

III. ACCOUNTABILITY AND EVALUATION

3.01 Procedures employed to include input from eligible recipients in establishing performance measures for the core indicators and the State level of performance for each core indicator. [Sec.113(b)(1)(A), Sec.113(b)(2)(D), Sec.113(b)(1)(C), and Sec.122(C)(9)]

A. As part of the comprehensive needs assessment, information was gathered from local schools and postsecondary institutions to determine the status and needs relative to the core indicators of performance.

B. Data Currently Available

Secondary agencies indicated that they were able to report data for the following categories.

1. Student academic achievement
2. Student vocational and technical achievement
3. Student attainment of a high school diploma
4. Student placement in postsecondary education, military or employment
5. Retention in postsecondary education
6. Retention in employment
7. Participation in and completion of programs that lead to nontraditional training and employment
8. The above data could be disaggregated based upon the categories identified as special populations

Postsecondary (2-year) institutions indicated that they were able to report data for the following categories.

1. Student academic achievement
2. Student vocational and technical achievement
3. Completion of a postsecondary certificate or degree
4. Placement and retention in employment or placement in the military
5. Participation in and completion of programs that lead to nontraditional training and employment
6. The above data could be disaggregated based upon the categories identified as special populations

C. Baseline Data

Secondary agencies reported the percentage of students who were vocational program concentrators (students having completed at least three courses in one vocational program or area or all of the courses offered in an area) that:

1. Met the core academic content standards
2. Met the occupational objectives of the vocational program area of concentration

3. Entered either a 2-year or 4-year postsecondary institution

This data was reported as All Seniors and for those Seniors who were disadvantaged, students with disabilities, limited English proficient, and nontraditional by career/gender.

Postsecondary (2-year) institutions reported the percentage of students who received an associate degree, certificate, or other credential who:

1. Met the occupational objectives in a vocational program area of concentration
2. Were placed for employment in the area for which they were trained
3. Were considered by their employer to be well prepared
4. Entered postsecondary education at a 4-year institution
5. Entered the military

This data was reported as total number of students who received an associate degree, certificate or other credential and disaggregated by those who were disadvantaged, students with a disability, limited English proficient, nontraditional by gender in the vocational program area of concentration, and/or a displaced homemaker/single parent.

D. Accountability and Evaluation Development Committee

The State Plan Accountability and Evaluation Task Force was selected for the expertise and information they could bring to the discussion. The task force included individuals representing: secondary administration, secondary teachers, Educational Service Units, postsecondary administrators, postsecondary instructors, the Nebraska Community College Association, and the Nebraska Postsecondary Coordinating Commission. The following information was provided to the members: pertinent sections of the Act, results from the comprehensive needs assessment, the "Draft Core Indicator Framework: A Discussion Paper Prepared for State Consultation" (Office of Vocational and Adult Education, U.S. Department of Education, August 16, 1999), and the Nebraska State Board of Education policy and timeline for Accountability and Assessment of Core Academic Standards.

Because of the many challenges facing the Nebraska Department of Education and the eligible recipients in addressing the required core indicators and levels of performance, it was determined that resources will be concentrated on the four required indicators. Therefore, no additional indicators will be identified. [Sec.113(b)(1)(B) and Sec.113(b)(1)(C)]

- 3.02 Identify and describe the core indicators and the State level of performance for each core indicator of performance for the first two program years covered by the State Plan. [Sec.113(b)(2)(A)(I-iv) and Sec.113(b)(3)(A)(ii)]

Data reported for the following core indicators will be for students who meet "*a threshold*

level of vocational education” which will be referred to as a “*program concentrator*”.

Program Concentrator shall be: (a) a secondary student enrolled in a sequence of three or more vocational-technical courses (or all of the courses offered in an area) which lead to entry level occupations, apprenticeship, military, or post high school training; (b) a postsecondary student enrolled in a vocational-technical program leading to a certificate and/or associate degree.

State Administration Staff will be empowered to work with local programs to incorporate in the Program Standards framework such things as: new and emerging fields, the use of technology/distance learning for program delivery, secondary articulation with postsecondary and the military, incorporation of applied academics, and support for other creative sequencing to support the improvement and responsiveness of vocational-technical education.

