



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

State *Perkins* Accountability Congress Design Team Meeting 1

December 14, 2011

Agenda

- Welcome and Q&A—Johan Uvin, DOE
- Charge to Design Team and SPAC Website Overview—Sharon Miller and John Haigh, DATE; Amanda Richards, MPR
- Participation—John Haigh
- Wrap Up and Next Steps—Amanda Richards and John Haigh

Welcome

Johan Uvin, Deputy Assistant Secretary

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Overview

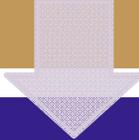
- What is our vision and what are our goals?
- Where does current law fall short?
- What strengths of the CTE system can we leverage?
- What are the challenges facing career and technical education (CTE)?
- What reforms are needed?
- How would reforms change students and programs?
How would things be different?
- What are some outstanding issues?

What is our vision?

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.

What are our goals?

All students graduate from high school ready for college and career success

Reestablishing the United States as the global leader in college attainment by 2020

Where does the current law fall short?

- CTE has been a neglected area of reform
- Multiple funding sources and resulting silos
- Misalignment with economic and workforce development and involvement of business, labor, and industry is uneven
- Lack of uniform accountability measures across states

What strengths of the CTE system can we leverage?

- Voluntary creation of state, cross-state, and sector-based consortia
- Use of reserve funds to spur innovation
- Development of approaches that accelerate time to credential and degrees such as early college CTE high schools and programs
- Piloting of performance-based funding
- Incorporation of CTE into state longitudinal data systems
- Development of processes and criteria for awarding academic credit for CTE courses
- Use of statewide performance data to improve local programs
- Establishment of statewide articulation agreements to award postsecondary credit to high school students

What are the challenges?

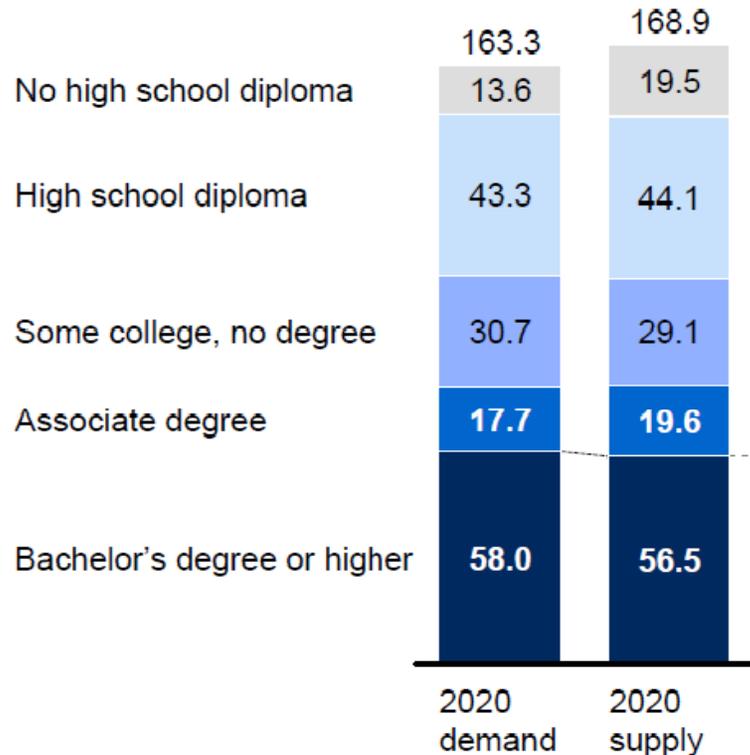
- Global economic competition demands a skilled workforce
- America's competitiveness depends on innovation
- Career and technical education is a critical part of the pipeline to produce skilled workers but has fallen short

