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

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

March, 1992

This document is one of a series of Technical Assistance Reports. A prepublication version of this document was made available in very limited numbers; this is the final version. Note: Minor differences may exist between the two versions.

This document has not been reviewed by NCRVE; therefore, this paper represents the views of its authors and not necessarily those of the Center or the U.S. Department of Education. NCRVE makes Technical Assistance Reports available, upon request, for informational purposes.
This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)
Project Title: National Center for Research in Vocational Education
Grant Number: V051A80004-91A
Act under which Funds Administered: Carl D. Perkins Vocational Education Act P.L. 98-524
Grantee: The Regents of the University of California c/o National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director: Charles S. Benson
Percent of Total Grant Financed by Federal Money: 100%
Dollar Amount of Federal Funds for Grant: $5,918,000

Disclaimer: This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Discrimination: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the National Center for Research in Vocational Education project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Performance Measures and Standards Across the Nation</td>
<td>3</td>
</tr>
<tr>
<td>Past Use of Measures and Standards</td>
<td>4</td>
</tr>
<tr>
<td>Anticipated Measures and Standards</td>
<td>4</td>
</tr>
<tr>
<td>Special Populations</td>
<td>17</td>
</tr>
<tr>
<td>Measuring and Testing Validation</td>
<td>18</td>
</tr>
<tr>
<td>Competency-Based Curricula</td>
<td>26</td>
</tr>
<tr>
<td>Data Collection</td>
<td>37</td>
</tr>
<tr>
<td>Expenditures for Accountability</td>
<td>38</td>
</tr>
<tr>
<td>Committee of Practitioners</td>
<td>38</td>
</tr>
<tr>
<td>Conclusion</td>
<td>45</td>
</tr>
</tbody>
</table>

Appendix A

States' Individual Responses to the Survey .................................. A-1

Appendix B

States' Written Responses to Survey Questions ................................ B-1

Appendix C

A List of Contact Persons in Each State ...................................... C-1
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. 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.

---

1Guam 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

SECONDARY

POSTSECONDARY

Percent of States

0 20 40 60 80 100

Academic Achievement  Occupational Competency  Placement Rates  Earnings  Retention  Other

41 50 86 14 36 27

Percent of States

0 20 40 60 80 100

Academic Achievement  Occupational Competency  Placement Rates  Earnings  Retention  Other

24 36 84 24 32 16
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

<table>
<thead>
<tr>
<th></th>
<th>Secondary</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>4-6 Mes</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>7-9 Mes</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>10 and Over</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>39</td>
<td>53</td>
</tr>
</tbody>
</table>
FIGURE 3
Percentage of States Anticipating Specific Learning Measures and Standards

FIGURE 4
Percentage of States Anticipating Specific Learning Measures and Standards
FIGURE 5
Percentage of States Anticipating Specific Labor Market Measures and Standards

Percent of States

Placement Rates

[Bar chart showing percentages for different labor market measures and standards]

SECONDARY
FIGURE 6
Percentage of States Anticipating Specific Labor Market Measures and Standards

POUNSECONsARY

Placement Rates

Yes  No  Maybe
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

<table>
<thead>
<tr>
<th>Special Population</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapped</td>
<td>78</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>65</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>Actual or Potential Dropouts of High School</td>
<td>57</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>73</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Migrants</td>
<td>54</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Displaced Homemakers</td>
<td>46</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Not Traditionally Taken by Member of That Sex</td>
<td>68</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>Individuals in Correctional Institution</td>
<td>51</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

SECONDARY
FIGURE 8
Percentage of States Planning to Develop Standards for Specific Special Populations

Percent of States

<table>
<thead>
<tr>
<th>Population</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapped</td>
<td>81</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>76</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Actuarial or Potential Dropout of Postsecondary</td>
<td>43</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>High School Dropout</td>
<td>30</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>51</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Migrants</td>
<td>57</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Displaced Homemakers</td>
<td>65</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Not Traditionally Taken by Members of That Sex</td>
<td>76</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Individuals in Correctional Institution</td>
<td>59</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>