NEBRASKA

CORE INDICATOR 1a: Students will attain academic proficiencies

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain challenging academic proficiencies.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will master knowledge and skills that meet the State approved academic standards.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> The number of students concentrating in vocational education and who meet academic standards. <i>Denominator:</i> Number of students concentrating in vocational education during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> The number of students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards. <i>Denominator:</i> The number of students who have concentrated in a program leading to a certificate or associate degree during the same reporting period</p>	<p><u>Secondary Source</u> Standardized achievement tests or locally developed criterion referenced tests or a grade of B or higher or a combination of these.</p> <p><u>Postsecondary Source</u> Locally developed assessments or criterion referenced tests or have a Grade Point Average in required academic courses of a B or higher.</p>	<p><u>Secondary Level</u> 3839/6249 or 61% of the students concentrating in vocational education meet the State academic standards.</p> <p><u>Postsecondary Level</u> 2406/3152 or 74% of the students who have concentrated in a program leading to a certificate or associate degree met the program defined academic standards.</p>	<p><u>Secondary Level</u> 1% per year or 65% of the students concentrating in vocational education will meet the State academic standards.</p> <p><u>Postsecondary Level</u> 1% per year or 75% of the students who have concentrated in a program leading to a certificate or associate degree will meet the program defined academic standards. (the data should be revisited at the end of the first year to be sure reporting is consistent)</p>

NEBRASKA

CORE INDICATOR 1b: Students will attain vocational-technical skills

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain program defined and validated vocational-technical skills.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will attain program defined and validated vocational-technical skills.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate or associate degree will attain program defined and industry validated vocational-technical skills</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of students concentrating in vocational education who attained program defined and validated vocational-technical skills.</p> <p><i>Denominator:</i> Number of students concentrating in vocational education during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students concentrated in a program leading to a certificate or associate degree who attained program defined and industry validated vocational-technical skills through criterion referenced assessment.</p> <p><i>Denominator:</i> Number of students concentrated in a program leading to a certificate or associate degree during the same reporting period.</p>	<p><u>Secondary Source</u> Locally developed assessments or criterion referenced tests or a grade of B or higher or other assessment instruments such as ASVAB or a combination of these.</p> <p><u>Postsecondary Source</u> Locally developed assessments or criterion referenced tests, or Industry assessment and Credentialing tests, or National/State licensing tests or a combination of these.</p>	<p><u>Secondary Level</u> Performance levels of students concentrating in vocational education is currently 4306/6249 or 69%</p> <p><u>Postsecondary Level</u> 2878/3152 or 91% of the students who have concentrated in a program leading to a certificate or associate degree met the program defined and industry validated vocational-technical skills.</p>	<p><u>Secondary Level</u> Performance levels will be increased 1% per year or to 73%</p> <p><u>Postsecondary Level</u> Improvement in this category will be an objective. However, due to the current high level of performance, maintaining this level will be the primary objective.</p>

NEBRASKA

CORE INDICATOR 2: Students will attain a secondary school diploma or recognized equivalent, or a postsecondary degree or credential.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain a secondary diploma or it's equivalent. Postsecondary students will attain a degree, certificate or credential.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will attain a secondary diploma or it's equivalent.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate of associate degree will attain such a credential.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of seniors concentrating in vocational education who graduated from high school.</p> <p><i>Denominator:</i> Number of seniors concentrating in vocational education who were eligible to graduate during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students, who attain an associate degree, credential, or certificate.</p> <p><i>Denominator:</i> Number of students who are defined as program concentrators, during the same reporting period.</p>	<p><u>Secondary Source</u> Local school graduation data. Adult Ed. GED data.</p> <p><u>Postsecondary Source</u> Course completion data. Degree, certificate completion data.</p>	<p><u>Secondary Level</u> Currently 5601/6249 or 93% of the vocational education program concentrators receive a high school diploma.</p> <p><u>Postsecondary Level</u> The current program completion rate is 2557/ 3515 or 71%</p>	<p><u>Secondary Level</u> Improvement will be an objective. However, due to the current high level of performance, maintaining this level will be the primary objective.</p> <p><u>Postsecondary Level</u> There are many reasons, employability being the most prevalent, for not completing a postsecondary program. However, we believe we can improve 0.5% per year or to 73%..</p>

