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 4

February 22–23, 2012

# Agenda



- Logistics
- Expected meeting outcomes
- DATE overview
- Listening session with Deputy Assistant Secretary Uvin
- Dialogues around student populations and measures of core indicators

# Expected Meeting Outcomes



**The Design Team will:**

- Develop working draft definition(s) of CTE student populations that are responsive to the criteria in the Department's draft reauthorization framework
- Develop working draft measures for the core indicators that are responsive to the criteria in the Department's draft reauthorization framework
- Provide feedback on opportunities and challenges of defining CTE participation and measuring core indicators of state programs of study

# Principles for Team Dialogue



- 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
- Assign appropriate items to the "parking lot"

# DATE Overview



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# *Perkins* Accountability



Johan Uvin, Deputy Assistant Secretary

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# Vision for CTE

***Draft***

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**By 2020, this nation will once again have the highest proportion of college graduates in the world.**

**I ask every American to commit to at least one year or more of higher education or career training.**

**College- and career-ready must become a "both/and" reality, not an "either/or" proposition.**

**All students will graduate prepared for further education, training and employment on a well articulated pathway to a meaningful career.**

*Draft*

# Goals for CTE Accountability

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- An accountability system based on uniformly defined populations and valid and reliable performance measures
- Incorporation of CTE into state longitudinal data systems in order to collect longitudinal data for all CTE students
- Use of performance data to improve local programs
- Hold states accountable for the outcomes they achieve/do not achieve

# Student Populations

***Draft***



Accountability systems will collect data for

- Students who are enrolled in CTE programs
- Students for whom CTE is accountable

# Students Who Are Enrolled in CTE Programs

***Draft***



*Perkins IV*—"Participants"

- Secondary: A secondary student who earned one or more credits in any CTE program area
- Postsecondary/Adult: A postsecondary/adult student who earned one or more credits in any CTE program area

Preliminary for future *Perkins*—"Participation"

- A secondary, postsecondary, or adult career and technical education student who enrolls in a career preparation program offered by a consortium that was selected by the State

# Students Who Are Enrolled in CTE Programs (cont.)

***Draft***



- How do past and future relate?
  - Focus on program
- How are past and future different?
  - Earning a credit vs. enrolling in a course
  - Program part of a consortium's offerings

*Draft*

# Career Preparation Program

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State-approved programs that focus on a state-identified high-demand sector or occupational cluster, that meet five key design criteria

Note: These programs may encompass a range of program types, including: program of study models, career academies, virtual delivery, etc.

# Program Design/Program Features

***Draft***



Provide career awareness, career exploration and career preparation opportunities that

- Lead to an industry-recognized credential, certificate, or degree
- Provide accelerated opportunities to gain academic high school and college credit
- Use technology-enabled solutions
- Promote attainment of postsecondary certificates or degrees

# Students for Whom CTE is Accountable

***Draft***



*Perkins IV*—"Concentrators"

- Secondary: A secondary student who earned three or more credits in a single program or two credits in a two credit program
- Postsecondary/Adult: A postsecondary/adult student who completes at least 12 academic or CTE credits in a single program area that terminates in a credential or completes a CTE program of less than 12 credits that terminates in a credential

Preliminary for future *Perkins*—

- Who should be included?

# Considerations Re: Performance Indicators

***Draft***

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1. Rate of diploma or award attainment
   - Secondary: High school graduation rates
   - Postsecondary: Rate of postsecondary award attainment (degree, certificate, credential)
2. Postsecondary enrollment rate
   - Secondary: Rate of enrollment following high school (with/without remediation)
   - Postsecondary: Rate of further enrollment in postsecondary education
3. Rate of attainment of employment
4. Earnings and wages

# Considerations Re: Progress Indicators

***Draft***

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**To be discussed at a later time:**

1. CTE Credits Earned for High School Credit
2. Dual Credits Earned
3. Work Based Learning Opportunities
4. Attainment of stackable credential

