

RECOMMENDATIONS TO IMPROVE THE QUALITY OF POSTSECONDARY PERKINS IV DATA IN WISCONSIN

Prepared by:

MPR Associates, Inc.

2150 Shattuck Avenue, Suite 800

Berkeley, California 94704

August 18, 2008

Contact:

Steve Klein (sklein@mprinc.com) or
503-963-3757

Amanda Richards (arichards@mprinc.com)
503-963-3758

BACKGROUND

In October 2007, the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, invited state directors of career and technical education (CTE) to submit requests for individualized technical assistance to improve the quality of their Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) accountability systems. In response, the Wisconsin Technical College System originally requested support in developing a state-approved, locally established assessment system.

Following consultation with Kathleen Cullen, Vice President for Teaching and Learning, and a follow-up review of progress the state has already made in this area, Wisconsin staff and MPR researchers agreed the state would benefit from assistance in aligning its postsecondary data collection and reporting system with Perkins IV requirements.

Steven Klein, Director, Preparation for College and Careers and Amanda Richards, Research Associate at MPR Associates, Inc., provided consultation services to Wisconsin. Dialogue with the state took place via telephone conference calls and emails and focused on reviewing the state's Perkins IV postsecondary measures.

During the conference calls, MPR facilitated a discussion with state administrative staff providers that covered Perkins IV accountability and strategies for improving data collection and reporting. This paper presents MPR's final recommendations for structuring population definitions and measures, in light of federal non-regulatory guidance, to enhance the quality of Perkins IV postsecondary accountability data in Wisconsin.

Postsecondary Measures

	<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Methodology Based on Discussion w/State Team</i>
CTE Participant	All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.	A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.	A postsecondary/adult student who took one (1) program credit in a program area.	All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.

Note: During the conference call, MPR researchers recommended that Wisconsin staffers assess the percentage of students captured as taking a program credit in a program area versus the number who earned a credit.

	<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Methodology Based on Discussion w/State Team</i>
CTE Concentrator	<p><u>Cohort Measurement Group</u>: Indicators 1P1, 1P2, 2P1, 3P1 and 4P1 are calculated using cohorts of students enrolled in applied associate degree, two-year diploma, one-year diploma or apprenticeship programs (aid code 10, 31, 32, or 50) that reach a twelve (12) credit threshold the first time in an academic year or eight (8) credits in apprenticeship. These students are then tracked for three (3) years and their results at the end of Year Three are reported.</p> <p>Note: The students in a cohort measurement group are all students enrolled in applied associate degree, two-year diploma, one-year diploma or apprenticeship programs, not just grant funding supported students.</p>	<p>A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree</p>	<p>A postsecondary/adult student who enrolled in applied associate degree, two-year diploma, one-year diploma or apprenticeship programs (aid code 10, 31, 32, or 50) that reach a twelve (12) credit threshold the first time in an academic year or eight (8) credits in apprenticeship.</p>	<ul style="list-style-type: none"> o Go back three (3) years to identify whether student reaches the 12 credit threshold. o Wisconsin is using a cohort method to identify students who will then be tracked for three (3) years and their outcomes will be reported at the end of Year Three. o The students in a cohort measurement group are all students enrolled in applied associate degree, two-year diploma, one-year diploma or apprenticeship programs, not just grant funding supported students.

Note: Federal non-regulatory guidance calls for tracking students who complete a short-term program sequence that is comprised of less than 12 credit units that terminates in an industry recognized credential, certificate, or degree. If the state is unable to capture outcomes for individuals in this category, the state may appear to serve fewer students than in other states. Wisconsin, after negotiations with OVAE, has determined that it will not count short-term program graduates in its definition of concentrators.

