

Evaluation:

Applicants must propose to conduct an annual evaluation of the project to assess the constancy of the implementation of the selected POS in the participating LEAs and the effectiveness of each of the 10 Framework components. To ensure consistency of implementation across the selected LEAs, CTE staff from the funded States must use a self assessment instrument based on the 10 Framework components as part of the grant's project evaluation.

Applicants must also use student outcome data to assess the progress of students enrolled in each selected POS. To ensure consistency across the funded States, State staff must attend a POS Evaluation Design meeting in Washington, DC, following their receipt of the grant award, to discuss and possibly refine the grantee self assessment tools related to the 10 Framework components that are developed by the grantees, and to work with OVAE and with each other to develop a plan for the States' use of student outcome data to assess the progress of students enrolled in each selected POS. This meeting will address evaluation and data collection issues, such as, student definitions; the number of students to be selected and the method of student selection to be followed; strategies for comparing outcomes for students who participate in the POS to other students who do not; the identification of potential comparison groups through the States' longitudinal data systems, including any documented valid and reliable alternative method of collecting individual student employment outcome data; and the timing of reporting. After the meeting, we will include the agreed-upon plan for the State's use of the student outcome data as an addendum to each grantee's cooperative agreement.

In addition to requiring applicants to use student outcome data to assess the progress of students enrolled in each selected POS, the State must collect baseline data on postsecondary students who have not had the benefit of participating in a POS aligned with the 10 Framework components in order to compare the outcomes for those students with the outcomes for students who participate in a POS aligned with the 10 Framework components. The State must also collect and report data annually on the following seven performance measures, which are based on the indicators of performance required under section 113(b) (State Performance Measures) and section 203(e) (Tech Prep Indicators of Performance and Accountability) of the Act:

- a) Secondary school completion. The percentage of secondary students participating in the POS supported by the grant award who earn a high school diploma.
- b) Technical skills attainment. The percentage of secondary students participating in the POS supported by the grant award who attain technical skills.
- c) Earned postsecondary credit during high school. The percentage of secondary students participating in the POS supported by the grant award who earn postsecondary credit.
- d) Enrollment in postsecondary education. The percentage of secondary students participating in the POS supported by the grant award who enroll in postsecondary education by the fall following high school graduation.
- e) Enrollment in postsecondary education in a field or major related to the secondary POS. The percentage of secondary students participating in the POS supported by the grant award who enroll in a postsecondary education program in a field or major related to the participant's secondary POS.
- f) Need for developmental course work in postsecondary education. The percentage of secondary students participating in the POS supported by the grant award who enroll in one or more postsecondary education developmental courses.

- g) Postsecondary credential, certificate, or diploma attainment. The percentage of secondary students participating in the POS supported by the grant award who attain an industry recognized credential, certificate, or associate’s degree, within two years following enrollment in postsecondary education.

Capacity of Statewide Longitudinal Data System:

Applicants must propose the use of a longitudinal data system that has the capacity to link and share data among systems housing different types of data, in order to collect valid and reliable data on the required performance measures identified in the *Evaluation* requirement. The longitudinal data system must contain, at a minimum, the elements listed below, which elements are consistent with section 6401(e)(2)(D) of the America COMPETES Act (Pub. L. 110–69):

- a) Statewide unique student identifiers;
- b) Student-level enrollment data;
- c) Student-level course completion (transcript) data;
- d) The ability to match student-level secondary and postsecondary data;
- e) The ability to match student-level data to employment outcome data, using—
 - a. Unemployment Insurance (UI) wage records, or
 - b. Documented valid and reliable alternative methods such as surveys that have, at a minimum, a 70 percent response rate;
- f) A State data audit plan to verify that the education data are valid and reliable; and
- g) An assurance that the use of data will be consistent with the requirements and protections contained in the Family Educational Rights and Privacy Act (FERPA).