

OVAE Customized Technical Assistance to States

Recommendations to Improve the Quality of Perkins IV Data in Guam



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Office of Vocational and Adult Education
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Background

In September 2008, the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, invited states and discretionary grantees to submit requests for individualized technical assistance to improve the quality of their Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) accountability systems. Guam Community College (GCC) and Guam Public School System (GPSS) requested technical assistance in clarifying its definitions for accountability measures, in refining its secondary and postsecondary Perkins measures and data collection procedures, and in using Perkins and other career and technical education (CTE) data to improve programs.

Amanda Richards, from the Preparation for College and Careers program area at MPR Associates, Inc., provided consultation services to Guam. MPR communicated with Guam via telephone and during a two-day site visit in March 2009. During the state visit, MPR facilitated discussions with K–12 staff and the community college that covered several topics, including highlights of the Perkins IV Act, changes from Perkins III to Perkins IV, Perkins IV accountability, and strategies for improving data collection and reporting. At the end of the site visit, MPR provided Guam with a preliminary set of measure recommendations based on the two days of discussion.

This memo represents MPR’s final recommendations for structuring population definitions and measures, in light of federal non-regulatory guidance, to enhance the quality of Perkins IV postsecondary accountability data in Guam. It also provides information for the state regarding the National Student Clearinghouse.

Responses to Questions Raised During Visit

During the technical assistance discussions, Guam staff raised several questions that required responses based on further research and confirmation.

What is the definition of “migrant”? Should migrant status be reported for both secondary and postsecondary on the Consolidated Annual Report (CAR)?

The 2006 Perkins legislation does not contain a specific definition for migrant status. However, the McKinney-Vento Act, a Migrant Education Program in Title I, Part C of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, provides a definition of migrant children.¹

¹ National Center for Homeless Education. (n.d.). *Migrant Children and Youths Experiencing Homelessness: Rights and Services Through the McKinney-Vento Homeless Education Assistance Act*. Retrieved April 9, 2009, from <http://www.serve.org/nche/downloads/briefs/migrant.pdf>.

MIGRATORY CHILD—The term *migratory child* means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain or accompany such parent or spouse in order to obtain temporary or seasonal employment in agricultural or fishing work:

- A. Has moved from one school district to another;
- B. Is in a state that is comprised of a single school district;
- C. Has moved from one administrative area to another within such district; or
- D. Resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.²

Migrant status is a required reporting category for secondary only.

What criteria can be used to identify economically disadvantaged students?

The term *economically disadvantaged family or individual* refers to such families or individuals, including foster children, who are:

- Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

The following criteria may be used to identify students as secondary level:

- Eligibility for free or reduced-price school lunch.
- Eligibility for participation in programs assisted under the Workforce Investment Act.
- Eligibility for TANF/public assistance funds.
- Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for the State.
- Foster children.

The following criteria may be used to identify students as postsecondary level:

- Recipient of a Pell Grant, Bureau of Indian Affairs assistance, or comparable State program of need-based financial assistance.
- Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for the State.

² *No Child Left Behind Act of 2001: Title 1C-Education of Migratory Children*. Retrieved April 9, 2009, from http://www.ode.state.or.us/opportunities/grants/nclb/title_i/c_migrated/titleipartc.pdf.

- Participant or participant’s family is a recipient of public assistance.
- Participant is eligible for participation in programs assisted under the Workforce Investment Act.
- Foster children.

States have some flexibility in interpreting this definition, due to the inclusion of state programs. New York has defined an economically disadvantaged individual as one who participates in any one of the following economic assistance programs³:

- Pell Grant, Tuition Assistance Program (TAP), Aid for Part-Time Study (APTS), Educational Opportunity Program (EOP).
- Higher Education Opportunity Program (HEOP); Search for Education, Elevation and Knowledge (SEEK); and College Discovery (CD).
- Bureau of Indian Affairs Higher Education Grant Program (BIA); Temporary Assistance to Needy Families (TANF) Funded Services and Assistance; Workforce Investment Act, Social Security Insurance; Women, Infants, and Children (WIC);
- Other public assistance programs serving economically disadvantaged, such as Food Stamps, Home Energy Assistance Payments (HEAP), Supplemental Security Income, Trade Readjustment Act, and Refugee and Immigration Affairs Assistance.
- Or who may be documented as low income: An adult with a total family income below \$15,140 for single persons, \$20,390 per couple, or \$25,650 for a family of three, with an additional \$5,250 per dependent child.

What is allowable in terms of faculty-developed, industry-aligned technical skill assessments?

