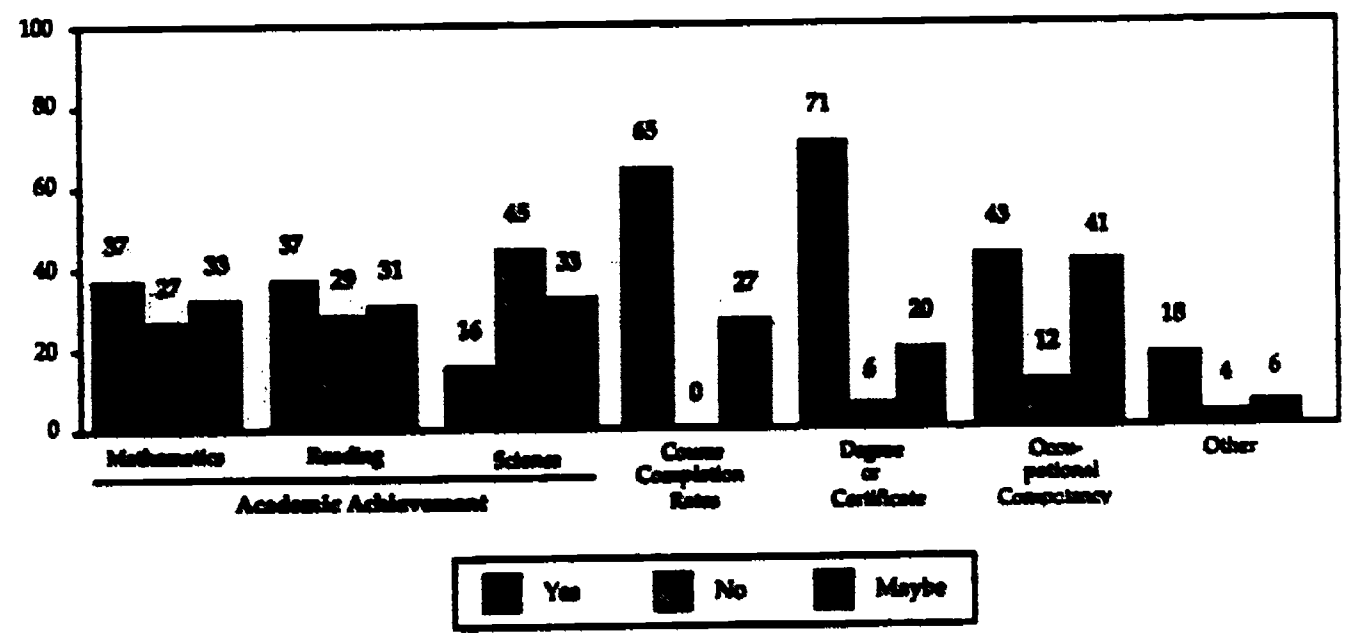

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FIGURE 5

Percentage of States Anticipating Specific Labor Market Measures and Standards

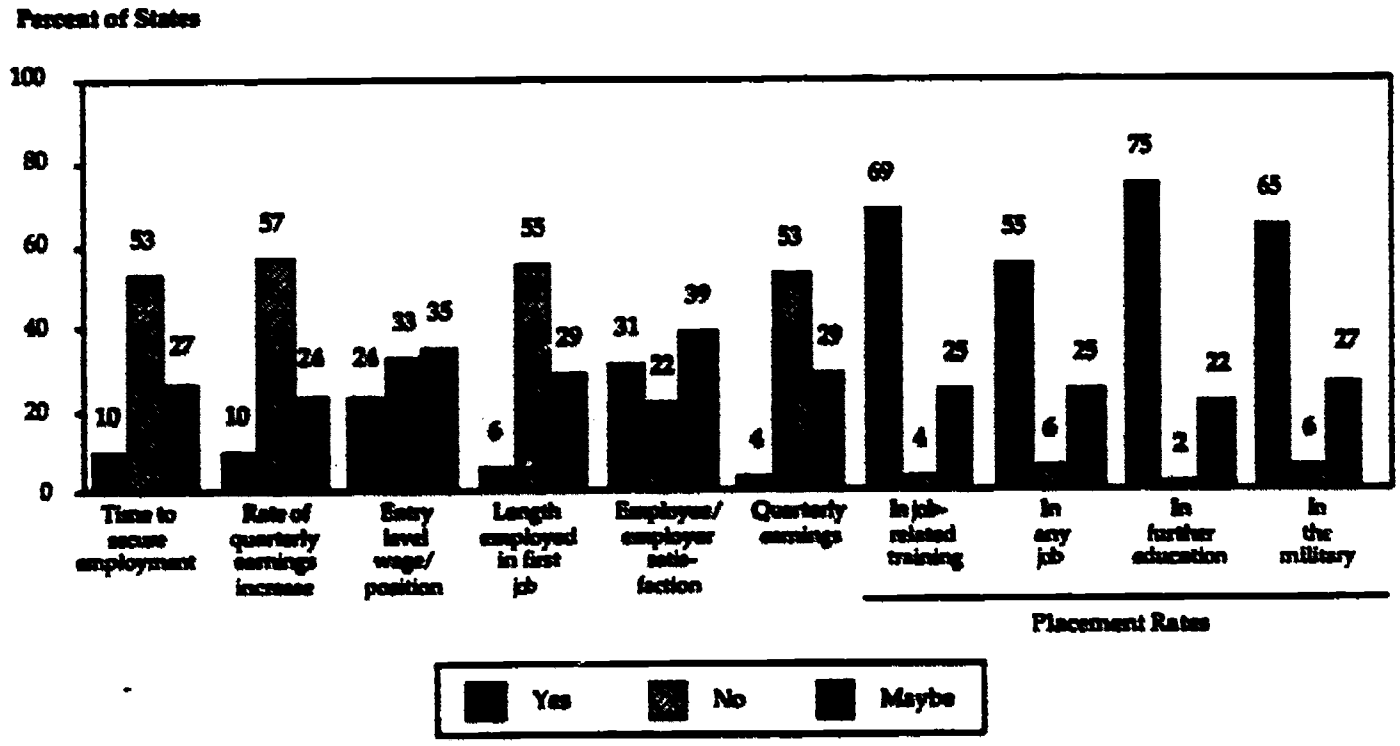

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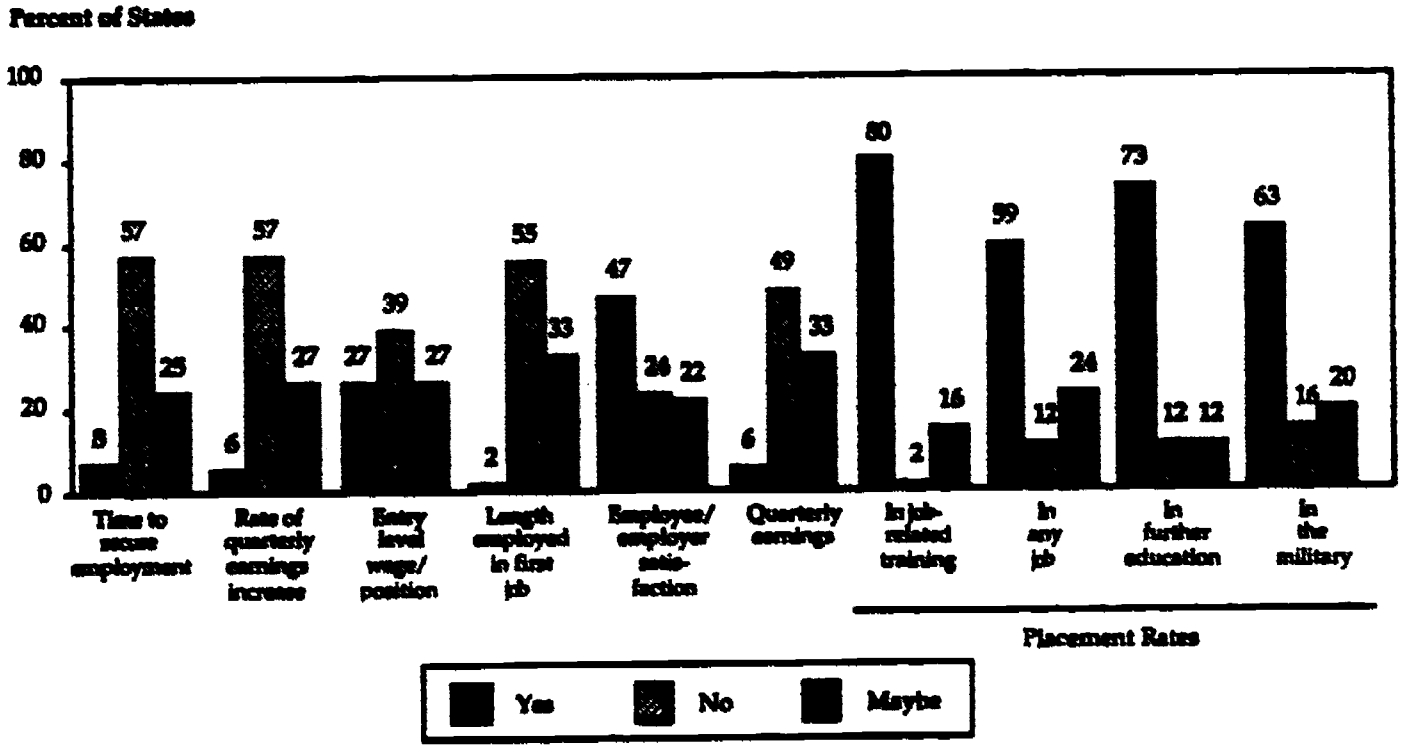
FIGURE 6

Percentage of States Anticipating Specific Labor Market Measures and Standards



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earnings increase, and length of time employed in first job for either secondary or postsecondary vocational education.

Special Populations

The third section of the survey focused on developing standards for special populations. Fifty-seven percent of all states planned to develop standards specifically for special populations in secondary and postsecondary vocational education; thirty-seven percent did not have plans to develop such standards; and six percent were uncertain about their plans at the time they returned the survey.

Of those states that planned to create standards specifically for special populations in secondary vocational education, most states reported that they would collect information on performance standards for individuals who are handicapped, limited English proficient, actual or potential dropouts from secondary school, members of economically disadvantaged families, and participants in programs not traditionally taken by members of that sex (see Figure 7). About one-half of the states would collect information on displaced homemakers and individuals in correctional institutions. Most states would not collect information on migrants in secondary vocational education.

Of those states that planned to create standards specifically for special populations in postsecondary vocational education, most states would collect information for individuals who are handicapped, limited English proficient, displaced homemakers, participants in programs not traditionally taken by members of that sex, and individuals residing in correctional institutions (see Figure 8). Almost one-half of the states would collect information on individuals who are actual or potential dropouts from postsecondary institutions and members of economically disadvantaged families. Few states would collect information on high school dropouts or migrants.

More than sixty-five percent of all states would collect information for individuals who are handicapped, limited English proficient, and participants in programs not traditionally taken by members of that sex for *both* secondary and postsecondary vocational education. Moreover, most states would collect information on actual or potential dropouts and members of economically disadvantaged families for secondary vocational education,

while collecting information on displaced homemakers and individuals in correctional institutions for postsecondary vocational education. Most states were not planning to collect information on migrants for either secondary or postsecondary vocational education.

For those states planning to use specific measures and standards for special populations, states were asked to check all measures that they considered using:

Ratio A The percentage of students with special needs enrolled in selected vocational education programs to the percentage of students without special needs enrolled in selected vocational education programs.

Ratio B The percentage of students with special needs completing selected vocational education programs to the percentage of students without special needs completing selected vocational education programs.

Ratio C The percentage of students with special needs entering jobs related to training to the percentage of students without special needs entering jobs related to training.

Ratio D Other

For both secondary and postsecondary vocational education, Ratio A on enrollment was the most accepted measure (see Figure 9). Overall, states were in favor of Ratios A, B, and C, but there were many states that answered "maybe." In fact, more states responded "maybe" than "yes" to Ratio C on job entry. Therefore, it is difficult to determine which measures and standards will be used until the states that responded "maybe" choose "yes" or "no."

Measuring and Testing Validation

The fourth section of the survey addressed measuring and testing validation. This section focused on statewide tests, what tests measure, and whom they test.

The secondary vocational education survey asked states to indicate whether performance measures and standards would apply to students enrolled in various

FIGURE 7

Percentage of States Planning to Develop Standards for Specific Special Populations

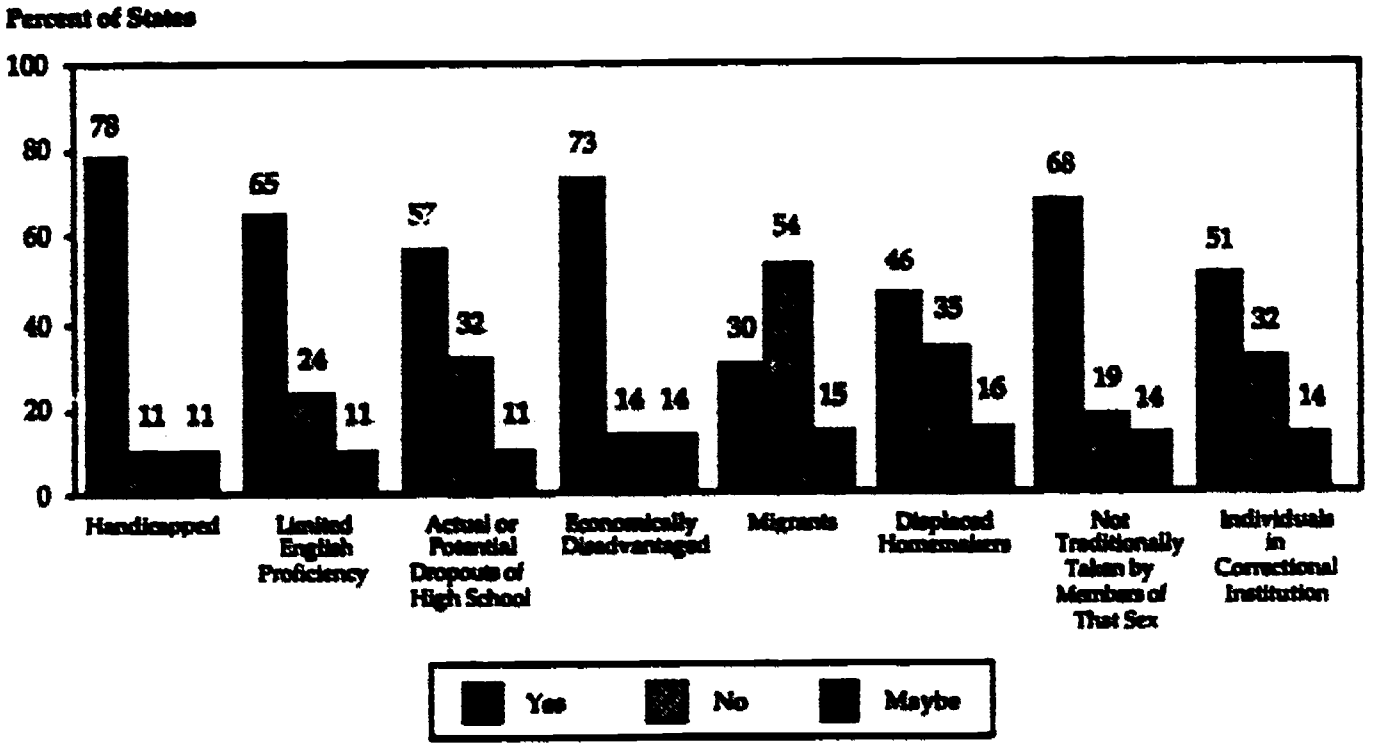

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FIGURE 8

Percentage of States Planning to Develop Standards for Specific Special Populations

