## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>2:00</td>
<td>Welcome and Overview of Call</td>
<td>Steve Klein</td>
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<td>2:05</td>
<td>Open Space &amp; Updates: OCTAE-DATE updates</td>
<td>OCTAE-DATE Staff</td>
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<tr>
<td>2:10</td>
<td>Assessing career readiness: Sample indicators for measuring student outcomes</td>
<td>Ryan Reyna, Senior Associate Education Strategy Group</td>
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<td>2:30</td>
<td>Sharng what works: Strategies for gathering, vetting, and disseminating promising data collection and reporting strategies among states</td>
<td>Bobby Sanborn, Executive Director Divisional Support and Accountability, Tennessee Department of Education</td>
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<td>2:55</td>
<td>Closing</td>
<td>OCTAE-DATE Staff</td>
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<td>3:00</td>
<td>Adjourn</td>
<td>All</td>
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Making College and Career Readiness More Meaningful in State Accountability Systems

Initial Expert Workgroup Recommendations for States
Guiding Principles for Expert Workgroup Recommendations

- Promote greater access to high-quality career pathways that culminate with a credential of value beyond high school
- Measure the college and career readiness of all students
- Recognize that preparation for college and career requires a suite of skills and experiences, not a single demonstration
- Validate students’ preparation for college and career based on successful transitions beyond high school
- Value the unique context and starting points of states and provide a clear path for improvement
Four Categories for States to Measure College and Career Readiness

- Progress toward Post-High School Credential
- Co-curricular Learning and Leadership Experiences
- Assessment of Readiness
- Transitions beyond High School

All Students
MEASUREMENT CATEGORY 1: Progress toward Post-High School Credential

MEASURE: % of 9th grade cohort that demonstrated successful progress toward credential of value beyond high school

**Ability to Measure Progress Includes:**

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

- **Advanced**
  - PLUS: Completion of a pathway* of 3 or more credits that is aligned to the student’s academic and career plans

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

Measure requires

- CCR course of study that has been validated as meeting the demands of postsecondary and industry and is connected to student demonstration of skills
- State identification of high-quality pathways that lead to a credential of value
- Identification of students’ academic and career plans

* “Pathway” means an aligned sequence of courses that span secondary and postsecondary (and may include additional required experiences) that culminates in a credential with specific labor market value established by industry. A credential of value may include an industry-recognized credential, trade certification, Associates degree, Bachelor's degree or advanced degree.
MEASUREMENT CATEGORY 2: Co-Curricular Learning and Leadership Experiences

MEASURE: % of 9th grade cohort that **successfully completed** a co-curricular experience aligned to their identified interests

- State-defined list of eligible co-curricular Learning and Leadership experiences
- Process for validation of experiences
- Identification of students’ academic and career plans
- Quality instrument(s) for judging academic, technical, and/or professional skills

* Learning and leadership experiences include extended work-based learning (such as pre-apprenticeship program or internship), service learning or co-curricular activity
MEASUREMENT CATEGORY 3: Assessment of Readiness

**MEASURE**: % of 9th grade cohort that assessed at the college- and career-ready level

Ability to Measure Assessment at CCR level Includes:

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

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

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

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

Measure requires
- Pathway-aligned assessments available to students, such as technical skill assessment that is validated/judged by employers; industry-recognized credential with labor market value in a state-defined “in-demand” field; AP exam; or, IB exam
- Quality rubric for capstone project or other performance-based skill demonstration
MEASUREMENT CATEGORY 4:
Transitions beyond High School

**MEASURE**: % of 9th grade cohort who *successfully transitioned* to postsecondary or the workforce within 12 months of graduation

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**Ability to Measure Successful Transition Includes:**

- **Exceptional**
  - Enlistment in military, enrollment in certificate or registered apprenticeship program, or employment in a state-defined field defined by the state’s WIOA plan

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

- **Fundamental**
  - Enrollment in 2- or 4-year institute of higher education (IHE) or postsecondary training

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Measure requires

- Individual student data from connected postsecondary and workforce data sources
- Access to military enrollment
- Remediation information (across-state lines long-term)
- State-defined wage threshold and “in-demand” fields aligned with the state’s WIOA plan
States should to attend to the following issues:

- **Definitions:** A rigorous and ongoing process must be in place to define and refine critical terms, such as “pathways that lead to a credential of value,” “high-skill, high-demand field,” and “Learning and Leadership experience.” Engagement with postsecondary education and industry is pivotal here.

