

NEXT STEPS WORK GROUP CALL

July 8, 2009 | 2:00 – 3:00 P.M. (ET)

CALL SUMMARY

The June meeting convened at 2:00 PM EST with a welcome from the host and a brief overview of the agenda.

OVAE UPDATES

Performance Negotiations—John Haigh reported OVAE has completed negotiations and July 1 award letters to states have been sent. John H. encouraged state staff to review the performance levels received and assure their accuracy. If there is a discrepancy from what was negotiated, please contact your state’s Regional Accountability Specialist (RAS).

Data Quality Institute (DQI); December 2009—Marie Buker, OVAE [marie.buker@ed.gov] reported on the planning underway for the December 2009 Data Quality Institute (DQI). DQI dates are still tentative pending final selection of where the DQI will be located. The exact location will be in the Washington DC—Baltimore MD area. Tentative dates are **December 2-3-4** or **December 7-8-9, 2009**. The December 2009 DQI schedule will be consistent with previous DQIs with a 1/2 day-full day-1/2 day schedule.

Once the Institute logistics are finalized, an on-line registration will be created. States will be notified in detail about the registration process once the logistics are solid.

There are plans for evening workshops rather than Day 1 pre-conference workshops to accommodate individuals traveling the morning of Day 1.

OVAE will support DQI participation with travel and lodging for one (1) individual from each state. States are encouraged to send additional representatives at the state’s expense. Once the logistical arrangements are finalized, states will be asked to notify the DQI logistics contractor how many individuals will be attending from each state.

SUB-INDICATOR DATA REPORTING

Since the June NSWG call, a small group has been working on refining and clarifying the definitions for the “sub-indicators”¹ that appear on the CAR reporting website. It was felt some of the existing definitions were not sufficient or could be better aligned with the Perkins Act accountability language.

This meeting’s discussion was built on the “ground taken” at the June NSWG call which established OVAE’s position that the **performance results** for the sub-indicators would **not** be reported. For the sub-indicators, only the number of concentrators for each of the sub-indicators would be reported. For each indicator, clarity needs to be established whether the sub-indicator counts are to be duplicated or unduplicated.

¹ “Sub-indicator” is the label used to describe these reporting categories on the Consolidated Annual Report (CAR). NSWG participants have taken issue with this label, contending that a title such as “disaggregated counts” may be more appropriate. This document uses sub-indicator to be consistent with the current CAR website.

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A set of suggested sub-indicator replacement definitions were offered for the following core indicators:

- 3S1 (High School Completion)— (1) Diploma, (2) General Education Development (GED), (3) Certificate
- 5S1 (Secondary Placement) – (1) Postsecondary Education or Advanced Training, (2) Employment (3) Military
- 3P1 and 3A1 (Student Retention or Transfer) – (1) Retention, (2) Transfer
- 4P1 and 4A1 (Student Placement) – (1) Apprenticeship, (2) Employment, (3) Military, and (4) Retention

Discussion on the suggested replacement definitions was wide-ranging and diverse. Comments offered included:

- if there is a the need to address any changes to the definitions,
- the impact any definitional changes could have on state data systems already in place to collect and report Perkins data,
- the role sub-indicator data plays in continuous program improvement, and
- suggesting sub-indicators serve as disaggregated categories for the related core indicators.

The length and interest in the discussion did not provide enough time to discuss each of the suggested recommendations in detail. Jim S. suggested the discussion be continued by having interested NSWG participants respond to the updated recommendations through e-mail. The sub-group participants for the suggested recommendations will review e-mail input received and offer the draft recommendations at the August 2009 NSWG call. Following final comments, recommended sub-indicator definitions will be submitted to OVAE for consideration.

The updated recommendations are attached to this July 2009 NSWG call summary. Comments on these recommendations will be accepted through **July 30, 2009** and can be submitted to Jim S. [jschoelkopf@mprinc.com], Sharon Enright [sharon.enright@ode.state.oh.us] for secondary, or Jim Donsbach [jdonsbac@mail.nysed.gov] for postsecondary.

