

**Virtual Data Quality Institute**  
**STATE TEAM PLANNING & DISCUSSION**  
**OCTOBER 2-3, 2008**

**Introduction**

During your State planning time your team is being asked to prepare the narrative portion of the CAR indicating responses to the three questions listed below delineating expectations for technical skill assessments. Three things you might consider in your plan are a statewide approach, secondary and postsecondary alignment with each other and business/industry, and growing the assessment, certificate, credentialing and licensure processes. A suggested planning matrix to help you think through these areas is provided below.

**Progress in Developing and Implementing Technical Skill Assessments**

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

**Suggested Planning Matrix**

	<b>Statewide approach</b>	<b>Secondary and postsecondary alignment with each other and business/industry</b>	<b>Growing the assessment, certificate, credentialing and licensure processes</b>
<b>The program areas for which the state has technical skill assessments</b>	How many programs now have assessments?	Of the assessments, how many are secondary? Postsecondary? How many are industry-recognized and/or approved? How many are accepted for credit at the postsecondary level?	To what extent do the individual assessments help students to earn a credential, certificate, or licensure?
<b>The estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments</b>	How many concentrators are now covered by your state's assessments?	N/A	N/A
<b>The state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future</b>	What is your state's plan for increasing the number of programs with assessments and the number of students taking those assessments?	What is your state's plan for bringing together your secondary, postsecondary, and business partners to develop and/or approve assessments?	What is your state's plan for increasing the number of credentials, certificates, or licensures made available to students?