

NSWG Call Summary

NEXT STEPS WORK GROUP

Office of Career, Technical and Adult Education
Division of Academic and Technical Education
Accountability and Performance Branch
Perkins Collaborative Resource Network
<http://cte.ed.gov>

OCTAE-DATE Liaisons

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Host

Steve Klein
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The Next Steps Work Group (NSWG) call, held on September 17, 2015, began at 2:00 PM EDT.

Welcome | Steve Klein

Facilitator Steve Klein reviewed the call agenda and reminded callers that all materials referenced on the call can be accessed on the Perkins Collaborative Resource Network (PCRN) website <http://cte.ed.gov/accountability/next-steps-work-group>. Steve also noted that there has been some turnover and that many new people have joined the NSWG.

OCTAE Updates | John Haigh

John Haigh provided the following updates:

- The 2015 Consolidated Annual Report (CAR) will open on October 1, 2015.
<http://cte.ed.gov/accountability/annual-reporting>
- CAR training sessions (an email from the Office of Career, Technical, and Adult Education [OCTAE] with more information will be forthcoming).
 - Session 1: September 29, 2015.
<http://cte.ed.gov/cal/car-training-2015-session-1>
 - Session 2: October 1, 2015,
<http://cte.ed.gov/cal/car-training-2015-session-2>
- The Data Quality Initiative (DQI) is scheduled for November 4 and 5, 2015, in Baltimore, Maryland. <http://cte.ed.gov/cal/data-quality-institute>

The agenda for the DQI is out. Please take time to review the agenda and provide any feedback (John Haigh, John.Haigh@ed.gov; Allison Hill

Allison.Hill@ed.gov; or Steve Klein
sklein@rti.org).

- There will be a Regional Accountability Specialist (RAS) breakout session of approximately one hour at the DQI. Please provide questions for the session ahead of time to John or Allison.
- The OCTAE technical assistance to states email has been sent. Technical assistance to states is specifically designed to assist states in improving their data and accountability systems.
 - The deadline for technical assistance request is October 16, 2015. Contact Sandra Staklis (sstaklis@rti.org) or John.

State Career Pathways Systems: The Status of Metric Development | Tim Harmon

Tim Harmon of Workforce Enterprise Services (tharmon@goworkforce.com) discussed two initiatives. The first initiative, the Alliance for Quality Career Pathways, is staffed by the Center for Law and Social Policy (CLASP). The alliance is a ten-state, partner-driven consortium that is intended to help state and local/regional partnerships strengthen their career pathway systems. The alliance has developed a conceptual framework and definition of career pathways and indicators for assessing career pathway programs. It is interested in interim metrics for tracking educational/training and labor outcomes. The alliance is attempting to create a measurement model that measures pathways versus programs. Additionally, it is developing a cross-silo (tracking students regardless of the funding source), cross-setting (e.g., tracking students as they move from one educational level to the next) approach using longitudinal measures. Project work is focused on

how states are defining career pathways, in terms that can be observed in state data collection systems. The need for changes to the current system also are being addressed. More information can be found at <http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0>.

The second initiative Tim discussed is Assessing the Potential Predictive Value of Career Pathway Interim Metrics. The assessment team consists of RTI International, Workforce Enterprise Services (WES), and CLASP. The assessment work builds off the alliance initiative and entails field-testing career pathway metrics and assessing the potential value of interim metrics as a predictor of education/training and labor market outcomes. The project team is currently working with Arkansas and Minnesota to assess the availability of state data.

Q: Since [career and technical education] CTE funding is program- and not person- oriented, are there potential challenges to project work given that [the *Workforce Innovation and Opportunity Act*] WIOA is focused on individual's outcomes?

A: In short, yes, it is a challenge. There is a fair amount of variation in the data and auxiliary information included in state data systems that can facilitate accurate analysis.

Q: Do you see entry into a career pathway in high school if a student is taking a college-level course?

A: From an alliance perspective, if a state's career pathway effort is positioned in a way in which they are defining career pathways as beginning in the secondary setting, then that individual would be addressed in the alliance metric framework.

