

PERKINS V

ACCOUNTABILITY - Secondary

A system of accountability, established in the law in Sections 113 and 123, requires a set of core indicators of performance and permits Vermont to establish additional measures, if they align with other “substantially similar” information gathered for other State or Federal programs.

The accountability system established in the law does not require Vermont to report on accountability of every student in a secondary CTE program, only those students that have spent a significant portion of time in a CTE program. These students are called “concentrators” and the law defines them as: *a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.*

Our CTE system is not organized by courses, it is organized by “program” and the length of the program is established in State law. In the short term, Vermont interprets a “course” to mean a quarter (25%) of a program’s length. This varies around the state and considers the different delivery models (part-time or full-time programs). In the long term, Perkins funds will be used to support updating program standards and curriculum work to organize programs by courses.

CORE INDICATORS REQUIRED BY THE LAW (Section 113(b)(2))

EVERY STUDENT SUCCEEDS ACT (ESSA) ALIGNED INDICATORS:

Outcome/Graduation Rate –

(Label: 1S1) what percentage of concentrators graduate high school? and

(Label: 1S2) what percentage of concentrators graduate high school when we extend the graduation window?

This indicator is optional and is included in the accountability system.

Program/Academic Rigor –

As measured by the academic assessments approved in the State’s ESSA plan beyond 9th grade:

(Label: 2S1) - what percentage of CTE concentrators are proficient in English language arts?

Vermont proposes to use WorkKeys Workplace Documents to measure attainment of academic proficiency in English language arts via a pre- and post- test structure. This assessment, plus Applied Mathematics, plus Graphic Literacy constitute the assessments for the National Career Ready Certificate.

(Label: 2S2) - what percentage of CTE concentrators are proficient in mathematics?

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Vermont proposes to use WorkKeys Applied Mathematics to measure attainment of academic proficiency in mathematics via a pre- and post- test structure.

As determined in the ESSA state plan, Vermont will use the Vermont Science Assessment.

(Label: 2S3) - what percentage of CTE concentrators are proficient in science?

CORE INDICATORS REQUIRED BY THE LAW (Section 113(b)(2)) (continued...)

PERKINS SPECIFIC INDICATORS:

Non-Traditional Students –

(Label: 4S1) what percentage of CTE concentrators are in CTE programs/of study that lead to non-traditional fields?
Vermont will include students who identify as non-binary and gender non-conforming in the calculation of this indicator.

6 Month Outcome/Placement –

(Label: 3S1) 6 months after graduation/program completion, what percentage of CTE concentrators were employed, in postsecondary education or advanced training, military service or a service program under Title I of the National and Community Service Act of 1990, or were volunteers (Peace Corps Act)?

WORKFORCE INNOVATION AND OPPORTUNITIES ACT (WIOA) ALIGNED INDICATORS:

Program Quality –

(Label: 5S1) - *what percentage of CTE concentrators graduate from high school:*

- *With a recognized postsecondary credential, or*
- *With post-secondary credits in the relevant CTE program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement, or*
- *Having participated in work-based learning.*

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States are required to select one of the options for Federal reporting. Vermont will use attainment of a recognized postsecondary credential as the primary program quality indicator. This aligns with on-going work of the State Workforce Development Board and aligns well with WIOA outcome measures as well as Vermont's Career and College Ready measures under Every Student Succeeds Act.

STATE LEVEL INDICATORS

Vermont proposes to collect and report, at the state and regional levels, the % of CTE concentrators who:

- were reported as having passed at least one dual or concurrent enrollment course
- graduated and who participated in a *qualifying* work-based learning experience
- took the academic assessments (three separate indicators)

Vermont also proposes to collect and report, at the state and regional levels:

- Pre-tech/introductory course participation rate, by sending high school
- Pre-tech/introductory course continuation rate to non-introductory CTE programs
- Program participation rate, by high school