Projected labor supply and demand in 2020

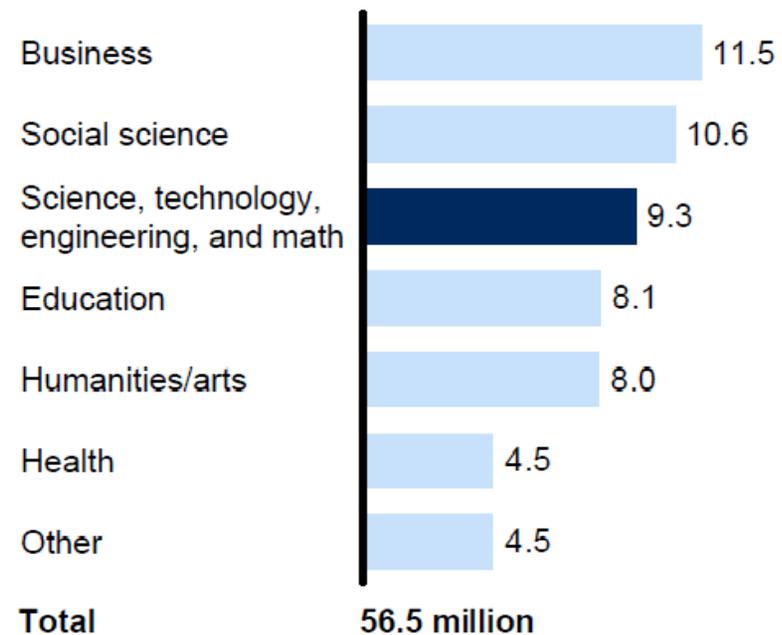
Labor demand and supply projections indicate 1.5 million too few college graduates in 2020

Million

Demand vs. supply—2020 projections (high-growth demand scenario)



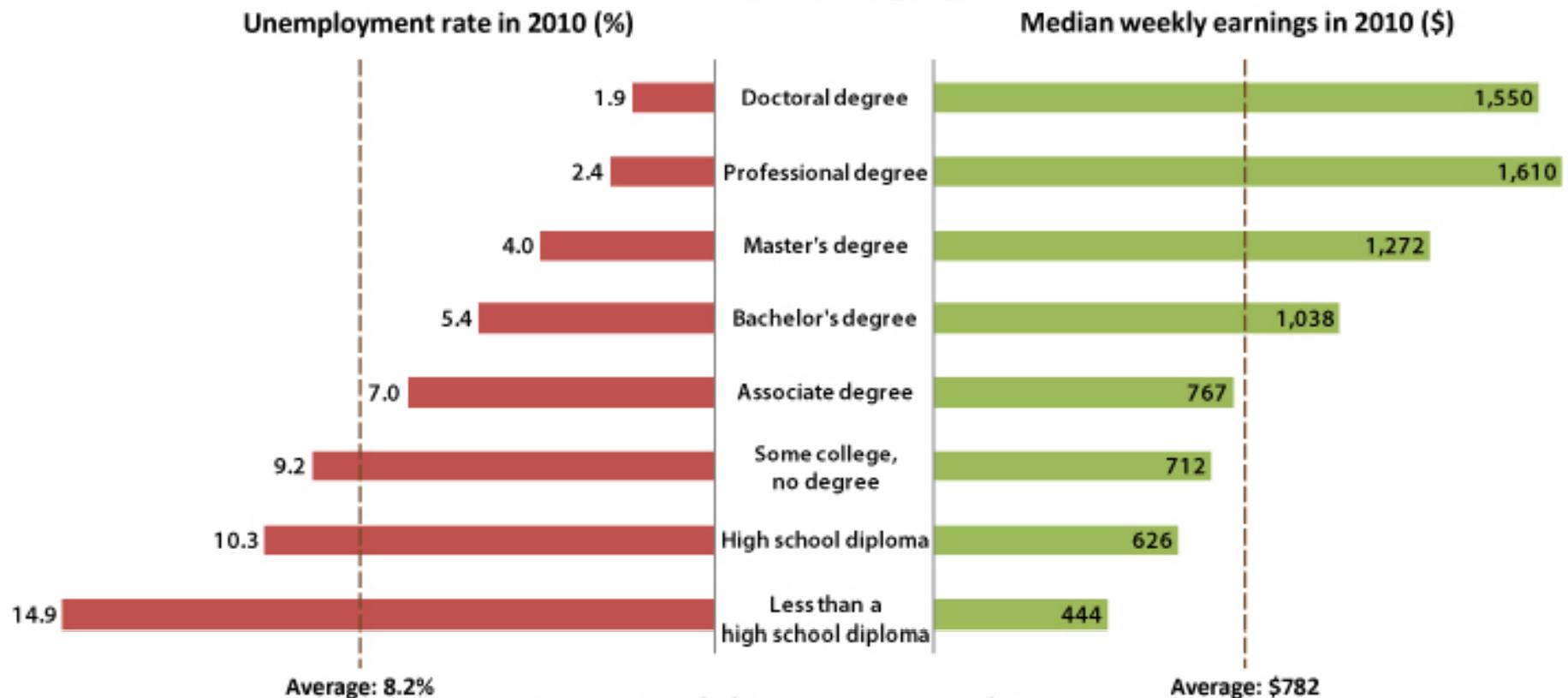
Bachelor's degree or higher, by specialization—2020 labor supply projections