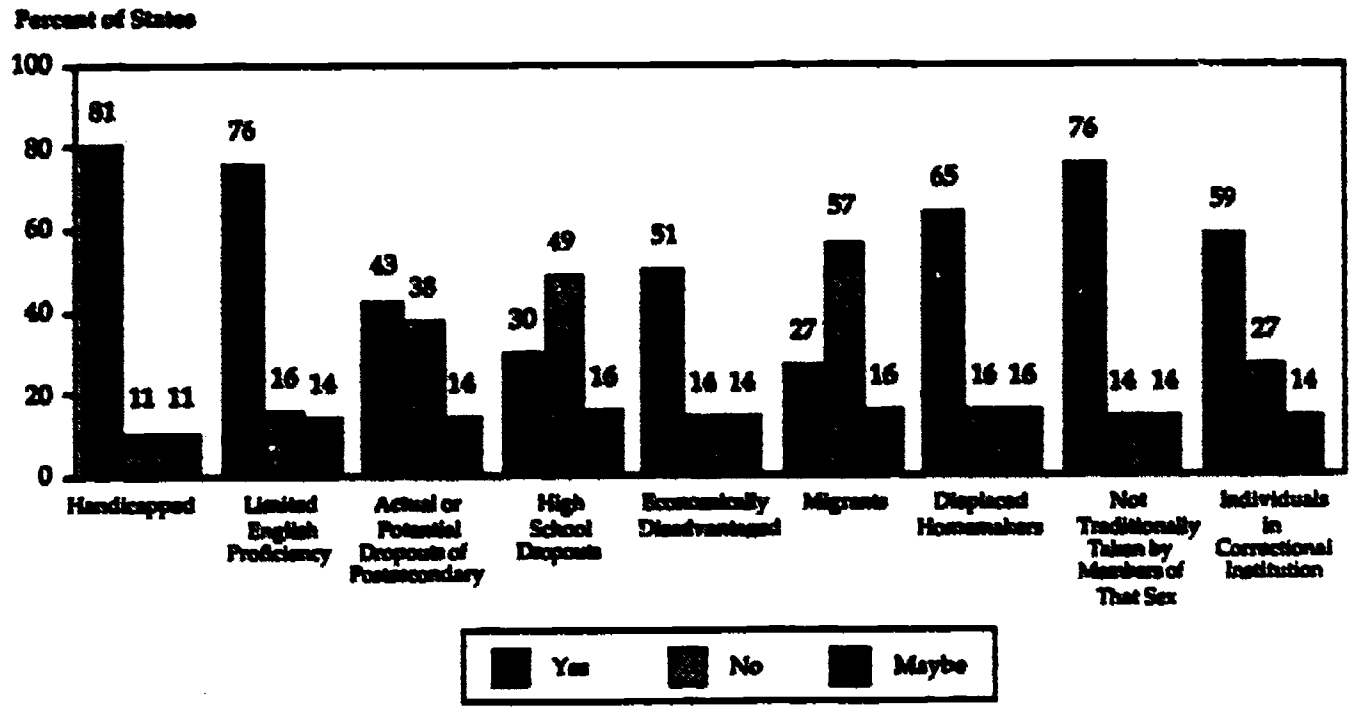

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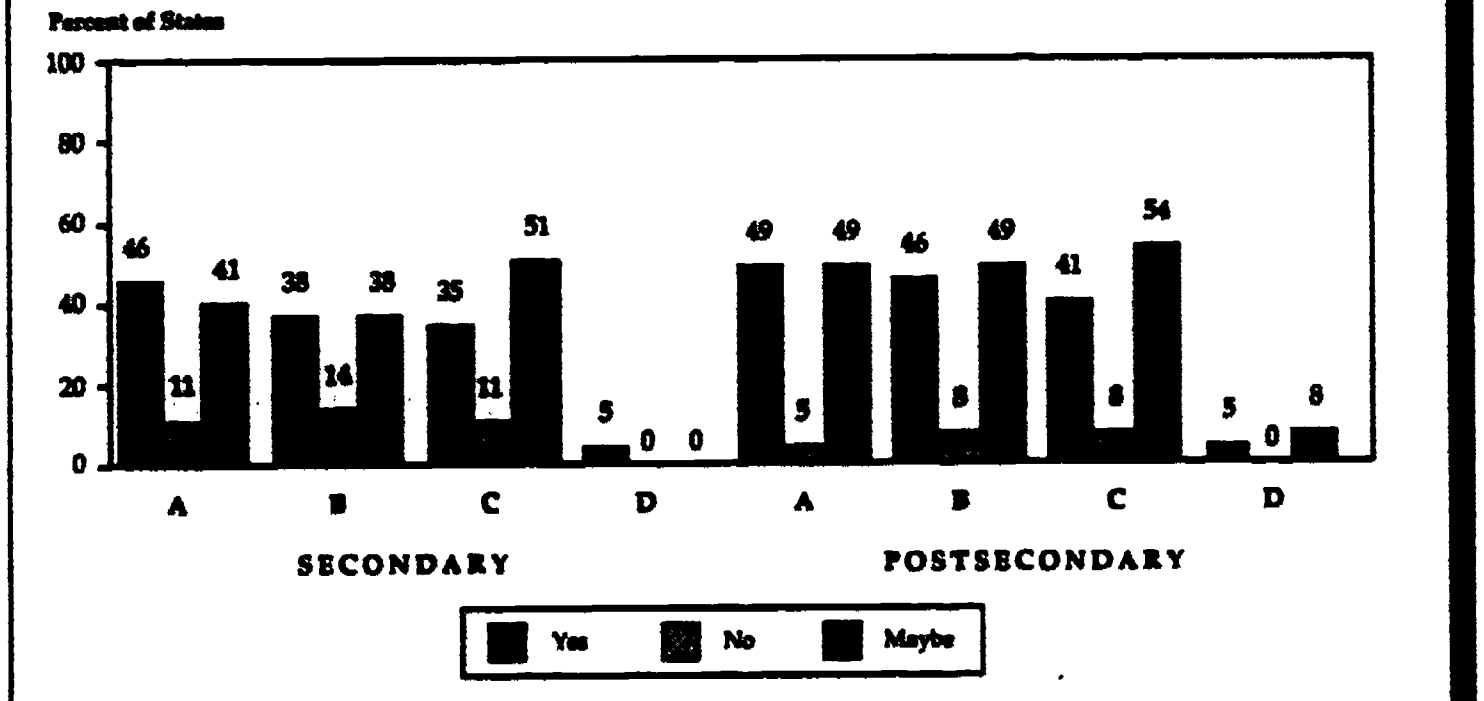
FIGURE 9

Percentage of States Planning to Use Specific Measures and Standards for Special Populations



programs. In most states (61%), performance measures and standards would apply to ninth and tenth graders participating in vocational education (see Figure 10). In about one-half of the states, performance measures and standards would apply to students enrolled in home economics (55%), industrial arts (49%), general introductory courses (49%), and applied academics (45%).

Statewide tests are presently given to students participating in secondary vocational education in sixty-seven percent of the states. Of the states that administer statewide tests, ninety-one percent give them to all students, compared with six percent that give statewide tests only to students participating in vocational education (see Figure 11). Most states give a statewide test in eleventh and/or twelfth grades (59%). About one-half of the states give a statewide test in ninth and/or tenth grades. Of those states not presently administering statewide tests in secondary vocational education, forty-seven percent intended to give them within the next three years, and twenty percent were uncertain about the administration of statewide tests at the time they returned the survey.

Statewide tests are currently given to students participating in postsecondary vocational education in thirty-seven percent of the states. Of those states that administer statewide tests, thirty-seven percent administer them at admission or at the beginning of the program and sixteen percent administer statewide tests at the completion of the program. Of those states not presently administering statewide tests in postsecondary vocational education, thirty-five percent did not intend to give them within the next three years, thirteen percent intended to do so, and twenty-six percent were uncertain about the administration of statewide tests at the time they returned the survey.

A higher percentage of states retained data on student performance in statewide tests in secondary vocational education (71%) than in postsecondary vocational education (43%). Therefore, more than one-half of the states would be involved in developing a system to retain data on performance in postsecondary vocational education (see Figure 12). Of those states that have retained data, most retained data on overall school or institutional performance (secondary—80%; postsecondary—77%), while fewer retained data on individual performance (secondary—41%; postsecondary—54%).

Of those states presently administering statewide tests, most tests measured academic skills (see Figure 13). In fact, *all* states administering tests in secondary

vocational education measured academic skills. Many more states measured job-specific skills in postsecondary vocational education (45%) than in secondary vocational education (18%). The same percentage of states measured general career preparation skills in secondary and postsecondary vocational education (18%).

Competency-Based Curricula

The fifth section of the survey asked about competency-based curricula. These curricula are defined as those specifying academic and job-specific competencies that students must master for successful employment.

In secondary vocational education, only one-quarter of all states currently use competency-based curricula in *all* of their school districts (see Figure 14). One-half of the states planned to be using these curricula in all school districts in the next three years. Another thirty-nine percent planned to be using competency-based curricula in fifty percent to one-hundred percent of all school districts in the next three years. Therefore, more states are moving toward competency-based curricula in secondary vocational education.

In postsecondary vocational education, only sixteen percent of all states currently use competency-based curricula in all of their postsecondary institutions. Twenty-nine percent planned to be using these curricula in *all* postsecondary institutions in the next three years. Another forty-five percent planned to use this competency-based curricula in fifty percent to one-hundred percent of all postsecondary institutions in the next three years. Therefore, more states are moving toward competency-based curricula in postsecondary vocational education.

Currently states have a higher percentage of school districts using competency-based curricula in secondary vocational education than in postsecondary. Most states will increase the number of school districts and postsecondary institutions using competency-based curricula in vocational education in the next three years.

FIGURE 10

Percentage of States Planning to Apply Measures and Standards to Students Enrolled in Various Programs

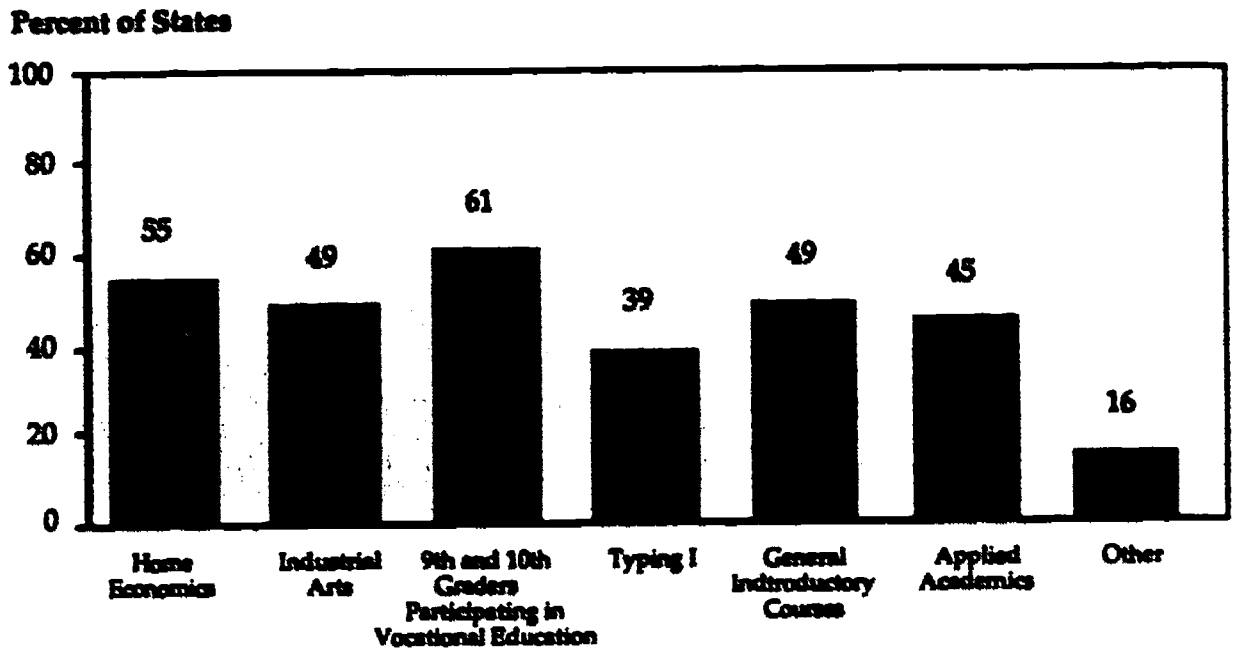


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FIGURE 11

Percentage of States Administering Statewide Tests to Particular Students and at Particular Grade Levels

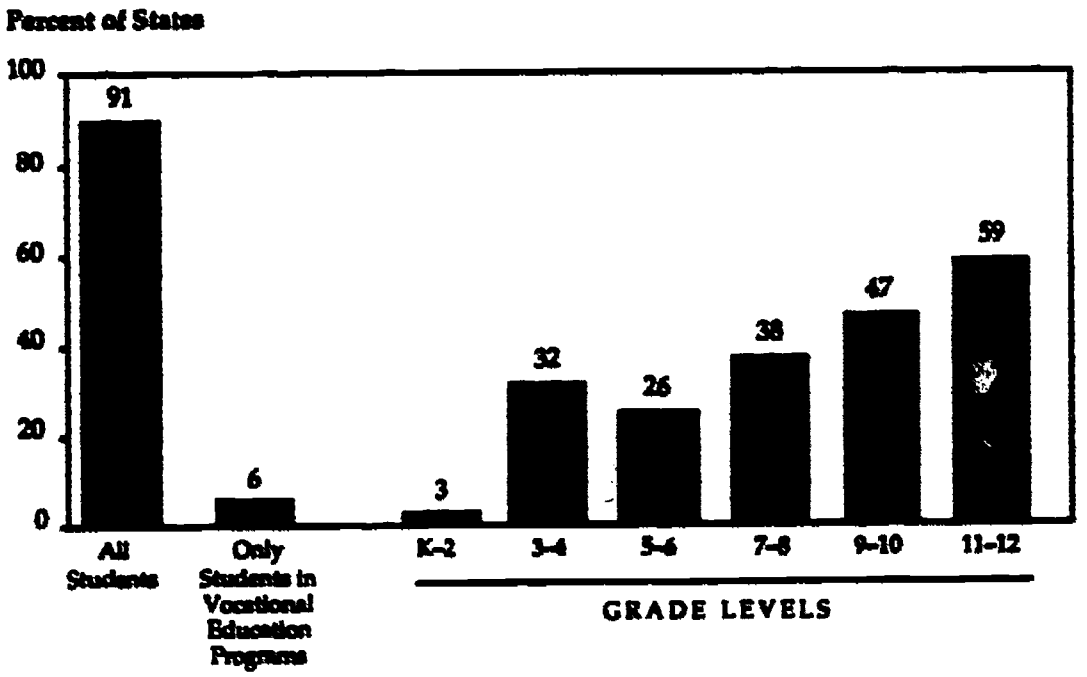

FIGURE 12

Percentage of States Retaining Data on Statewide Tests and the Performance That the Data Measures