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
1P1: Technical Skill Attainment	N:	Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the three year reporting period	Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the three year reporting period.	<ul style="list-style-type: none"> ○ Wisconsin will be including end-of-program assessments. ○ The state is negotiating an agreement with the Wisconsin Department of Regulation and Licensing for the purpose of sharing its licensing data.
	D:	Number of <u>CTE concentrators</u> who took technical skill assessments during the three year reporting period.	Number of CTE concentrators who took technical skill assessments during the reporting year.	Number of CTE concentrators who took technical skill assessments during the three year reporting period.	

Note: According to recent information from OVAE, states should endeavor to report only on students who have taken third-party assessments, even though that may be a small percentage of students within a state. States with statewide approval processes for local assessments may choose to combine those results with third party assessments. States that do not plan to implement or expand use of third party or state approved assessments may consider reporting on other types of assessments for all students. MPR recommends the state use the following measurement approach:

Report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). In the Consolidated Annual Report narrative, report the percentage of students who were assessed using third-party assessments and outline the state’s plans for expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who took and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who took technical skill assessments aligned with industry-recognized standards during the reporting year.

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
1P2: Academic Skill Attainment	N:	Number of CTE concentrators for the measurement period who passed at least 80% of the academic/general studies courses attempted during the measurement period.	This measure is not required for Perkins IV.	Number of CTE concentrators for the measurement period who passed at least 80% of the academic/general studies courses attempted during the measurement period.	
	D:	Number of CTE concentrators for the measurement period that took at least one academic/general studies course.		Number of CTE concentrators for the measurement period that took at least one academic/general studies course.	

Note: Wisconsin has chosen to not report data regarding postsecondary academic skill attainment, since the measure is not required for Perkins IV. The state was informed it had the option of reporting this data to OVAE or tracking this information for internal purposes, but not being held accountable for student performance on the measure.

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
2P1: Credential, Certificate, or Degree	N:	Number of CTE concentrators for the measurement period who were reported by the college as a graduate.	Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Number of CTE concentrators for the measurement period who were reported by the college as a graduate.	o Wisconsin will not report students who earned a licensure or certification awarded outside the college.
	D:	Number of CTE concentrators for the measurement period.	Number of CTE concentrators who left postsecondary education during the reporting year.	Number of CTE concentrators for the measurement period.	

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
3P1: Student Retention or Transfer	N:	Number of CTE concentrators for the measurement period who are still enrolled in a WTCS 2-year college at the end of the measurement period or have transferred to a non-WTCS 2- or 4-year postsecondary institution.	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Number of CTE concentrators for the measurement period who are still enrolled in a WTCS 2-year college at the end of the measurement period or have transferred to a non-WTCS 2- or 4-year postsecondary institution.	
	D:	Number of CTE concentrators for the measurement period.	Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Number of CTE concentrators for the measurement period.	

	<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
4P1: Student Placement	N:	Number of CTE concentrator graduates who reported employment two quarters after the end of the academic year.	Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	Number of CTE concentrator graduates who reported employment two quarters after the end of the academic year.
	D:	Number of CTE concentrators who graduated in the most current measurement period.	Number of CTE concentrators who left postsecondary education during the reporting year.	Number of CTE concentrators who graduated in the most current measurement period.

- Wisconsin is including only graduates when tracking student placement.
- The state will conduct a survey of graduates first, and then follow up on non-respondents by sending those names for a UI wage record match.

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
5P1: Nontraditional Participation	N:	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	<ul style="list-style-type: none"> ○ This measure will represent a snapshot of students within a one-year period rather than a cohort.
	D:	Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.

Note: When calculating the performance rate, care should be taken that the numerator only encompasses underrepresented individuals who are participating in (or completing) a program that prepares individuals for employment in a nontraditional occupation for which they are underrepresented. For example, a female participating in a CTE program that is labeled as ‘nontraditional’ should only be counted in the numerator of the state measure if the program is associated with preparing females for occupations that are nontraditional for females. The caveat for males applies.

		<i>Wisconsin Draft State Plan and Indicator Support Documents</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
5P2: Nontraditional Completion	N:	Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		Consider using a parallel population for the nontraditional participation and completion measures.
	D:	Number of CTE concentrator who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.