Source: McKinsey Global Institute, *An Economy that Works: Job Creation and America's Future*, 2011

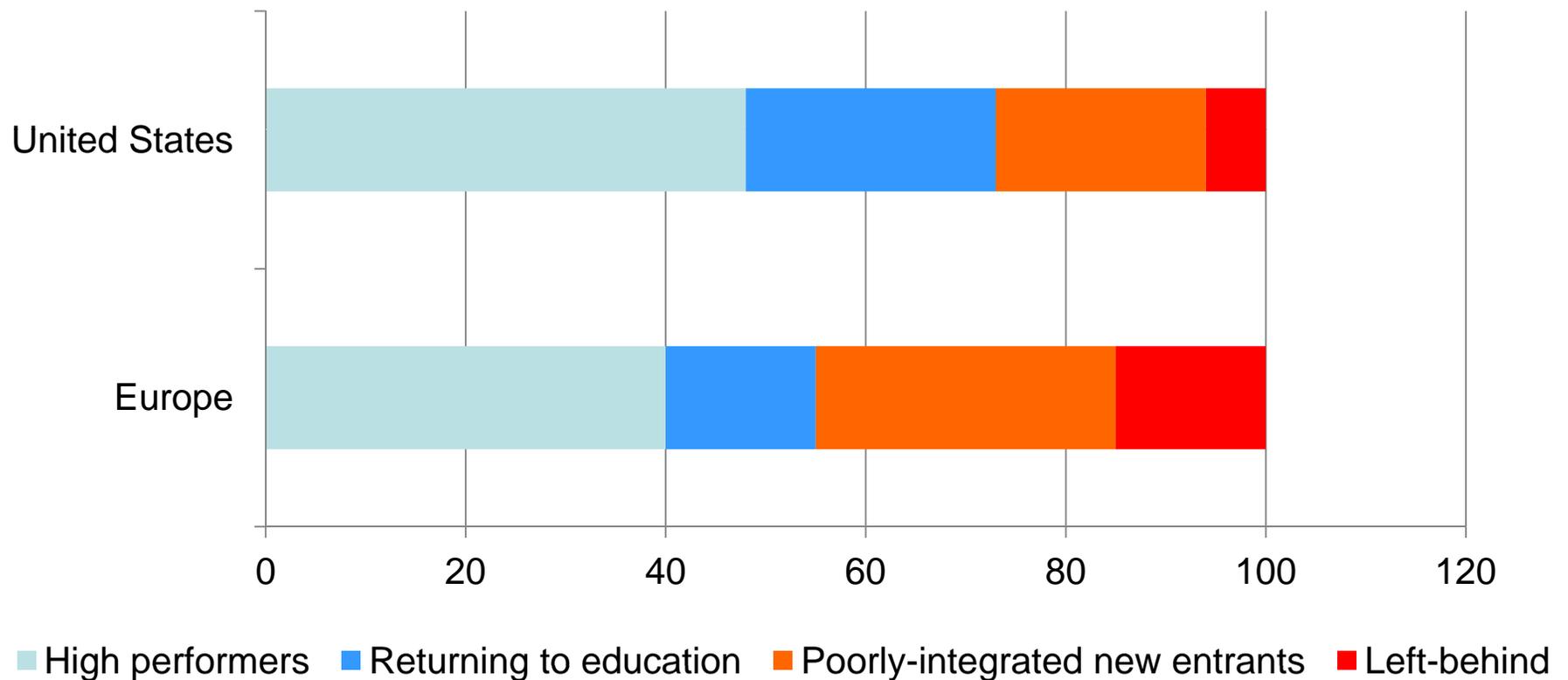
The payoff for postsecondary career technical education

Education pays:



Source: Bureau of Labor Statistics, Current Population Survey

A comparison of U.S. and European youth



Source: Jobs for Youth, OECD (2010).

