



Data Quality Institute 2017 Conference

Cross-state Collaboration to Improve CTE Performance Accountability

November 16-17, 2017

Telling a Consistent Story: Strategies for Assessing Career Readiness Across State Accountability Systems – An Overview of the *Every Student Succeeds Act (ESSA)*

Kate Kreamer, Deputy Executive Director, Advance CTE

Austin Estes, Policy Associate, Advance CTE

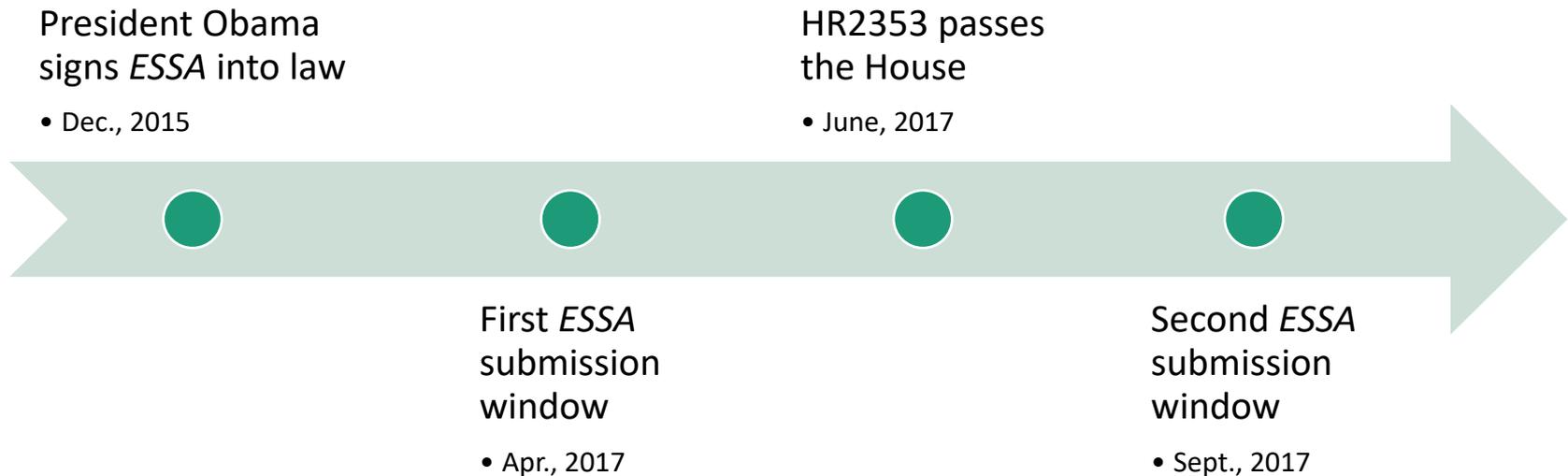
Agenda

In this workshop, you will:

- Learn about opportunities and strategies to advance career readiness through *ESSA* and the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*
- Examine how states are promoting career readiness through *ESSA* accountability and other mechanisms
- Determine intersections between *ESSA* accountability and the proposed *Perkins IV* quality indicator

The Opportunity

- States are at a critical juncture
- Federal policies moving towards more alignment and flexibility