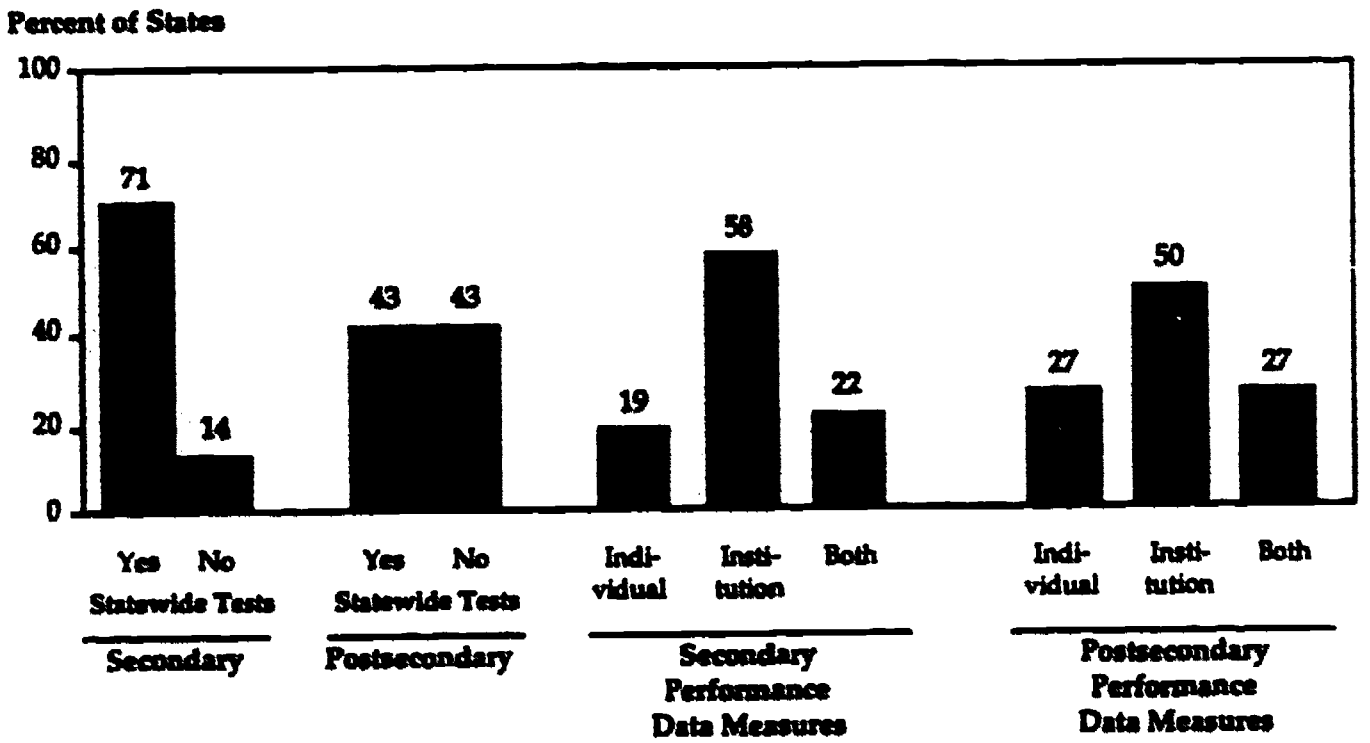

FIGURE 13

Percentage of States Measuring Specific Skills

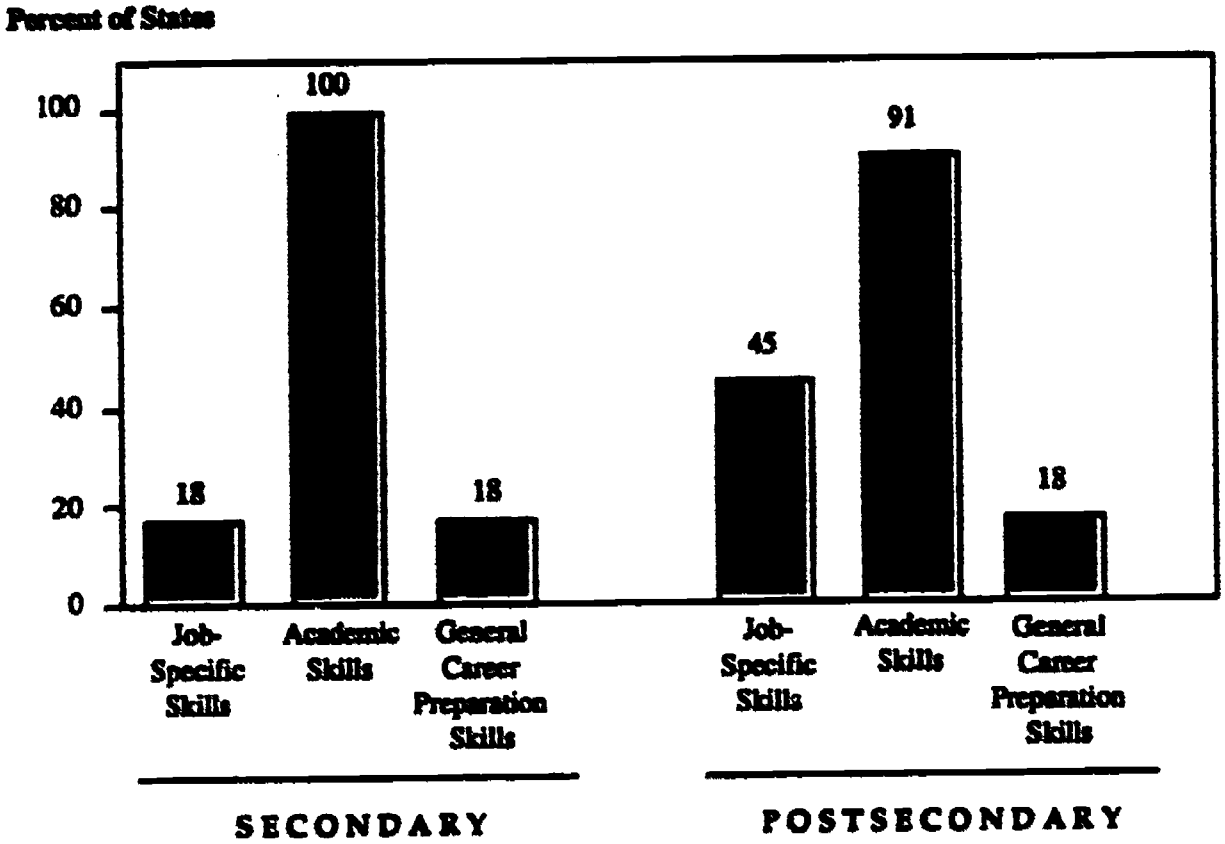

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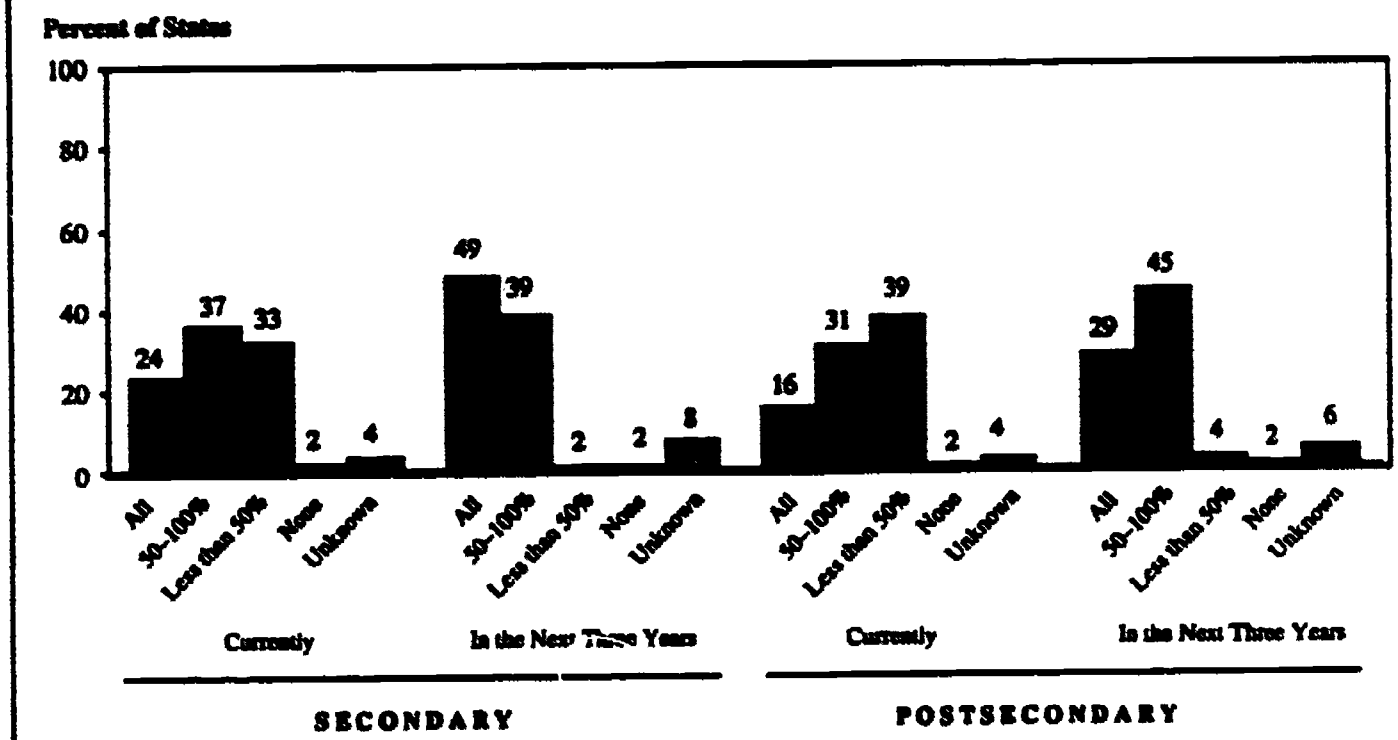
FIGURE 14

Percentage of States That Currently Use Competency-based Curricula and Plan to Use Competency-based Curricula



Data Collection

This section focused on assessing states' current data collection and their future plans given the new requirement to report data on student performance. Seventy-three percent of states will be reporting data for *all* students participating in secondary vocational education programs. Twenty percent of states will be reporting data only for those students participating in vocational education programs receiving Perkins Act funding. In postsecondary education, sixty-seven percent of states will be reporting data for *all* students participating in postsecondary vocational education programs, whereas eighteen percent of states will be reporting data only for those students participating in programs receiving federal funding. The remaining states were uncertain about what data they would report at the time they returned the survey. Therefore, about seventy percent of all states will be reporting data for *all* students participating in secondary and postsecondary vocational education programs.

In order to monitor student and program performance rates with chosen measures and standards, states will be using various data sources. States were asked to check those data sources that they have used in the past and/or are considering using in the future.

In secondary vocational education, most states (63%) have used postgraduation surveys as a data source in the past (see Figure 15). The data source that has been least used in the past (and will continue to be the least used in the future) is PSAT or SAT standardized test scores. All data sources listed show an increase in the percentage of states planning to use them in the future except for a slight drop in the percentage of states planning to use postgraduation surveys, from sixty-three percent in the past to fifty-five percent in the future. Regardless, more than one-half of the states are planning to use postgraduation surveys and other standardized academic tests as a data source in the future. More states (73%) are planning to use occupational competency as a data source in the future than any other data source. Occupational competency also has the largest increase in percentage from past to future use. Therefore, more states will be developing occupational competency in secondary vocational education than any other data source.

In postsecondary vocational education, most states (63%) have used postgraduation surveys as a data source in the past (same percentage of states in postsecondary as in secondary). About one-third of all states have used student transcripts, attendance records,

wage surveys, and "other" as data sources in the past (see Figure 16). The data source that has been used least in the past is standardized employment/job skills tests. All data sources listed show an increase in the percentage of states planning to use them in the future. More than forty percent of all states plan to use student transcripts, wage surveys, and other standardized tests as data sources in the future. Most states are planning to use postgraduation surveys (71%) and occupational competency (63%) as data sources in the future. As with secondary vocational education, occupational competency showed the largest increase in percentage from past to future use.

In postsecondary vocational education, more states are presently using varied data sources than in secondary vocational education. In secondary vocational education, most states planned to use occupational competencies, postgraduation surveys, and other standardized academic tests as data sources in the future, whereas in postsecondary vocational education, most planned to use postgraduation surveys, occupational competencies, student transcripts, wage surveys, and other standardized academic tests. The largest percentage increases in both secondary and postsecondary education occurred in occupational competency and academic testing. Therefore, these are the two data sources that most states will be developing in the future.

The last two sections of the survey focused on expenditures for accountability and the Committee of Practitioners for both secondary and postsecondary vocational education.

Expenditures for Accountability

Most states (59%) have earmarked money specifically for developing accountability systems (see Figure 17). Of those states, most (57%) have budgeted $50,000 to $300,000 for this expense in fiscal year 1992. Most checked federal (93%) and/or state (63%) as their sources of revenue for this purpose.

Committee of Practitioners

As of June 30, 1991, about one-half of all states had conducted one or two meetings with their Committee of Practitioners, and about one-quarter of all states had held

FIGURE 15

Percentage of States Using Various Data Sources in the Past and in the Future

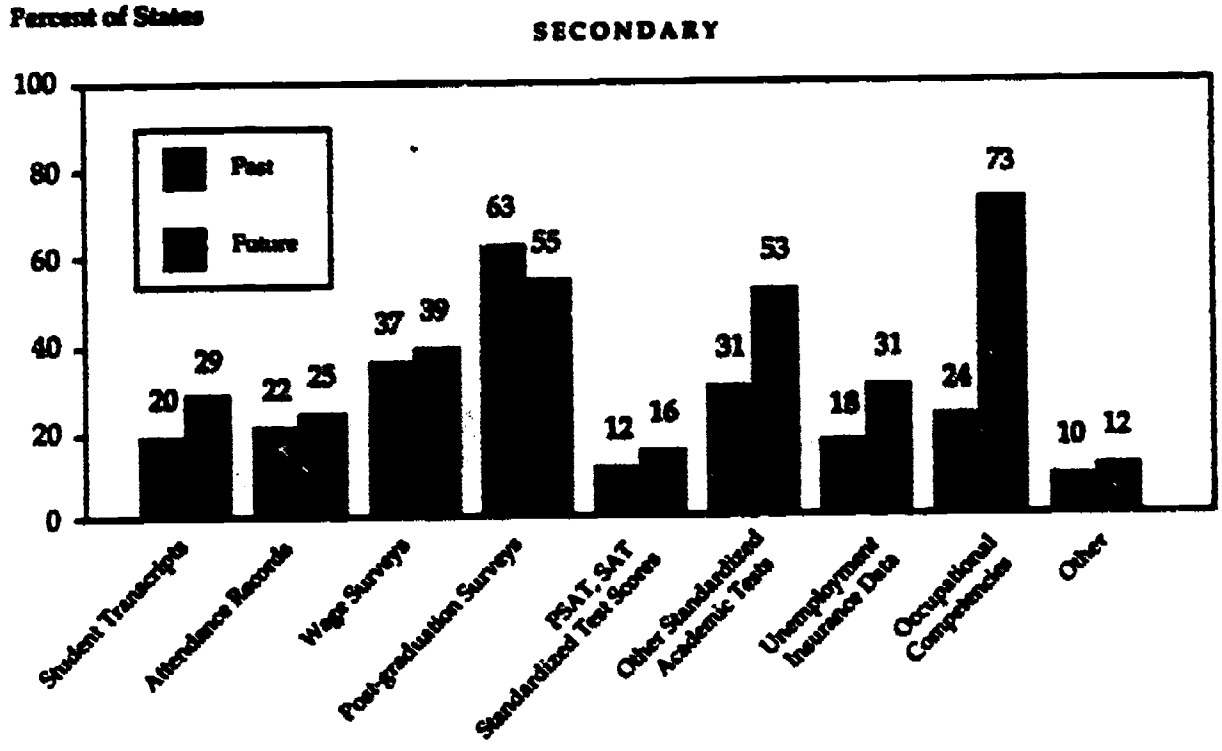


FIGURE 16

Percentage of States Using Various Data Sources in the Past and in the Future

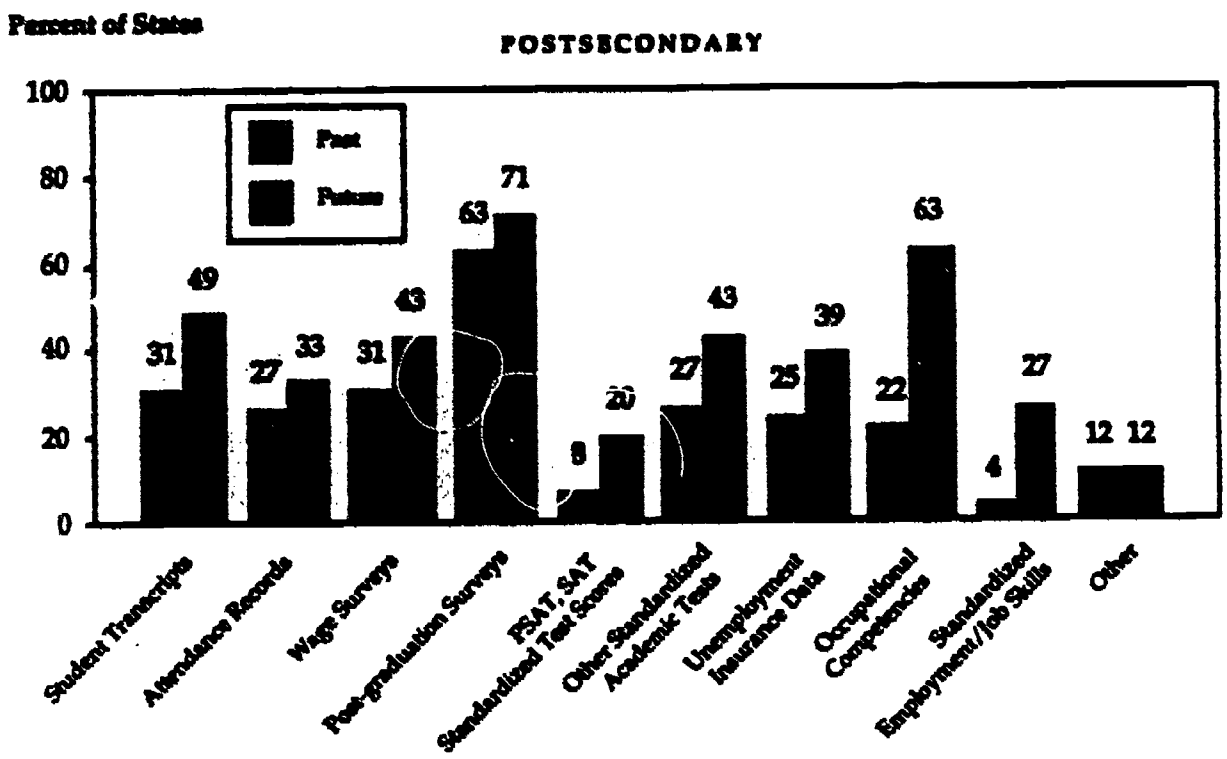
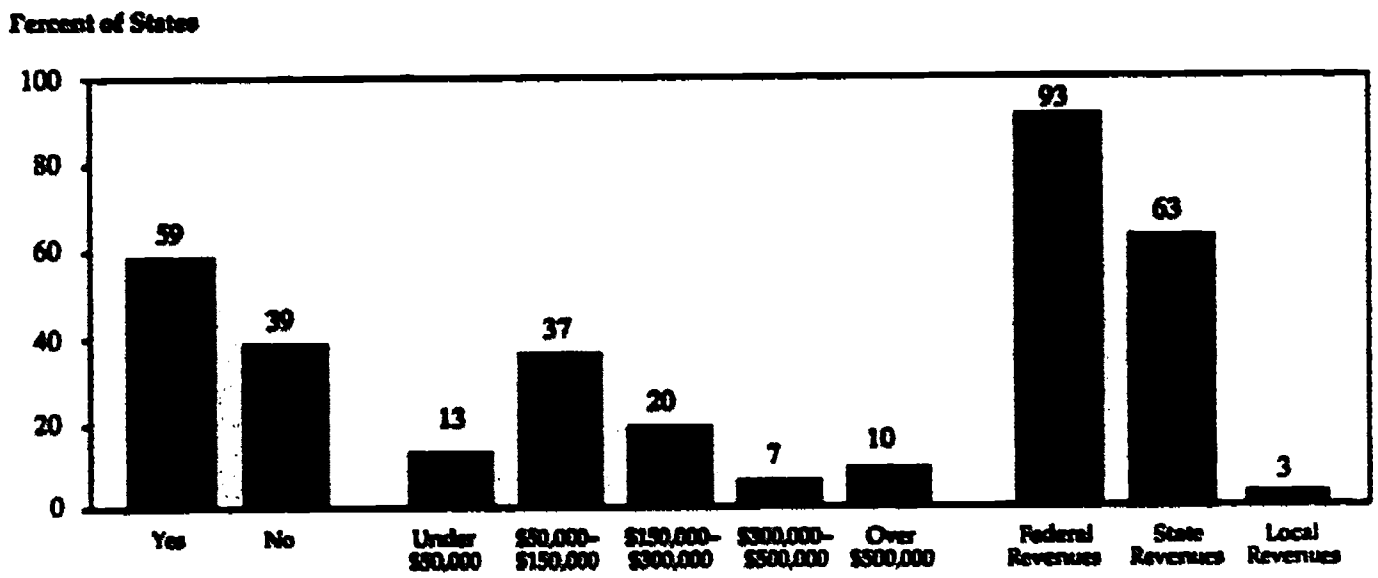


FIGURE 17

Percentage of States Earmarking Money for Developing Accountability Systems, Amount Budgeted, and Source of Revenue



SECONDARY AND POSTSECONDARY

three or four such meetings. Most committees had a majority of school administrators as members, with business organizations and labor organizations being the least represented groups throughout the committees.