PERKINS CAR-EDEN ALIGNMENT SUB-GROUP STATUS UPDATE

Because of the length of the discussion on the sub-indicator definitions, the planned report from the Perkins CAR-EDEN sub-group was deferred until the August 6 NSWG call.

CLOSING NOTE

Jim S. encourages NSWG participants to offer suggestions of Perkins accountability topics for next year's conference calls. Please consider topics that have relevance to advancing Perkins data quality and accountability. Also, consider relevance to secondary **and** postsecondary participants when thinking of topics. Feel free to submit suggested topics to Jim at jschoelkopf@mprinc.com. In addition, if there are NSWG participants who would like to nominate a colleague, or themselves, to serve as one of the 2009-2010 NSWG co-chairs [secondary, postsecondary, and Tech Prep], please send contact information to Jim S.

NEXT CALL

August 6, 2009; 2:00-3:00 PM ET

Call Number: 866-390-5250

Call ID: 5707853

Topics: Perkins CAR-EDEN Alignment; Coding Crosswalks for data matching

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Section 113 Core Indicators of Performance (Title I) Suggested Sub-Indicator Replacement Definitions

Background

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) has established a set of secondary and postsecondary core indicators of performance for Title I (Basic Grant) of the Act. Some of the performance indicators have been disaggregated into sub-indicators to assure adequate inclusion of the related populations to be reported.

Reporting of the “sub-indicators”, as they are currently called on the Consolidated Annual Report (CAR) reporting forms, is scheduled to begin with the December 2009 CAR submission. Several states have indicated a desire to discuss the current sub-indicator definitions provided on the Perkins web-based CAR report forms. There are concerns regarding the clarity of the sub-indicator definitions based on a desire to collect and report the appropriate data that meets Perkins IV accountability expectations. The Next Steps Work Group (NSWG) has reviewed the alignment of the current definitions with Perkins Section 113 accountability provisions and offers recommended suggestions to better define the sub-indicators.

Through the discussion of the sub-indicator definition, it has been recommended, and confirmed by OVAE, only concentrator counts for each sub-indicator will be reported. Performance levels for the disaggregated sub-indicators will not be calculated and performance levels for the sub-indicators will not be negotiated with OVAE.

3S1 Secondary Level: School Completion

Sec. 113 (b)(2)(A)(iii) Student rates of attainment of each of the following:

- (I) A secondary school diploma.
- (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).
- (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).

Current CAR Web Site Definition	Suggested Replacement Definition
Diploma: The granting by the state/district/entity demonstrating that the student met the graduation conditions of that granting entity.	Diploma: Document awarded by the state, local school district, or other authorized entity indicating a student has met the graduation conditions of that granting entity and meets the conditions established by Section 1111(b)(2)(C)(vi) of the ESEA.
General Education Development (GED): A general equivalency diploma.	General Education Development (GED) or other State-recognized equivalent: A general equivalency diploma awarded by recognized state entity with authority to award an official GED certificate; or a document awarded by the state, local school district, or other authorized entity in lieu of a diploma to students not meeting the criteria of a diploma.
Certificate: In some states a certificate is granted in lieu of a diploma to students not meeting the criteria of	Proficiency Certificate, Certificate, or Degree in conjunction with a Diploma: A technical skill proficiency

a diploma. Also a certificate can be given by an entity to demonstrate that a student/person has completed a specific program or component of a program.	credential, technical skill or CTE program completion certificate, or CTE program degree granted to students in conjunction with a secondary school diploma.
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5S1 Secondary Level: Placement

Sec. 113 (b)(2)(A)(v) Student placement in postsecondary education or advanced training, in military service, or in employment.

Note: Sub-indicators of Postsecondary Education and Advanced Training have been merged into a single sub-indicator definition to be consistent with Perkins IV Section 113 core indicator language.