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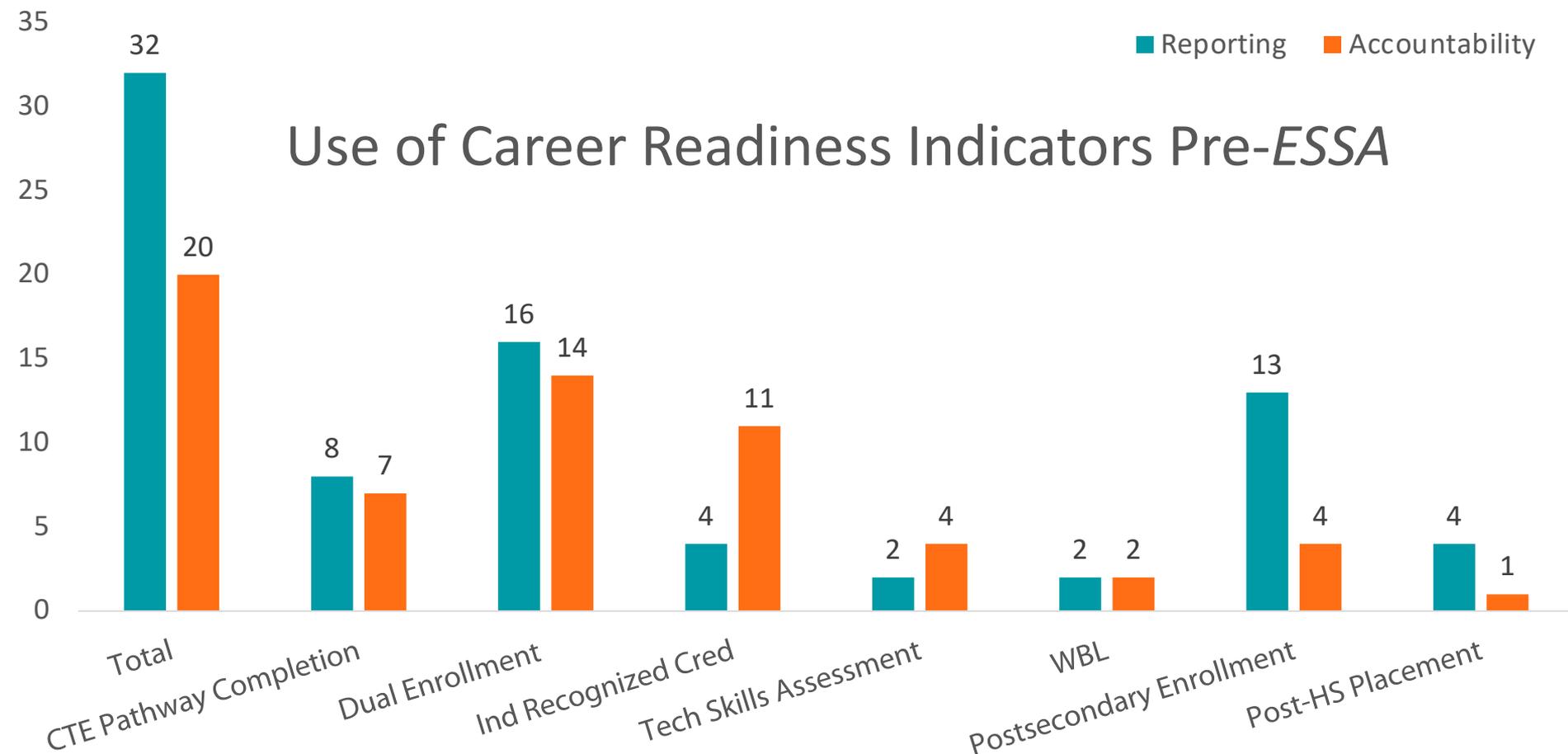
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ESSA Accountability

How States are Making Career Readiness Count

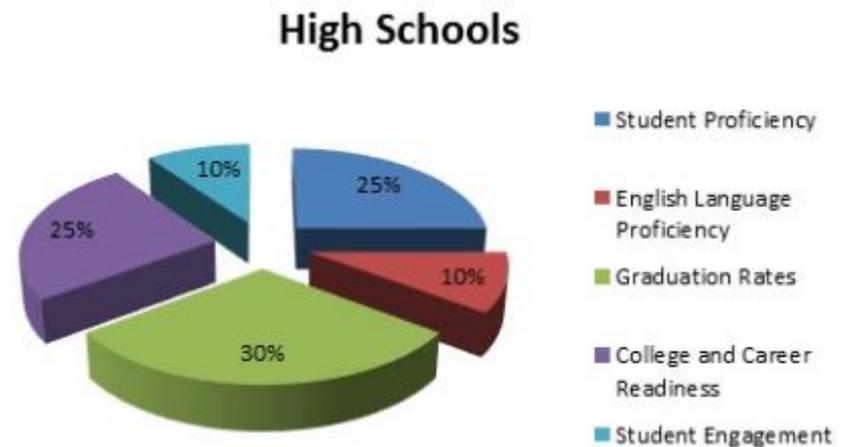
Use of Career Readiness Indicators Pre-ESSA



Source: Achieve and Advance CTE (2016): How States are Making Career Readiness Count: A 2016 Update

ESSA Title I Accountability

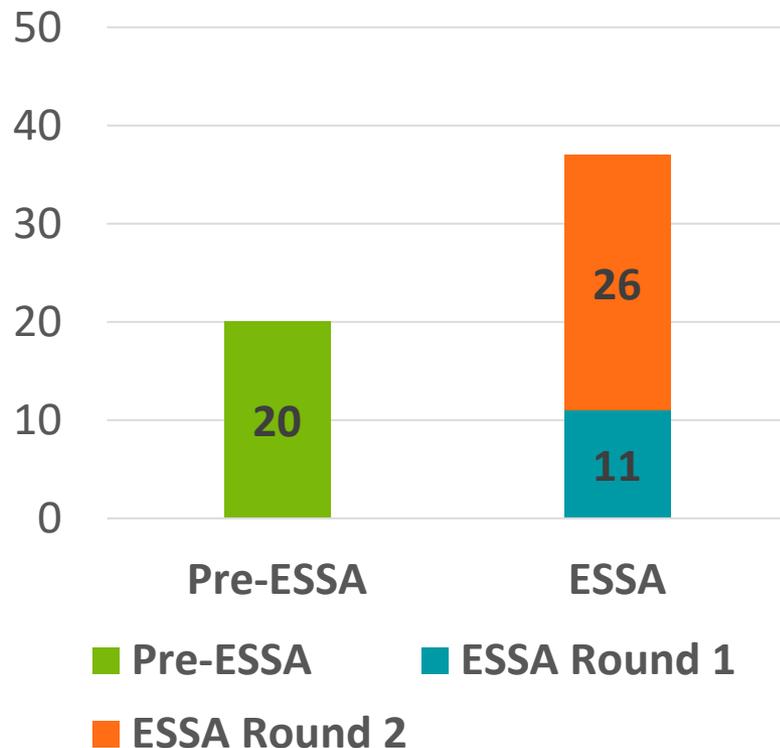
- Accountability plans required to have **at least five indicators**
- ESSA calls for state-identified “**school quality or student success indicator**”
- States have been eager to adopt career readiness accountability indicators