CONCLUSION

Although one-half of the states had some previous experience with performance measures, this experience was mainly limited to using a variety of student follow-up measures, especially placement rates. Moreover, most states maintaining information on placement had not adopted performance standards; they simply monitored rates. Consequently, one-half of the states will have had no previous experience with performance measures and standards for vocational education as they begin developing the accountability systems required by the Perkins Act. Additionally, almost all the states have no previous experience with performance standards. Hence, system design will be a major challenge, and it is likely that many systems will need modification and refinement after initial implementation in September of 1992.

Although the Perkins Act requires only two measures, almost all states plan to use at least four, and many are considering even more. States, therefore, are taking the requirements of Perkins seriously and are not simply doing the minimum amount of work to comply.

To assess academic gains, most states were planning to rely on tests of achievement in reading and mathematics. Relatively few states plan to assess science skills. About one-half of the states were planning to assess occupational competencies, and another forty percent were considering doing so.

While most states routinely assess the academic achievement of students in secondary education, testing at the postsecondary level is much less common. Almost one-half of the states indicated that no statewide tests of academic achievement were administered at the postsecondary level. Consequently, measuring academic gains—one of the measures required by Perkins—is likely to prove quite difficult for many postsecondary institutions.

Because many states have previous experience with placement rates and competency-based curricula, defining measures that satisfy one of the other four measures required by Perkins should not pose major problems. Nevertheless, obtaining valid, comprehensive information on these measures will prove challenging for most states. Traditional follow-up surveys have been plagued with poor response rates, and the quality of competency testing has varied greatly.

Finally, the overwhelming majority of states were planning to develop accountability systems that monitor the performance of all students in vocational education, rather than only those in programs or local education agencies receiving federal funds. Thus, there is a general recognition that better accountability is needed not merely to satisfy a requirement of federal law but, rather, to improve the general management of vocational education and to strengthen its benefits for all young people and adults.

In closing, it should be stressed once again that the findings reported here represent preliminary planning on the part of states. In the Summer of 1991, most states were just beginning to plan their response to Perkins' requirements for accountability. What states implement in September, 1992, may look considerably different from the planning reported here. Moreover, as states encounter conceptual and technical problems with particular measures, many may find it desirable to phase in various components of their systems. Consequently, it should prove useful to continue to monitor states' efforts in developing measures and standards. The information provided here should prove a valuable baseline against which to assess their progress.

APPENDICES

SECONDARY - PAST USE OF MEASURES AND STANDARDS

If your state's secondary and postsecondary vocational education performance measures and standards are the same, please check box. Y = Yes, one set of measures N = No, two sets

1. Before the 1990 Perkins Act was enacted, did your state have any specific performance measures and/or standards for students in vocational education? Y = Yes N = No

2. If your state has initiated performance measures and/or standards in the past, *please check* the measures and standards that have been used.

3. If your state has used measures and/or standards in the past, were they applied to all students participating in vocational education, or only to some students participating in vocational education?
   A = All Students S = Some Students

SECONDARY RESULTS

One Set	29%
Two Sets	71%
1. Yes	49%
No	51%
2. If Yes, which measures & standards:	
Academic Achievement	24%
Occupational Competency	36%
Placement Rates	84%
Earnings	24%
Retention	32%
Other	16%
3. If yes, applied to:	
All Students	56%
Some Students	24%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
One Set of Measures	N	N	N	Y	N	N	N	Y	Y	N	N	N	N	N	N	Y	N	N	N	N	Y	N	N	Y	Y	Y
1. Past Measures/Standards	Y	N	N	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	Y	N	N	Y	Y	N	Y	N	Y	N
2A- Academic Achievement									X											X	X					
B- Occupational Competency				X					X								X				X				X	
C- Placement Rates	X			X		X	X		X	X		X	X	X			X						X		X	
D- Earnings						X	X							X									X			
E- Retention						X								X						X			X			
F- Other						X														X					X	
3. Applied to All or Some				A		A	S		S	S		S	A	A						A	S		A			

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C.	GM*
One Set of Measures	Y	N	N	N	N	N	N	N	N	Y	N	N	Y	Y	Y	N	N	Y	N	N	N	N	N	N	Y	Y
1. Past Measures/Standards	N	N	N	N	Y	Y	Y	N	Y	Y	N	Y	N	Y	N	N	N	Y	N	N	N	Y	Y	N	Y	N
2A- Academic Achievement						X												X							X	
B- Occupational Competency						X								X				X							X	
C- Placement Rates						X	X		X	X		X		X								X	X		X	
D- Earnings																		X							X	
E- Retention												X		X								X			X	
F- Other					X																					
3. Applied to All or Some					A	A	A		A	S				A				A				A			A	

*GM-GUAM

POSTSECONDARY: PAST USE OF MEASURES AND STANDARDS

If your state's secondary and postsecondary vocational education performance measures and standards are the same, please check box. Y = Yes, one set of measures N = No, two sets

1. Before the 1990 Perkins Act was enacted, did your state have any specific performance measures and/or standards for students in vocational education? Y = Yes N = No

2. If your state has initiated performance measures and/or standards in the past, *please check* the measures and standards that have been used.

3. If your state has used measures and/or standards in the past, were they applied to all students participating in vocational education, or only to some students participating in vocational education?
   A = All students S = Some Students

POSTSECONDARY RESULTS

One Set	29%
Two Sets	71%
1. Yes	43%
No	57%
2. If Yes, which measures & standards:	
Academic Achievement	41%
Occupational Competency	50%
Placement Rates	86%
Earnings	14%
Retention	36%
Other	27%
3. If yes, applied to:	
All Students	61%
Some Students	27%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
One Set of Measures	N	N	N	Y	N	N	N	Y	Y	N	N	N	N	N	N	Y	N	N	N	N	Y	N	N	Y	Y	Y
1. Past Measures/Standards	N	N	N	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	Y	N	N	Y	Y	N	Y	N	Y	N
2A- Academic Achievement						X	X		X			X							X		X					
B- Occupational Competency				X		X	X		X			X					X				X				X	
C- Placement Rates				X		X	X		X	X		X	X	X			X		X	X			X		X	
D- Earnings														X												
E- Retention						X				X				X					X							
F- Other							X													X					X	
3. Applied to All or Some				A		S	S		S	A		A	A	A						A	S		S			

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C.	GM
One Set of Measures	Y	N	N	N	N	N	N	N	N	Y	N	N	Y	Y	Y	N	N	Y	N	N	N	N	N	N	Y	Y
1. Past Measures/Standards	N	N	N	N	Y	N	Y	N	Y	Y	N	N	N	Y	N	Y	N	Y	N	N	N	N	Y	N	Y	N
2A- Academic Achievement																X		X							X	
B- Occupational Competency														X				X							X	
C- Placement Rates									X	X				X		X							X		X	
D- Earnings																		X							X	
E- Retention							X							X		X									X	
F- Other					X		X																X			
3. Applied to All or Some					A		A		A	S				A		A		A					A		A	

SECONDARY ANTICIPATED MEASURES AND STANDARDS

4. How many measures do you anticipate using?
   - 1 = under 4
   - 2 = 4 - 6 measures
   - 3 = 7 - 9 measures
   - 4 = 10 and over
   - U = Unknown

5. Learning Measures and Standards

   Please check all measures and standards that apply:

   Yes (Y) for those measures and standards that you are *sure* or *almost sure* you will be using.

   No (N) for those measures and standards that you are sure you *will not* be using.

   Maybe (M) for those measures and standards that you *might* be using.

6. Labor Market Measures and Standards

   Please check all measures and standards that apply:

   Yes (Y) for those measures and standards that you are *sure* or *almost sure* you will be using.

   No (N) for those measures and standards that you are sure you *will not* be using.

   Maybe (M) for those measures and standards that you *might* be using.

A-3

SECONDARY RESULTS

4. Anticipated Number of Measures:

Under 4	2%
4–6	29%
7–9	20%
10 and over	10%
Unknown	39%

5. Learning Measures and Standards	Yes	No	Maybe
A1—Academic achievement (Math)	49%	6%	45%
A2—Academic achievement (Reading)	47%	8%	45%
A3—Academic achievement (Science)	24%	18%	55%
B—Course completion rates	55%	12%	27%
C—High school graduation	41%	14%	41%
D—Degree or certificate	41%	22%	27%
E—Occupational competency	47%	8%	37%
F—Other	24%	6%	10%

6. Labor Market Measures and Standards	Yes	No	Maybe
A—Time to secure employment	10%	53%	27%
B—Rate of quarterly earnings increase	10%	57%	24%
C—Entry-level wage/position	24%	33%	35%
D—Length of time employed in first job	6%	55%	29%
E—Employer/employee satisfaction	31%	22%	39%
F—Quarterly earnings	4%	53%	29%
G1—Placement rates in job-related training	69%	4%	25%
G2—Placement rates in any job	55%	6%	25%
G3—Placement rates in further education	75%	2%	22%
G4—Placement rates in the military	65%	6%	27%

SECONDARY - ANTICIPATED MEASURES AND STANDARDS

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
4. How many measures?	U	U	U	2	4	4	U	U	2	3	3	2	U	2	3	U	U	U	4	2	2	3	2	2	U	2
5A- Academic achievement in:																										
A1- Math	M	M	M	Y	Y	Y	M	M	N	M	Y	M	Y	M	M	Y	Y	M	Y	Y	Y	Y	M	M	N	Y
A2- Reading	M	M	M	N	Y	Y	M	M	N	M	Y	M	Y	M	M	Y	Y	M	Y	Y	Y	Y	M	M	N	Y
A3- Science	M	M	N	N	M	Y	M	M	N	N	Y	M	M	M	N		M	M	Y	M	M	Y	M	M	N	Y
B- Course completion rates		M	Y	Y	M	Y	M		M	M	Y	M	N	Y	Y		N	M	Y	Y	Y	Y	Y	Y	M	Y
C- High school graduation	M	M	Y	M	M	Y	M	M	M	Y	Y	M	Y	Y	Y	Y	M	M	Y	Y	Y	N	Y	N	N	
D- Degree or certificate		M	N	Y	M	Y		M	M	N		M	N	Y	Y		Y	M	Y		Y	N	Y	Y	N	Y
E- Occupational competency	M	M	Y	Y	N	Y	M	M	M	N		M	Y	Y	M		Y	M	Y	N	M	Y	M	M	Y	
F- Other		M				Y				M		M	Y			M			Y	Y	Y			N	N	
6A- Time to secure employment		M	N	N	M	N		N	N	N		N	Y	M	M		N	M	Y	M	N	N	N	N	N	
B- Rate of quarterly earning inc		M	N	N	N	N		N	N	N		N	Y	M	N		N	M	Y	M	N	N	N	N	N	
C- Entry-level wage/position		M	N	N	M	N	Y	N	N	M		M	Y	Y	M	M	N	M	Y	M	M	N	Y	N	N	
D- Length employed in 1st job		M	N	N	N	N		N	N	N		M	Y	N	M		N	M	Y	M	N	N	N	N	N	
E- Employer satisfaction	M	M	N	N	Y	M	M	M	M	M		M	N	Y	Y		Y	M	N	M	N	N	Y	N	Y	
F- Quarterly earnings		M	N	N	M	N		N	N	N		M	Y	N	M	M	N	M	N	M	N	N	N	N	N	
G- Placement rates in:																										
G1- Job-related training	M	M	Y	Y	Y	Y	Y		Y	M	Y	Y	M	M	Y	M	Y	M	Y	M	Y	N	N	Y	Y	Y
G2- Any job		M		Y	M	Y	Y		Y	M		Y	Y	Y	Y	M	Y	M	Y	M		Y	Y	Y	Y	Y
G3- Further education	M	M	Y	Y	Y	Y	Y		Y	M	Y	Y	Y	Y	Y	M	Y	M	Y	M	Y	Y	Y	Y	Y	Y
G4- The military	M	M	Y	Y	Y	Y	Y		Y	M	Y	Y	Y	Y	Y	M	Y	M	Y	M	Y	Y	Y	Y	Y	Y

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
4. How many measures?	U	3	3	U	U	3	U	2	3	U	3	U	4	U	1	4	3	U	2	2	2	2	2	U	U	U
5A- Academic achievement in:																										
A1- Math	M	M	Y	Y	Y	M	M	N	Y	Y	M	M	Y	M	Y	Y	M	Y	Y	Y	Y	M	M	Y	M	N
A2- Reading	M	M	Y	Y	Y	M	M	N	Y	Y	M	M	Y	M	Y	Y	M	Y	Y	Y	Y	M	M	Y	M	N
A3- Science	M	M	M		Y	M	M	N	Y	Y	M	M	M	N	Y	Y	M	Y	N	Y	M	M	M	M	M	N
B- Course completion rates	M	Y	N	M	Y	M	M	Y	N	Y	Y	Y	Y	M	Y	Y	Y	Y	N	Y	N	Y	Y	Y	M	N
C- High school graduation	M	Y	M	Y	Y	M	M	Y	N	N	M	M	Y	M	Y	Y	Y	M	N	Y	N	M	M		M	N
D- Degree or certificate	M	N	N	M	Y	M	M	Y	N	Y	Y	M	Y	N	Y	Y	Y	M	Y	M	N	M	N	Y	Y	Y
E- Occupational competency	M	Y	Y	Y	Y	M	Y		Y	Y	N	M	Y	Y	M	Y	M	Y	Y	M	Y	M	M	Y	Y	N
F- Other		N	Y						Y		Y		Y			Y			Y		Y		M			
6A- Time to secure employment	M	N	N	M	N	N	N	N	N	Y	N	N	Y	M	N	M	M	M	N	N	N	M	N	Y	M	N
B- Rate of quarterly earning inc	M	N	N	M	Y	N	N	M	N	N	M	M	M	N	Y	Y	M	N	N	N	N	N	N	N	M	N
C- Entry-level wage/position	M	M	M	M	Y	N	M	N	N	Y	M	N	Y	M	Y	Y	M	Y	N	N	N	N	M	Y	Y	N
D- Length employed in 1st job	M	N	N	M	N	N	N	N	N	N	N	N	M	M	M	M	M	N	N	M	N	M	N	Y	M	N
E- Employer satisfaction	M	M	Y	Y	Y	M	M	M		Y	M	N	Y	N	Y	Y	M	Y	N	M	Y	M	N	Y	M	Y
F- Quarterly earnings	M	N	N	M	Y	N	N			N	M	M	N	N	M	M	M	N	N	N	N		N	N	M	N
G- Placement rates in:																										
G1- Job-related training	M	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y
G2- Any job	M		Y	Y	Y	M	Y	M	Y	Y	Y	M	Y	N	Y	Y	Y	N		M	M	Y	Y	N	M	N
G3- Further education	M	Y	Y	Y	Y	M	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	M	Y	Y	M	Y	Y	M	Y	N
G4- The military	M	Y	N	Y	Y	M	M	Y	Y	Y	M	Y	N	N	Y	Y	Y	M	Y	M	M	Y	Y	M	Y	N

POSTSECONDARY - ANTICIPATED MEASURES AND STANDARDS

4. How many measures do you anticipate using?
   1 = under 4
   2 = 4 - 6 measures
   3 = 7 - 9 measures
   4 = 10 and over
   U = Unknown

5. Learning Measures and Standards
   Please check all measures and standards that apply:
   Yes (Y) for those measures and standards that you are *sure* or *almost sure* you will be using.
   No (N) for those measures and standards that you are sure you *will not* be using.
   Maybe (M) for those measures and standards that you *might* be using.

6. Labor Market Measures and Standards
   Please check all measures and standards that apply:
   Yes (Y) for those measures and standards that you are *sure* or *almost sure* you will be using.
   No (N) for those measures and standards that you are sure you *will not* be using.
   Maybe (M) for those measures and standards that you *might* be using.

