



**SPAC**

State Perkins Accountability Congress

# 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)



# Design Team Goals

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



# Example: Secondary Graduation

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## 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*

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*Accountably enrolled students who were included in a state's ESEA graduation rate computation in the reporting year*

### Considerations

- Assumes 4-year cohort beginning 9<sup>th</sup> 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*

*Accountably enrolled students who did not receive an institution-awarded degree, diploma, or certificate or a third-party employer certification in the 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?*