Nevada's high school accountability framework

Career Readiness and *ESSA* Accountability

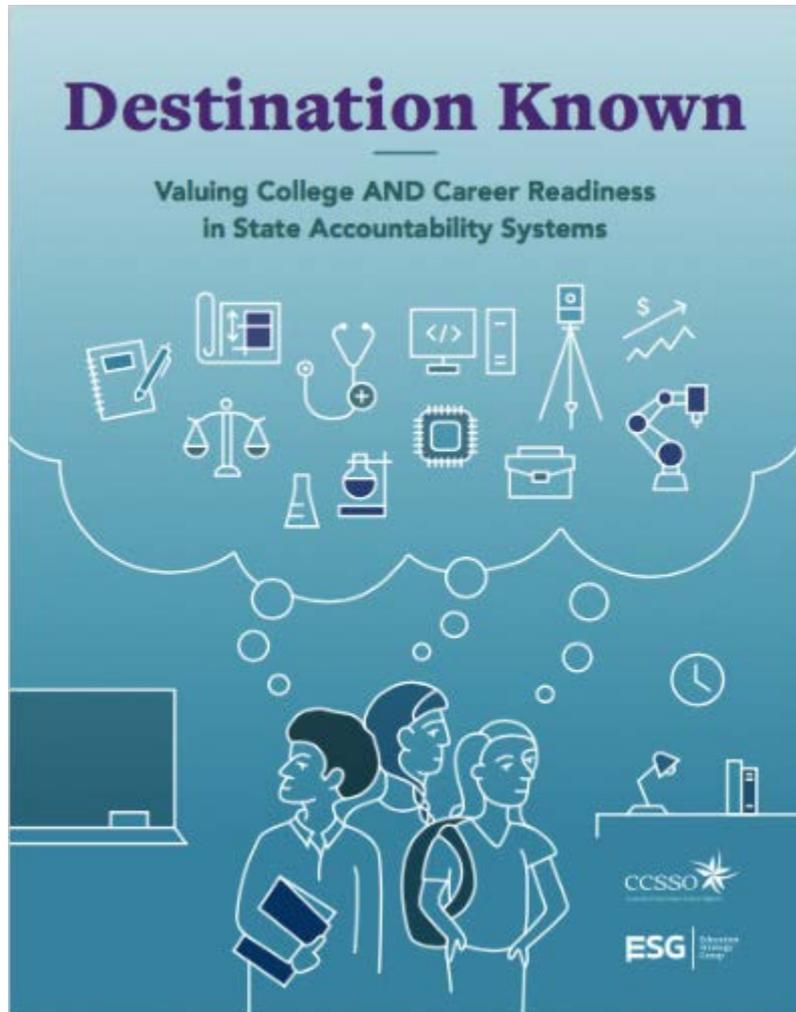
States Measuring Career Readiness in Accountability Systems



- Thirty-seven states measuring career readiness in their *ESSA* accountability systems*
- Nearly double the number of states before *ESSA*

*Based on Education Strategy Groups' preliminary analysis <http://edstrategy.org/states-on-the-path-to-destination-known/>

Destination Known



- The destination is known: success for all students in life after high school
- States' accountability systems must support this goal by valuing college and career readiness

Four Categories for States to Measure College and Career Readiness

Recommended College and Career Readiness Measures

- 1** Progress Toward Post-High School Credential
- 2** Co-Curricular Learning and Leadership Experiences
- 3** Assessment of Readiness
- 4** Transitions Beyond High School

College and Career Opportunities

MEASUREMENT CATEGORY 1:

Progress Toward Post-High School Credential



MEASURE: percent of ninth grade cohort that demonstrated successful *progress* toward credential of value beyond high school

PLUS: Attainment of 1+ postsecondary credits while in high school

Exceptional

PLUS: Completion of a pathway of three or more credits that is aligned to the student's academic and career plans

Advanced

Completion of state defined college- and career-ready course of study

Fundamental

MEASUREMENT CATEGORY 2:

Co-Curricular Learning and Leadership Experiences



MEASURE: percent of ninth grade cohort that *successfully completed* a co-curricular experience aligned to their identified interests

PLUS: Third-party evaluation that student met expectations and demonstrated gain of academic, technical and/or professional skills

Exceptional

PLUS: Alignment between student's academic and career plans and Learning and Leadership experience

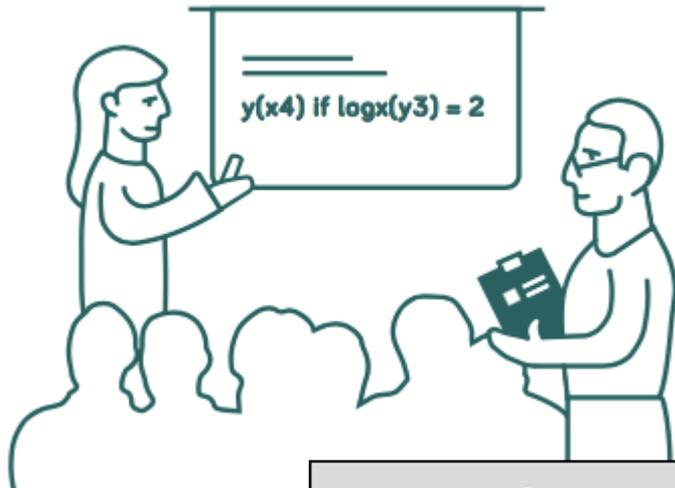
Advanced

Completion of a state-defined co-curricular Learning and Leadership experience

* Learning and leadership experiences include extended work-based learning (such as pre-apprenticeship

MEASUREMENT CATEGORY 3:

Assessment of Readiness



MEASURE: percent of ninth grade cohort that *scored at the college- and career-ready level*

PLUS: Performance-based demonstration of professional skills within an academic or technical context (e.g., capstone)

Exceptional

PLUS: Completion of a pathway-aligned assessment or demonstration of technical skills (e.g., AP, IB, IRC)

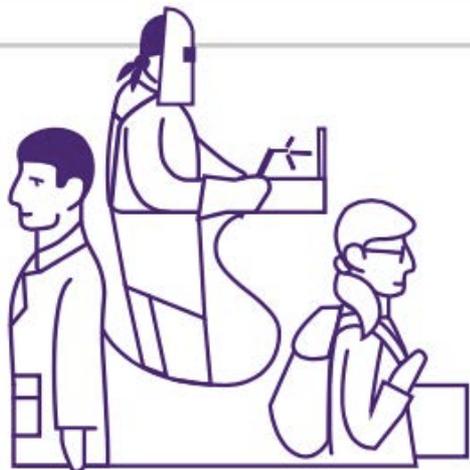
Advanced

Attainment of state-defined college- and career-ready level on high school summative assessment

Fundamental

MEASUREMENT CATEGORY 4:

Transitions beyond High School



MEASURE: percent of ninth grade cohort who ***successfully transitioned*** to postsecondary or the workforce within 12 months of graduation

Enlistment in military, enrollment in certificate or registered apprenticeship program, or employment in a field identified in the state's Workforce Innovation and Opportunity Act (WIOA) plan

Exceptional

Enrollment in IHE without remediation or employment at a state-defined wage threshold

Advanced

Enrollment in two- or four-year institute of higher education (IHE) or postsecondary training

Fundamental

Recommended Actions for States

- 1** Publicly report performance of all high schools across all four measurement categories, disaggregated by individual measures and all subgroups;
- 2** Increase the sophistication of its measures in all four categories annually, striving to reach the Exceptional level within 5 years;
- 3** Include each category of measure in the state's accountability determination system;
- 4** Make each measure a significant part of the high school accountability determination; and,
- 5** Use the information to support improvements in preparing all students for college and career.