A-5

POSTSECONDARY RESULTS

4. Anticipated Number of Measures:

Under 4	8%
4 6	22%
7 9	12%
10 and over	6%
Unknown	53%

5. Learning Measures and Standards	Yes	No	Maybe
A1—Academic achievement (Math)	37%	27%	33%
A2—Academic achievement (Reading)	37%	29%	31%
A3—Academic achievement (Science)	16%	45%	33%
B—Course completion rates	65%	0%	27%
C—Degree or certificate	71%	6%	20%
D—Occupational competency	43%	12%	41%
E—Other	18%	4%	6%

6. Labor Market Measures and Standards	Yes	No	Maybe
A—Time to secure employment	8%	57%	25%
B—Rate of quarterly earnings	6%	57%	27%
C—Entry-level wage/position	27%	39%	27%
D—Length of time employed in first job	2%	55%	33%
E—Employer/employee satisfaction	47%	24%	22%
F—Quarterly earnings	6%	49%	33%
G1—Placement rates in job-related training	80%	2%	16%
G2—Placement rates in any job	59%	12%	24%
G3—Placement rates in further education	73%	12%	12%
G4—Placement rates in the military	63%	16%	20%

POSTSECONDARY - ANTICIPATED MEASURES AND STANDARDS

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
4. How many measures?	U	U	2	2	3	4	U	U	2	U	3	2	U	2	3	U	U	U	1	2	2	U	U	2	U	2
5A- Academic achievement in:																										
A1- Math	M	M	N	Y	N		Y	M	N	Y	Y	M	Y	M	M	Y	Y	Y	N	N	Y	N	Y	M	N	Y
A2- Reading	M	M	N	N	N		Y	M	N	Y	Y	M	Y	M	M	Y	Y	Y	N	N	Y	N	Y	M	N	Y
A3- Science	M	M	N	N	N		Y	M	N	N	Y	M	M	M	N		M	M	N	N	M	N		M	N	Y
B- Course completion rates	M	M	Y	Y	Y	Y	Y		M	Y	Y	Y	Y	Y	Y		M	Y	Y		Y	Y	Y	Y	M	Y
C- Degree or certificate	M	M		Y	Y	Y	M	M	M	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	Y
D- Occupational competency	M	M	Y	Y	N	Y	Y	M	M	M	Y	M	M	Y	M		Y	Y	M		N	Y	M	M	Y	Y
E- Other		M					Y						Y	Y		M		Y	M		Y		Y		N	
6A- Time to secure employment	M	M	N	N	N	N	N	N	N	N		M	Y	M	M		N	M	N		N	N		N	N	
B- Rate of quarterly earning inc	M	M	N	N	Y	N	N	N	N	N		M	Y	M	M		N	M	N		N	N		N	N	
C- Entry-level wage/position	M	M	N	N	N	N	N	N	N	N		Y	Y	Y	M	M	N	M	M	Y	M	N		N	N	
D- Length employed in 1st job	M	M	N	N	N	M	N	N	N	N		M	Y	N	M		N	M	M		N	N		N	N	
E- Employer satisfaction	M	M	Y	N	Y	Y	Y	M	M	Y		Y	N	Y	Y		Y	Y	N		N	N	Y	N	Y	
F- Quarterly earnings	M	M	N	N	Y	M	N	N	N	N		Y	M	N	M	M	N	M	N		N	N		N	N	
G- Placement rates in:																										
G1- Job-related training	M	M	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	M	Y	M	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
G2- Any job	M	M	Y	Y	M	Y	Y		Y	Y		Y	Y	Y	M	M	Y	Y	N	Y		Y	Y	Y	Y	Y
G3- Further education	M	M	Y	Y	Y	Y	Y		Y	Y	Y	Y	M	Y	Y	M	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
G4- The military	M	M	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	M	Y	Y	N	Y	Y	Y	N	Y	Y	Y

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
4. How many measures?	U	3	3	U	U	U	U	2	3	U	2	U	4	U	1	U	4	U	U	U	1	U	U	1	U	U
5A- Academic achievement in:																										
A1- Math	M	M	M	N	Y	N	N	N	Y	Y	N	M	Y	M	Y	Y	Y	Y	M	N	N	M	M	M	M	N
A2- Reading	M	M	M	N	Y	N	N	N	Y	Y	N	M	Y	M	Y	Y	Y	Y	M	N	N	M	M	Y	M	N
A3- Science	M	N	M	N	Y	N	N	N	Y	Y	N	M	M	N	Y	N	N	Y	N	N	N	M	N	M	M	N
B- Course completion rates	M	Y	M	M	Y	Y	M	Y	Y	Y	Y	Y	Y	M	Y	Y	M	Y		Y	Y	M	M	Y	M	N
C- Degree or certificate	M	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	M	M	Y	N	M	Y	Y	Y	Y
D- Occupational competency	M	M	M	M	Y	N	M	Y	Y	Y	N	M	Y	Y	M	Y	N	Y	Y	M	N	M	M	Y	Y	
E- Other						Y							Y				Y				N					
6A- Time to secure employment	M	N	N	N	M	N	N	N	N	Y	N	N	Y	M	N	N	N	M	N	M	N	M	N	Y	M	N
B- Rate of quarterly earning inc	M	M	N	M	N	N	N	M	N	N	N	M	M	N	Y	N	N	N	N	M	N	N	N	N	M	N
C- Entry-level wage/position	M	Y	M	M	Y	N	M	N	N	Y	N	M	Y	M	Y	N	Y	Y	M	M	N	Y	N	Y	Y	N
D- Length employed in 1st job	M	N	M	N	N	N	M	N	N	N	N	N	M	M	M	N	N	N	N	M	N	M	N	M	M	N
E- Employer satisfaction	M	M	M	M	Y	Y	Y	M	N	Y	N	N	Y	N	Y	Y	Y	Y	N	M	N	Y	Y	Y	M	Y
F- Quarterly earnings	M	M	N	M	Y	N	M		N	N	M	M	N	N	M		N	N	M	M	N	N	N	N	M	N
G- Placement rates in:																										
G1- Job-related training	M	Y	Y	M	Y	Y	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	M	Y	Y	Y	Y	Y	Y
G2- Any job	M	N	Y	Y	Y	M	M	M	Y	Y	Y	M	Y	N	Y	N	Y	N	Y	M	Y	Y	Y	N	M	N
G3- Further education	M	Y	Y	Y	Y	M	M	Y	Y	Y	Y	Y	Y	N	Y	N	Y	M	Y	M	Y	Y	Y		Y	N
G4- The military	M	N	N	M	Y	M	M	Y	Y	Y	Y	Y	N	N	Y	N	Y	M	Y	M	Y	Y	M	M	Y	N

SECONDARY - SPECIAL POPULATIONS

7. Are you considering creating standards specifically for special populations?
   Y = Yes N = No U = Unknown
   If you answered Yes to question #7, continue on to the next question.
   If you answered No, skip to question #10.

8. Will your state collect information on performance standards that can be reported for the following groups: Handicapped individuals, Limited English proficiency, Actual or potential dropouts from secondary school, Members of economically disadvantaged families, Migrants, Displaced homemakers, Individuals participating in programs not traditionally taken by members of that sex, Individual correctional institutions.
   Y = Yes N = No M = Maybe

9. If you are considering using specific measures and standards for special populations, please check all measures and standards that apply.

   A- Ratio of the percentage of students with special needs enrolled in selected vocational education programs to the percentage of students without special needs enrolled in selected vocational education programs.

   B- Ratio of the percentage of students with special needs completing selected vocational education programs to the percentage of students without special needs completing selected vocational education programs.

   C- Ratio of the percentage of students with special needs entering jobs related to training to the percentage of students without special needs entering jobs related to training.

   Y = Yes N = No M = Maybe

SECONDARY RESULTS

7. Special Populations

   Yes=57% No=37% Unknown=6%

   If Yes, continue. If No, skip to #10

		Yes	No	Maybe
8.	Handicapped individuals	78%	11%	11%
	Limited English proficiency	65%	24%	11%
	Actual or potential high school dropout	57%	32%	11%
	Economically disadvantaged	73%	14%	14%
	Migrants	30%	54%	14%
	Displaced homemakers	46%	35%	16%
	Not traditionally taken by sex	68%	19%	14%
	Individuals in correctional institution	51%	32%	14%
9.	Ratio A	46%	11%	41%
	Ratio B	38%	14%	38%
	Ratio C	35%	11%	51%
	Other D	5%	5%	0%

SECONDARY - SPECIAL POPULATIONS

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
7. Standards for Special Pops.	Y	U	N	N	U	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	N	Y	Y	Y	N	Y	N
8. Handicapped individuals		M		N		Y	M		N	N	Y	M	Y	Y		Y	Y		Y	Y	Y	Y	Y		Y	Y
Limited English proficiency		M		N		Y	M		N	N	Y	M	Y	Y		N	Y		Y	N	Y	N	Y		Y	Y
Actual or potential hs dropout		M		N		Y	M		N	Y	Y	M	Y	N		N	N		Y	Y	N	N	Y		Y	Y
Members of economic disadv.		M		N		Y	M		N	N	Y	M	Y	Y		Y	Y		Y	N	Y	Y	M		Y	Y
Migrants		M		N		Y	M		N	N	Y	M		N		N	N		Y	N	N	N	N		Y	N
Displaced homemakers		M		N		Y	M		N	N	Y	M		Y		N	N		Y	N	Y	Y	N		Y	Y
Not traditionally taken by sex		M		N		Y	M		N	Y	Y	M	Y	Y		Y	Y		Y	N	Y	Y	M		Y	Y
Individuals in correctional inst.		M		N		Y	M		N	N	Y	M	Y	Y		N	Y		Y	N	N	Y	M			Y
9. A- enrolled ratio	M	M		M		Y	M		M	N	Y	M	Y	M			M		N		M	Y	Y		M	Y
B- completing ratio		M		M		Y	M		M	N	M	M	Y	M			M		N		M	Y	Y		M	Y
C- entering job related ratio	M	M		M		Y	Y		M	N	M	M	M	M			M		N		M	Y	Y		M	Y
D- other ratio										M				M					Y			Y				

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
7. Standards for Special Pops.	M	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	N	N	Y	N	Y	Y
8. Handicapped Individuals	M		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y		N	Y			Y
Limited English proficiency	M		Y		Y	N	Y	Y	N	Y	Y	Y	Y		Y	Y		Y	Y	Y		N	Y			N
Actual or potential hs dropout	M		N		Y	Y	Y	N	Y	Y	Y	Y	Y		N	Y		Y	N	Y		N	Y			N
Members of economic disadv.	M		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y		N	Y			N
Migrants	M		N		Y	N	N	Y	N	Y	?	N	Y		N	Y		Y	N	Y		N	N			N
Displaced homemakers	M		Y		Y	Y	N	Y	N	Y	?	?	Y		Y	Y		Y	N	N		N	N			N
Not traditionally taken by sex	M		Y		Y	N	N	Y	Y	Y	Y	N	Y		Y	Y		Y	Y	Y		N	Y			N
Individuals in correctional inst.	M		Y		Y	Y	N	Y	N	Y	Y	N	N		Y	Y		Y	Y	Y		N	N			N
9. A- enrolled ratio	M		Y		Y	N	M	Y	Y	Y	Y	M	Y		Y	Y		Y	N	Y			M		M	N
B- completing ratio	M		Y		Y	N	M	Y		Y	Y		N		Y	Y		Y	N	Y			M		M	N
C- entering job related ratio	M		Y		Y	N	M	Y	Y	Y	Y	M	M		N	Y		Y	M	M			M		M	N
D- other ratio																										Y

POSTSECONDARY - SPECIAL POPULATIONS

7. Are you considering creating standards specifically for special populations?
   Y = Yes N = No U = Unknown
   If you answered Yes to question #7, continue on to the next question.
   If you answered No, skip to question #10.

8. Will your state collect information on performance standards that can be reported for the following groups: Handicapped individuals, Limited English proficiency, Actual or potential dropouts from secondary school, Members of economically disadvantaged families, Migrants, Displaced homemakers, High school dropouts, Individuals participating in programs not traditionally taken by members of that sex, Individual correctional institutions. Y = Yes N = No M = Maybe

9. If you are considering using specific measures and standards for special populations, please check all measures and standards that apply.

A- Ratio of the percentage of students with special needs enrolled in selected vocational education programs to the percentage of students without special needs enrolled in selected vocational education programs.

B- Ratio of the percentage of students with special needs completing selected vocational education programs to the percentage of students without special needs completing selected vocational education programs.

C- Ratio of the percentage of students with special needs entering jobs related to training to the percentage of students without special needs entering jobs related to training.

Y = Yes N = No M = Maybe

POSTSECONDARY RESULTS

7. Special Populations
   Yes=57% No=37% Unknown=6%

If Yes, continue. If No, skip to #10

8.	Yes	No	Maybe
Handicapped individuals	81%	11%	11%
Limited English proficiency	76%	16%	14%
Actual or potential postsecondary dropout	43%	38%	14%
High school dropouts	30%	49%	16%
Economically disadvantaged	51%	14%	14%
Migrants	27%	57%	16%
Displaced homemakers	65%	16%	16%
Not traditionally taken by sex	76%	14%	14%
Individuals in correctional institution	59%	27%	14%
9. Ratio A	49%	5%	49%
Ratio B	46%	8%	49%
Ratio C	41%	8%	54%
Other D	5%	0%	8%

POSTSECONDARY - SPECIAL POPULATIONS

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
7. Standards for Special Pops.	Y	U	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	U	N	Y	Y	Y	N	Y	N
8. Handicapped individuals	Y	M	Y	N	Y	Y	M		N	Y	Y	M	Y	Y		Y	Y	Y		N	Y	Y	Y		Y	Y
Limited English proficiency	N	M	Y	N	Y	Y	M		N	Y	M	M	Y	Y		N	Y	Y		N	Y	Y	Y		Y	Y
Actual or potential as dropout	Y	M	N	N	N	N	M		N	Y	M	M	Y	Y		N	N	Y		N		Y	Y		Y	Y
High school dropouts	Y	M	Y	N	N	N	M		N	N	M	M		N		N	Y	M		N	N	N	Y		Y	Y
Members of economic disadv.	Y	M	Y	N	Y	Y	M		N	Y	M	M	Y	Y		Y	Y	Y		N	Y	N	Y		Y	Y
Migrants	N	M	N	N	N	N	M		N	N	M	M		N		N	N	M		N	N	N	Y		Y	N
Displaced homemakers	Y	M	Y	N	Y	Y	M		N	Y	M	M	Y	Y		N	Y	Y		N	Y	N	Y		Y	Y
Not traditionally taken by sex	Y	M	N	N	Y	Y	M		N	Y	M	M	Y	Y		Y	Y	Y		N	Y	Y	Y		Y	Y
Individuals in correctional inst.	Y	M	Y	N	Y	Y	M		N	N	M	M	Y	Y		N	Y	Y		N	N	Y	Y			Y
9. A- enrolled ratio	Y	M	M	M	M	Y	Y		M	Y	Y	Y	Y	M			M	M			M	Y	Y		M	Y
B- completing ratio	Y	M	M	M	Y	Y	Y		M	Y	?	Y	Y	M			M	M			M	Y	Y		M	Y
C- entering job related ratio	Y	M	M	M	M	Y	M		M	Y	?	Y	Y	M			M	M			M	Y	Y		M	Y
D- other ratio					M									M												

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
7. Standards for Special Pops.	M	N	N	N	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y	Y
8. Handicapped individuals	M				Y	Y		Y	Y	Y	Y	Y	Y		Y	N	Y	Y	Y		Y		Y			Y
Limited English proficiency	M		Y		Y	Y		Y		Y		N	Y			N	N	Y	N		N		N			N
Actual or potential as dropout	M		N		Y	Y		N		Y		N	Y			N	N	Y	N		N		N			N
High school dropouts	M		Y		Y	Y		Y	Y	Y	Y	Y	Y		Y	N	Y	Y	Y		Y		Y			N
Members of economic disadv.	M		N		Y	Y		Y	Y	Y		Y	Y		N	N	N	Y	N		N		N			N
Migrants	M		Y		Y	Y		Y		Y			Y		Y	N	Y	Y	?		Y		Y			N
Displaced homemakers	M		Y		Y	Y		Y	Y	Y	Y		Y		Y	N	Y	Y	Y		Y		Y			N
Not traditionally taken by sex	M		Y		Y	Y		Y	Y	Y	Y		N		Y	N	Y	Y	N		Y		N			N
Individuals in correctional inst.	M		Y		Y	M		Y	M	Y	Y	N	Y		Y	M	M	Y	M		N		M		M	N
9. A- enrolled ratio	M		Y		Y	M		Y	M	Y	Y	N	N		Y	M	M	Y	M		N		M		M	N
B- completing ratio	M		Y		Y	M		Y	M	Y	Y	N	M		N	M	M	Y	Y		N		M		M	N
C- entering job related ratio	M					M						Y									Y					Y
D- other ratio																										

SECONDARY - MEASURING AND TESTING VALIDATION

10. Please indicate whether performance measures and standards will apply to students enrolled in the following programs. X = marks the category of students checked

11. Are statewide tests given to students participating in vocational education? Y = Yes N = No

A— If yes, are these statewide tests given exclusively to students participating in vocational education, or to all students? A = All students O = Only students in vocational education

B— In which grades are statewide tests administered? X = marks the grades written in the blank

C— If statewide tests are not presently administered, does your state intend to start giving them within the next three years? Y = Yes N = No U = Unknown

12. Does your state retain data on student performance in statewide tests? Y = Yes N = No
If yes, are individual students scores retained, or is data retained measuring overall school performance?
I = Data retained on individual student performance
S = Data retained on overall school performance
B= Data retained on both individual student and overall school performance

13. If you presently administer statewide tests, please indicate what those tests measure:
J = Job-specific skills A = Academic skills G = General career preparation skills L = All three

SECONDARY RESULTS

10. Home Economics 55%
Industrial Arts 49%
9th or 10th in Vocational Ed. 61%
Typing I 39%
General Introduction Courses 49%
Applied Academics 45%
Other 16%

11. Yes = 67% No = 29%
If yes, to which students:
All Students 91%
Vocational Students 6%
Grades Administered:
K - 2 grades 3%
3 - 4 grades 32%
5 - 6 grades 26%
7 - 8 grades 38%
9 - 10 grades 47%
11 - 12 grades 59%
If no, are you planning to:
Yes 47%
No 7%
Unknown 20%

