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 7

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Welcome and Overview

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Principles for 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

Guiding Ideas

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

SPAC Website Forum

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

Secondary Threshold

Students who completed at least 50 percent of a state-approved career preparation program by the end of the reporting year

Where a career preparation program is defined as…

the secondary component of a career and technical education program of study

Secondary Graduation Rate

Measure: Percentage of accountably enrolled secondary students who graduated according to the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the *ESEA*

Numerator: Students who

- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year;
- were included in the state's computation of its *ESEA* graduation rate in the reporting year; and
- received a standard high school diploma in the reporting year

Denominator: Students who

- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year; and
- were included in the state's computation of its *ESEA* graduation rate in the reporting year

Issues to Consider

Measurement use

- Considering CTE's capacity for impact, should secondary graduation rate be a:
  - core indicator for *Perkins* accountability or
  - a progress measure of performance for reporting purposes?

Rate of Secondary Enrollment in Postsecondary Education

Measure: Percentage of accountably enrolled high school graduates who enroll in postsecondary education in the following reporting year

Numerator: Students who

- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year;
- received a standard high school diploma or equivalent in the reporting year; and
  - Option 1: enrolled in any postsecondary institution in the U.S. in the second quarter following the end of the reporting year in which the student graduated
  - Option 2: enrolled in any postsecondary institution or entered advanced training in the U.S. in the second quarter following the end of the reporting year in which the student graduated

Denominator: Students who

- completed at least 50 percent of a state-approved career preparation program by the end of the reporting year and
  - Option 1: received a standard high school diploma or equivalent in the reporting year
  - Option 2: received a standard high school diploma in the reporting year

Issues to Consider

Population

- Should the denominator include students who do not complete the full secondary sequence of courses in their career preparation program?

Dosage

- Should the numerator stipulate a minimum level of postsecondary course work for a student to be considered "enrolled"?
- How should non-credit bearing or remedial course work be treated?

Eligible enrollment

- Should postsecondary enrollment be defined as enrollment in
  - the same POS as the secondary sequence of course work,
  - a different POS than the secondary sequence of course work, or
  - course work that is not considered part of a POS?

Postsecondary Threshold

Students who earned at least 12 cumulative technical credits (or the equivalent) in a state-approved career preparation program

or

completed a state-approved career preparation program of fewer than 12 technical credits (or the equivalent) by the end of the reporting year

Issues to Consider

Time to earn credits

- Look back how many years to determine if student has met threshold?
- FL , TX, NC, and OH analyzing data

Current enrollment in CTE

- Discussed disregarding current enrollment in CTE, as long as student has accumulated required credits in maximum number of years.
  - Allows students time to complete other parts of program and earn degree
- Discussed excluding students who earned 12 college credits/equivalent while in high school and who are entering postsecondary education, but who are not enrolled in CTE
  - Inconsistent with decision above

Time to Earn Credits

Number of "Accountably Enrolled" CTE Students (12 + Hours)
2010-11 Cohort
Cumulative and Year-to-Year Increases in Identified Students: From 2010-11 to 2006-07

Credit Type	2010-11	Plus 2009-10			Plus 2009-10 & 2008-09			Plus 2009-10, 2008-09, & 2007-08			Plus 2009-10, 2008-09, 2007-08, & 2006-07		
	No. Acct Enrolled	*No. Acct Enrolled*	*% Cum increase from 2010-11*	*% Year increase from 2010-11*	*No. Acct Enrolled*	*% Cum increase from 2010-11*	*% Year increase from 2009-10*	*No. Acct Enrolled*	*% Cum increase from 2010-11*	*% Year increase from 2008-09*	*No. Acct Enrolled*	*% Cum increase from 2010-11*	*% Year increase from 2007-08*
Florida Community Colleges[1]													
CTE & Academic Credits	82,830	121,622	46.8%	**46.8%**	134,803	62.7%	**10.8%**	138,548	67.3%	**2.8%**	139,643	68.6%	**0.8%**
CTE ONLY Credits	67,977	98,250	44.5%	**44.5%**	107,600	58.3%	**9.5%**	109,768	61.5%	**2.0%**	110,278	62.2%	**0.5%**
Texas Community Colleges and Technical and State Colleges													
CTE & Academic Credits	147,729	198,443	34.3%	**34.3%**	210,363	42.4%	**6.0%**	215,966	46.2%	**2.7%**	219,591	48.6%	**1.7%**
CTE ONLY Credits[2]	62,559	91,142	45.7%	**45.7%**	97,087	55.2%	**6.5%**	97,087	55.2%	**0.0%**	97,087	55.2%	**0.0%**

[1] Source: Florida Community College Student Database

[2] Texas: No separate technical hours for 2007, 2008, partial 2009

Rate of Postsecondary Award Attainment

Measure: Percentage of accountably enrolled students who received a degree, certificate, or employer credential in the reporting year or following reporting year

Numerator: Students who

- earned at least 12 cumulative credits or equivalent in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year AND
- received a degree, certificate, or credential in the reporting year or following reporting year AND
- reenrolled the following reporting year OR did not reenroll in the following reporting year

Denominator: Students who

- earned at least 12 cumulative credits or equivalent in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year AND
- received an award and reenrolled the following reporting year AND did not receive an award in the reporting year and did not reenroll in the following reporting year

Rate of Postsecondary Award Attainment

Accountably enrolled students who received an award (regardless of their enrollment in the next reporting year)

Accountably enrolled students who received an award (regardless of their enrollment in the next reporting year) AND accountably enrolled students who did not receive an award and did not reenroll in the next year

Issues to Consider

Timeline

- Extend reporting timeline to capture attainment beyond the current and next reporting years?

Awards

- Definition of state- or nationally-recognized employer certifications needs further clarification
  - identified by the state as high skill/high wage,
  - awarded by a third party,
  - administered by a proctored testing authority or organization, and
  - on which the student receives a passing score
- Include other types of assessments as credentials, such as NOCTI, WorkKeys, etc.?

Rate of Further Enrollment in Postsecondary Education

Measure: Percentage of accountably enrolled students who did not receive a degree, certificate, or employer credential in the reporting year and who enrolled in postsecondary education in the following reporting year

Numerator: Students who

- earned at least 12 cumulative credits in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year;
- did not receive a degree, certificate, or employer certification in the reporting year; and
- were found enrolled in any postsecondary institution in the U.S. any time during the following reporting year

Denominator: Students who

- earned at least 12 cumulative credits in a state-approved career preparation program or completed a state-approved career preparation program of fewer than 12 credits (or equivalent) by the end of the reporting year; and
- did not receive a degree, certificate, or employer certification in the reporting year

Issues to Consider

Timeline

- Extend reporting timeline to capture enrollment beyond next reporting year?

Employment, Earnings, & Productivity: Stakeholder Questions

SPAC Design Team

- Legislative leaders (including Congress) want to know about “program productivity” and “ROI”
- Current and future students want to know which investments of time, effort, and money on a particular pathway provide an improved likelihood of stable employment and remuneration
- Business leaders want to know if particular educational venues are a better source of educated and trained employees—value— than alternatives
- Taxpayers want to know if the investment of public money provides optimal returns
- University, community college, and school leaders want to know how well students are prepared for successful transitions to further education and work
- Workforce analysts and planners want to know which educational venues and education/workforce program interactions provide optimal returns
- Leadership teams want to know which programs and program combinations provide the best evidence of student success

Contact Information

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