POSTSECONDARY
FIGURE 9

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

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Percent of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>46, 11</td>
</tr>
<tr>
<td>B</td>
<td>41, 14</td>
</tr>
<tr>
<td>C</td>
<td>38, 11</td>
</tr>
<tr>
<td>D</td>
<td>35, 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postsecondary</th>
<th>Percent of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49, 5</td>
</tr>
<tr>
<td>B</td>
<td>49, 8</td>
</tr>
<tr>
<td>C</td>
<td>46, 8</td>
</tr>
<tr>
<td>D</td>
<td>49, 8</td>
</tr>
</tbody>
</table>

Legend:
- Yes
- No
- Maybe
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

<table>
<thead>
<tr>
<th>Program</th>
<th>Percent of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>55</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>49</td>
</tr>
<tr>
<td>9th and 10th Graders Participating in Vocational Education</td>
<td>61</td>
</tr>
<tr>
<td>Typing I</td>
<td>39</td>
</tr>
<tr>
<td>General Introductory Courses</td>
<td>49</td>
</tr>
<tr>
<td>Applied Academics</td>
<td>45</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
</tbody>
</table>

SECONDARY
FIGURE 11

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

Percent of States

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>100</th>
<th>80</th>
<th>60</th>
<th>40</th>
<th>20</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>91</td>
<td>6</td>
<td>3</td>
<td>32</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Only Students in Vocational Education Programs</td>
<td>3</td>
<td>32</td>
<td>26</td>
<td>38</td>
<td>47</td>
<td>59</td>
</tr>
<tr>
<td>GRADE LEVELS</td>
<td>K-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
<td>11-12</td>
</tr>
<tr>
<td>SECONDARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25
Percentage of States Retaining Data on Statewide Tests and the Performance That the Data Measures

<table>
<thead>
<tr>
<th>Percent of States</th>
<th>100</th>
<th>80</th>
<th>60</th>
<th>40</th>
<th>20</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>71</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary</td>
<td>43</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary Performance Data Measures

Postsecondary Performance Data Measures

FIGURE 12
FIGURE 13

Percentage of States Measuring Specific Skills

<table>
<thead>
<tr>
<th></th>
<th>Percent of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-Specific Skills</td>
<td>18</td>
</tr>
<tr>
<td>Academic Skills</td>
<td>100</td>
</tr>
<tr>
<td>General Career Prep.</td>
<td>18</td>
</tr>
<tr>
<td>Job-Specific Skills</td>
<td>45</td>
</tr>
<tr>
<td>Academic Skills</td>
<td>91</td>
</tr>
<tr>
<td>General Career Prep.</td>
<td>18</td>
</tr>
</tbody>
</table>

SECONDARY

POSTSECONDARY
FIGURE 14

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

Percent of States

<table>
<thead>
<tr>
<th></th>
<th>Currently</th>
<th>In the Next Three Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 30-100%</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Less than 30%</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>More</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>All 50-100%</td>
<td>49</td>
<td>16</td>
</tr>
<tr>
<td>Less than 50%</td>
<td>39</td>
<td>4</td>
</tr>
<tr>
<td>More</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

SECONDARY

POSTSECONDARY
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

SECONDARY

<table>
<thead>
<tr>
<th>Source</th>
<th>Past</th>
<th>Future</th>
<th>Percent of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Transcripts</td>
<td>20</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>Attendance Records</td>
<td>22</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Peer Survey</td>
<td>37</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>Post-graduation Survey</td>
<td>63</td>
<td>55</td>
<td>63</td>
</tr>
<tr>
<td>PSAT, SAT</td>
<td>12</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Other Standardized Tests</td>
<td>31</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Other Subject Area Tests</td>
<td>31</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>Unemployment</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Occupational Compensation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 16
Percentage of States Using Various Data Sources in the Past and in the Future

Percent of States

POSTSECONDARY

Student Transcripts
Admission Records
High School Records
Post-graduation Surveys
SAT/ACT
Other Standardized Academic Tests
Other Standardized Assessment Data
Occupational Competencies
Secondary/Post-Secondary Other

Past
Future

0 20 40 60 80 100

31 49 27 33 31 43 63 71 9 20 27 43 43 39 22 63 4 27 12 12
FIGURE 17
Percentage of States Earmarking Money for Developing Accountability Systems, Amount Budgeted, and Source of Revenue