Q: CTE programs use the Career Clusters Framework. Is the alliance initiative using this framework?

A: The alliance is not specifically using the framework, because they are allowing states to

define how they choose to define their career pathways initiatives.

Comment: There is concern that if every state is allowed to use their own identification of a pathway, there will not be any standardized data that could be used at a national level.

Q: How does this work align or relate to the Programs of Study requirement in Perkins?

A: The study team is aware of the need to make sure that what is occurring in career pathway development fits in or corresponds to Programs of Study efforts in CTE settings at the secondary and postsecondary education levels.

Q: What is the endpoint and objective of the study, who are the beneficiaries, and what is the relationship to the legislative mandate?

A: The study is attempting to improve the value of evidence-based interim metrics that can create a context in which it may be more useful to use the interim metrics for supporting continuous improvement and accountability within programs. Project work will benefit states and regional service providers. Project work was initiated prior to the passage of WIOA but will address its legislative features.

Establishing Population and Program Metrics for Career and Technical Education: Implications for Perkins Reauthorization Discussions – State Perkins Accountability Congress (SPAC) | John Haigh/Steve Klein/Marie Barry

John Haigh gave an overview and background of the work done on the State Perkins Accountability Congress (SPAC). In November 2011, SPAC was created and was used as a vehicle to foster a dialogue about performance measurement among federal staff and state representatives. The intent was to solicit state recommendations to help resolve issues related to data collection. A final project report describes study findings. SPAC

members developed specific criteria for both secondary and postsecondary measures. The SPAC criteria for the secondary threshold (accountably enrolled) included the following:

- Completed at least 50 percent of program (based on technical credits earned, standards achieved, or courses/hours completed)
- State-approved CTE program (align with the definition of Perkin's eligibility, as defined by the U.S. Department of Education [ED]).
- Reporting (CTE enrollment in reporting year is not required; and align with the *Elementary and Secondary Education Act [ESEA]* reporting year).

The SPAC criteria for postsecondary threshold (accountably enrolled) included the following:

- Earned at least 12 CTE credits/equivalent or completed all credits of a program of fewer than 12 credits.
- State-approved CTE program (align with ED's definition of Perkin's eligibility).
- Cumulative credits/equivalent (CTE enrollment in reporting year is not required; and align with ED's guidance for maximum number of years reporting all years of data available).

Steve discussed the specific indicators reviewed by the SPAC (secondary graduation rate, rate of enrollment, rate of postsecondary award attainment, rate of persistence in postsecondary, rate of employment, and earnings), and how those rates were calculated and defined for two measures.

More information regarding the SPAC is located on the PCRN website: <http://cte.ed.gov/spac/>.

Marie Barry of New Jersey shared information on the technical assistance New Jersey received relating to the identification of Programs of Study students. She began with a description of New Jersey's definition of a Program of Study and

described the state longitudinal data system, called NJSMART. New Jersey currently can assess programmatic outcomes of Programs of Study and look at various data elements (e.g., career cluster, institutions, and programs across the state). The challenge with New Jersey's current system is that it is not recording all of the students who are participating in a Program of Study, only those who meet a state definition that is stricter than that described in the federal legislation. Consequently, counts of CTE Program of Study participants in New Jersey would underrepresent the number of students participating.

Q: In New Jersey, if a student receives college credit while in high school, is that a specific CTE college credit or any college credit?

A: New Jersey only counts the CTE college credit, not, for example, English or other non-CTE credit.

Closing Group Question: Do people feel that there is a need to go back and do any additional work around the population thresholds identified by the SPAC? Or reexamine some of the indicators?

Responses:

- There is a concern that there are not specific factors or variables for measurement to define the threshold.
- Need to focus on what is the measure of student success in the 21st century workforce.

Closing Remarks | Steve Klein

Steve ended the call and thanked everyone for their participation. The next call is scheduled for November 12, 2015.

NEXT CALL:

November 12, 2015