Current CAR Web Site Definition	Suggested Replacement Definition
Postsecondary Education: Formal schooling beyond the secondary level.	Postsecondary Education or Advanced Training: Continuation of formal education and training in a recognized or accredited postsecondary institution or training program following secondary school exit.
Advanced Training: Is formal training beyond the high school or secondary level.	
Employment: The former CTE student/concentrator is now employed in a paid position.	Employment: Engagement in lawful activities resulting in compensation.
Military: Participation in one of the branches of the US armed forces.	Military: On active duty in a branch of the United States armed forces (Army, Navy, Marines, Air Force, Coast Guard, as well as Army National Guard, Air National Guard or Active Reserves).

3P1 and 3A1 Postsecondary and Adult Level: Student Retention or Transfer

Sec. 113 (b)(2)(B)(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.

Note: Pending recommendation suggests elimination of sub-indicators for the core indicator of 3P1/3A1 and report only aggregated performance level.

Rationale for suggested elimination of sub-indicators:

Legislative language is “transfer to a baccalaureate degree program” (NOT “transfer to a baccalaureate degree institution”). States can measure student retention in postsecondary education but can have difficulty measuring whether students transfer to a baccalaureate degree program. Postsecondary CTE programs can be two-year or four-year programs (or more), particularly when working with all 16 career clusters, and the concept of high skill/high wage occupations.

Two-Year Institutions:

- **Some two-year institutions have on-campus baccalaureate degree programs or baccalaureate degree programs via four-year institution articulation agreements. It could be difficult to determine whether a student enrolled in a two-year institution is enrolled in a two-year program or a baccalaureate degree program, so “...transfer to a baccalaureate degree program” could be difficult to determine.**

Four-Year Institutions:

- **Some four-year institutions have two-year degree programs in addition to baccalaureate degree programs. It could be difficult to determine whether a student has transferred from a two-year program to a baccalaureate degree program within the same institution.**
- **High schools are developing articulation agreements with baccalaureate degree programs (e.g., engineering, teaching professions), so “...transfer to a baccalaureate degree program” would have no meaning for students who initially enroll in baccalaureate degree programs.**

Current CAR Web Site Definition	Suggested Replacement Definition
Retention: A CTE student/concentrator that is placed and remains in a position (employment, military or further education) the second quarter after graduation from a CTE program.	<i>Eliminate the sub-indicator of “Retention” for indicator 3P1/3A1.</i>
Transfer: A CTE student/concentrator that moves from one program to another. Moves from 2 year program to another 2 year program or 4 year program.	<i>Eliminate the sub-indicator of “Transfer” for indicator 3P1/3A1.</i>

4P1 and 4A1 Postsecondary and Adult Level: Student Placement

Sec. 113 (b)(2)(B)(iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Note: Pending recommendation suggests elimination of the “retention” sub-indicator for the core indicator of 4P1/4A1 and report disaggregated concentrator counts for placement in employment, military, and apprenticeship. Language construction of the performance indicator for “placement OR retention in employment” suggests a single unit of count, not two disaggregated categories.

Current CAR Web Site Definition	Suggested Replacement Definition
Employment: The former CTE student/concentrator is now employed in a paid position.	Employment: Engagement in lawful activities resulting in compensation.
Retention: A CTE student/concentrator that is placed and remains in a position (employment, military or further education) the second quarter after graduation from a CTE program.	<i>Eliminate the sub-indicator of “Retention” for indicator 4P1/4A1.</i>
Military: Participation in one of the branches of the US armed forces.	Military: On active duty in a branch of the United States armed forces (Army, Navy, Marines, Air Force, Coast Guard, as well as Army National Guard, Air National Guard or Active Reserves).
Apprenticeship: A CTE student/concentrator who is working under the guidance of a skilled person, for a specified period of time, in order to acquire a skill.	Apprenticeship: Participation in a federal or state formal preparation program leading to a journey worker level recognition in a skill trade and acknowledged by union and non-union employers.