



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

MAR 13 2007

PROGRAM MEMORANDUM

To: State Directors of Career and Technical Education

From: Troy R. Justesen, Ed.D. *Troy Justesen*

Subject: Student Definitions and Measurement Approaches for the Core Indicators of Performance Under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

The purpose of this memorandum is to offer guidance regarding student definitions and measurement approaches for the core indicators of performance under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV or the Act), signed into law by the President on August 12, 2006. Section 113(b)(2) of the Act requires each eligible agency to identify in its State plan core indicators of performance for career and technical education students that are valid and reliable. The Secretary will approve a State plan, or a revision to an approved plan, unless the Secretary determines that: (1) the State plan, or revision, respectively, does not meet the requirements of the Act, including the development by States of valid and reliable measures for the core indicators of performance; or (2) the State's levels of performance on the core indicators of performance are not sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B). This guidance document was developed to assist each State to develop its new core indicators of performance that will meet the requirements of the Act. New State plans under Perkins IV are due to this office on May 7, 2007 and are effective on July 1, 2007.

We hope you will find that the enclosed document incorporates and builds upon the extensive work of the States in the Data Quality Institutes (DQIs) and Next Step Workgroup (NSWG) conference calls and better aligns the student definitions and measurement approaches for the core indicators of performance to the requirements of the new Act, including those incorporated from the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 (ESEA or NCLB). The guidance also closely aligns to other national data sources and evaluation studies, including the National Assessment of Vocational Education (NAVE), National Center for Education Statistics (NCES), and National Research Center for Career and Technical Education (NRCCTE). We believe that these student definitions and measurement approaches will help States to build a stronger and more valid and reliable accountability system for career and technical education across the nation that is consistent with congressional intent.

Please note that under the final Perkins IV State Plan Guide, OMB Control Number 1830-0029), a State may choose to propose other student definitions and measurement approaches for the core indicators of performance in its new State plan. A State that chooses to propose other student definitions and measurement approaches would have to describe how its proposed definitions and measures would be valid and reliable. [See Perkins IV State Plan Guide, Part IV—Accountability and Evaluation—Section A—Statutory Requirements, Item 3.]

The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions, as well as specific measurement approaches that are required by Perkins IV, for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

This memorandum and the attached guidance have not been assigned an OMB control number under the Paperwork Reduction Act of 1995 (44 U.S.C. 3507(d)) because they are not intended as information collection instruments. Therefore, you are not required to respond to them as information collections. The information contained in this document, however, may assist you in responding to the Perkins IV State Plan Guide and Consolidated Annual Report (CAR) forms, each of which is an information collection and will be assigned an OMB control number.

If you have any questions or need additional information on the student definitions and measurement approaches contained in this document, please feel free to contact Dr. John Haigh, Chief, Accountability and Performance Branch, Division of Academic and Technical Education by phone at (202) 245-7735 or e-mail at john.haigh@ed.gov. You may also contact your Regional Accountability Specialist.

Enclosure

**Office of Vocational and Adult Education
State Administration and Accountability Group**

**CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION ACT OF 2006 (PERKINS IV)**

**Student Definitions and Measurement Approaches for the
Core Indicators of Performance**

Note: This document has not been assigned an OMB control number under the Paperwork Reduction Act of 1995 (44 U.S.C. 3507(d)) because it is not intended as an information collection instrument. Therefore, you are not required to respond to it as an information collection. The information contained in this document may assist you in responding to the Perkins IV State Plan Guide and Consolidated Annual Report (CAR) forms, each of which is an information collection and will be assigned an OMB control number.

STUDENT DEFINITIONS

Secondary Level:

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary/Adult level:

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

MEASUREMENT DEFINITIONS

SECONDARY LEVEL

1S1: Academic Attainment – Reading/Language Arts

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **reading/language arts** whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

1S2: Academic Attainment – Mathematics

Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in **mathematics** whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.

Examples for Indicators 1S1 and 1S2:

- Under these indicators, a State would not include in the data it reports under the Perkins Act a CTE concentrator who is a student who *at the time of the administration of the State assessment had not attended public schools within the State for a full academic year, as defined in the State’s Consolidated State Application Accountability Workbook*, because the State would not include this student in its computation of Statewide AYP under the ESEA.
- Under these indicators, a State would include in the data it reports under the Perkins Act a CTE concentrator who took the reading/language arts and mathematics assessments in the 10th grade and dropped out in the 11th grade if the student’s 11th grade year is the reporting year.

- Under these indicators, if a State's *Consolidated State Application Accountability Workbook* allows for the State to report a student's last score on the reading/language arts and mathematics assessments for accountability purposes under the ESEA, the State may follow the same procedure for reporting the number of CTE concentrators who met the proficient or advanced level of an ESEA assessments because a State would report the same score for a CTE student as reported under the ESEA.

2S1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

Note for Indicator 2S1: The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator. OVAE expects that each State will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State plan, the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

3S1: Secondary School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Student Graduation Rates

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

5S1: Secondary Placement

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

POSTSECONDARY LEVEL

1P1: Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

Note for Indicator 1P1: The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in

every CTE program area and for every CTE concentrator. OVAE expects that each State will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State plan, the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

2P1: Credential, Certificate, or Diploma

Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

3P1: Student Retention or Transfer

Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

4P1: Student Placement

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

5P1: Nontraditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.