- **Validation of quality:** Verifying that a student’s performance or experience is both rigorous and meaningful for preparation is essential. This will likely come from outside the K-12 system.

- **Timeline:** The timeline for action will vary from state to state. Movement from reporting to accountability must be based on the state’s comfort with the quality of data in each performance category.

- **Performance expectations:** States need to balance the rigor of expecting all students to be postsecondary and career ready with the reality that we are far from that goal. States would be wise to set realistic targets for school performance and increase them over time.
Getting This Right - Data

Transition from self report to individual student data
- Requires new data agreements (and new partnerships for collecting/sharing information) to get individual student data
- Employers and other external partners will need to collect and share information about student skill development
- Clear methods for measuring “professional” skills (through surveys, assessments, project demonstrations, competitions, etc.) will need to be developed and verified

Define which IRCs have value in the field and have an ongoing process for identification and validation

Partner with industry to validate technical skills assessments

Create a plan to obtain individual student data* across state lines regarding enrollment in remediation, certification, apprenticeships, and employment

* Protecting student privacy should remain paramount in all state actions to improve data availability
Questions and Feedback

For questions about the initial recommendations and/or to provide feedback, please contact:

Ryan Reyna
Education Strategy Group
rreyna@edstrategy.org
Sharing What Works

Bobby Sanborn
Tennessee Department of Education
2016 DQI Collaboration Topics

Collecting Data and Assessing the Quality of Industry Certifications/Licensure
  • Julie Tyznik, Wisconsin

Communicating CTE Data/Outcome with Various Stakeholders
  • Katie Graham, Nebraska

Defining Quality Work-based Learning and Collecting/Sharing Outcome Data
  • TBD

Sharing Promising CTE Data Practices Within and Between States
  • Bobby Sanborn, Tennessee
Collecting Data and Assessing the Quality of Industry Certifications/Licensure

Areas of Focus:

- **Investigate capture options** – Find accessible/affordable place to catalog student certifications (this should be a national initiatives similar to the National Student Clearinghouse)
- **Assessing quality** – Identify options for determining the validity/rigor of certifications
- **Communicate information** – Establish a governance structure to share information on the cost of certifications and expense of accessing data
- **Identify state practices** – Follow up with states that have created credential lists and certifying agencies (e.g., Florida) to clarify the process they used (e.g., how certifications identified; rigor/quality determined; how information is stored and accessed)
- **Tracking licensure** – Share approaches for obtaining disaggregated data
Communicating CTE Data/Outcome with Various Stakeholders

Areas of Focus:

• *Identify common measures* – Find measures (outside of the CAR) that can be used to communicate the effects of CTE (with a strong focus on targeting different stakeholder groups, best practices, templates, etc.)

• *Determine what matters* – Generate research questions and identify the data sources needed to answer them (and begin, if possible!)

• *Communicate outcomes* – Share promising practices and our current work across states and identify what the best medium would be to do this effectively

• *Create dissemination tools* – Develop and share data visualizations for existing CTE data (“over-the-counter,” intuitive, strong)
Areas of Focus:

- **Defining common terms** – Need for common terms and definitions to assist in comparing between and within states and in aiding transferability for students.
- **DQI discussion board** – A central discussion board for state data analyst to discuss and share information.
- **State resource sharing** – A designated place to list resources from different states based on topic or subject matter or even a question posed.
- **Flow chart to schools** – Help staff to decide what type of experience (mentorship, clinical, apprenticeship, internship, etc.) leads to credit and what the minimums are for each.
- **Common hurdles** – Issues facing local control states that make common definitions and requirements/standards difficult, sharing of student data between secondary and postsecondary, as well as laws around youth in the workforce.
Sharing Promising CTE Data Practices Within and Between States

Areas of Focus:

• *Collecting promising practices*—Develop common, one-page template to be used to collect promising practices across states

• *Dissemination hub*—Need for a centralized location to house materials (PCRN? ACTE? AdvanceCTE? Other?)

• *Capturing feedback*—Strategy for collecting comments from colleagues

• *Vetting structure*—Strategy for reviewing promising practices to ensure quality. Open Source? Group? Contractor? OCTAE staff?
Promising Practices in College and Career Readiness

See *Sharing Best Practices Template* in February call resources
Next Steps

Group Discussion