

U.S. Department of Education
Office of Vocational and Adult Education
Division of Academic and Technical Education

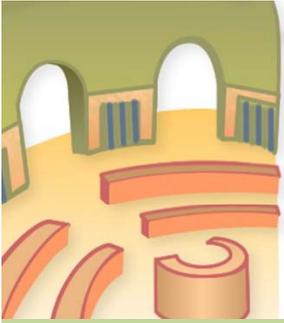


SPAC

State Perkins Accountability Congress
Design Team

State *Perkins* Accountability Congress Design Team Meeting 8

December 3, 2012



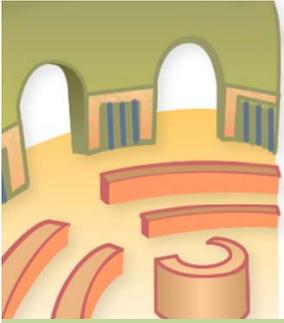
Welcome and Overview

SPAC Design Team

John Haigh, Branch Chief

DATE—Accountability and Performance Branch
Office of Vocational and Adult Education (OVAE)

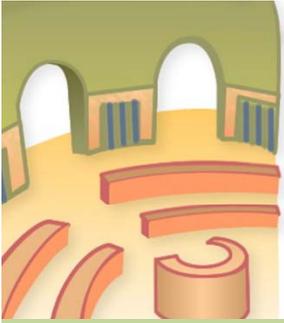
John.Haigh@ed.gov



Agenda—Employment & Earnings

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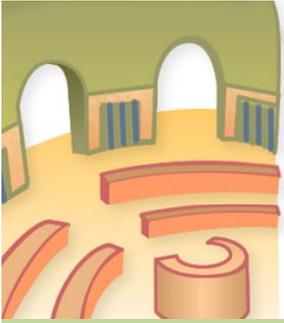
- Introductions
- Meeting objectives
- Basic ground rules
- Common themes
- Commonly available data sources
- Discussion—Measurement guidance
- Conclusion



Principles for Dialogue

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- Share time and participate equally
- Contribute concisely and stay on topic
- Welcome and respect all opinions
- Listen for meaning
- Build on others' ideas; avoid “but” or “no” responses
- Air concerns during the meeting, not after
- Support the team outside the meeting

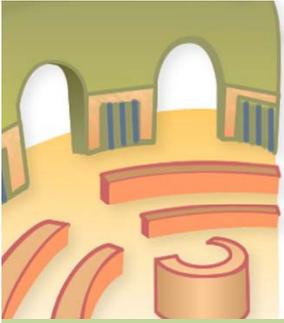


Guiding Ideas

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Want measures of the core indicators that:

1. Focus on student success
2. Can be acted upon at the local, state, or federal level
3. Are of high quality and efficient in collection and use
4. Are measurable over time
5. Are simple and easily understood
6. Are aligned among related programs and educational sectors
7. Avoid unintended consequences

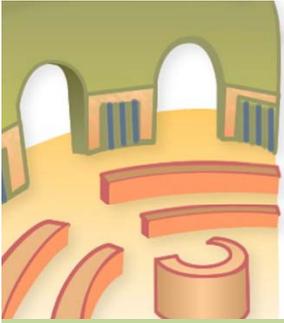


Employment and Earnings—Basics

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Measurement Fundamentals

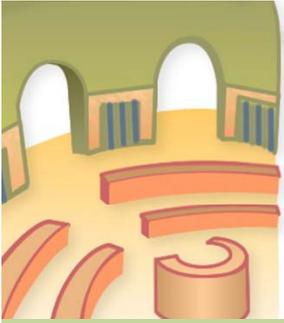
- Employment and earnings measures should build upon:
 - guiding ideas underpinning SPAC work
 - results of SPAC deliberations regarding thresholds and indicators
 - principles outlined in the Department’s Blueprint
- To the extent possible, measures should align with and/or complement those required of other education and workforce programs and related initiatives
- Measures should build upon/anticipate the growing capabilities of SLDSs
- Measures should be constructed based on commonly available data sources in most states
 - Any new or unique sources of information should include elements which align with what is available in most states



Employment, Earnings, & Productivity—Themes

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- Employment
- Earnings
- Return on investment
- Preparation for further education and careers
- Sources for educated and trained employees
- Certifications, licensure, degrees, and diplomas

