The Next Steps Work Group (NSWG) call was held on March 21, 2019, from 2 to 3 pm ET.

Rebecca Moyer from RTI International welcomed attendees to the call, shared the call topic, Numerator and Denominator Definitions for Core Indicators of Performance Under Section 113, and asked Sharon Miller and John Haigh from the Office of Career, Technical, and Adult Education (OCTAE), Division of Adult and Technical Education (DATE) to share announcements.

Announcements

Sharon shared that OCTAE recently completed its review and updates to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan Guide in response to the second round of public comments. The Office of Management and Budget (OMB) will now have up to 30 days to review the Guide. OCTAE will announce when the responses and the edited Guide are posted on the regulations.gov website, and states will have another 30 days to provide input on the responses and changes.

The Guide includes a chart summarizing the requirements for the transition plan. Although there may be further adjustments, Sharon noted that the chart is close enough to final to guide states' transition plan development in anticipation of the May 24 deadline. John added that in advance of the due date, OCTAE will offer training on the State Plan Guide portal at 2pm ET on both April 2 and April 4. In addition, states can connect with the Perkins Regional Coordinators at the Advance CTE spring meeting on April 8–10.

OCTAE has completed its response to the first round of public comments on the Consolidated Annual Report (CAR) Guide that will soon be sent to OMB, triggering a 30-day public response period to OCTAE’s response and changes. Sharon anticipates a final CAR Guide in early June.

Pat Thieben from Iowa provided information about the National Association for Career and Technical; Education Information (NACTE) conference on May 13–16 in Kansas City, Missouri. The conference will provide opportunities to discuss questions and issues that came up at the Data Quality Institute (DQI) and will also feature a panel of Region III career and technical education (CTE) administrators. Individuals with suggestions for discussion groups and panel questions should email Pat (pat.thieben@iowa.gov).

Finally, OCTAE’s Andy Johnson shared that OCTAE has prepared the final Perkins grant allocation amounts for fiscal year 2019. The estimated total allocations for each state (barring a rescission in October) will be shared in a memo to CTE state directors that will indicate the amount available on July 1 and the amount available on October 1. This year more of the funds (about 37 percent) will be available in July. The memo will also provide a link to the Census and enrollment data used to calculate these allocations.

**Numerator and Denominator Definitions for Core Indicators of Performance Under Section 113 | Sharon Miller and John Haigh (OCTAE)**

Sharon noted that the call topic was drawn from discussions at the DQI, held at OCTAE on February 12 and 13, 2019. Following the DQI, OCTAE's data and accountability specialists developed a set of notes on Perkins V numerators, denominators, and core and performance indicators to guide today’s discussion. OCTAE has not yet decided whether it will continue the practice of releasing nonregulatory guidance as was done on Perkins V.
The OCTAE is working to balance allowing states and locals education agencies to set numerators and denominators with ensuring the validity, reliability, completeness, and consistency of Perkins accountability data across the country.

Sharon invited John and his team to begin the discussion.

**Secondary Indicators**

John first described the information included in the notes, orienting the attendees to the charts, and called the group’s attention to indicator 1S1, Four-Year Graduation Rate. For this indicator, the numerator is CTE concentrators for the 2017–18 cohort who graduate in program year 2020–21, and the denominator is all CTE concentrators who were part of the 2017–18 cohort.

John then described optional indicator 1S2, Extended Graduation Rate, which measures the extended graduation rate, in accordance with the Every Student Succeeds Act (ESSA) guidelines. 1S2 is similar to 1S1, but it allows states to set an extended time period for graduation of up to five years.

Next, John introduced 2S1, Academic Proficiency in Reading/Language Arts. For this indicator, the numerator is enrolled CTE concentrators who have achieved proficiency on a reading/language arts academic assessment. The denominator is enrolled CTE concentrators who have taken the assessment. The same numerator and denominator apply to 2S2, but for proficiency in math.

John then described a new indicator, 2S3, which is similar to the reading and mathematics indicators but tracks proficiency in science. This indicator uses the same approach to calculate the numerator and denominator as the other academic proficiency indicators and is also reported every year for enrolled students.