NEBRASKA

CORE INDICATOR 3: Placement in, retention in, and completion of, postsecondary education or advanced training placement in military service, or placement or retention in employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>Secondary students who are vocational program concentrators and receive a high school diploma, will be placed in postsecondary or advanced training or the military or employment. Postsecondary students who receive an associate degree or credential will be placed for further training, the military or employment.</p> <p><u>Secondary Goal</u> All students who have acquired academic and technical proficiencies needed to access entry-level employment and/or further education will enter postsecondary education, advanced training, military service or employment within one year of graduation.</p> <p><u>Postsecondary Goal</u> All students who receive an associate degree or certificate will be employed within one year of graduation, or have entered the military, or advanced training.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of students included in the denominator who, within one year of graduation are enrolled in documented postsecondary program, advanced training, in the military or are employed. <i>Denominator:</i> Number of students who were vocational program concentrators that graduated.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation. <i>Denominator:</i> Number of students who attained an associate degree or certificate during the same report period.</p>	<p><u>Secondary Source</u> Locally collected student follow-up data.</p> <p><u>Postsecondary Measure</u> Locally collected student follow-up data. State Unemployment Insurance records associated with Social Security Numbers (if available).</p>	<p><u>Secondary Level</u> The current placement rates for program concentrators is as follows: 1941/6249 or 33% 2yr Postsecondary 2614/6249 or 43% 4yr Postsecondary 869/6249 or 14% Employment 218/6249 or 5% Military Overall placement rate 90%</p> <p><u>Postsecondary Level</u> 2382/3152 or 76% were placed in employment 456/3152 or 15% entered a 4-year postsecondary institution. 6/3152 or 0.2% entered the military, overall placement rate is 91%</p>	<p><u>Secondary Level</u> We believe that maintaining this level of performance should be the primary objective. However, improvement at the rate of 0.5% per year or 92% is attainable.</p> <p><u>Postsecondary Level</u> Because the current level of performance is at 91%, and there is no category for self employed, projected performance should be set at the current level.</p>

NEBRASKA

CORE INDICATOR 3a: Postsecondary retention in employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
All postsecondary students who are placed for employment will be retained in employment for one year.	<p><i>Numerator:</i> Number of postsecondary students placed for employment who remain employed for one year.</p> <p><i>Denominator:</i> Number of postsecondary students placed for employment during the same time period.</p>	Locally collected student follow-up data. State Unemployment Insurance records associated with Social Security Number (if available).	<p>2,145*/2382 or 90% of those placed were retained in employment</p> <p>*This is an estimation based upon past follow-up surveys. An actual figure will be available when the FY2000 reports are submitted.</p>	Maintaining this level of performance will be the primary objective. However, improvement at the rate of 0.5% per year or 92% is attainable.

NEBRASKA

CORE INDICATOR 4a: Student participation in vocational-technical education programs that lead to nontraditional training and employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will be advised of nontraditional employment and training opportunities.</p> <p><u>Secondary and Postsecondary Goal</u> All vocational educational education programs will increase participation of nontraditional students in those occupations which have under represented participation of males or females.</p>	<p><u>Secondary and Postsecondary Measure</u> <i>Numerator:</i> Number of nontraditional students who concentrated in programs leading to occupations that are determined to be nontraditional.</p> <p><i>Denominator:</i> Total number of students who concentrated in the same programs during the same reporting period.</p>	<p><u>Secondary and Postsecondary Source</u> Enrollment data from programs that are locally determined as nontraditional. Data is reported at the program level</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional program participation rate at the Secondary level is 666/6249 or 11%</p> <p>The nontraditional program participation rate at the Postsecondary level is 659/3152 or 21%</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional program participation rate will be increased at the rate of 1% per year to 15% at the Secondary level.</p> <p>The nontraditional program participation rate will be increased at the rate of 1% per year to 25% at the Postsecondary level.</p> <p>(It is important to note that this data is based on program concentrators and not on the total number who participate in the vocational education enterprise)</p>

NEBRASKA

CORE INDICATOR 4b: Student completion of vocational and technical education programs that lead to nontraditional training and employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are nontraditional enrollees in vocational programs will complete those programs.</p> <p><u>Secondary and Postsecondary Goal</u> All vocational education programs will increase completion rates of nontraditional students in those occupations which have under represented completion of males or females.</p>	<p><u>Secondary and Postsecondary Measure</u> <i>Numerator:</i> Number of nontraditional students who complete programs leading to occupations that are determined to be nontraditional.</p> <p><i>Denominator:</i> Total number of students who complete the same programs during the same reporting period.</p>	<p><u>Secondary and Postsecondary Source</u> Enrollment and completion data from programs that are locally determined as nontraditional. Data is reported at the program level.</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional completion rate at the secondary level is currently 650/5601 or 12%.</p> <p>The nontraditional completion rate at the postsecondary level is 543/2557 or 21%</p>	<p><u>Secondary and Postsecondary Level</u> The secondary completion rate will be increased at the rate of 0.5% per year to 14%</p> <p>The Postsecondary completion rate will be increased at the rate of 0.5% per year to 23%</p>

Additional Data Elements to be Collected:

As indicated above, Nebraska has elected not to select additional core indicators; however, eligible recipients will be expected to report on additional data elements beyond that required by the Core Indicators. Eligible recipients will report total numbers of students who have completed at least one vocational course during the reporting period. At the secondary level, this information will be reported for all vocational programs without consideration if they meet "Nebraska Program Standards". Student participation will be reported as a total and will also be reported as disaggregated by the special population categories defined in the Act.

In addition, data on Tech-Prep will be reported as a part of the State adjusted levels of performance since Tech-Prep programs funded under the Act must meet the standards developed by the State. Tech-Prep data will be included as a part of the state total, but will be reported as a separate category on the annual report.