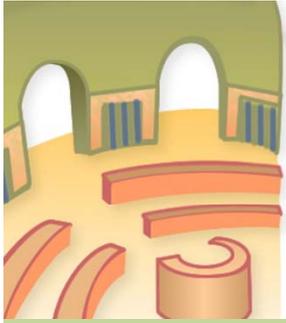


What We Have to Work With— Common Data Elements (CEDS v.3)

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Education Data System Content Plus

- Individual Identifier (SSN)
- Employed While Enrolled
- Employed After Enrolled
- Quarterly Earnings
- Industry of Employment
- Location (State) of Employment
- Multiple Jobs
- Reference Quarter
- Data Source



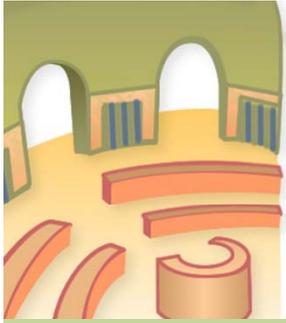
Success Rate

Straw Man Measure

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A post graduation/attainment “success measure”

$$\frac{\textit{Students employed and not reenrolled} + \textit{Students reenrolled and not employed} + \textit{Students reenrolled and employed}}{\textit{Appropriate secondary or postsecondary population}}$$



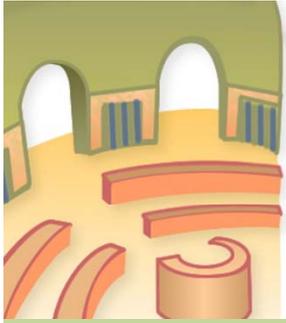
Denominator

Secondary: Students who

- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and
- received a high school diploma or equivalent in the reporting year

Postsecondary: Students who

- earned at least 12 cumulative CTE credits or the equivalent in a state-approved career preparation program by the end of the reporting year or completed a state-approved career preparation program of fewer than 12 credits or the equivalent by the end of the reporting year and
- earned an institution-awarded degree, diploma, or certificate or third-party awarded employer certification in the reporting year or following reporting year



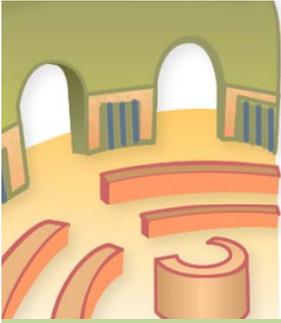
Numerator

Secondary: Students in the denominator who

- were found employed but not reenrolled or
- were found reenrolled but not employed or
- were found reenrolled and employed

Postsecondary: Students in the denominator who

- were found employed but not reenrolled or
- were found reenrolled but not employed or
- were found reenrolled and employed



Issues for Consideration

Denominators

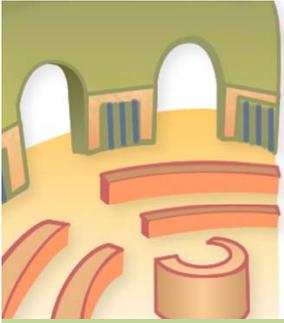
- Secondary—Limit to HS graduates who met the threshold?
- Postsecondary—Limit to award receivers who met the threshold?

Numerators

- Employed—Any administrative record hit or hits where reported earnings > 0 ?
- Reenrolled—Higher level? Any level? Defined level?
- Proposed “Straw Man” numerators could be different from further enrollment indicators

Approach

- Point in time “snap shot” or more of a growth measure?
- When to measure or start the continuous process?
- What is good and not so good?

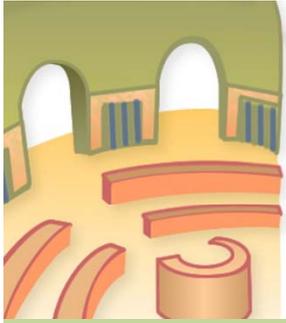


Success Rate

Potential Follow Up Strategies

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- Collect employment data through administrative record matches using
 - Student information systems
 - State UI Wage Reports
 - Wage Record Interchange System
 - Federal Employment Data Exchange System
- Collect reenrollment data through
 - SLDS postsecondary linkages
 - National Student Clearinghouse
- If alternative data collections are acceptable, provide guidance to states

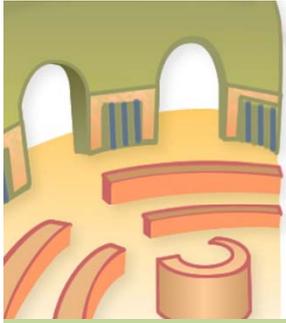


Straw Man Measure

A post graduation/attainment “earnings change measure”