What *Perkins* reforms are needed?

- Encouraging innovation and building evidence
- Incentivizing better outcomes for students and greater employer involvement
- Articulating clear pathways for student success
- Developing tools to support key stakeholders in the CTE delivery system

Encouraging innovation and building evidence

- Our *Perkins* reauthorization proposal would support the identification, development, testing and scale up of promising new practices and delivery systems

Incentivizing better outcomes for students and greater employer involvement

- A revised accountability system based on uniformly defined participation and performance measures, as well as a better-structured system of rewards and consequences for performance

Recommended option to streamline accountability

- **Participation**

- Tied to approved career preparation programs

Key Considerations

Equity Measures
Disaggregated Student
Categories
Special Populations

- **Primary Indicators of Performance**

- High School Graduation
- Postsecondary Enrollment Without Remediation
- Earnings and Wages
- Attainment of Postsecondary Degree

- **Secondary Indicators of Performance**

- CTE Credits Earned for High School Credit
- Dual Credits Earned
- Work Based Learning Opportunities

Articulating clear pathways for student success

- Our *Perkins* reauthorization proposal would support programs that are better aligned with the needs of employers and industry
- By putting students on a clear pathway that gives them the technical, academic and career skills needed to succeed in postsecondary education and their careers

Developing tools to support key stakeholders in the CTE delivery system

- Through national activities funds and with input from States, anticipated areas of technical assistance needed by States could include:
 - Developing effective consortia and articulation agreements
 - Expanding work-based learning
 - Hiring, developing, and retaining teachers and administrators
 - Engaging parents and providing up-to-date career information and guidance to students and parents

How would things be different?

- More opportunities for students to accelerate secondary and postsecondary completion
- Clear sense of direction for high school students to college and careers
- Gives framework and resources to locals to innovate
- Funding and student outcomes are linked
- Systems are connected by design
- Greater emphasis on programs that are responsive to the needs of business and industry

Conclusion

- The result would be more youth and adults graduating from high schools and postsecondary institutions with the academic and technical skills needed to succeed in clear pathways that lead them to productive and meaningful careers





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Questions and Answers

Charge to Design Team

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Expectations

- State *Perkins* Accountability Congress (SPAC)
 - Provide a large professional data review
 - Determine areas of consensus and alignment
- Design Team
 - Assist with background materials review for SPAC
 - Catalyst for discussion and analysis

Timeline

- Work will progress over the period of about a year
- Most meetings will be virtual; 2 will be in-person in Washington, DC
- Design Team tentative meeting schedule
 - January 2012, virtual
 - February 2012, in-person
 - May 2012, virtual
 - August 2012, in-person
 - November 2012, virtual
- The full SPAC will meet virtually during the year; tentative dates are March, June, and September 2012

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 immediate “but” or “no” responses
- Air concerns during the meeting, not after
- Support the team outside the team

SPAC Website

- House materials and support dialogue
 - Document storage
 - Meeting recordings
 - Forums
 - Community of practice
- Soft launch by December holidays
- Full launch in new year



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Questions and Answers

Participation and Indicators

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CTE Participation

An individual is considered a secondary, postsecondary, or adult career and technical education student (or: participant) when he or she enrolls in a career preparation program offered by a consortium that was selected by the State through the within-state competition for Perkins funding.

Primary Indicators

- High school graduation rates
- Rates of attainment of employment
- Rates of attainment of postsecondary degrees
- Earnings and wages
- Postsecondary enrollment rates (with/without remediation)

Numerators and Denominators

- Measuring indicators as a percent of students:
 - Numerator: Number of students meeting the indicator
 - Denominator: Number of students in the pool or cohort

Secondary Indicators

- CTE credits earned for high school credit
- Dual credits earned
- Work-based learning opportunities
- Attainment of stackable credential

Measurement Approaches

Indicator

Approach/Clarifying information

- High school graduation rates
- Rates of attainment of employment
- Rates of attainment of postsecondary degrees
- Earnings and wages
- Postsecondary enrollment rates (with/without remediation)



Design Team Worksheets

- Tools for recording ideas and facilitating discussion
- Design Team *Perkins* Accountability Primary and Secondary Performance Measurement **Definitions** worksheet
- Design Team *Perkins* Accountability Primary and Secondary Performance Measurement **Approaches** worksheet

Contact Information

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