12. Yes = 71% No = 14%
If yes, retained to measure:
Individual 19%
School 58%
Both 22%

13. Job Specific Skills 18%
Academic Skills 100%
General Career Skills 18%

SECONDARY - MEASURING AND TESTING VALIDATION

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
10A- Home Economics		M	X			?	?	X	X	X		X	X		X	X		X					X	X	X	X
B- Industrial Arts		M	X					X	X	X		?	X		X	X		X			X			X		X
C- 9th and 10th in voc. ed.		M	X					X	X	X		X			X	X		X			X		X	X	X	X
D- Typing I		M						X	X	X					X	X		X								X
E- General intro. courses		M	X					X		X		X			X	X		X					X	X		X
F- Applied Academics		M		X				X		X		?		X	X	X		X						X		X
G- Other			X					X	X				X						X				X			X
11. Statewide tests given	Y	N	Y	Y	Y	Y	N	N	Y	Y		N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	N	N	Y
If yes, to which students	A		A	A	A	A			O	A			A	A	A			A	A	A	A		A			A
In which grades administered:																										
K - 2 grades																										
3 - 4 grades			X	X									X	X					X	X	X					
5 - 6 grades				X									X	X						X	X					
7 - 8 grades			X	X	X					X			X						X							
9 - 10 grades				X		X								X				X		X	X					X
11 - 12 grades			X		X				X	X			X					X	X	X						X
If no, tests planned in 3 years	Y	U	Y	Y								U				Y										Y
12. Retain data on tests	Y		Y	Y	N	Y			Y	Y		N	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	Y
If yes, individual or school	S		S	S	S	S			S	B			S	B	I		S	B	I	I	I	I	S			S
13. Tests measure:	A		A	A	A	AC	A		L	A		A	A	A	A		A	A	A	A	A	A	A	A		A

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
10A- Home Economics		X			X	X	X		X	X				X			X	X		X	X	X		X	X	
B- Industrial Arts		X			X	X	X			X				X			X	X		X	X	X		X	X	
C- 9th and 10th in voc. ed.		X	X		X	X	X			X	X	X	X	X	X	X	X	X				X		X	X	
D- Typing I		X			X		X			X	X	X		X				X		X	X	X			X	
E- General intro. courses		X			X	X	X		X	X	X			X	X		X			X	X	X		X		
F- Applied Academics					X		X				X		X	X	X	X	X	X					X			
G- Other																										
11. Statewide tests given	N	Y	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	N
If yes, to which students		A		A	A	A	A		A	A	A	A		A			A	A	O	A	A	A			A	
In which grades administered:																										
K - 2 grades														X												
3 - 4 grades										X	X			X						X						
5 - 6 grades										X	X			X				X								
7 - 8 grades				X						X	X		X				X	X		X						
9 - 10 grades					X	X			X	X	X		X	X			X					X				
11 - 12 grades				X		X			X	X				X			X	X		X	X	X				
If no, tests planned in 3 years	U		Y								N					Y										N
12. Retain data on tests	N	Y	Y	Y	Y	Y	Y		Y	Y	Y	?	Y	Y	Y		Y	Y	N	Y	Y	Y	N	N	Y	N
If yes, individual or school		I	S	S	B	S	S		S	B	S	?	S	B	S		S	B		S	I	B			S	
13. Tests measure:		A		A	L	L	A			A		A	JA	L	A		A	A	A	A	A	A	A		L	

POSTSECONDARY - MEASURING AND TESTING VALIDATION

10. Are statewide tests given to students participating in vocational education?
Y = Yes N = No

A— At what point in the program are statewide tests administered?
A = admission or beginning of program E = exit

B— If statewide tests are not presently administered, does your state intend to start giving them within the next three years?
Y = Yes N = No U = Unknown

11. Does your state retain data on student performance in statewide tests?
Y = Yes N = No

If yes, are individual students scores retained, or is data retained measuring overall school performance?
I = Data retained on individual student performance
O = Data retained on overall institution performance
B = Data retained on both individual student and overall institution performance

12. If you presently administer statewide tests, please indicate what those tests measure:
J = Job-specific skills A = Academic skills G = General career preparation skills L = All three measured

POSTSECONDARY RESULTS

10. Yes 37%
No 61%
A - If yes, when is it administered:
Admission 37%
Exit 16%

B - If no, do you intend to:
Yes 13%
No 35%
Unknown 26%

11. Yes 43%
No 43%
If yes, retained to measure:
Individual 27%
Institution 50%
Both 27%

12. Job Specific Skills 45%
Academic Skills 91%
General Career Skills 18%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
10. Statewide tests given	N	N	N	Y	N	N	Y	N	Y	Y		Y	N	N	N	N	Y	Y	N	N	Y	N	Y	N	N	Y
A - When are tests administered										A		A					E	A					A			
B- If no, tests planned in 3 years	Y	N	N	Y		N							Y	U	U	Y		Y	U	U		N				Y
11. Retain data on tests	Y	N	N	Y	N		Y		Y	Y		N	N	Y	N		Y	Y		N	Y	N	Y	Y	N	Y
If yes, individual or institution	O			O			I		O	I		O		B			O	B			I		I			O
12. Tests Measure	J			A			A		L	A		A		J	J		J	A			A		A	A		A

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
10. Statewide tests given	N	N	N	N	Y	N	N	N	N	Y	N	N	Y	Y	N	Y	Y	Y	N	N	Y	N	N	N	Y	N
A - When are tests administered					A											A	AE				E					
B- If no, tests planned in 3 years	U	N	U	N			N	U	Y										U	N		N	N	N		
11. Retain data on tests	N	N	N	N	Y	N			N	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	N	Y	N
If yes, individual or institution			O		B					B			O	B	O	O	I	B			I				O	
12. Tests Measure					L					A			JA	L	A	A	A	A			JA				L	

SECONDARY - COMPETENCY-BASED CURRICULA

Competency-based curricula are those curricula specifying academic and job-specific competencies which students must master for successful employment.

14. Do local school districts in your state presently use competency-based curricula for students participating in vocational education?

A— Competency-based curricula are used by what percentage of school districts in your state:

1 = All
2 = 50-100%
3 = Less than 50%
4 = None
U = Unknown

B— Within the next 3 years, what percentage of local school districts in your state plan to institute competency-based curricula: (same categories as above)

SECONDARY RESULTS

14. A -	All	24%
	50 - 100%	37%
	Less than 50%	33%
	None	2%
	Unknown	4%
B -	All	49%
	50 - 100%	39%
	Less than 50%	2%
	None	2%
	Unknown	8%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
A- Presently using	1	4	2	1	3	2	2	3	1	2		2	2	3	3	3	2	1	2	2	2	3	3	2	2	3
B- Within the next three years	1	4	2	1	2	2	2		1	2		2	2	2	1	2	2	1	1	2	1	3	2	1	2	2

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
A- Presently using		2	2	3	2	1	3	3	3	2	3	1	3	2	3	1	1	1	1	1	2	2	3	3	1	3
B- Within the next three years		1	2		2	1	1	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	2	1	1	2

POSTSECONDARY - COMPETENCY-BASED CURRICULA

Competency-based curricula are those curricula specifying academic and job-specific competencies which students must master for successful employment.

13. Do postsecondary institutions in your state presently use competency-based curricula for students participating in vocational education?

A— Competency-based curricula are used by what percentage of postsecondary institutions in your state:
1 = All
2 = 50-100%
3 = Less than 50%
4 = None
U = Unknown

B— Within the next 3 years, what percentage of postsecondary institutions in your state plan to institute competency-based curricula: **(same categories as above)**

POSTSECONDARY RESULTS

13. A -	All	16%
	50 - 100%	31%
	Less than 50%	39%
	None	2%
	Unknown	4%
B -	All	29%
	50 - 100%	45%
	Less than 50%	4%
	None	2%
	Unknown	6%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
A- Presently using	3	U	2	1	2	1		3	1	1		2	3	3	2	3	2	1	3	3	2	4	2	2	2	3
B- Within the next three years	2		2	1	1	1			1	1		2	2	2	2	2	2	1	2	3	1	4	2	1	2	2

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
A- Presently using		2	3	3	2	U	3	3	3	2	3		3	2	3	1	2	1	3	3	3	3	2	2	1	3
B- Within the next three years		1	2	U	2		2	2	2	1	3		1	1	2	1	2	1	U	2	2	U	2	2	1	2

SECONDARY - DATA COLLECTION

15. States will be required to report data on student performance. Will your state be reporting data for all students participating in vocational education programs, or only those students participating in vocational education programs receiving federal (Perkins Act) funding?
A = All students
O = Only students in programs receiving federal (Perkins Act) funding
U = Unknown

16. In order to monitor students program performance rates with your chosen measures and standards, you will be using various data sources. Please check those data sources that you have used in the past and/or are considering using in the future.
P = Past
F = Future

SECONDARY RESULTS

15. All Students		73%
Only Students in Federally Funded Programs		20%
Unknown		6%
16.	Past	Future
Student Transcripts	20%	29%
Attendance Records	22%	25%
Wage Surveys	37%	39%
Post-graduation Surveys	63%	55%
PSAT, SAT Standardized Scores	12%	16%
Other Standardized Academic Tests	31%	53%
Unemployment Insurance Data	18%	31%
Occupational Competency	24%	73%
Other	10%	12%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
15. Report data for	A	U	A	O	U	A	O	A	A	A		A	A	A	A	A	A	O	A	A	A	A	O	A	A	O
16. Student transcripts										F		PF						PF	F		P		PF	F		
Attendance records										F		F			F	P		PF		PF				F		
Wage surveys						PF			P			PF		PF				PF	F		F		PF			PF
Post-graduation surveys			PF			PF	PF	PF	P	PF		PF	PF	PF	PF			PF	F	PF	PF	PF	PF			PF
PSAT,SAT standardized tests	P											F						F		P				F		PF
Other standardized academic			F	P		F	F			F		F	F	F			F	F	F	PF	PF	PF		F		PF
Unemployment insurance data				P		PF			P	F		F	F	PF						F	P					PF
Occupational competencies			PF			F				F		F	F	F	F		PF	F	F	F	F	F	F	F	F	F
Other									P	PF			P												PF	

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
15. Report data for	U	O	O	A	A	A	A	A	A	A	A	A	A	A	A	A	A	O	A	A	A	A	O	O	A	A
16. Student transcripts		F			P			PF					PF	F		P				PF	P	F	F	P	F	
Attendance records		F		PF	P	P							PF	F		P				PF			F	P	PF	
Wage surveys				F	P		PF	PF		P	F	PF	PF	F	PF	P			PF	PF			P	F	PF	PF
Post-graduation surveys		F	PF	PF	P	PF	PF	PF	PF			PF	PF		PF	P		P			P	PF	P	F	PF	PF
PSAT,SAT standardized tests					P					P			PF		F					F					F	
Other standardized academic		F	F	PF	P	PF	F		F	P	F		PF	F		P		P	PF	PF	P	P			F	
Unemployment insurance data		F		F	P		F	F		P	F	F				P		P		F					F	
Occupational competencies		F	F	F	P	PF	PF	PF	F	F	F	F	PF	PF	PF	P		P	F	PF	F	F	F	F	F	
Other								F								P			F		P		F			

POSTSECONDARY - DATA COLLECTION

14. States will be required to report data on student performance. Will your state be reporting data for all students participating in postsecondary vocational education programs, or only those students participating in vocational education programs receiving federal (Perkins Act) funding?
A = All students
O = Only students in programs receiving federal (Perkins Act) funding
U = Unknown

15. In order to monitor students program performance rates with your chosen measures and standards, you will be using various data sources. Please check those data sources that you have used in the past and/or are considering using in the future.
P = Past F = Future

POSTSECONDARY RESULTS

14.	All Students	67%
	Only Students in Federally Funded Programs	18%
	Unknown	8%

15.	Past	Future
Student Transcripts	31%	49%
Attendance Records	27%	33%
Wage Surveys	31%	43%
Post-graduation Surveys	63%	71%
PSAT, SAT Standardized Scores	8%	20%
Other Standardized Academic Tests	27%	43%
Unemployment Insurance Data	25%	39%
Occupational Competency	22%	63%
Employability/Job Skills Tests	4%	27%
Other	12%	12%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
15. Report data for	A	U	O	O	A	A		A	A	A		A	A	A	A	A	A	A	A	A	A	O	A	A	A	O
16. Student transcripts	PF	F	PF		P	F	PF			PF		F	F				PF	F	P	PF	F		PF	F		
Attendance records	PF	P			P		PF					F			PF			PF	P					F		
Wage surveys	F	F			F	PF			P			F		PF		PF		PF	P		F					PF
Post-graduation surveys	F	F	PF		P	PF	PF	PF	P	PF		F	PF	PF	PF	PF		PF	P	PF	PF	P	PF			PF
PSAT,SAT standardized tests		F					PF			F		F						F						F		PF
Other standardized academic	PF	F		P			PF			F		F	F	F			F	PF	PF		PF		PF	F		PF
Unemployment insurance data		P	PF	P	F	PF			P			F	F	PF		PF		F	PF		F					PF
Occupational competencies	F	F	PF			PF				F		F	F	F	F		PF	F	PF		F			F		F
Stand. employ/job skills tests	F	F								F		F	F		PF		F	F	PF						F	
Other							PF		P				F							PF					PF	

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
15. Report data for	U	O	A	A	A		O	A	A	A	A		A	A	A	A	A	O	O	A	A	O	U	U	A	A
16. Student transcripts					PF		PF	PF			PF		PF	F		PF	F			F			PF		F	
Attendance records		F			PF		PF						PF	F		PF	PF						PF	PF	PF	
Wage surveys			PF	F	PF			PF		P		PF	PF	F	PF		F			F				PF	PF	PF
Post-graduation surveys		F	F	F	PF	F	PF	PF	PF			PF	PF		PF	PF	PF	P	F	F		PF	PF	PF	PF	PF
PSAT,SAT standardized tests										P			PF		F										F	
Other standardized academic			F		PF					P			PF	F			PF	P	F			PF			F	
Unemployment insurance data		F					F	F		P	PF	F					PF	P			PF				F	
Occupational competencies		F	F		PF		F	PF	PF	F		F	PF	PF	PF	F	F	P	F	F				F	F	
Stand. employ/job skills tests							F	F	F												PF					
Other						PF																				

SECONDARY & POSTSECONDARY - EXPENDITURES FOR ACCOUNTABILITY

17. (16.) Has your state earmarked money specifically for development of accountability systems?
Y = Yes N = No

A—If yes, how much money has been budgeted for this expense in FY 92?

B—Please check all sources of money for this purpose in FY '92:
(% listed or just checked)

RESULTS

17. (16.)	Yes	59%	
	No	39%	
	A -	under $50,000	13%
		$50,000 - $150,000	37%
		$150,000 - $300,000	20%
		$300,000 - $500,000	7%
		over $500,000	10%
	B -	Federal Revenues	93%
		State Revenues	63%
		Local Revenues	3%

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
17. Earmarked money	Y	N	Y	Y	Y	N	Y	N	Y	N		Y	Y	Y	N	Y	N	Y	Y	Y	N	Y	Y	N	N	N
A- under $50,000												X							X							
$50,000 - $150,000	X		X	X					X							X							X			
$150,000 - $300,000														X								X				
$300,000 - $500,000													X							X						
over $500,000					X																					
B- Federal revenues			50	X	70		X		50	X		80	75	X		100		80	100	70		100				
State revenues	X		50	X	30		X		50			20	25					20		30			100			
Local revenues																										

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
17. Earmarked money	N	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	N	Y	Y	N	N	Y	Y	N	Y
A- under $50,000			X																X							X
$50,000 - $150,000					X						X						X			X				X		
$150,000 - $300,000									X			X		X		X										
$300,000 - $500,000																										
over $500,000				X						X																
B- Federal revenues			X		X		X		100	2	X	100		100		65	100		X	50		X		X		100
State revenues				100						98	X					20			X	50		X		X		
Local revenues																15										

SECONDARY & POSTSECONDARY - COMMITTEE OF PRACTITIONERS

18. (17.) Please list the number of members on your Committee of Practitioners from each of the following categories. **(number of members from this category)**

19. (18.) How many times has the Committee met through June 30, 1991?

STATES:	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HA	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT
18. School Administrators	10	7		1	16		5	9	4	2		7	16	6	6	2	7	1	8	6	4	8	4	6	4	3
Parents	14	1		1	1		1	1	2	4		1	2	3	2	2	1	1	1	6	1	1	1	1	2	2
Teachers	7	1		3	11		3	4	2	2		3	6	1	4	4	5	1	2	0	2	6	3	3	2	2
Students		1		1	2		1	1	3	2		1	1	1	1	2	1	1	2	0	2	2	2	1	2	2
Local Board of Education Mem		1		1	1		1	2	2	3		1	2	1	1		1	1	1	0	2	2	1	1	2	2
Rep of Institutions of Higher Ed		2		1	1		2	2	1	3		1	7	3	5	7	2	1	2	1	2	1	1	2	2	2
Rep of Business Organizations		0		0	0			0		0		1	0	1	2	1	0	1	0	1		1	0		0	
Rep of Labor Organizations		0		0	0			0		0		0	0		2	0	0	1	0	0		1	4		0	
Other		1		3	3			1	1	1		3	0			0			0	3					0	
19. How many meetings?	2	1		1	2	2	1	1	2	3		5	4	3	2	2	2	4	1	1	3	4		2	0	2

STATES:	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	D.C	GM
18. School Administrators		2	1	9	5	6	5		5	2	7	6	5	6	3	2	2	3	3	8	25		2	4	5	6
Parents		1	1	1	3	4	1		2	1	7	1	2	2	2	1	2	2	2	2	2		2	1	2	1
Teachers		2	2	3	1	7	4		9	2	3	2	6	2	3	4	3	4	2	1	3		2	2	2	4
Students		1	2	1	11	3	1		2	1	2	1	2	2	2	2	2	2	2	1	2		2	1	2	1
Local Board of Education Mem		1	1	1	1	2	2		1	2	2	1	1	2	1	2	1	3	2	1	2		2	1	2	1
Rep of Institutions of Higher Ed		2	3	2	2	4	5		3	1	7	3	2	4	1	2	4	4	1	1	3		4	2	2	1
Rep of Business Organizations		0	1		1				0		2		2		3	2	0			0	2				0	
Rep of Labor Organizations		0	1		1				1		1		1		2	2	0			0	2				0	
Other									2	4	8	1	6	2	3			8						1	0	3
19. How many meetings?	0	3	6	4			1		3	1	4	3		2		1	2	1	0	2	2		1	2	4	8

OPEN-ENDED RESPONSES—SECONDARY SURVEYS:

Below are the responses from states that answered the open-ended portions of the NCRVE Performance Measures and Standards Survey. It should be stressed that states' plans may look substantially different at the time of implementation in Fall 1992 as states continue to develop their performance measures and standards. "#" refers to the number of the question on the survey (see Appendix A for questions).