# Defining Participation



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# Performance Management

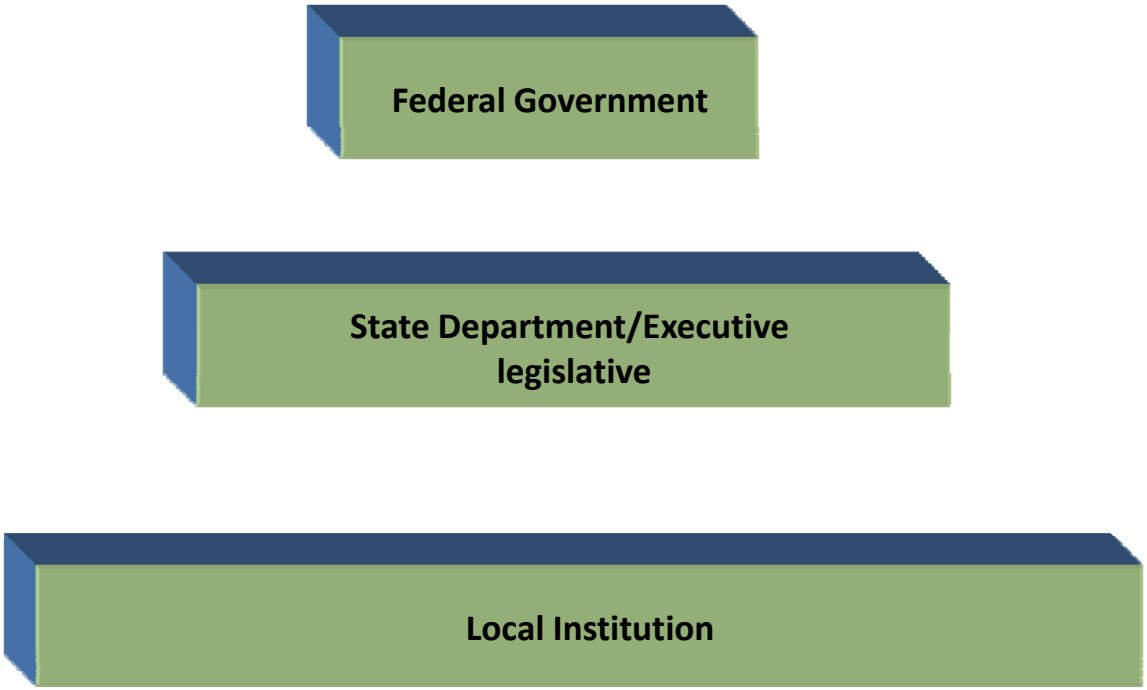


**Performance management has several tiers**

- Institutional level:
  - common themes
  - many measures for day-to-day program and system management
  - provide alerts about how to do business and support students
- State level:
  - fewer measures—but with common themes
  - help states support local providers and be accountable to state policymakers
- Federal level:
  - few indicators—still with common themes
  - provide overview of program efficacy and inform policymakers

