



Building a Technical Skill Inventory Database One State at a Time

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Pradeep Kotamraju Ph. D.

Deputy Director

National Research Center for Career and Technical Education

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- **The NRCCTE Inventory Template**
 - Main source OVAE-developed materials in regulatory guidance, DQIs, and NSWG meetings
 - Distinction between a *Clearinghouse*, a *repository*, and an *inventory*: Rests on vouching for *validity* and *reliability*
 - *Inventory*: (a) catalog the availability of technical skill assessments, and (b) provide as much information as possible so that states are able to build their own technical skill assessment system.



- **The NRCCTE Inventory Template** [Page 1 handout]
 - Main source OVAE-developed materials in regulatory guidance, DQIs, and NSWG meetings
 - Rows specify TSA Types (third-party industry certifications, state-developed or approved instruments, and if need be, proxy or transition measures
 - Columns indicates program specifics (CIP code, clusters, pathways, web address for assessment/assessment organization)



- **The Scrapper Principle** [Page 2 handout]
 - Mnemonic used for identifying the eight characteristics which describe any technical skill attainment measure
 - By no means exhaustive but a way for delineating responsibility and indicating federal, state and local jurisdiction overlap



A Cautionary Note?

If no proper attention is paid what **technical** might be in the definition of **Skill**, and no proper attention is paid to obtaining **precision** with regard to **performance, estimation and the reporting**, it may leave us to deal with

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S

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Based on solid rationale, can a cost-effective, widely-reported, well-aligned, broadly penetrable, perfectly-estimated assessment instrument truly measure student technical skill performance levels?

But even if we know what mean by **technical**, but no proper attention is paid to obtaining precision with regard to **performance, estimation and the reporting**, leaving the

P E R

to dangle, one may be dealing with

S C R A P

P E R



- **Some Early Results [Page 3-5 handout]**
 - Little over 1500 assessments from 11 states at secondary level
 - IT, Health, Business, Manufacturing, Construction, Communications, and Agriculture (Top Seven areas)
 - Third Party Certification/Technical Exams, State-Developed Program of Study Exam, State-Developed End of Program Exam,



- **Issues for Consideration in the Future**
 - Status of Postsecondary
 - Program of Study level assessments – the role and input of the postsecondary partner
 - Current vs. future usage
 - Shape, form and extent of relationship with third-party TSA organizations



Pradeep Kotamraju Ph.D.
Deputy Director and Faculty
National Research Center
for Career and Technical Education (NRCCTE)
359 Education Building
University of Louisville
Louisville KY 40292
Phone: 502-852-7714
www.nrccte.org