<table>
<thead>
<tr>
<th>Event</th>
<th>Yes</th>
<th>No</th>
<th>Under $50,000</th>
<th>$50,000-$100,000</th>
<th>$150,000-$200,000</th>
<th>$200,000-$500,000</th>
<th>$500,000-$1,000,000</th>
<th>Over $1,000,000</th>
<th>Federal Revenues</th>
<th>State Revenues</th>
<th>Local Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>59</td>
<td>39</td>
<td>13</td>
<td>37</td>
<td>20</td>
<td>7</td>
<td>10</td>
<td>93</td>
<td>63</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

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.
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

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

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

<table>
<thead>
<tr>
<th>One Set</th>
<th>Two Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>29%</td>
<td>71%</td>
</tr>
</tbody>
</table>

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:

#### One Set of Measures

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

#### 1. Past Measures/Standards

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

#### 2A. Academic Achievement

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 2B. Occupational Competency

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 2C. Placement Rates

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 2D. Earnings

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 2E. Retention

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 2F. Other

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

#### 3. Applied to All or Some

<table>
<thead>
<tr>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Maybe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1—Academic achievement (Math)</td>
<td>44%</td>
<td>6%</td>
<td>45%</td>
</tr>
<tr>
<td>A2—Academic achievement (Reading)</td>
<td>47%</td>
<td>8%</td>
<td>45%</td>
</tr>
<tr>
<td>A3—Academic achievement (Science)</td>
<td>24%</td>
<td>18%</td>
<td>55%</td>
</tr>
<tr>
<td>B—Course completion rates</td>
<td>55%</td>
<td>12%</td>
<td>27%</td>
</tr>
<tr>
<td>C—High school graduation</td>
<td>41%</td>
<td>14%</td>
<td>41%</td>
</tr>
<tr>
<td>D—Degree or certificate</td>
<td>41%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>E—Occupational competency</td>
<td>47%</td>
<td>8%</td>
<td>37%</td>
</tr>
<tr>
<td>F—Other</td>
<td>24%</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Maybe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A—Time to secure employment</td>
<td>10%</td>
<td>53%</td>
<td>27%</td>
</tr>
<tr>
<td>B—Rate of quarterly earnings increase</td>
<td>10%</td>
<td>57%</td>
<td>34%</td>
</tr>
<tr>
<td>C—Entry-level wage/position</td>
<td>24%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>D—Length of time employed in first job</td>
<td>6%</td>
<td>55%</td>
<td>29%</td>
</tr>
<tr>
<td>E—Employer/employee satisfaction</td>
<td>31%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td>F—Quarterly earnings</td>
<td>4%</td>
<td>53%</td>
<td>29%</td>
</tr>
<tr>
<td>G1—Placement rates in job-related training</td>
<td>60%</td>
<td>4%</td>
<td>25%</td>
</tr>
<tr>
<td>G2—Placement rates in any job</td>
<td>55%</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>G3—Placement rates in further education</td>
<td>75%</td>
<td>2%</td>
<td>22%</td>
</tr>
<tr>
<td>G4—Placement rates in the military</td>
<td>65%</td>
<td>6%</td>
<td>27%</td>
</tr>
<tr>
<td>STATES:</td>
<td>AL</td>
<td>AK</td>
<td>AZ</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>5A - Academic achievement in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1 - Math</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A2 - Reading</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A3 - Science</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>B - Course completion rates</td>
<td>M</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>C - High school graduation</td>
<td>M</td>
<td>Y</td>
<td>M</td>
</tr>
<tr>
<td>D - Degree or certificate</td>
<td>M</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>E - Occupational competency</td>
<td>M</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>F - Other</td>
<td>M</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>6A - Time to secure employment</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>B - Rate of quarterly earnings</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>C - Entry-level wage position</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>D - Length employed in 1st job</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>E - Employer satisfaction</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>F - Quarterly earnings</td>
<td>M</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>G - Placement rates &amp; in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1 - Job-related training</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>G2 - Any job</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>G3 - Further education</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>G4 - The military</td>
<td>M</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>4. How many measures?</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