An attendee asked about the test that should be used for 2S3, and John explained that it should be the state-determined science test reported on for ESSA. In response to another question, John stated that students who achieve concentrator status should be reported for all years that they are enrolled, even if they do not take additional CTE courses, noting, “Once a concentrator, always a concentrator.”

Another attendee shared that his state does not currently collect data for the science ACT exam but does collect scores for the 10th-grade science CRT exam. Patrick Bell from Nevada commented that they use the same approach. OCTAE’s Jose Figueroa answered that if the assessment captures skills and competencies in science and is the approved state assessment for science, then it can be used.

Sharon emphasized the importance of reporting on concentrators for every year once they become concentrators but cautioned that concentrators are not included in 2S1, 2S2, or 2S3 until they take the relevant assessment. A student might, for example, achieve concentrator status in the 10th grade but not take the reading and language arts assessment until the 11th grade. This student would only be included in 2S1 as an 11th grader and on, even if the student does not take any CTE courses after the 10th grade.

A participant from Delaware asked whether a student who achieved concentrator status in junior year [and had the relevant academic proficiency score] should be reported again as a senior. Sharon answered yes.

John introduced the post program placement indicator, 3S1, Postsecondary Placement. The numerator for this indicator is CTE concentrators who were placed in the second quarter after exiting high school. The denominator is all CTE concentrators exiting in that year. Employment is one of the placement categories, and John said that OCTAE is aware of potential time lags for employment data.

Indicator 4S1, Nontraditional Program Enrollment, is for actively enrolled students. John described the numerator for this indicator as CTE concentrators enrolled in programs leading to nontraditional fields, and the denominator as all enrolled CTE concentrators. Nontraditional programs can be
determined using the national crosswalk or by the state. In other words, states can develop their own nontraditional crosswalks.

The three quality indicators include 5S1 Program Quality – Attained Recognized Postsecondary Credential, which is for exiting students who attained a recognized postsecondary credential. The numerator for this indicator is CTE concentrators who earned a recognized postsecondary credential as of the reporting year, and the denominator is exiting CTE concentrators in program year 2020–21. It is up to the state to determine what counts as a recognized postsecondary indicator.

The second program quality indicator is 5S2, Attained Postsecondary Credits. Like 5S1, this indicator is for exiting students. The numerator is CTE concentrators who had earned postsecondary credits as of the reporting year, and the denominator is CTE concentrators who exited high school in program year 2020–21.

The 5S3 program quality indicator, also for exiting students, is Participated in Work-Based Learning. The numerator is CTE concentrators who had participated in work-based learning as of the reporting year, and the denominator is CTE concentrators who exited high school in program year 2020–21.

The final program quality indicator 5S4, Other, is optional, and both the numerator and denominator are state-determined.

Responding to a question, John explained that separate performance levels should be set for each quality indicator selected, rather than one performance level for all quality indicators.

Elaine Perea from New Mexico asked about gender in the nontraditional program completion indicator, 4S1. In response, John confirmed that the numerator should only include CTE concentrators that are enrolled in a field that is nontraditional for their gender (e.g., girls in welding). Pradeep Kotamraju from Iowa suggested that the description of the numerator and denominator for this indicator should be defined more clearly, and Elaine noted that the denominator should be limited to CTE concentrators enrolled in programs that lead to nontraditional fields for a gender.

In response, John noted that states could refine the indicator definitions further and asked Elaine and Pradeep to email him their recommendations for elaborating the definition. John said that the recommendations could be reviewed by OCTAE staff, who will make a determination.

Sharon advised that states will have one state-determined performance level for 4S1 for the total, but states will also report disaggregated data by career cluster and gender. She noted that any definition for the numerator for this indicator would have to be applicable across all CTE areas.

Sharon confirmed with Elaine that the modification needed would be a numerator for CTE concentrators of the underrepresented gender enrolled in a program leading to a nontraditional field, and both John and Sharon indicated that they would investigate this issue. Elaine agreed and noted that what 4S1 needs to show is the level of success at getting girls into STEM rather than the level of success at getting kids into STEM.

