

## Data Capacity Survey for Tracking Student Progress and Outcomes

Thank you for participating in this brief survey on data capacity. You are welcome to forward these questions to your lead accountability staff to complete and submit through this website by January 6, 2012.

### Directions for Survey Completion:

The survey is being distributed to all state directors, as well as data staff at the secondary and postsecondary levels.

Please submit responses from both secondary and postsecondary staff. To access any links in the survey, please cut and paste them into your browser.

For technical issues with the survey, please contact Kara Herbertson at NASDCTE: [kherbertson@careertech.org](mailto:kherbertson@careertech.org). If you require additional information to answer these questions, please contact Scott Parke at [scott.parke@illinois.gov](mailto:scott.parke@illinois.gov).

1. State: **31**
2. Secondary Respondent: **24**
3. Secondary Agency: **25**
4. Secondary Respondent's Title: **24**
5. Secondary Respondent's Phone Number: **24**
6. Secondary Respondent's Email: **24**
7. Postsecondary Respondent: **23**
8. Postsecondary Agency: **21**
9. Postsecondary Respondent's Title: **22**
10. Postsecondary Respondent's Phone Number: **22**
11. Postsecondary Respondent's Email: **22**

### Part 1: Tracking Progress and Outcomes

Part 1 of this quick survey seeks information about the extent to which states are using administrative data matches versus surveys to track student progress and outcomes.

Please note: Unemployment Insurance (UI) Wage records refers to employment which is covered by state unemployment compensation laws and basically comparable from state to state. UI Wage records are USED in an administrative data matching approach to tracking employment outcomes for individual students. For more information see <http://cte.ed.gov/downloads/UsingUIWageRecordsParke.pdf>

Perkins CAR = Consolidated Annual Report which provides Perkins performance and program information to U.S. Department of Education Office of Vocational and Adult Education officials on December 31 each year. For more information see <http://cte.ed.gov/accountability/reports.cfm>

Federal Employment Data Exchange System (FEDES) is a pilot initiative that provides information on individual student employment outcomes through administrative data system matches on federal employment to participating states. Quarterly data exchanges are conducted with three federal agencies: the Office of Personnel Management (OPM); the Military/Department of Defense, Defense Manpower Data Center (DMDC); and the U.S. Postal Service (USPS). See <http://www2.ubalt.edu/jfi/fedes/index2.cfm>

## 12. Placement in Employment Background

Check Box = "Yes"

Empty Box = "No"

	Currently Available: Secondary	Currently Available: Postsecondary	USED for Perkins CAR?: Secondary	USED for Perkins CAR?: Postsecondary
Unemployment Insurance (UI) Wage records?	7	19	6	18
FEDES records?	6	8	6	7
Survey data?	14	10	14	10

## 13. Earnings

Check Box = "Yes"

Empty Box = "No"

	Currently Available: Secondary	Currently Available: Postsecondary
Unemployment Insurance (UI) Wage records?	3	13
Survey data?	2	4

## 14. Tracking Individual Students from Secondary to Postsecondary Enrollment

Check Box = "Yes"

Empty Box = "No"

	Currently Available: Secondary	Currently Available: Postsecondary	USED for Perkins CAR?: Secondary	USED for Perkins CAR?: Postsecondary
Administrative data match?	11	17	10	11
Survey data?	14	4	11	4

## 15. Statewide Longitudinal Data System (SLDS) Grant Recipient Status

Please note: The State Longitudinal Data System (SLDS) is a federal grant initiative to support state efforts to design and deploy P20 (early learning through higher education and into the workforce) longitudinal data systems. Federal law requires the secondary state education agency to be the designated recipient of SLDS grants. For more information see <http://nces.ed.gov/programs/slids/stateinfo.asp>

If SLDS grant was received, type end year. If no grant was received, type "N/A."

	Total Responses	Date Provided	N/A	Don't Know
End year on SLDS grant 1?	21	11	7	3
End year on SLDS grant 2?	19	9	8	2
End year on SLDS grant 3?	16	5	9	2

16. For the SLDS grant identified in Question 15, were these SLDS grant dollars USED for Perkins completion? Identify "secondary," "postsecondary," or both secondary and postsecondary by checking both boxes. If no grant was received, select "N/A."