Consideration 1: Median earnings for defined populations at 6 months, 12 months, and 36 months following graduation/attainment (snap shot historical measures)

Consideration 2: Median earnings for serial cohorts of populations at 6 months, 12 months, and 36 months following graduation/attainment (snap shot longitudinal measures)



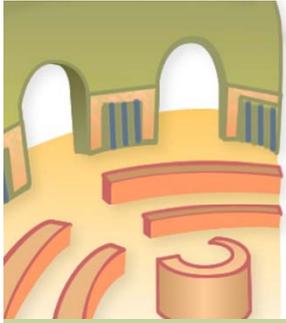
Denominator

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- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and
- received a high school diploma or equivalent in the reporting year and
- were not found enrolled in further education

Postsecondary: Students who

- earned at least 12 cumulative CTE credits or the equivalent in a state-approved career preparation program in the reporting year or completed a state-approved career preparation program of fewer than 12 credits or the equivalent by the end of the reporting year and
- earned an institution-awarded degree, diploma, or certificate or third-party-awarded employer certification in the reporting year or following reporting year and
- were not found enrolled in further education



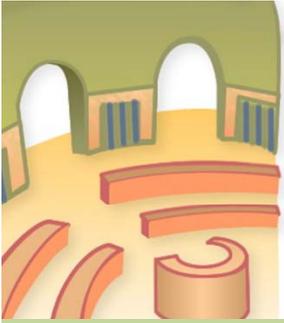
Numerator

Earnings

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Secondary: Students in the denominator who were found employed with reported earnings > 0

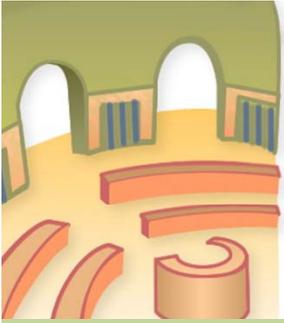
Postsecondary: Students in the denominator who were found employed with reported earnings > 0



Issues for Consideration

Addressing comparability and unevenness among states

- Trim rules: ridiculously low or impossibly high earnings values; common guidance for states
- Reporting changes over time using averages, medians, distributions in selected ranges
 - *Buckets*: Earnings arrayed in select percentile ranges; historical or longitudinal, show changing distributions
 - *Relative*: Earnings at point 1 relative to earnings at subsequent points reported periodically, expressed as a ratio, some form of derived index
 - *Absolute*: Numerical or percent change between point 1 and subsequent points



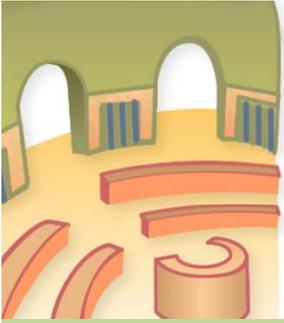
Issues for Consideration (cont.)

Timing

- Sequencing of collections and reporting
- Juxtaposition of “further education” and “employment”
- Lag time

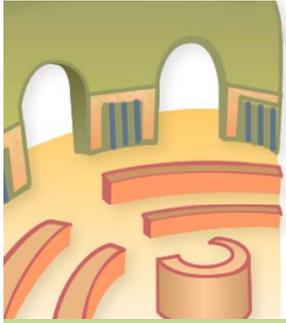
General

- Public clarity
- Good and bad: Deriving standards empirically



Potential Follow Up Strategies

- Collect employment data through administrative record matches using
 - Student information systems
 - State UI Wage Reports
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 - Federal Employment Data Exchange System
- Collect reenrollment data through
 - SLDS postsecondary linkages
 - NSC
- If alternative data collections are acceptable, provide guidance to states

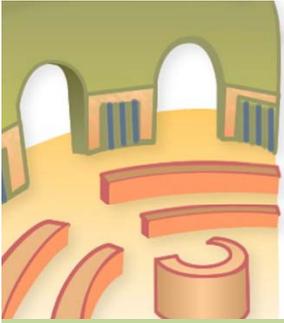


SPAC Website Forum

SPAC Design Team

The SPAC Forum needs your insights!

- Please visit <http://cte.ed.gov/spac/index.php/forum/>
- **Initiate** and **participate** in dialogues about issues related to the indicators, measures, and measurement approaches
- The Forum is open to the field, including SPAC, Design Team, and other interested stakeholders



Contact Information

SPAC Design Team

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