---

**SECONDARY ANTICIPATED MEASURES AND STANDARDS**

<table>
<thead>
<tr>
<th>STATES:</th>
<th>NE</th>
<th>NV</th>
<th>NH</th>
<th>NJ</th>
<th>NM</th>
<th>NY</th>
<th>NC</th>
<th>ND</th>
<th>OH</th>
<th>OK</th>
<th>OR</th>
<th>PA</th>
<th>RI</th>
<th>SC</th>
<th>SD</th>
<th>TN</th>
<th>TX</th>
<th>UT</th>
<th>VT</th>
<th>VA</th>
<th>WA</th>
<th>WV</th>
<th>WI</th>
<th>WY</th>
<th>D.C.</th>
<th>LM</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A - Academic achievement in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1 - Math</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>A2 - Reading</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>A3 - Science</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>B - Course completion rates</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>C - High school graduation</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>D - Degree or certificate</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E - Occupational competency</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>F - Other</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6A - Time to secure employment</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>B - Rate of quarterly earnings</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>C - Entry-level wage position</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>D - Length employed in 1st job</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>E - Employer satisfaction</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>F - Quarterly earnings</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>G - Placement rates &amp; in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1 - Job-related training</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>G2 - Any job</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>G3 - Further education</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>G4 - The military</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
4. How many measures do you anticipate using?
   1 = under 4
   2 = 4 - 6 measures
   3 = 7 - 9 measures
   4 = 10 or more
   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.
### POSTSECONDARY - ANTICIPATED MEASURES AND STANDARDS

#### STATES:

| STATES: | AL | AK | AZ | AR | CA | CO | CT | DE | FL | GA | IA | 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 | 2 | 3 | U | U | 1 | 2 | 2 | U | U | 2 | U | 2 |
| 5A- Academic achievement in: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1- Math | M | M | N | N | Y | N | N | N | Y | M | Y | N | M | M | M | Y | Y | Y | Y | N | N | Y | N | N | M | N |
| A2- Reading | M | M | N | N | N | Y | M | Y | Y | M | M | Y | M | Y | Y | Y | N | N | Y | N | N | M | N | Y |
| A3- Science | M | M | N | N | N | Y | M | M | M | M | Y | N | M | N | N | M | N | N | M | N | N | M | N | N |
| B- Course completion rates | M | M | Y | Y | Y | Y | Y | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| C- Degrees or certificate | M | M | Y | Y | Y | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| D- Occupational competency | M | Y | Y | N | Y | M | M | M | Y | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| E- Other | M | M | Y | Y | Y | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| 6A- Time to secure employment | M | M | N | N | N | N | N | N | N | N | M | Y | M | M | N | M | M | N | M | N | N | N | N | N |
| B- Rate of quarterly earnings lost | M | M | N | N | N | N | M | N | M | N | N | M | Y | N | N | N | N | N | M | N | N | N | N | N |
| C- Entry-level wage/position | M | M | N | N | N | N | N | N | N | N | M | M | M | M | N | M | N | N | N | M | N | N | N | N |
| D- Length employed in 1st job | M | M | N | N | N | N | N | N | N | N | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| E- Employer satisfaction | M | M | Y | Y | Y | Y | Y | Y | Y | Y | Y | M | M | M | M | M | M | M | M | M | M | M | M | M |
| F- Quarterly earnings | M | M | M | Y | N | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| G- Placement rates in: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G1- Job-related training | M | Y | Y | Y | Y | Y | M | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| G2- Any job | M | N | Y | Y | M | Y | M | Y | Y | Y | Y | Y | Y | M | M | Y | M | Y | M | Y | Y | M | Y | Y |
| G3- Further education | M | Y | Y | Y | M | Y | M | Y | Y | Y | Y | Y | Y | M | M | Y | M | Y | M | Y | Y | M | Y | Y |
| G4- The military | M | N | N | M | M | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

---

**Notice:** The table above represents the anticipated measures and standards for postsecondary education, detailing various aspects such as academic achievement, time to secure employment, and placement rates. Each cell indicates the status or percentage for each state, with some values marked as 'U' for unspecified or unknown.
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
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

   Y = Yes  N = No  M = Maybe

8.
   Handicapped individuals
   Limited English proficiency
   Actual or potential postsecondary dropout
   High school dropouts
   Economically disadvantaged
   Migrants
   Displaced homemakers
   Not traditionally taken by sex
   Individuals in correctional institution

9. Ratio A
   Ratio B
   Ratio C
   Other D

   Y = Yes  N = No  M = Maybe
<table>
<thead>
<tr>
<th>STATES:</th>
<th>AL</th>
<th>AR</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>IA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Standards for Special Pop.</td>
<td>Y</td>
<td>U</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>U</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>8. Handicapped Individuals</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English proficiency</td>
<td>N</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual or potential to dropout</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school dropouts</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members of economic disadv.</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrants</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled homemakers</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not traditionally taken by sex</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals in correctional inst.</td>
<td>Y</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B- completing ratio</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C- entering job related ratio</td>
<td>Y</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- other ratio</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 1 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%
## STATES:

<table>
<thead>
<tr>
<th>States</th>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HI</th>
<th>ID</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10A. Home Economics</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>B. Industrial Arts</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>C. 9th and 10th in voc. ed.</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>D. Typing I</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>E. General intro. courses</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>F. Applied Academics</strong></td>
<td>M</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>G. Other</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>11. Statewide tests given</strong></td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>If yes, to which students</strong></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>In which grades administered:</strong></td>
<td>K</td>
<td>2 grades</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>3 - 4 grades</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>5 - 6 grades</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>7 - 8 grades</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>9 - 10 grades</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>11 - 12 grades</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>12. Retain data on tests</strong></td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td><strong>If yes, individual or school</strong></td>
<td>I</td>
<td>S</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>S</td>
<td>B</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td><strong>13. Tests measure</strong></td>
<td>A</td>
<td>A</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>A</td>
<td>A</td>
<td>J</td>
<td>A</td>
<td>L</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
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

### States Table

**10. Statewide tests given**

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

**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%
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

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)

| STATES: | AL | AK | AZ | AR | CA | CO | CT | DE | FL | GA | HI | 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  | 2  | 1  | 2  | 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  | 1  | 2  | 2  | 1  | 2  | 1  | 2  | 1  | 2  | 2  | 1  | 2  | 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  | 1  | 1  | 2  | 1  | 1  | 2  | 1  | 1  | 2  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 1  | 1  | 1  | 2  | 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

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

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

<table>
<thead>
<tr>
<th>STATES:</th>
<th>NE</th>
<th>NV</th>
<th>NH</th>
<th>NJ</th>
<th>NM</th>
<th>NY</th>
<th>NC</th>
<th>ND</th>
<th>OH</th>
<th>OK</th>
<th>OR</th>
<th>PA</th>
<th>RI</th>
<th>SC</th>
<th>SD</th>
<th>TN</th>
<th>TX</th>
<th>UT</th>
<th>VT</th>
<th>VA</th>
<th>WA</th>
<th>WY</th>
<th>WI</th>
<th>WY</th>
<th>DC</th>
<th>GM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Presently using</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>U</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B- Within the next three years</td>
<td>1</td>
<td>2</td>
<td>U</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>U</td>
<td>2</td>
<td>2</td>
<td>U</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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

#### States:

<table>
<thead>
<tr>
<th>15. Report data for</th>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>IA</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>U</td>
<td>A</td>
<td>O</td>
<td>U</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
</tr>
</tbody>
</table>

#### States:

<table>
<thead>
<tr>
<th>15. Report data for</th>
<th>NE</th>
<th>NV</th>
<th>NH</th>
<th>NJ</th>
<th>NM</th>
<th>NY</th>
<th>NC</th>
<th>ND</th>
<th>OH</th>
<th>OK</th>
<th>OR</th>
<th>PA</th>
<th>RI</th>
<th>SC</th>
<th>SD</th>
<th>TN</th>
<th>TX</th>
<th>UT</th>
<th>VT</th>
<th>VA</th>
<th>WA</th>
<th>WV</th>
<th>WI</th>
<th>WY</th>
<th>DC</th>
<th>D.C.</th>
<th>GM</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>States:</th>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
<th>DE</th>
<th>FL</th>
<th>GA</th>
<th>HI</th>
<th>ID</th>
<th>IL</th>
<th>IN</th>
<th>IA</th>
<th>KS</th>
<th>KY</th>
<th>LA</th>
<th>ME</th>
<th>MD</th>
<th>MA</th>
<th>MI</th>
<th>MN</th>
<th>MS</th>
<th>MO</th>
<th>MT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Report data for</td>
<td>A</td>
<td>U</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>16. Student transcripts</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Attendance records</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Wage surveys</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Post-graduation surveys</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>PSAT, SAT standardized tests</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Other standardized academic</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Unemployment insurance data</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Occupational competencies</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Stand, employ/job skills tests</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Other</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>States:</td>
<td>NE</td>
<td>NV</td>
<td>NII</td>
<td>NJ</td>
<td>NM</td>
<td>NY</td>
<td>NC</td>
<td>ND</td>
<td>OH</td>
<td>OK</td>
<td>OR</td>
<td>PA</td>
<td>RI</td>
<td>SC</td>
<td>SD</td>
<td>TN</td>
<td>TX</td>
<td>UT</td>
<td>VT</td>
<td>VA</td>
<td>WA</td>
<td>WV</td>
<td>WI</td>
<td>WY</td>
<td>DC</td>
<td>GM</td>
</tr>
<tr>
<td>15. Report data for</td>
<td>U</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>O</td>
<td>A</td>
<td>A</td>
<td>O</td>
<td>U</td>
<td>U</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Student transcripts</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Attendance records</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Wage surveys</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Post-graduation surveys</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>PSAT, SAT standardized tests</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Other standardized academic</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Unemployment insurance data</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Occupational competencies</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Stand, employ/job skills tests</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>Other</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>17. (16.)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - under $50,000</td>
<td>13%</td>
<td>37%</td>
</tr>
<tr>
<td>$50,000 - $150,000</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>$150,000 - $300,000</td>
<td>20%</td>
<td>37%</td>
</tr>
<tr>
<td>over $500,000</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>B - Federal Revenues</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>State Revenues</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Local Revenues</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### STATES:

| A-18 | AL | AK | AZ | AR | CA | CO | CT | DE | FL | GA | IA | ID | IL | IN | KS | KY | LA | ME | MD | MA | MI | MN | MS | MO | MT |
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 17. Earmarked money | Y | N | Y | Y | Y | N | Y | N | Y | Y | N | Y | N | Y | N | Y | N | Y | Y | N | Y | N | Y | N | N |
| A - under $50,000 | Y | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| $50,000 - $150,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| $150,000 - $300,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| over $500,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| B - Federal revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| State revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Local revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

### STATES:

| A-18 | NE | NV | NH | NJ | NM | NY | NC | ND | OH | OK | OR | PA | RI | SC | SD | TN | TX | UT | VT | VA | WA | WV | WI | WY | DC | GM |
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 17. Earmarked money | N | N | Y | Y | Y | N | Y | N | Y | N | Y | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | N |
| A - under $50,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| $50,000 - $150,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| $150,000 - $300,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| over $500,000 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| B - Federal revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| State revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Local revenues | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
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?
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
   C- Placement rates • (blank)
   • 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
   B- Occupational competency
   C- Placement rates • 15 specific credits required for high school graduation (of 24 total)
   • Students completing job preparatory programs must demonstrate competency.
   • 70%

#5 Learning Measures and Standards:
   B- Course completion rates
   C- High school graduation rates
   D- Degree or certificate completion rates
   E- Occupational competency measured • 20%
   • not sure
   • 20%
   • 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

#5 Learning Measures and Standards:
A1- Academic achievement—Math
A2- Academic achievement—Reading
B- Course completion rates
C- High school graduation rates
F- Grades in math and language arts courses

#6 Labor Market Measures and Standards:
C- Entry-level wage/position
E- Employer or employee satisfaction
G- Placement rates

#9 Measures and Standards for Special Populations:
D- Other: Weighted formula to encourage enrollment of academic disadvantaged students in vocational programs

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

INDIANA:

#5 Learning Measures and Standards:
A- Academic achievement
C- High school graduation rates
F- Involvement in student/alumni organizations/advisory councils
Use of criterion-referenced assessments to demonstrate student mastery of basic skills

- 50% successful placement rate for occupational program areas
- % 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
- same with graduates
- average grades of vocational vs. nonvocational students weighted by level of course and student's ability
- % of grades in occupational areas who find training in related job
- average score by program area
- % of graduates in occupational programs with successful placement
- average weighted math and language arts grades
- Vocational Information Management System (student-based system of program/course information)
- ETS - Employment Tracking System
- Annual increase in achievement on the . . . portion of the state . . .
- Schools demonstrate an annual decrease in their dropout rate.
- 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)
C- Placement rates

#5 Learning Measures and Standards:
A12 - Academic achievement (math/reading)
B- Course completion rates
C- High school graduation rates
D- Degree or certificate completion rates
F- Occupational competency master

#6 Labor Market Measures and Standards:
G134- Placement rates

- All students must pass basic skills tests.
- 70% of program completers must be placed in the military, further education, or job-related occupational studies.