OVAE provided the following response to this question.

The assessments are required to meet three criteria:

- Be “state-approved”;
- Must be used “state-wide” (in all programs of a similar nature); and
- Must be industry-aligned in terms of content standards.

³ New York State Education Department. (2009). *New York State Perkins IV Guide Frequently Asked Questions* (<http://www.emsc.nysed.gov/cte/perkins4/docs/NYPerkinsIVGuide0508.htm>).

A state can bring together a professor(s) along with industry representatives and design an assessment. Then the state must review the instrument, and if it meets objectives and state standards, then the state can “adopt” it for use in all similar programs offered. The key is to not have one instrument in welding at community college “A” and a different one at community college “B.” Of course, this system would need to have a high degree of alignment in curriculum as well to prepare the students for the industry-coordinated, state-approved assessment instrument.

In the case of Guam, alignment among institutions is less of an issue than in most states. Guam has only one community college and could therefore more easily adopt this collaborative faculty/industry approach to designing and implementing technical skill assessments.

What would the cost be for a membership in the National Student Clearinghouse (NSC), or what would it cost to do a data match for Guam Community College?

The *StudentTracker* service through National Student Clearinghouse allows colleges to identify where current and former students are enrolled throughout the United States. The NSC database covers more than 93 million current and former students and is continually updated with new enrollment records.

Table 1. Fee Schedule for NSC *StudentTracker*

<p>Reports on the enrollment status at other institutions of your prospective, current, and former students.</p>	<p>There are three options, you can:</p> <ol style="list-style-type: none"> 1. Pay an annual fee equal to your school's enrollment* times 10¢, payable in advance (minimum annual fee is \$300). 2. Reduce the fee by 50% (you pay only 5¢ times your school's enrollment or a \$150 minimum) by: <ul style="list-style-type: none"> o Participating in our free DegreeVerify and EnrollmentVerify services, OR o Reporting the additional data elements being added to the Clearinghouse database. 3. Get StudentTracker for FREE by: <ul style="list-style-type: none"> o Participating in our free DegreeVerify and EnrollmentVerify services, AND o Reporting the additional data elements.
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*Enrollment is equal to the fall enrollment (headcount) as reported to the federal government (Integrated Postsecondary Education Data System [IPEDS]). Fee schedule effective as of July 1, 2008.

Source: National Student Clearinghouse. (2008). *Schedule of Fees for Colleges and Universities*.

Table 2. National Student Clearinghouse Services for Colleges and Universities

NSC Service	Description	Cost
Core Service	Automated enrollment verification and deferment reporting on financial aid students to lending organizations and NSLDS	Free
DegreeVerify	Online degree verifications for graduates to employers, background search firms, and recruiters	Free
EnrollmentVerify	Online enrollment verifications for students to student service providers using data you already provide	Free
Electronic Transcript Exchange	Secure electronic exchange of transcripts between participating high schools, colleges, and other educational organizations	Free or Low Annual Fee
Student Self-Service	Online service where students can print enrollment certificates and obtain student loan information and more at no charge	Free
Transcript Ordering	Online application that enables your students and alumni to order transcripts via the Web and provides state with easy-to-use online tools to manage requests	Free
StudentTracker	Research service that provides continuing collegiate enrollment and degree information on your prospective, current, and former students	Free or Low Annual Fee

Source: National Student Clearinghouse. (2009). *Clearinghouse Services for Colleges & Universities*.

Reporting Year Issues for State Consideration

Guam staff and MPR researchers discussed at length the definition of “reporting year” as it pertains to the secondary and postsecondary measures. While most measures indicate data from the reporting year should be reported on the subsequent December CAR, data for several measures may not be available in time to meet that reporting deadline. The following section details the questions raised for secondary and postsecondary measures regarding reporting year.

Within the Perkins IV measures, “reporting year” indicates the most recent full academic year ending prior to the submission of the CAR in December of any year. For example, for a CAR submitted in December 2010, the reporting year would be academic year 2009–10 (July 1, 2009 through June 30, 2010). However, several secondary and postsecondary measures pose challenges for states trying to report data six months after the end of an academic year.

3S1: Secondary School Completion

Guam is investigating whether, if it determines General Educational Development (GED) information is accessible and can be included in the measure, if the data will be available in time to report for the December CAR.

3S1: Secondary Placement

Guam uses a survey to learn about student placement, which is administered in the spring following graduation. Therefore, secondary placement information will be delayed one year.