Elaine noted that New Mexico is planning to use 5S2 for its quality indicator but feels that the indicator should be for all enrolled CTE concentrators rather than just for exiting CTE concentrators. Sharon clarified that the legislative language indicates that the indicator is for graduating students. All CTE concentrators achieving this milestone would be counted, but only in the year that they exited high school.

After some discussion to clarify the question, Sharon explained that the quality indicators are cumulative. The activity, such as work-based learning, does not have to occur in the graduating year, but rather at any point during high school.

In response to a question from Pradeep about the changes in the indicators, John confirmed that the intent is to look at the quality indicators on a cohort basis. Sharon noted that although OCTAE hopes that states will be consistent in their reporting,
states have leeway to adjust numerator and denominator definitions to suit their needs. States are not required to change their numerator and denominator definitions to match the working document distributed for the meeting.

States should choose definitions that help drive the changes and innovation that they hope to see. One change to the CAR (that can be seen in the 30-day comments) is that states will be asked to include their numerator and denominator definitions. This information will help OCTAE understand where there is consistency. As is the case with state-determined performance levels, OCTAE will need information to understand how the levels were set, rather than for an approval or negotiation process. Sharon invited states to use the information in the document, such as using cohorts for the quality indicators, if it helps. If states choose another approach, OCTAE asks them to report the approach selected.

**Postsecondary Indicators**

John next introduced the three postsecondary indicators. The first, 1P1, is Postsecondary Retention and Placement. The numerator is CTE concentrators in the second quarter after program completion who are either still enrolled in postsecondary education or advanced training, in the military or a community service program, or employed. The denominator is CTE concentrators who completed their program in 2019–20. For this indicator, there may be a one-year lag until data are available.

In response to a question from an attendee from Washington state, Sharon explained that this is only for concentrators who have exited their current program, based on the comments that OCTAE received on the CAR Guide. If they are still enrolled in higher education, it would mean that they are enrolled in another program. Sharon also acknowledged that, as defined, the indicator does not really measure retention. John reported that the legislation does focus on the percentage of CTE concentrators in the second quarter after program completion. Jose offered to work with Washington state to develop a workable approach.

for this indicator given the limitations for its current data system.

John observed that the next postsecondary indicator, 2P1, Credential, Certificate, or Diploma, is more challenging. The numerator is CTE concentrators who earned a recognized postsecondary credential during their program or within one year of completing their program. The denominator is students who completed their program in 2019–20. What counts as a recognized credential is state-determined.

The final indicator is 3P1, Nontraditional Program Enrollment. The numerator and denominator definitions are similar to those used for the secondary indicators. John noted a question as to whether secondary dual enrollment students can be reported for this indicator.

The group then engaged in a discussion of what types of credentials a student might earn after completing a program of study. Pradeep observed that the indicator seems to be designed to allow more time for students to complete all the steps needed to earn an award.

**Data Submission Forms**

At the end of the call, John reviewed the enrollment form for secondary concentrators, noting the addition of rows for concentrator enrollments in career clusters.

The secondary performance form includes gender (male and female), race/ethnicity, and special populations. The career clusters have also been added to this form. The top of the form provides space for states to enter their numerator and denominator definitions as well as space at the bottom of the form for additional explanations.

The postsecondary indicator form also provides a space for numerator and denominator definitions at the top as well as the demographic, special population, and career cluster categories included in the other forms. Sharon added that the upcoming 30-day review period for the CAR will provide an opportunity for people to review the full set of CAR data forms and financial forms.
Closing Remarks

To conclude the call, John invited participants to let him or Sharon know if they have additional comments on the indicators, numerators, or denominators. The 30-day review periods will provide an opportunity to submit feedback.

Rebecca informed the group that the call slides would be available on the Perkins Collaborative Resource Network (PCRN) within two weeks of the call.

The next NSWG call date is to be decided.

NEXT CALL:
TBD