Tennessee: Ready Graduate Indicator

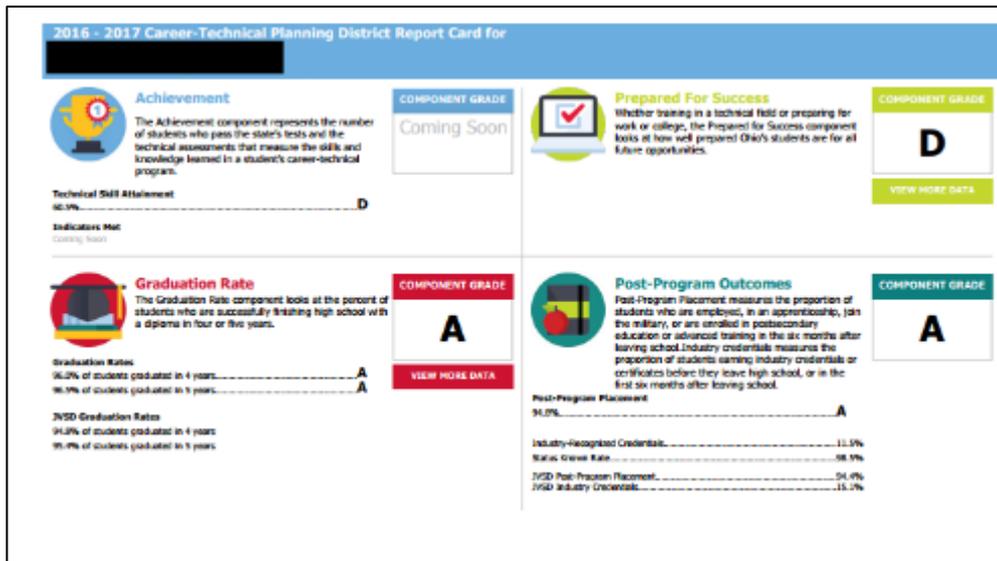
- **Vision:** *Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life*
- One of Tennessee's four long-term goals is that the majority of high school graduates in the class of 2020 will earn a postsecondary certificate, diploma or degree

Tennessee: Ready Graduate Indicator

- Tennessee's "Ready Graduate" Indicator is weighted at 25 percent
- The graduation rate multiplied by the percent of students
 1. scoring 21 or higher on ACT/SAT,
 2. completing four early postsecondary opportunities (EPSOs),
 3. completing two EPSOs and earning industry certification in an approved program of study,
 4. completing two EPSOs and scoring state-determined designated score on the Armed Services Vocational Aptitude Battery (ASVAB).

Ohio: CTE Report Cards

- Includes detailed information about CTE program outcomes by district



Components of Ohio's CTE Report Card:

- *Achievement* (technical skill attainment)
- *Graduation Rate*
- *Prepared for Success* (AP, IB, dual enrollment, credential attainment)
- *Post-Program Outcomes*
- *Federal Accountability Results*

Career Readiness Indicators Identified by Round 1 States

States Planning to Address in Accountability and Reporting Systems





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Mapping *ESSA* and Career Readiness

Other *ESSA* Leverage Points

Key themes in *ESSA*:

- Alignment with other federal laws, including *Perkins IV* and *WIOA*
- Flexibility for states
- Moving away from core academic subjects to promote a “well-rounded education”



Career Readiness & the Every Student Succeeds Act: Mapping Career Readiness in State ESSA Plans - Round 1

The Every Student Succeeds Act (ESSA) presents states with a significant opportunity to design their K-12 systems to prepare all students for college and careers. States can use this occasion to set and execute a vision that provides students with multiple, meaningful opportunities to engage in pathways that build awareness of career opportunities, provide real-world instruction and lead to credentials with labor market value.

The U.S. Department of Education set two deadlines for state ESSA plan submissions—April and September. Sixteen states and the District of Columbia elected to submit a plan in “round 1.” This brief documents where the opportunities to improve career readiness in K-12 exist within ESSA, which states included efforts to address career readiness in their plans and potential approaches that could be replicated by the nearly two-thirds of states yet to submit an ESSA plan. Advance CTE and Education Strategy Group intend to update this document in the fall to incorporate round 2 state submissions.

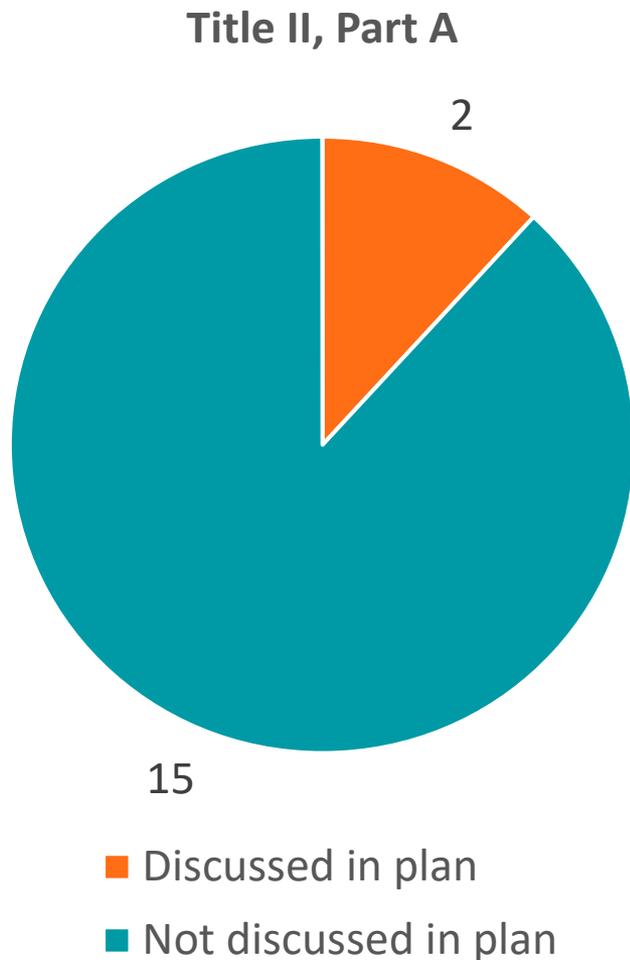
Key Takeaways from Round 1 ESSA State Plans

