Establishing Population and Program Metrics for CTE

September 17, 2015
Agenda

• What is SPAC?
• Who was involved?
• Design team goals
• Defining student populations
• Indicators reviewed
• Implications for identifying POS students
• Discussion
What is SPAC?

• In November 2011, OCTAE launched the State Perkins Accountability Congress (SPAC), a strategic initiative to
  – foster dialogue about performance measurement among federal staff and state representatives;
  – develop suggestions to inform the U. S. Department of Education (ED) during reauthorization; and
  – identify issues related to data collection, reporting, and comparability.
Who Was Involved?

• The SPAC Design Team
  – Representatives from states and territories
  – Secondary and postsecondary education agencies
  – Accountability experts nominated by state directors
  – OCTAE staff
  – Professional associations, including:
    • National Association of State Directors of Career Technical Education Consortium (NASDCTEc)
    • Association for Career and Technical Education (ACTE)
The Design Team worked closely with OCTAE to

1. identify student populations to serve as a potential basis for measurement;

2. specify options for measurement, including numerators and denominators;

3. detail appropriate methods for reporting data, including timelines and instrumentation; and

4. identify issues or challenges.
Secondary Threshold ("accountably enrolled")

- **Criterion 1: Completed at least 50 percent of program**
  - Based on technical credits earned, standards achieved, or courses/hours completed

- **Criterion 2: State-approved CTE program**
  - Align with ED’s definition for Perkins eligibility

- **Criterion 3: Reporting**
  - Align with ESEA reporting year
  - CTE enrollment in reporting year is not required
Postsecondary Threshold ("accountably enrolled")

- **Criterion 1:** Earned at least 12 CTE credits/equivalent OR completed all credits of a program of fewer than 12
  - Excludes general education or developmental credits
  - Align with ED’s guidance on equivalency for HS credit

- **Criterion 2:** State-approved CTE program
  - Align with ED’s definition for Perkins eligibility

- **Criterion 3:** Cumulative credits/equivalent
  - Align with ED’s guidance for maximum number of years or reporting all years of data available
  - CTE enrollment in reporting year is not required
Indicators Reviewed

1. Secondary graduation rate
2. Rate of secondary enrollment in postsecondary education
3. Rate of postsecondary award attainment
4. Rate of persistence in postsecondary education
5. Rate of employment
6. Earnings
1. Secondary graduation rate =

Accountably enrolled students included in a state’s ESEA graduation rate computation in the report year AND received a standard high school diploma in the reporting year

Considerations

– Assumes 4-year cohort beginning 9th grade
– States must link to ESEA definition/reporting
– States must conduct administrative record matches
– EDFacts may be used to access these data
Example: Persistence in Postsecondary Education

3. **Rate of postsecondary award attainment =**

Accountably enrolled students who did not receive an institution-awarded degree, diploma, or certificate or a third-party employer certification in the reporting year AND enrolled in postsecondary education the following reporting year

Considerations

– Enrollment/award status conferred based on achieving status at any point during following year
– Match with National Student Clearinghouse
– Option 2: excludes third-party employer certifications
Discussion Items

• Population thresholds
  – Are these the appropriate thresholds?
  – How do we address programs of study students?

• Indicators
  – Are these the appropriate measure constructions?
  – What additional indicators are needed?

• Next steps
  – Is there additional work needed to inform reauthorization discussions?