ALABAMA:

#2 Past Performance Measures and/or Standards:	
C- Placement rates in a job, military, additional education, or training	• 50%

ARKANSAS:

#2 Past Performance Measures and/or Standards:	
B- Occupational competency	• (blank)
C- Placement rates	• secondary placement standard - 50%

COLORADO:

#5 Learning Measures and Standards	• All standards will be self-defined, looking for improvement over time.

CONNECTICUT:

#6 Labor Market Measures and Standards completers industrial, agricultural	• Follow-up report of occupational vocational only: business, health occupation, trade and marketing, occupational home economics, education

FLORIDA:

#2 Past Performance Measures and/or Standards:	
A- Academic achievement	• 15 specific credits required for high school graduation (of 24 total)
B- Occupational competency	• Students completing job preparatory programs must demonstrate competency.
C- Placement rates	• 70%
#5 Learning Measures and Standards:	
B- Course completion rates	• 20%
C- High school graduation rates	• not sure
D- Degree or certificate completion rates	• 20%
E- Occupational competency measured	• 70%
#6 Labor Market Measures and Standards:	
G1- Placement rate in job-related training	• 70%

GEORGIA:

#2 Past Performance Measures and/or Standards: C- Placement rates	• 50% successful placement rate for occupational program areas
#5 Learning Measures and Standards: A1- Academic achievement—Math A2- Academic achievement—Reading B- Course completion rates	• based on gain scores from end of 8th grade to end of 11th grade • % of at-risk vocational students who (complete selected courses) compared to nonvocational at-risk students
C- High school graduation rates	• same with graduates
F- Grades in math and language arts courses	• average grades of vocational vs. nonvocational students weighted by level of course and student's ability
#6 Labor Market Measures and Standards: C- Entry-level wage/position	• % of grades in occupational areas who find training in related job
E- Employer or employee satisfaction	• average score by program area
G- Placement rates	• % of graduates in occupational programs with successful placement
#9 Measures and Standards for Special Populations: D- Other: Weighted formula to encourage enrollment of academic disadvantaged students in vocational programs	• average weighted math and language arts grades

ILLINOIS:

#5 Learning Measures and Standards: F- Program completion rates/Economic impact - Quality of goods/services and training costs for employers	
#16 Data Collection - Future Use	• Vocational Information Management System (student-based system of program/course information) • ETS - Employment Tracking System

INDIANA:

#5 Learning Measures and Standards: A- Academic achievement	• Annual increase in achievement on the . . . portion of the state . . .
C- High school graduation rates	• Schools demonstrate an annual decrease in their dropout rate.
F- __involvement in student/alumni organizations/advisory councils	
Use of criterion-referenced assessments to demonstrate student mastery of basic skills	• Annual increase in achievement across all student groups

#7 Special Populations
Data will be disaggregated so that the degree to which the needs of special populations are being met is easy to ascertain.

MASSACHUSETTS:

#2 Past Performance Measures and Standards:	
A- Academic achievement (math, reading, writing)	• All students must pass basic skills tests.
C- Placement rates	• 70% of program completers must be placed in the military, further education, or job-related occupational studies.
#5 Learning Measures and Standards:	
A12 - Academic achievement (math/reading)	• All students must pass basic skills tests (math, reading, writing).
B- Course completion rates	• 90% of students enrolled by grade 10 or higher must complete program.
C- High school graduation rates	• 90%
D- Degree or certificate completion rates	• 90%
F- Occupational competency master	• 80% of students must master 80% of program competencies.
#6 Labor Market Measures and Standards:	
G134- Placement rates	• 70% of program completers must be placed in one of three.

MICHIGAN:

#6 Labor Market Measures and Standards	
G234- Placement rates	• 90% of all program completers of vocational technical programs will be placed.

MINNESOTA:

#5 Learning Measures and Standards:	
A- Academic achievement	• Minnesota is restructuring toward outcome-based education.
B- Course completion rates	• completers vs. starters
C- High school graduation rates	• trend data
D- Degree or certificate completion rates	• graduates and dropouts (95% by 1995)
#6 Labor Market Measures and Standards	
C- Entry-level wage/position	• Ranges 4.99 and above; students in classified area all earn above minimum wage.
E- Employer and employee satisfaction	• % of employers satisfaction will be commensurate.
G234- Placement rates	• Employee rates and further education rates for students who are members of special populations will be commensurate with all students.

Secondary Vocational Education in Minnesota addresses three major goals: (1) employment, (2) further training, and (3) career exploration. Students' goals may be for only one of the three. Therefore, we

maintain trend data. Secondary students have access to advanced level sequence of occupation courses where there are agreements between secondary and postsecondary technical colleges (e.g., tech prep).

MISSOURI:

#2 Past Performance Measures and Standards:

B- Course completion rates
- Occupational competency is identified; implemented and measured at local level; state has not established minimum rate.

C- Placement rates
- Placement services will be provided; state has not established minimum rate; rate is used in funding state formula

F- Enrollment alignment of programs
- State has not established minimum rate; rate to labor market used in state funding formula. Supply and demand rate used in state funding formula.

#3 Standards applied to programs and schools rather than students.

#16 Other
- Placement data

NEVADA:

#5 Learning Measures and Standards:

A- Academic achievement
- 98% of students will pass the 11th grade statewide achievement test.
- pretest, posttest; 90% of students will pass posttest on related academic competencies.

B- Course completion rates
- 95% of students should complete the course.

C- High school graduation rates
- 90% of the vocational students will graduate.

E- Occupational competency
- Student will include the number of job-related competencies mastered by 80%.

F-
- 90% of students will pass the proposed statewide occupational competency and employability test.

#6 Labor Market Measures and Standards:

C- Entry-level wage/position
- Of students seeking employment, 75% will be employed in a position related to their training.

NEW HAMPSHIRE:

#7 Special Populations
We will provide adjustments for participation rates in programs with special populations. Therefore, I will respond to questions #8 and #9.

#12 The testing system has been dismantled and a new one is being created.

NEW YORK:

#2 Past Performance Measures and Standards:	
A- Academic achievement	• Students will attain 60% or better on the Regency competency tests in reading, math, science, and global studies.
B- Occupational competency Introduction to Occupations	• occupational proficiency of 65% or better
C- Placement rates Statewide Evaluation System	• standards locally set and reviewed by the state.

OHIO:

#2 Past Performance Measures and Standards:	
C- Placement rates	• 84% of students available should be employed. • 60% of students available should be employed in related field.
#5 Learning Measures and Standards:	
A- Academic achievement	• 9th grade proficiency tests and OSU occupational tests
E- Occupational competency	• OSU occupational competency tests
F- Consumer Homemaking Competency Test	

OKLAHOMA:

#2 Past Performance Measures and Standards:	
C- Placement rates	• 80% of students available for placement should be placed in jobs.
#5 Learning Measures and Standards:	
A- Academic achievement	• 80% of the students will achieve 70% on competency test.
B- Course completion rates	• 80% of the students enrolled will achieve competencies for a minimum of one specific occupation upon completion.
D- Degree or certificate completion rates	• 80% of the students enrolled will achieve competencies for a minimum of one specific occupation certificate.
E- Occupational competency	• same as a + for at least one specific occupation and will prove proficient in all hands-on test (performance).
#6 Labor Market Measures and Standards:	
A- Time needed to secure employment	• 85% six months after completion
C- Entry-level wage/position	• 75% of completers will earn economic self-sufficient wages
E- Employer and employee satisfaction	• Employers will rate 95% of students employed as satisfactory or above.
G1- Placement rates in job related	• 60% placed in job related
G2- Any job	• 5%
G3- Further education	• 40%
G4- The military	• 5%

#9 A- 40% special needs/60% regular
B- 60% special needs/80% regular
C- 70% special needs/80% regular

OREGON:

#5 Learning Measures and Standards:	
B- Course completion	• % of the vocational technical education students will complete their program area (by the completion of their senior year).
D- Degree or certificate completion rates	• % of vocational technical education students will complete their program area (by the completion of their senior year).
F- Satisfactory progress	• % of the students in approved vocational-technical education courses are making satisfactory progress.
#6 Labor Market Measures and Standards:	
G123 Placement rates (same general response)	

RHODE ISLAND:

#5 Learning Measures and Standards:	
A- Academic achievement	• 50 percentile on MAT6
B- Course completion rates	• 80% completion
C- High school graduation rates	• 90% completion
D- Degree or certificate completion rates	• 80% completion
E- Occupational competency	• 50 percentile on standardized test
F- Higher order skills	• 50 percentile on MAT6
#6 Labor Market Measures and Standards:	
A- Time needed to secure employment	• 6 months after completion
C- Entry-level wage/position	• $7.00 per hour
E- Employer and employee satisfaction	• 80% positive on Likert Scale
G1- Placement rates in job related	• 60%
G2- Any job	• 80%
G3- Further education	• of students enrolled in higher education, 60% in related studies

SOUTH CAROLINA:

#2 Past Performance Measures and Standards:	
B- Occupational competency	• Individual student progress is measured using competency profiles.
C- Placement rates	• 50% of completers of vocational education programs available for placement shall be placed in related area.
E- Retention	• The school conducts an annual average which will include retention or completion rates.
#6 Labor Market Measures and Standards:	
G1- Placement rates - Job-related training	• 50% of completers shall be placed in an area related to their program of study.

UTAH:

#2 Past Performance Measures and Standards: A- Academic achievement Core requirement B- Occupational competency Business/Office competency D- Earnings Minimum level for reimbursement	• All students are required to enroll in at least one vocational class. • Mastery in any one of three areas allow reimbursement to LEAs. • Presently are seeking 6.25 minimum to reimburse LEAs for placement

VERMONT:

#5 Learning Measures and Standards: A12- Academic achievement (math/reading) D- Degree or certificate completion rates Technical Education Plan E- Occupational competency Tracking competency attainment F- Placement Surveys	• will use TABE or NAEP • 90% of students will have carried out their Technical Education Plan. • 90% of students enrolled for Fall program will have reached mastery level of 80% of competency task list. • 60% of program completers will be involved in related work.
#6 Labor Market Measures and Standards: G134- Placement rates	• 60% of program completers will be included in related employment, postsecondary education/training, or military position.
#9 Special Populations: D- Ratio of special needs students in vocational programs to special needs students in sending schools	

WASHINGTON:

#5 Learning Measures and Standards: F- Work mature readiness	

WEST VIRGINIA:

#2 Past Performance Measures and Standards: C- Placement rates E- Retention (Completion rate)	• 60% or higher • 50% or higher

WISCONSIN:

#2 Past Performance Measures and Standards: C- Placement rates D- Earnings E- Retention	• This data was collected as part of Wisconsin's Vocational Education Data System (VEDS). • Both D and E were collected for each LEA receiving Perkins dollars as part of the evaluation process completed every five years.
#5 Learning Measures and Standards: F- Mastery of skills to qualify for secondary program (e.g., tech prep, college prep)	• 10th Grade Gateway Assessment

#10 Measuring and Testing Validation:
The performance measures and standards for secondary vocational education will apply to all students in the following program areas: Family and Consumer, Health Occupations, Technology, Agriculture, Business, and Marketing.

#13 School districts must comply with a testing standard in Wisconsin. However, they choose their own means. One hundred and seventy to one hundred and eighty local districts participate in the agency voluntary program; others used standardized test series prepared commercially.

#16 Data Collection - Future Use
Portfolio

OPEN-ENDED RESPONSES—POSTSECONDARY SURVEYS:

Below are the responses from states that answered the open-ended portions of the NCRVE Performance Measures and Standards Survey. It should be stressed that states' plans may look substantially different at the time of implementation in Fall 1992 as states continue to develop their performance measures and standards. "#" refers to the number of the question on the survey (see Appendix A for questions).

ARIZONA:

#5 Learning Measures and Standards: B- Attainment of academic credit in reading, writing, and computational skill D- Occupational competency attainment	• All students will demonstrate gains in basic and more advanced academic skills. • Program completers will demonstrate attainment of occupational competencies taught in program.
#6 Labor Market Measures and Standards: E- Document employer and former student satisfaction G- Placement rates	• % of employers and former students express satisfaction with preparation • % of program completers and leavers placed in job, military, and further education.

CONNECTICUT:

#2 Past Measures and Standards: A- Academic achievement	• Quality Point Average (QPA), reasonable progress, program completion, professional exams
B- Occupational competency	• Set by instructors and some professional groups (e.g., nursing, nuclear) • Defined by JTPA or other contracts
C- Placement rates F- Other	• Vary with accrediting, licensing, and/or testing body for specific programs
#5 Learning Measures and Standards: E- Other	• New Jersey College Basic Skills Placement Test administered now to community college students. Under consideration for use by technical colleges.

GEORGIA:

#5 Learning Measures and Standards: A- Academic achievement (reading/math)	• pre- and posttest
B- Program completion	• number of graduate/completer per program exiter standard %
C- Degree or diploma completion rates	• number graduates per program exiter standard %
D- Occupational competency	• summative test (statewide test - bank?)

Testing at admission only.

INDIANA:

#2 Past Performance Measures and Standards:
- A- Academic achievement — standards determined school-by-school
- B- Occupational competency
- C- Placement rates — 75% in related training
- D- Earnings

LOUISIANA:

#5 Learning Measures and Standards:
- E- Other — All state and federal board certification requirements will be considered.

MAINE:

#2 Past Performance Measures and Standards:
- A- Academic achievement — Successful completers will maintain a 2.0 grade point average in their major.
- C- Placement rates — At least 80% of successful completers of occupationally specific technical education programs at the postsecondary level should enter employment in a related occupation within four months of graduation.
- E- Retention — Student attrition should not exceed 40% during the 91/92 school year.

#5 Learning Measures and Standards:
While these will not be used as specific "individual" measures, they will be included in our standard of "achievement of basic and advanced academic skills." Attrition should not exceed 40% during the 91/92 school year.
- B- Course completion rates
- C- Degree or certificate rates — The Maine Technical College System has established a 60% completion rate as its standard.
- D- Occupational competency — It will be based upon occupational placement.
- E- Other — Entry-wage differential advanced placement status

#6 Labor Market Measures and Standards:
- C- Entry-level wage/position — Entry-wage differential/advanced placement status
- D- Length of time employed in first job — Advanced placement status
- G1- Placement rates - job related — Related occupational placement shall be accomplished within four to six months of graduation.

MICHIGAN:

#5 Learning Measures and Standards: B- Program completion	• 75% of occupational education students who enroll in basic and advanced academic skill supportive education courses required as part of the State Board of Education approved occupational education program will successfully complete as recorded by each academic period and reported in total with the year end enrollment reports.
C- Degree or diploma completion rates	• The percentage of program completers in State Board of Education approved occupational programs will be equal to the percentage of completers in the college population at large.
D- Occupational competency	• 75% of occupational education students who enroll in a speciality course within a State Board of Education approved occupational education program will successfully complete it as recorded by each academic period and reported in total with the year-end enrollment reports.
#6 Labor Market Measures and Standards: G234- Placement rates	• 75% of all program completers from the State Board of Education approved programs who seek employment will experience placement into additional training or education, military service, or employment.
#9 Special Populations: A- Enrolled	• The percentage of special populations students enrolled in State Board of Education approved occupational programs will be equal to the percentage of special populations students in the college population at large.
B- Completing	• Percentage of special populations students completing State Board of Education approved occupational programs will be equal to the percentage of special populations students completing all college programs.
C- Jobs related	

MINNESOTA:

#2 Past Performance Measures and Standards: C- Placement rates	• 51% of program graduates are placed in related employment for which they were trained.
#5 Learning Measures and Standards: A- Academic achievement	• All standards to be based on first year data.
B- Course completion rates	• All standards to be based on first year data.
C- Degree or certificate rates	• All standards to be based on first year data.
E- Course retention rates	• All standards to be based on first year data.

#6 Labor Market Measures and Standards:

G1- Placement rates- job related
- 51% of program graduates are placed in related employment for which they were trained.

G23- Placement rates - further ed./military
- All standards to be based on first year data.

#9 Special Populations:

AB- Enrolled/Completing
- All standards to be based on first year data.

C- Job related
- The ratio of graduates with special needs will be equal to or greater than ratio for those graduates without special needs.