- States used the accountability provisions as the most direct—and most leveraged—vehicle for incorporating career readiness in their plans. Eleven states have included (or plan to include) a career-focused measure in their high school accountability rating systems, with another three states committing to explore such a measure in the near future.
- Fifteen states signaled that a well-rounded education should include, and that federal funds should be used locally to support, Career Technical Education (CTE) and career readiness through Title IV.
- However, only five states described specific state-level activities to support career readiness, Science, Technology, Engineering & Mathematics (STEM) and/or dual enrollment under Title IV, Part A Student Support and Academic Enrichment Grants. And, seven states identified career readiness as a priority for the 21st Century Community Learning Centers competitive funding under Title IV, Part B.
- Two states identify opportunities under Title II to support blended academic and technical professional development for teachers, although neither specified any funding.
- Only two states plan to leverage the Title I Direct Student Services set-aside to expand CTE, AP and IB pathways.

ADVANCE CTE
State Leaders Connecting Learning to Work

ESG Education Strategy Group

Title II of ESSA, Part A: Supporting Effective Instruction

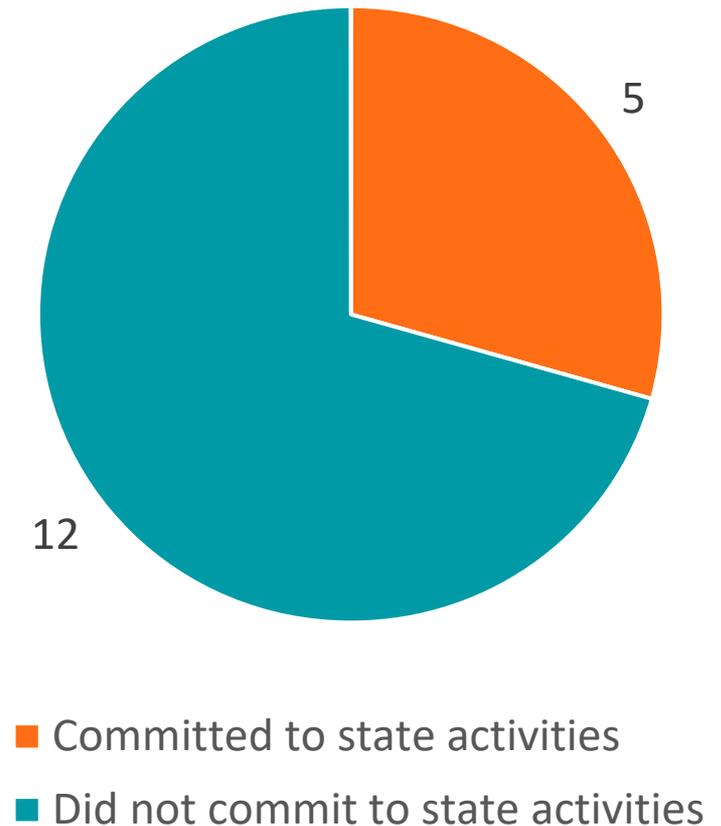


- Supports **professional development** for teachers, leaders and administrators
- Can be used to provide training on **integrating academic and CTE instructional strategies** as well as understanding and using labor market data
- In Round 1, two states identified opportunities, but did not specify how Title II funds would be spent

Title IV of ESSA, Part A: SSAE Grants

- Student Support and Academic Enrichment grants (SSAE) support access to a “**well-rounded education**”
- In Round 1, **15 out of 17** states reinforced the idea that a “well-rounded education” should include **CTE, STEM or dual enrollment**
- However, **only five states** described specific state-level activities to support this work