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
B- Course completion rates
C- High school graduation rates
D- Degree or certificate completion rates

#6 Labor Market Measures and Standards
C- Entry-level wage/position
E- Employer and employee satisfaction
G234- Placement rates

- Minnesota is restructuring toward outcome-based education.
- completers vs. starters
- trend data
- graduates and dropouts (95% by 1995)
- Ranges 4.99 and above; students in classified area all earn above minimum wage.
- % of employers satisfaction will be commensurate.
- 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
   C- Placement rates
   F- Enrollment alignment of programs
   - Occupational competency is identified; implemented and measured at local level; state has not established minimum rate.
   - Placement services will be provided; state has not established minimum rate; rate is used in funding state formula.
   - 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
   B- Course completion rates
   C- High school graduation rates
   E- Occupational competency
   F-
   - 98% of students will pass the 11th grade statewide achievement test.
   - Pretest, posttest: 90% of students will pass posttest on related academic competencies.
   - 95% of students should complete the course.
   - 90% of the vocational students will graduate.
   - Student will include the number of job-related competencies mastered by 80%.
   - 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
B- Occupational competency
Introduction to Occupations
C- Placement rates
Statewide Evaluation System

- Students will attain 60% or better on the Regency competency tests in reading, math, science, and global studies.
- Occupational proficiency of 65% or better
- 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
E- Occupational competency
F- Consumer Homemaking Competency Test

- 9th grade proficiency tests and OSU occupational tests
- OSU occupational competency tests

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
B- Course completion rates
D- Degree or certificate completion rates
E- Occupational competency

- 80% of the students will achieve 70% on competency test.
- 80% of the students enrolled will achieve competencies for a minimum of one specific occupation upon completion.
- 80% of the students enrolled will achieve competencies for a minimum of one specific occupation certificate.
- 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
C- Entry-level wage/position
E- Employer and employee satisfaction
G1- Placement rates in job related
G2- Any job
G3- Further education
G4- The military

- 85% six months after completion
- 75% of completers will earn economic self-sufficient wages
- Employers will rate 95% of students employed as satisfactory or above.
- 60% placed in job related
- 5%
- 40%
- 5%
OREGON:

#5 Learning Measures and Standards:
- B- Course completion
- D- Degree or certificate completion rates
- F- Satisfactory progress

#6 Labor Market Measures and Standards:
- G123 Placement rates (same general response)

RHODE ISLAND:

#5 Learning Measures and Standards:
- A- Academic achievement
- B- Course completion rates
- C- High school graduation rates
- D- Degree or certificate completion rates
- E- Occupational competency
- F- Higher order skills

#6 Labor Market Measures and Standards:
- G1- Placement rates - Job-related training
- G2- Any job
- G3- Further education

SOUTH CAROLINA:

#2 Past Performance Measures and Standards:
- B- Occupational competency
- C- Placement rates
- E- Retention

#6 Labor Market Measures and Standards:
- G1- Placement rates - Job-related training

[Additional content not fully visible]
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 use 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
B- Occupational competency
C- Placement rates
F- Other

- Quality Point Average (QPA), reasonable progress, program completion, professional goals
- Set by instructors and some professional groups (e.g., nursing, nuclear)
- Defined by JTPA or other contracts
- 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)
B- Program completion
C- Degree or diploma completion rates
D- Occupational competency

- pre- and posttest
- number of graduate/completer per program exit standard %
- number graduates per program exit standard %
- summative test (statewide test - bank?)

Testing at admission only.
INDIANA:

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

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
   C- Placement rates
   E- Retention
   • Successful completers will maintain a 2.0 grade point average in their major.
   • 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.
   • Student attrition should not exceed 40% during the 91/92 school year.
   B-10 The Maine Technical College System has established a 60% completion rate as its standard.
   • It will be based upon occupational placement.
   • Entry-wage differential/advanced placement status

#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
   D- Occupational competency
   E- Other
   • Entry-wage differential/advanced placement status
   • Advanced placement status
   • Related occupational placement shall be accomplished within four to six months of graduation.