The development of a system to assess student and employer satisfaction with the quality of vocational and technical education programs will be explored during the second year of this plan.

- 3.03 Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs. [Sec.122(c)(6)]

Each eligible recipient will be assigned a state staff member who will monitor activities of the project, provide technical assistance, and review annual reports submitted by the recipient for completeness and accuracy. Local plan requirements dictate that the eligible recipient must address how vocational and technical education activities will be carried out with respect to meeting the State adjusted levels of performance [Sec.134(b)(2)]; the process that will be used to independently evaluate and continuously improve performance [Sec.134(b)(6)]; and how local recipients will use funds to develop and implement evaluations of vocational and technical education programs carried out with funds from the Act, including an assessment of how the needs of special populations are being met [Sec.135(b)(5)]. This information, along with data provided in the annual reports relative to the core indicators of performance will be reviewed for eligible recipient status relative to the state adjusted levels of performance to determine if specific interventions are necessary. Interventions could include on-site technical assistance visits, provision of materials, or inservice for the development of local improvement plans.

In addition to the annual reports submitted by eligible recipients, each approved local plan will be monitored for compliance with all applicable assurances. This process will require that all eligible recipients provide documentation that they are in fact meeting the intent

and purpose of the Act. The required annual report forms and the monitoring manual are included as Appendix B.

Data reported by the eligible recipients will be compiled by the Nebraska Department of Education in accordance with reporting requirements established by the State Plan and the OMB-approved annual performance report. The state evaluation will focus data interpretation on the impact of programs on student outcomes.

- 3.04 Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations. [Sec.122(c)(12)]

For each core indicator, total student data will be reported. In addition, for each indicator, the eligible recipient will desegregate the total student data for the outcomes of the following categories:

- Students who are preparing for nontraditional training and employment
- Students with disabilities
- Limited English proficiency students
- Individuals from economically disadvantaged families, including foster children
- Single parents, including single pregnant women
- Displaced homemakers
- Tech-Prep
- Nontraditional occupations

Eligible recipients will be required, in their final reports, to analyze progress of these populations as compared to the total reported. In the event that they determine that special populations are not adequately meeting or exceeding the locally established levels of performance, they will be required to submit a plan to improve those levels of performance.

Local information will be analyzed by State staff for the progress special populations participating in vocational and technical education programs have made in meeting the State adjusted levels of performance established by the eligible agency. These levels will be reported in the Annual Report submitted to the US Department of Education. In addition, if it is determined that any special population category does not meet expected levels of performance, specific interventions to assist eligible recipients with improvement will be employed. These may include statewide inservice, development and dissemination of support materials, and targeted technical assistance.

- 3.05 Describe how you will ensure that the data reported to you from local educational agencies and eligible institutions under the Act and the data you report to the Secretary are complete, accurate, and reliable. [Sec.122(c)(20)]

Activities that will ensure the accuracy, completeness and reliability of the data reported will include the following.

- State staff inservice to develop a clear understanding of the significance of the accountability and evaluation requirements of the Act as well as to develop their understanding of the system that is being developed to address the accountability and evaluation requirements. This, in turn, will provide State staff with the information and skills they will need to be effective monitors and providers of technical assistance.
- An “Accountability and Evaluation Guide” will be developed and disseminated to assist eligible recipients to complete required reports and in the use of local data for the development of local plans and/or local program improvement plans to meet the state established levels of performance.
- Statewide meetings will be called to discuss local planning, accountability and evaluation issues.
- State staff will be available on an ongoing basis to provide technical assistance and to monitor progress on the local and state level.
- There will be ongoing conversation and efforts to improve data systems so that we can more accurately document the impact of vocational and technical education for Nebraska secondary and postsecondary students.
- The reporting format will be structured in order to minimize the duplication of student count. For example, students who are enrolled in postsecondary and are also employed, will be reported as postsecondary enrollees only.

3.06 As required by Sec.112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting processes used for the programs and activities described in Sec.112(b)(8)(A)(iii) of WIA, and to postsecondary vocational education activities.

Agencies involved in Workforce Development have appointed representatives to serve on the State Occupational Information Committee. This committee meets quarterly to set policy and direction for the State's occupational information system and to plan and coordinate workforce development activities and projects.

The Nebraska Workforce Access System (NWAS) is being developed for the purpose of

sharing common data relative to client intake to programs. This system will produce a “folder” for the case management of clients in their transition toward productive employment.

Data relevant to workforce development such as employment, unemployment, supply and demand, etc. are jointly used in planning. Other common data collection and reporting processes are being explored. It is envisioned that appropriate data collected by one agency will be shared with all other agencies to minimize duplication of information.