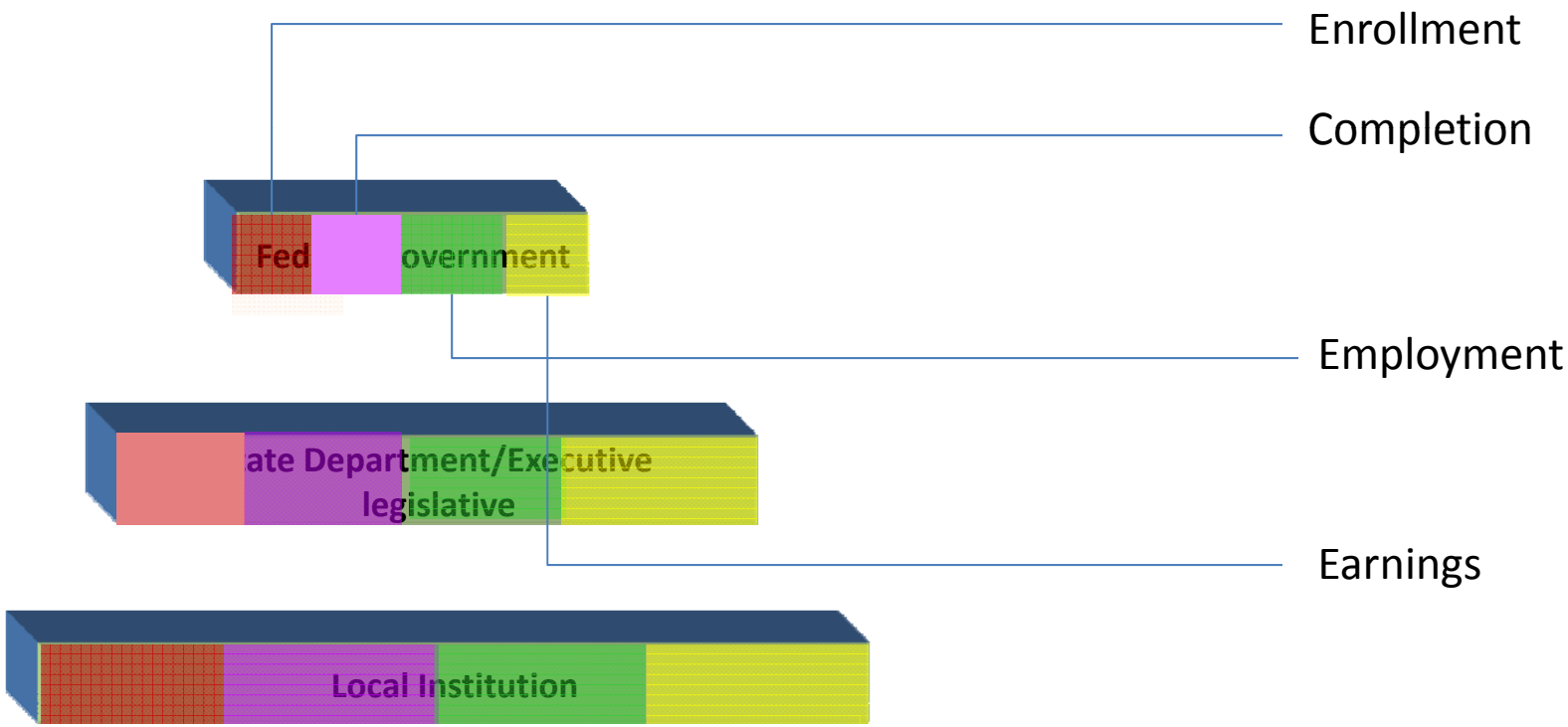
# Performance Management Tiers





# Tiers and Common Themes





# Guiding Ideas



**We want measures of the core indicators that:**

1. Focus on student success
   - Collect data on all students
   - Recognize thresholds of participation where there is an expectation of successful results—"accountably enrolled"
2. Can be acted upon at the local, state, or federal level
   - Recognizing that "action" is different at different levels

# Guiding Ideas



3. Are of high quality and efficient in collection and use
   - Source data must be timely and accurate
   - Source data must be closely aligned among different states
   - To the extent possible, data should use existing/emerging state capabilities

# Guiding Ideas



4. Are measurable over time
   - Aligned with similar measures from previous Acts, to the degree possible
   - Can be reliably and consistently produced moving forward
   - Recognize that SLDS maturation is occurring and full use of longitudinal capabilities may not be available initially and in some cases, not at all

# Guiding Ideas



5. Are simple and easily understood
6. Are aligned among related programs and educational sectors
   - ESEA
   - Emerging postsecondary accountability discussions
   - Workforce programs

# Students Who Are Enrolled In CTE Programs



**Considerations**

- What is participation?
  - Enrollment or completion?
    - If enrollment
      - in what?
      - how long?
    - If completion
      - of what?
      - credit or time?
- For postsecondary, is secondary enrollment required first?

# Students for Whom CTE is Accountable



**Considerations**

- What is the threshold?
  - Number of courses, credits earned, achieve mastery?
    - If courses or credits
      - how many?
      - what type (CTE and/or academic)?
    - If achieve mastery
      - of what?
      - how define?
- Must students participate in the secondary and postsecondary elements?

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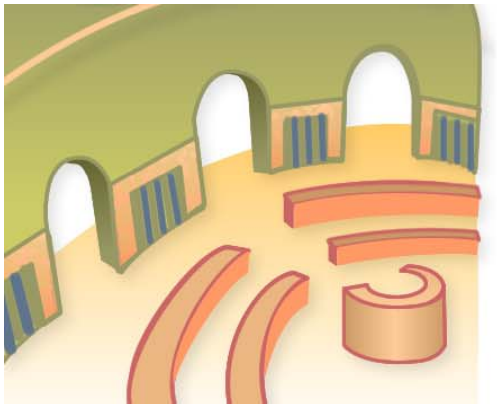

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# Indicator Discussions

High School Graduation Rate
Rate of Enrollment in Postsecondary Education after High School
Rate of Postsecondary Award Attainment
Rate of Further Enrollment in Postsecondary Education
Employment Rate
Wages and Earnings

# Population



***Currently, the student population includes…***

CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA

# Measure



***Currently, the measure is…***

Percentage of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA

# Benefits and Drawbacks



**Benefits**

- Student cohort accounts for students who drop out after entering high school
- Standardizes measurement

**Drawbacks**

- Does not account for students who drop out early in high school (9th or 10th grade) prior to becoming CTE concentrators; CTE concentrators may be invested enough that they are likely to graduate
- Does not account for students who graduate in more than four years
- Does not include information on students who graduate with something other than a regular diploma

# Questions for Consideration



- Is the use of a four-year exit cohort model superior to that of cross-sectional completion?
- Is there value in assessing graduation rates of students who achieve different thresholds of CTE participation?
- Are all modes of completion accounted for in the measure?