#6 Labor Market Measures and Standards:
   C- Entry-level wage/position
   D- Length of time employed in first job
   G1- Placement rates - job related
   • Entry-wage differential/advanced placement status
   • Advanced placement status
   • 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 specialty 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
B- Course completion rates
C- Degree or certificate rates
E- Course retention rates

- All standards to be based on first year data.
- All standards to be based on first year data.
- All standards to be based on first year data.
- All standards to be based on first year data.
#6 Labor Market Measures and Standards:
G1- Placement rates- job related
G2- Placement rates - further ed./military

#9 Special Populations:
AB- Enrolled/Completing
C- Job related

NEVADA:

#5 Learning Measures and Standards:
A12- Academic achievement (math/reading)
B- Course completion rates
C- Degree or certificate completion rates
D- Occupational competency

#6 Labor Market Measures and Standards:
B- Rate of quarterly earnings increase
C- Entry-level wage/position
E- Employer or employee satisfaction
F- Quarterly earnings
G134- Placement rates

Nevada:

• 51% of program graduates are placed in related employment for which they were trained.
• All standards to be based on first year data.

• All standards to be based on first year data.
• The ratio of graduates with special needs will be equal to or greater than ratio for those graduates without special needs.

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.

Appendix B
OHIO:

Performance measures and standards are for adult education only.

4 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:

4 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)
   B- Occupational competency
   C- Placement rates
   D- Earnings

6 Labor Market Measures and Standards:
   E- Employer or employee satisfaction
   G1- Placement rates in job-related training

TEXAS:

5 Learning Measures and Standards:
   A- Academic achievement (math)
   B- Course completion
   C- Degree or certificate completion rates
   E- Other

6 Labor Market Measures:
   C- Entry-level wage/position
   E- Employer/employee satisfaction
   G1- Job-related
   G2- Any job

# employers rating employees' training as good or very good
# completers employed in field related to training
# completers employed in field not related to training

# students taking TASP; passing TASP
# programs with licensure exams
# students completing courses
# students earning a coordinating board approval degree or certificate
# programs with process to evaluate acquisition of higher order cognitive skills and program content (i.e., licensure exam, task analysis)

50% graduates
Appendix B

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
G2- Any job, further education, the military

Students will attain an 80% placement rate.

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
G2- Any job
G3- The military

anticipate around 80%
anticipate around 90%
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

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

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

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

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

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

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

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

Lewis L. Atkinson, Ed.D.
State Supervisor
Vocational-Technical Department
Delaware
(302) 739-4681
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

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

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

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

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

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

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

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

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

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

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

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  

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

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

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

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

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  

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

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

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

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

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

Appendix C
Appendix C

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

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

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

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

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

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
## Postsecondary Vocational Education

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tracey Trussell</td>
<td>Director, Instructional Services, Postsecondary Education Department</td>
<td>(205) 244-7900</td>
</tr>
<tr>
<td>Gordon G. Hall</td>
<td>Associate Director, State Community College Board</td>
<td>(602) 255-4037</td>
</tr>
<tr>
<td>Gregory P. Smith</td>
<td>Coordinator of Institutional Research and Evaluation, CCCOES Department</td>
<td>(303) 620-4034</td>
</tr>
<tr>
<td>Sheila Stille Squires</td>
<td>Institutional Effectiveness Coordinator, Technical and Adult Education</td>
<td>(404) 656-6714</td>
</tr>
<tr>
<td>Mike Rush</td>
<td>Director of Research, Division of Vocational Education, Idaho</td>
<td>(208) 334-3216</td>
</tr>
<tr>
<td>Russell W. Cropley</td>
<td>Program Manager, Office of Adult and Vocational Ed., Alaska</td>
<td>(907) 465-4685</td>
</tr>
<tr>
<td>Pat Stanley</td>
<td>Dean, Vocational Education, Chancellor's Office, California</td>
<td>(916) 445-0486</td>
</tr>
<tr>
<td>Waldemar Kostrzewa</td>
<td>Director of Community Services, Board of Trustees of Community Services, Board of Trustees of Community-Technical Colleges, Connecticut</td>
<td>(203) 725-6617</td>
</tr>
<tr>
<td>William Broadbent</td>
<td>Coordinator of Planning and Evaluation, University of Hawaii, Office of the State Director for Vocational Education, Hawaii</td>
<td>(808) 737-5522</td>
</tr>
<tr>
<td>Peggy O'Malley</td>
<td>Executive Director, Commission on Vocational and Technical Education, Indiana</td>
<td>(317) 232-1832</td>
</tr>
</tbody>
</table>
Appendix C

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) 934-2680
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
Appendix C

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

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

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

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