1P1: Technical Skill Attainment

Guam will be able to access information on technical skill assessments taken within the community college immediately. However, data on assessments taken through external licensing and certification organizations may be delayed beyond the reporting deadline. Some licensing boards offer assessments only a few times per year, and students may not have an opportunity to complete the assessment process by December following the reporting year. In addition, external organizations may need time to process and submit data to community colleges.

2P1: Credential, Certificate, or Degree

For Guam Community College, as with many community colleges, it is more difficult to identify students who “leave” community colleges than those who “leave” high schools. Instead of formal dropout procedures, community college students simply stop enrolling in courses. And many community college stu-

dents take time between courses to work, making it even harder to differentiate between students who “stop out” and those who drop out.

States are struggling with the timeline they should use to determine if a student has exited. In its internal research practices, Guam has defined “stop out students” as those who do not return for two subsequent semesters. For Perkins purposes, some states have chosen to say that students who do not return in the fall after the end of an academic year have left postsecondary education. Other states have chosen to look at the entire academic year and identify exiters as students who did not return at any time during the academic year following the reporting year. Either way, the data are generally not available in time to report them on the December CAR.

In addition to allowing sufficient time to identify students who exit, states are confronting issues with obtaining information about external certificates and credentials that students earn. As in measure 1P1, some external organizations offer assessments only a few times per year and those organizations may need time to process and submit data to community colleges.

3P1: Student Retention or Transfer

As it is currently constructed, there is no reporting year issue with measure 3P1. However, this measure presents other challenges that may be resolved by adopting a new strategy. See the section on measure 3P1 for more information.

4P1: Student Placement

Guam uses a survey to learn about student placement, which is administered in the spring following the prior academic year. Therefore, placement information will be delayed one year.

Two of the eight secondary and four of the six postsecondary Perkins IV measures are affected by a reporting year issue. During the site visit, Guam staff and MPR researchers discussed several options for addressing this challenge:

1. Guam could choose to vary its reporting year by individual measure. In this case, for the December 2009 CAR, Guam would report on 2008–09 concentrator outcomes for measures 1S1, 1S2, 2S1, 4S1, 6S1, 6S2, 5P1, and 5P2 and would report on 2007–08 concentrator outcomes for 3S1, 5S1, 1P1, 2P1, 3P1, and 4P1.
2. The state could choose to vary its reporting year by individual measure for secondary and use the prior reporting year for postsecondary. That would mean, for example, that for the December 2009 CAR, the state would report on 2008–09 secondary concentrator outcomes for measures 1S1, 1S2, 2S1, 4S1, 6S1, and 6S2 and would report on 2007–08 concentrator

outcomes for 3S1 and 5S1. The state would then report on 2007–08 concentrator outcomes for all postsecondary measures (1P1, 2P1, 3P1, 4P1, 5P1, and 5P2).

3. The state could use the prior reporting year for all secondary and postsecondary measures. That would mean that for the December 2009 CAR, the state would report on 2007–08 concentrator outcomes for all measures (1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, 6S2, 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2).

Secondary Measures

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
CTE PARTICIPANT			
<p>A secondary participant is a student who has earned half (1/2) or more credits in any career and technical education program during the reporting year.</p>	<p>A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.</p>	<p>A secondary participant is a student who has earned half (1/2) or more credits in any career and technical education program during the reporting year.</p>	<p>A half credit is equivalent to at least 60 contact hours. Generally, a half credit represents one semester of instruction, although students taking block or accelerated courses may earn more than half a credit in one semester. Anyone who completes at least one CTE course. One CTE course ≥ 0.5 credits.</p>
CTE CONCENTRATOR			
<p>A secondary concentrator is a student who has earned at least one (1) or more credits in a single career and technical education program area during the reporting year.</p>	<p>A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.</p>	<p>A secondary student who has earned two or more credits in a single CTE program area (e.g., health care or business services).</p>	