Title IV, Part A

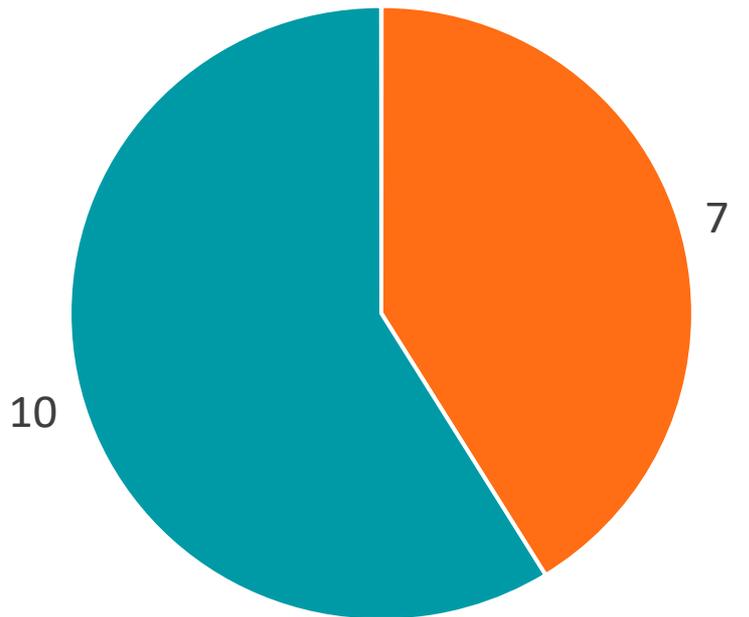


Title IV, Part A: SSAE Grants

- **Connecticut** will provide technical assistance to districts building new CTE courses and pathways and increasing participation in work-based learning
- **Massachusetts** will use funds to support enrollment and completion of nontraditional CTE pathways
- Only two states, **Tennessee** and **North Dakota**, commit any specific Title IV, Part A funds to such activities

Title IV, Part B: 21st Century Community Learning Centers

Title IV, Part B



- Prioritized career readiness
- Did not prioritize career readiness

- In Round 1, **seven states** planned to prioritize career readiness in their 21st CCLC grant guidelines
- **New Jersey** grant requirements
- 21st Century Community Learning Centers support **after school learning**



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Perkins IV Reauthorization

Perkins IV Reauthorization Update



- The “Strengthening Career and Technical Education for the 21st Century Act” (H.R. 2353) passed the House on June 22
- Major themes:
 - Alignment with ESSA and WIOA
 - Responsiveness to labor market needs
 - Increased state flexibility

Perkins IV Accountability Proposed Changes

Current indicators

1S1: Academic Attainment in Reading/ Language Arts

1S2: Academic Attainment in Mathematics

2S1: Technical Skill Attainment

3S1: Secondary School Completion

4S1: Student Graduation Rate

5S1: Secondary Placement

6S1: Nontraditional Participation

6S2: Nontraditional Completion



Proposed Indicators

1) Graduation rate

2) Academic attainment rates (ELA and mathematics)

3) Student placement two quarters after exiting secondary education in either further postsecondary education or training, military service or unsubsidized employment

4) A measure of "CTE Program Quality"

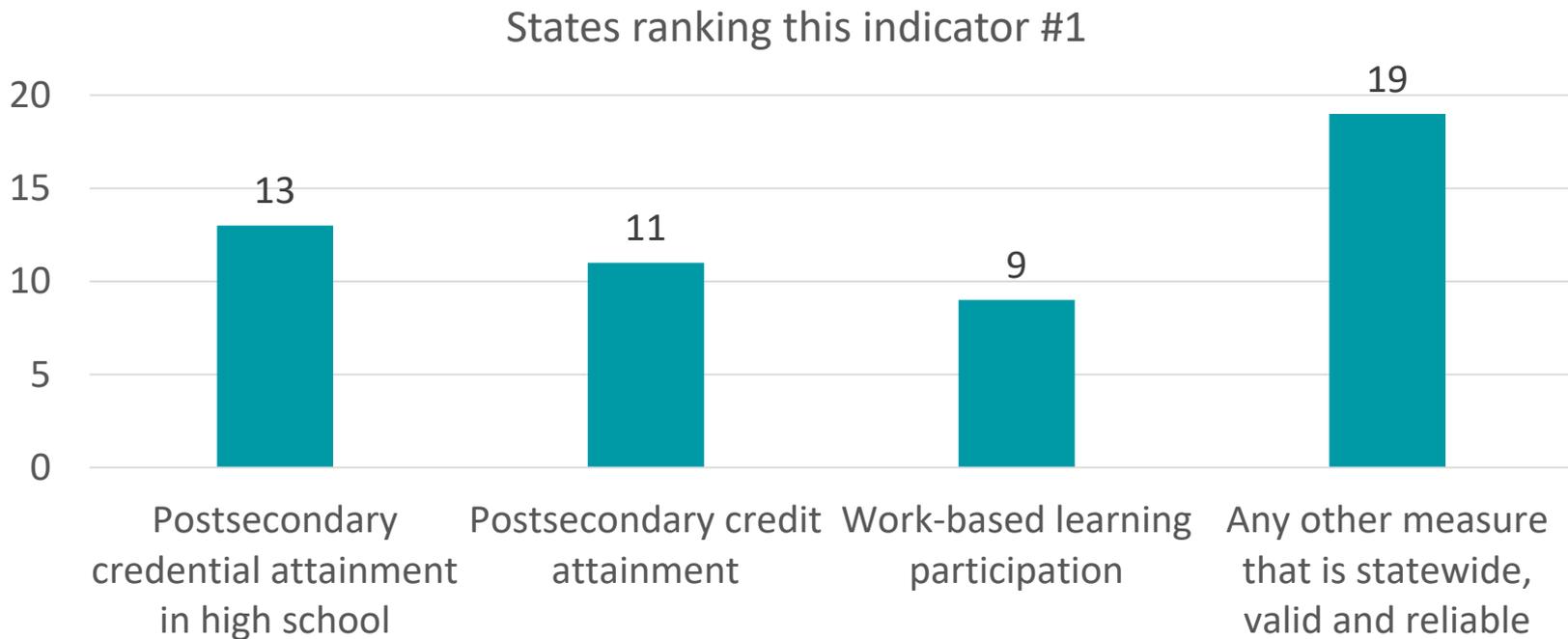
5) The percentage of CTE concentrators in CTE programs that lead to nontraditional fields