NEVADA:

#5 Learning Measures and Standards:

A12- Academic achievement (math/reading)
- Pretest and posttest on applied academic competencies (90% on posttest)

B- Course completion rates
- 90% successfully complete the occupational courses.

C- Degree or certificate completion rates
- 75% of identified students in occupational programs will require a degree or certificate.

D- Occupational competency
- 75% of students taking a certification or licensing exam will pass.

#6 Labor Market Measures and Standards:

B- Rate of quarterly earnings increase
- Quarterly earnings will be statistically higher for program graduates than general degree graduates.

C- Entry-level wage/position
- 85% of the program completers will be employed and earning a higher entry wage than average nonprogram completer.

E- Employer or employee satisfaction
- 95% of employers will show satisfaction on employee training in academic, technical, and employability skills.

F- Quarterly earnings
- Similar to item B

G134- Placement rates
- At least 95% of the program completers are employed (job related), continuing their education, or are members of the armed forces.

NORTH CAROLINA:

#5 Learning Measures and Standards:

The extensive data collection mechanism is not in place systemwide. We believe in flexibility to set standards at the college level. We run thousands of programs which do not neatly fit into competency standards, though completion and placement related measures seem promising.

#6 Labor Market Measures and Standards:

We will need to establish a way to measure placement rates and related information cost-effectively before we can use this measure or set standards.

#12 Measuring and Testing Validation:

Job licensure tests are given to students in the pertinent curricula.

OHIO:

Performance measures and standards are for adult education only.

#2 Past Measures and Standards:
C- 84% of students available for placement employed; 60% of students available for placement in related field

#4 Number of Anticipated Measures:
Separate standards for adult and associate degree; adults - 7, associate - ?

SOUTH CAROLINA:

All postsecondary monies are targeted for Tech Prep only. There are no postsecondary performance measures and standards. Tech Prep programs will develop local postsecondary measures and standards.

TENNESSEE:

#2 Past Measures and Standards:
A- High school competency level math, reading
C- 50% placement in field trained

#5 Learning Measures and Standards:

A12- Academic achievement (math/reading)	• high school level
B- Occupational competency	• ?
C- Placement rates	• ?
D- Earnings	• postsecondary norm on S.O.C.A.T.

#6 Labor Market Measures and Standards:

E- Employer or employee satisfaction	• ?
G1- Placement rates in job-related training	• 50% graduates

TEXAS:

#5 Learning Measures and Standards:

A- Academic achievement (math)	• # students taking TASP; passing TASP
	• programs with licensure exams
B- Course completion	• # students completing courses
C- Degree or certificate completion rates	• # students earning a coordinating board approval degree or certificate
E- Other	• # programs with process to evaluate acquisition of higher order cognitive skills and program content (i.e., licensure exam, task analysis)

#6 Labor Market Measures:

C- Entry-level wage/position	• # completers employed full time, earning greater than minimum wage
E- Employer/employee satisfaction	• # employers rating employees' training as good or very good
G1- Job-related	• # completers employed in field related to training
G2- Any job	• # completers employed in field not related to training

G3- Further education
- # marketable skills achievers pursuing additional education and training

G4- The military
- # marketable skills achievers in military

#7 Special Populations
We will not collect specifically for special populations, but will break out information for ethnic purposes.

VIRGINIA:

Standards for academic and occupational programs are based on accreditation standards of the Southern Association of Colleges and Schools. See enclosed "Criteria" and "Resource Manual."

WASHINGTON:

#5 Learning Measures and Standards:
B- Course completion rates during their second academic period
- Students will attain an 80% class completion rate at a "C" grade or better.

#6 Labor Market Measures and Standards:
G1- Placement rates in job-related training
- Students will attain an 80% placement rate.

G234- any job, further education, the military
- ?

Note: "Program completers" are defined as degree, certificate, or diploma completers. Also included among program completers are those who exit with marketable skills. Placement includes the following: (1) in a job related to training; (2) in a nontraining related job; (3) in further education or training; and (4) in the military or other service like the Peace Corps.

#9 Special Populations:
D- Other
Equal access to vocational programs.
- The ratio of the percentage of students who are special populations students enrolled in all vocational programs to the percentage of college-level students who are special population students in the school population

#15 Data Collection:
Other: Systemwide MIS reports for community college system.

WISCONSIN:

#6 Labor Market Measures and Standards:
G1- Placement rates in job-related
- anticipate around 80%

G2- Any job
- anticipate around 90%

G3- The military
- anticipate about 5-10%

#15 Data Collection:
Other: Student data system that includes student transcripts and attendance records.

The following are states with one set of performance measures and standards for both secondary and postsecondary (open-ended questions will be listed under Secondary):

Arkansas
Delaware
Florida
Kansas
Massachusetts
Mississippi
Missouri
Montana
Nebraska
Oklahoma
Rhode Island
South Carolina
South Dakota
Utah
Washington, DC
Guam

Secondary Vocational Education

Ernest Shubird
Coordinator, Adult Vocational Programs
Department of Education
Alabama
(205) 242-9108
Secondary

Russell V. Cropley
Program Manager
Office of Adult and Vocational Education
Alaska
(907) 465-4685
Secondary/Postsecondary/Adult

Charles Losh, Ph.D.
Department Associate Superintendent
Office of Vocational-Technical Education
Arizona
(602) 542-5282
Secondary

Helen T. Leigh
Program Analyst
Finance Department
Arkansas
(501) 682-1848
Secondary
One Set of Measures and Standards

Jim Cox
Consultant to Department and Director
of Assessment and Accountability
California School Leadership Academy
California
(714) 998-7150
Secondary

Gregory P. Smith
Coordinator of Institutional Research
and Evaluation
CCCOES Department
Colorado
(303) 620-4034
Secondary/Postsecondary/Adult

Valerie K. Dunn, Ph.D.
Consultant
Division of Vocational Education
Connecticut
(203) 638-4060
Secondary

Lewis L. Atkinson, Ed.D.
State Supervisor
Vocational-Technical Department
Delaware
(302) 739-4681
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Richard Ray
Director, Vocational Programs Section
Department of Education
Florida
(904) 488-0484
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Richard Grover
Director, Program Review
Program Development
Georgia
(404) 656-3435
Secondary

William Broadbent
Coordinator of Planning and Evaluation
University of Hawaii
Office of the State Director for
Vocational Education
Hawaii
(808) 737-5522
Secondary/Postsecondary/Adult

Kathleen Nicholson-Tosh
Manager, Vocational Education
Program Services
Adult, Vocational and Technical Education
Illinois
(217) 782-4877
Secondary/Postsecondary/Adult

Margaret Ellibee
Agriculture Education Consultant
Bureau of Technical Vocational
Iowa Department of Education
Iowa
(515) 281-8510
Secondary

Jim Byford
Director, Division of Planning/Evaluation
Adult and Technical Education
Kentucky
(502) 564-2326
Secondary/Postsecondary/Adult

Christopher D. Lyons
Director, Division of Program Services
and Finance
Department of Education
Maine
(207) 289-5854
Secondary/Postsecondary/Adult

John P. McDonagh
Director of Planning, Research, and Evaluation
Education Division of Occupational
Massachusetts
(617) 770-7380
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Michael Rush
Director of Research
Division of Vocational Education
Idaho
(208) 334-3216
Secondary/Postsecondary/Adult

Peggy O'Malley
Executive Director
Commission on Vocational and
Technical Education
Indiana
(317) 232-1832
Secondary/Postsecondary/Adult

Patricia P. Kells
Specialist
Kansas Department of Education
Kansas
(913) 296-4950
Secondary/Postsecondary
One Set of Measures and Standards

C. R. Bell, Jr.
Acting Assistant Superintendent
Vocational Education Department
Louisiana
(504) 342-3524
Secondary

Leo E. Lezzer
Chief, Management and
Accountability Section
Career and Technology Education
Maryland
(301) 333-2047
Secondary/Postsecondary/Adult

Bill Weisgerber
Chief
Department of Education
Michigan
(517) 335-0360
Secondary

Mack Seney
Consultant
Department of Education
Michigan
(517) 373-2780
Secondary

Jimmy McCully
Research and Curriculum Specialist
Research and Curriculum Unit
Mississippi State University
Mississippi
(601) 325-2510
Secondary/Postsecondary
One Set of Measures and Standards

Jim Whealon
State Director, Vocational Education K-12
OPI Department
Montana
(406) 444-2413
Secondary/Adult
One Set of Measures and Standards

Keith Rheault
Assistant Director
Occupational Education Department
Nevada
(702) 687-3144
Secondary/Postsecondary

Dr. Claudia Merkel-Keller
Planning Associate
Education Department
New Jersey
(609) 292-5822
Secondary/Adult

Barbara Shay
Bureau Chief, Bureau of Policy
Development and Grants Administration
New York
(518) 474-1081
Secondary

Nick Waldoch
Supervisor, Secondary Vocational Ed.
Department of Education
Minnesota
(612) 296-1085
Secondary

Robert A. Robison
Coordinator of Vocational Education
Department of Elementary and
Secondary Education
Missouri
(314) 751-3500
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Marge Harouff
Assistant Commissioner
Department of Education
Nebraska
(402) 471-4800
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Joan Schwartz
Director, Program Improvement,
Research and Accountability
Department of Education
New Hampshire
(603) 271-3454
Secondary/Postsecondary

Tom Trujillo
Assistant State Director
Vocational Technical and Adult Ed.
Vocational Department
New Mexico
(505) 827-6670
Secondary/Postsecondary/Adult

Donald R. Brannon
Chief, Specialist Programs and Services
Division of Vocational Education Services
Department of Public Instruction
North Carolina
(919) 733-7094
Secondary

Ernest Breznay
Assistant State Director
Vocational Education Department
North Dakota
(701) 224-3184
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Charles O. Hopkins
Assistant State Director
Oklahoma Department of Vo-Tech
Oklahoma
(405) 743-5432
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Dr. Stephen Franchak
Assistant Director
Bureau of Vocational and
Adult Education
Education Department
Pennsylvania
(717) 787-5530
Secondary/Postsecondary/Adult

Julie W. Anderson
Education Associate
Student Performance Assessment
South Carolina
(803) 253-4029
Secondary
One Set of Measures and Standards

James R. Vinson
Director, Planning and Development
Vocational Education Department
Tennessee
(615) 741-1819
Secondary

Jan Dickson
Specialist, Planning/Information
State Office of Education
Utah
(801) 538-7843
Secondary/Postsecondary/Adult
One Set of Measures and Standards

G. James Pinchau
Associate Director
Ohio Department of Education
Ohio
(614) 466-2095
Secondary/Postsecondary/Adult

Greg Harpole
Specialist, Business and Office Programs
Oregon Department of Education
Office of Professional Technical Ed.
Oregon
(503) 378-3590
Secondary/Postsecondary/Adult

John F. Keough, Jr.
Education Specialist
Vocational and Adult Education
Rhode Island Department of Education
Rhode Island
(401) 277-2691
Secondary/Adult
One Set of Measures and Standards

Larry G. Nelson
Assistant State Director
Vo-Tech Education Department
South Dakota
(605) 773-3423
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Robert S. Patterson
Director, Vocational Education Programs
Texas Education Agency
Texas
(512) 463-9446
Secondary

Charles Stander
Technical Education Evaluation Consultant
Department of Education
Vermont
(802) 828-3101
Secondary/Postsecondary

Jerry M. Hicks
State Director of Vocational Education
Vocational Education Department
Virginia
(804) 225-2877
Secondary

Hobart L. Harmon
Director of Instructional Services
State Department of Education
West Virginia
(304) 348-2122
Secondary/Adult

Ellen Mellott
Director
Applied Technology Vocational Education
Wyoming
(307) 777 7415
Secondary/Postsecondary/Adult

Marlene Coplen
Program Specialist
State Board for Vocational Ed.
Planning and Policy Division
Washington
(206) 753-5680
Secondary

Catherine J. Lader
Education Consultant
Department of Public Instruction
Wisconsin
(608) 267-9088
Secondary

Otho E. Jones
Assistant Superintendent
State Office of Vocational and
Adult Education
Washington, DC
(202) 724-4178
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Mr. Joaquin S. Pangelinan
Assistant State Director for Vocational
and Adult Education
State Agency for Vocational and
Adult Education
Guam
(617) 734-4311 ext. 408/403
Secondary/Postsecondary/Adult
One Set of Measures and Standards

Postsecondary Vocational Education

Dr. Tracey Trussell
Director, Instructional Services
Postsecondary Education Department
Alabama
(205) 244-7900
Postsecondary

Russell W. Cropley
Program Manager
Office of Adult and Vocational Ed.
Alaska
(907) 465-4685
Secondary/Postsecondary/Adult

Gordon G. Hall
Associate Director
State Community College Board
Arizona
(602) 255-4037
Postsecondary

Pat Stanley
Dean, Vocational Education
Chancellor's Office
California
(916) 445-0486
Postsecondary

Gregory P. Smith
Coordinator of Institutional Research and Evaluation
CCCOES Department
Colorado
(303) 620-4034
Secondary/Postsecondary/Adult

Waldemar Kostrzewa
Director of Community Services
Board of Trustees of Community Services
Board of Trustees of Community-Technical Colleges
Connecticut
(203) 725-6617
Postsecondary/Adult

Sheila Stille Squires
Institutional Effectiveness Coordinator
Technical and Adult Education
Georgia
(404) 656-6714
Postsecondary

William Broadbent
Coordinator of Planning and Evaluation
University of Hawaii
Office of the State Director for Vocational Education
Hawaii
(808) 737-5522
Secondary/Postsecondary/Adult

Mike Rush
Director of Research
Division of Vocational Education
Idaho
(208) 334-3216
Secondary/Postsecondary/Adult

Peggy O'Malley
Executive Director
Commission on Vocational and Technical Education
Indiana
(317) 232-1832
Secondary/Postsecondary/Adult

Kathleen Nicholson-Tosh
Manager, Vocational Education Program Services
Adult, Vocational and Technical Education
Illinois
(217) 782-4877
Secondary/Postsecondary/Adult

Jim Byford
Director of Division Planning/Education
Adult and Technical Education
Kentucky
(502) 564-2326
Secondary/Postsecondary/Adult

Gary Crocker
Director of Special Projects
Maine Technical College System
Maine
(207) 289-1070
Postsecondary

Bruce Grow
Consultant
Department of Education
Michigan
(517) 373-3360
Postsecondary/Adult

Keith W. Rheault
Assistant Director
Occupational Education Department
Nevada
(702) 687-3144
Secondary/Postsecondary

Ms. Marguerite Beardsley
Director of the Office of Community Colleges
Department of Higher Education
New Jersey
(609) 984-2680
Postsecondary

Margaret Ellibee
Agriculture Education Consultant
Iowa Department of Education
Iowa
(515) 281-8510
Secondary

Dr. Florent Hardy
Bureau Administrator
State Department of Education
Louisiana
(504) 342-3525
Postsecondary

Leo E. Lezzer
Chief, Management Information and Accountability Section
Career and Technology Education
Maryland
(301) 333-2047
Secondary/Postsecondary/Adult

William E. Stock
Supervisor
State Board of Technical Colleges
Minnesota
(612) 296-9600
Postsecondary

Dr. Keith W. Bird
Deputy Commissioner
Postsecondary Technical Education
New Hampshire
(603) 271-2727
Postsecondary

Tom Trujillo
Assistant State Director
Vocational Tech and Adult Education
Vocational Department
New Mexico
(505) 827-6670
Secondary/Postsecondary/Adult

Mark Haskins
Associate
NYS Education Department
New York
(518) 474-8920
Postsecondary/Adult

G. James Pichau
Associate Director
Ohio Department of Education
Ohio
(614) 466-2095
Secondary/Postsecondary/Adult

Dr. Stephen Franchak
Assistant Director, Bureau of Vocational and Adult Education
Education Department
Pennsylvania
(717) 787-5530
Secondary/Postsecondary/Adult

Tom Hall
Vice Chancellor for the Vocational Education Board of Regents Department
Tennessee
(615) 366-4460
Postsecondary

Charles Stander
Technical Education Evaluation Consultant
Education Department
Vermont
(802) 828-3707
Secondary/Postsecondary

J. W. Eades
Associate Director, Federal Vocational Education
Department of Community Colleges
North Carolina
(919) 733-7051 ext. 445
Postsecondary/Adult

Greg Harpole
Specialist, Business and Office Programs
Office of Community College Services and Professional Technical Education
Department of Education
Oregon
(503) 378-3590
Secondary/Postsecondary/Adult

Julie W. Anderson
Education Associate
Student Performance Assessment
South Carolina
(803) 253-4029
Secondary

Ann Lopez
Director, Instructional Programs
Community and Technical Colleges Division of the Texas Higher Education Coordinating Board
Texas
(512) 483-6250
Postsecondary

Dr. Ned Swartz
Instructional Programs Coordinator
Virginia Community College System
Virginia
(804) 225-2124
Postsecondary

John Knold
Program Specialist
State Board for Vocational Education
Planning and Policy Division
Washington
(206) 753-1301
Postsecondary

Deborah Mahaffey
Evaluation Consultant
Vocational and Adult Education
Wisconsin
(608) 266-7848
Postsecondary

Jim Skidmore
Assistant Director, Community College
and Vocational Education
Higher Education Department
West Virginia
(304) 348-0265
Postsecondary

Ellen Mellott
Director
Applied Technology Vocational Education
Wyoming
(307) 777-7415
Secondary/Postsecondary/Adult