Check all that apply.

	Secondary	Postsecondary	Not Applicable (N/A)
SLDS grant 1 USED for Perkins?	3	2	4
SLDS grant 2 USED for Perkins?	1	1	8
SLDS grant 3 USED for Perkins?	0	0	9

## Part 2: Definitions and Concepts at the State Level

The second part of this survey seeks information about definitions and concepts related to Career and Technical Education.

### 17. Remedial Education

IPEDS Remedial Course definition: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. See:

<http://nces.ed.gov/ipeds/glossary/?charindex=R>

Check Box = "Yes"

Empty Box = "No"

	Postsecondary
Remedial education statewide definition exists?	20
State remedial definition is aligned with IPEDS definition?	15

### 18. Stackable Certificates or Certifications

DOL description: A credential is stackable when it is part of a sequence that can be accumulated over time and move an individual along a career pathway or up a career ladder. They consist of modularized or chunked curriculum that are arranged in smaller units which are stackable and linked to other modules that culminate in an industry recognized credential. See: <http://www.act.org/research/policymakers/pdf/DefiningCredentials.pdf>

Check Box = "Yes"

Empty Box = "No"

	Secondary	Postsecondary
<b>Stackable certificates or certifications concept exists in the state?</b>	13	19
<b>State stackable certificate or certifications concept is aligned with the DOL description above?</b>	7	14

## 19. Dual Credit

Dual credit programs are programs in which students participate in coursework for which they receive both high school and postsecondary credit. Dual credit programs are a type of dual enrollment policy designed to promote college readiness and facilitate the transition to enrollment in postsecondary institutions.

For "Dual Credit Programs: State Definitions and Policies" see REL Midwest at Learning Point Associates: <http://dpi.wi.gov/sspw/pdf/gradsummitdualcredit.pdf>

Check Box = "Yes"

Empty Box = "No"

	Secondary	Postsecondary
<b>Dual Credit concept exists in the state?</b>	27	21
<b>Dual Credit concept is aligned with description above?</b>	24	20
<b>Can your state provide a count of dual credits earned by a student?</b>	13	16

## 20. Work-based Learning

Work-based learning means instructional programs that deliberately use the workplace as a site for student learning. Work-based learning programs are formal, structured, and strategically organized by instructional staff, employers, and sometimes other groups to link learning in the workplace to students' in classroom-based learning experiences. Work-based learning programs have formal instructional plans that directly relate students' worksite learning activities to their career goals. These experiences are usually but not always credit generating. Bragg - working definition by NCRVE researchers. Modified to apply to both secondary and postsecondary career education. See:

<http://www.qualityresearchinternational.com/glossary/workbasedlearning.htm>.

Check Box = "Yes"

Empty Box = "No"

	Secondary	Postsecondary
<b>Work-based learning concept exists in the state?</b>	25	19
<b>Work-based learning concept is aligned with description above?</b>	20	19
<b>Can your state provide a count of work-based learning credits earned by a student?</b>	11	6

## 21. Academic Credit for CTE

As the number of academic credits required for high school graduation increases, many states are developing new ways of integrating academic content with content from Career Technical Education (CTE) courses to help students meet these requirements. For additional background on awarding academic credit for CTE courses see <http://www.acteonline.org/content.aspx?id=7392>.

In your state, what percentage of the HIGH SCHOOLS award academic credit for CTE courses? Please select one.

Check box = "Yes"

Empty box = "No"

	0% of HIGH SCHOOLS	25% of HIGH SCHOOLS	50% of HIGH SCHOOLS	75% of HIGH SCHOOLS	100% of HIGH SCHOOLS
Approximate Percentage of HIGH SCHOOLS Allowing Academic Credit for CTE	8	7	2	1	5

22. In your state, what percentage of the CTE COURSES award academic credit? Please select one.

	0% of CTE COURSES	25% of CTE COURSES	50% of CTE COURSES	75% of CTE COURSES	100% of CTE COURSES
Approximate Percentage of CTE COURSES that Award Academic Credit	10	9	2	2	2