# Discussion Points



- Key features of the measure
- Priority elements for measuring high school graduation rate
- Recommendations for a consistent measurement approach

# Population



***Currently, the student population includes…***

CTE concentrators who left secondary education during the reporting year

# Measure



***Currently, the measure is…***

Percentage of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training in the second quarter following the program year in which they left secondary education

# Benefits and Drawbacks



**Benefits**

- Provides time for students to transition
- Includes multiple types of postsecondary options

**Drawbacks**

- Difficult to obtain comprehensive information without administrative record matching or exhaustive surveys
- Does not assess student preparation for success upon arriving at the postsecondary level
  - Need for remediation

# Questions for Consideration



- When should enrollment be assessed?
  - Fall term following HS graduation? 1 year? Other?
- Should we differentiate between different types of enrollment?
  - Full-time? Part-time?
- What constitutes postsecondary enrollment?
  - Is there a threshold that should be attained, such as show up for the first day of a postsecondary class? Completing a minimum time? Completing a term?

# Questions for Consideration (cont.)



- Should students' enrollment in remedial courses be included in the measure?
- Which students should be included—all students or only HS grads?
- Should we disaggregate for students who have earned transcripted college credit during high school?

# Discussion Points



- Key features of the measure
- Priority elements for measuring rate of postsecondary enrollment
- Recommendations for a consistent measurement approach

# Population



***Currently, the student population includes…***

CTE concentrators who left postsecondary education in the reporting year

# Measure



***Currently, the measure is…***

Percentage of CTE concentrators who received an industry-recognized credential, certificate, or a degree during the reporting year

# Benefits and Drawbacks



## Benefits

- Captures student completion regardless of length of time

## Drawbacks

- Current approach is not a rate
- Includes student completion regardless of length of time

# Questions for Consideration



- What length of time is appropriate? Does it vary by type of completion?
- Does applying a standard time to completion underestimate completions of part-time students?
- Should the measure account for students who take longer to complete?
- Is there value in assessing graduation rates of students who achieve different thresholds of CTE participation?
- Are all modes of completion accounted for in the measure?

# Discussion Points



- Key features of the measure
- Identify priority elements for measuring the rate of attainment of postsecondary awards
- Recommendations for a consistent measurement approach

# Population



***Currently, the student population includes…***

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

# Measure



***Currently, the measure is…***

Percentage 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

# Benefits and Drawbacks



**Benefits**

- Accounts for students continuing their pursuit of CTE

**Drawbacks**

- Looks back in time for past enrollment instead of ahead to continued enrollment
- Considers enrollment in fall of prior year and full year of enrollment in reporting year; students who attended the prior year but not in the fall term are excluded

# Questions for Consideration



- When should enrollment be assessed?
- Should we differentiate between different types of enrollment?

  Full-time? Part-time?
- What constitutes further postsecondary enrollment?
- Which students should be assessed through the measure?

# Discussion Points



- Key features of the measure
- Priority elements for measuring rate of further postsecondary enrollment
- Recommendations for a consistent measurement approach

# Population



***Currently, the student populations include…***

Secondary: CTE concentrators who left secondary education in the reporting year

Postsecondary: CTE concentrators who left postsecondary education during the reporting year

# Measure



***Currently, the measures are…***

Secondary: Percentage of CTE concentrators who left secondary education and were placed in the military or employment in the second quarter following the program year in which they left secondary education

Postsecondary: Percentage of CTE concentrators who were placed or retained in employment, military service, or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education

# Benefits and Drawbacks



## Benefits

- Includes all concentrators who leave, regardless of completion

## Drawbacks

- Timing of data collection
- Differences in methodologies
- Includes all concentrators who leave, regardless of completion
- Not consistent with rates calculated for WIA (including AE)

# Questions for Consideration



- What length of time is appropriate?
- How should employment be tracked?

  Administrative record matching or surveys? Combination? Other?
- If a survey is a more appropriate collection route, how are rigor and comparability established?
- Is placement in a related field important? Possible to determine?

# Discussion Points



- Key features of the measure
- Identify priority elements for measuring the rate of employment
- Recommendations for a consistent measurement approach

# Questions for Consideration



- What will wages and earnings convey about student outcomes?
  - Earnings gains? Look at rate of change?
  - Express as earnings ranges?
- Methodology will vary with surveys and administrative records
- Wage reports are quarterly; wages are generally understood when presented hourly, weekly, annually. How can information be presented clearly?
- Should we differentiate among different levels of employment?

# Discussion Points



- Key features of the measure
- Priority elements for measuring wages and earnings
- Recommendations for a consistent measurement approach