CTE Program Quality Indicator

- Proposed indicator under House *Perkins* bill
- Allows states to choose from a menu of indicators designed to measure program quality
- Denominator is the percent of CTE Concentrators completing at least two courses in a single program area
- Options include not less than one of the following:
 - Postsecondary credentials;
 - Dual/concurrent credit;
 - Work-based learning; or
 - May include any other measure of student success in CTE that is statewide, valid, and reliable

CTE Program Quality

Advance CTE asked state CTE directors to indicate which indicator they are most likely to select from the options included in the bill:



Based on Advance CTE's 2017 Perkins Implementation Survey

Opportunities for Alignment

This presents a unique opportunity for states to:

- Align data systems and improve the quality of data collection
- Prioritize career readiness activities
- Build buy-in and make the case for expanding career readiness activities
- Better integrate CTE, K-12 and postsecondary education

Table Top Discussion

- Do you currently collect any of the following indicators statewide? For CTE students?
 - Postsecondary credentials
 - Dual/concurrent credit
 - Work-based learning participation
- Are there other indicators you collect beyond current *Perkins IV* requirements for CTE students?
- Would you consider any of them “statewide, valid and reliable?”

Table Top Discussion

- Have you been involved in your *ESSA* plan development?
- Do you know how and if CTE/career readiness has been integrated?
- What do you see as the biggest opportunities in your state for integrating *Perkins IV/ESSA* reporting?

Visit the Learning that Works Resource Center

<https://careertech.org/resources/data-and-accountability>

The screenshot shows the website for ADVANCE CTE, with the tagline "State Leaders Connecting Learning to Work". The navigation menu includes: Who We Are, Career Technical Education, CTE In Your State, Policy & Legislation, CTE Learning that Works for America, Resource Center, News & Events, and Members. The main heading is "Learning that Works Resource Center" with an "ABOUT" button. Below the heading, it states "With support from the New Skills for Youth initiative". A sidebar on the left lists various resource categories: Access and Equity, Articulation and Transfer, Career Advisement, Credentials and Assessments, Data and Accountability, Employer Engagement, Funding and Finance, Graduation Requirements, Instructor and Leader Quality, Program Quality, Systems Alignment, and Work-Based Learning. The main content area is titled "Data and Accountability" and includes filters for "BY STATE" and "BY RESOURCE TYPE". It lists several reports and articles, each with a brief description and a document icon:

- Data and Accountability** (with filters BY STATE and BY RESOURCE TYPE): Resources on topics such as federal and state reporting and accountability systems, longitudinal data systems, return on investment and labor market information.
- How States are Making Career Readiness Count: A 2016 Update**: This report, an update to the 2014 Making Career Readiness Count, from Achieve and Advance CTE, includes state-by-state information on how and which career-ready indicators states are including in their reporting and accountability systems, and highlights promising practices in several states.
- The CTE Equation in Tennessee**: This report from CNA Education identifies high-growth, high-wage occupations in Tennessee and maps them to associated CTE Career Clusters ®.
- The CTE Equation in Florida**: This report from CNA Education identifies high-growth, high-wage occupations in Florida and maps them to associated CTE Career Clusters ®.
- Where Value Meets Values: The Economic Impact of Community Colleges**: This report from the American Association of Community Colleges (AACCC) quantifies the value of community colleges in terms of economic impact (i.e., to the national economy) and return on investment (i.e., to individuals and society).
- Are People Getting Credentials that Lead to Jobs? Using Dashboards for State Workforce Planning**: This report by the National Skills Coalition and the State Workforce and Education Alignment Project explains how states can create dashboards to help policymakers assess key outcomes across their state's education and workforce programs.
- Assessing the Education and Employment Outcomes of Career and Technical Education Students**: This white paper from RTI International and Advance CTE lays out specific recommendations for how the U.S. Department of Education and future legislation from Congress can provide additional guidance to help Perkins grantees generate more valid, reliable and comparable state data.

Up Next...

- Virtual Office Break from 3:15-3:30
- Collaboration Roundtables start at 3:30