Justification for Change from State Plan

- Participant: The way Guam calculates credits may not be equivalent to the way OVAE looks at credits. By using one credit, Guam is setting a participant threshold of a one-semester course.
- Concentrator: Guam’s programs range from two to six credits (one to three years). Selecting two credits ensures concentrators have invested a significant enough amount of time to be considered concentrators, without having such a threshold that students are unnecessarily excluded from concentrator status.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
1S1: ACADEMIC ATTAINMENT – READING/ LANGUAGE ARTS			
<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b) (3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b) (3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<ul style="list-style-type: none"> • “Leavers” will be identified as graduates, dropouts, moved out of the GPSS. Guam acknowledges there are likely to be many students who leave without notifying GPSS. • If possible, calculate the measure consistently with the overall state NCLB results and at the same time the state NCLB results are calculated. • If the state formula allows, include concentrators who: <ul style="list-style-type: none"> ○ left secondary education in the reporting year, even though they may not have taken the assessment that year and those who dropped out without graduating but still completed the state assessment; ○ were included in the state’s computation of AYP; and ○ who met the proficient or advanced level on the assessment (numerator only). • Concentrators who never took the assessment should be excluded from the numerator.
<p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores was included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
1S2: ACADEMIC ATTAINMENT – MATHEMATICS			
<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b) (3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b) (3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p>	<ul style="list-style-type: none"> • “Leavers” can be identified as graduates, dropouts, moved out of the GPSS. Still some concerns about students who leave without notifying GPSS. • Calculate the measure consistently with the overall state NCLB results and at the same time the state NCLB results are calculated. • If the state formula allows, include concentrators who: <ul style="list-style-type: none"> ○ left secondary education in the reporting year, even though they may not have taken the assessment that year and those who dropped out without graduating but still completed the state assessment; ○ were included in the state’s computation of AYP; and ○ who met the proficient or advanced level on the assessment (numerator only). • Concentrators who never took the assessment should be excluded from the numerator.
<p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores was included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores was included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	

In Guam, assessments are given every year. It is unclear which assessment is used to calculate the Guam NCLB measures. Doris Perez will identify the appropriate person to ask. GCC will also explore several additional questions, including whether it is possible to have GPSS calculate the results for 1S1 and 1S2 at the same time it calculates its NCLB results, where the assessment data are stored, and when GCC would receive results from GPSS. MPR staff will participate in this discussion if Guam identifies a need for us to do so.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
2S1: TECHNICAL SKILL ATTAINMENT TRANSITION PERIOD			
<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of CTE concentrators who achieved a specified GPA in coursework.</p>	
<p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>Denominator: Number of CTE concentrators.</p>	

Justification for Change from State Plan

Guam is considering requesting a “transition period” for measure 2S1. Currently, Guam does not have the information and infrastructure needed to implement the use and data collection of assessments aligned with industry-recognized standards. For the next several reporting periods (to be negotiated with OVAE), Guam is considering using concentrators’ grades to measure technical skill attainment.

Guam is working toward collecting data regarding assessments aligned with industry-recognized standards and already has a two-year assessment cycle in place, which requires programs to identify student learning outcomes and link them to industry standards. Each CTE program is required to have an advisory committee (members include faculty and industry representatives) to develop and review curriculum and ensure skill relevance and incorporation of industry standards.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
2S1: TECHNICAL SKILL ATTAINMENT			
<p>Numerator: Number of CTE concentrators who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	
<p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>Denominator: Number of CTE concentrators.</p>	

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
3S1: SECONDARY SCHOOL COMPLETION			
<p>Numerator: Number of CTE concentrators who earned a secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p>	<p>Numerator: Number of CTE concentrators who left secondary education and who earned a secondary school diploma, earned a General Educational Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p>	<p>Include only those secondary concentrators who:</p> <ul style="list-style-type: none"> • earned a regular high school diploma, a GED, or a state-recognized equivalent during the reporting year (numerator only) and • left secondary education during the reporting year. <p>As written, concentrators who leave GPSS during 2008–09 must have their diploma or GED by the end of 2008–09 to be included in numerator.</p> <p>GCC maintains the GED database and has access to data about students earning Adult High School Diplomas (AHSD). However, there are multiple questions around data matching that must be answered to determine if GCC will be able to include GEDs and AHSDs in its calculation of this measure.</p>
<p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	

Justification for Change from State Plan

Guam added the phrase “left secondary education” to the numerator so that the numerator would be a subset of the leavers included in the denominator.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
4S1: STUDENT GRADUATION RATES			
<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p>	
<p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	

GCC will work with GPSS staff to determine how the current NCLB rate is calculated (i.e., four-year cohort graduation rate, etc.). GCC will also explore the possibility of having GPSS calculate the results for 4S1 at the same time it calculates its NCLB results.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
5S1: SECONDARY PLACEMENT			
<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the secondary quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p>	<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment at any time in the year following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2009 would be assessed between July 1, 2009 and June 30, 2010).</p>	<ul style="list-style-type: none"> • Students who left secondary by June 30, 2009 will have their placement reported as part of the December 2010 CAR. • Guam may be able to identify apprenticeship students through a data matching process. However, there are concerns about the validity of any potential data match and Guam is not sure if and when the data would be available.
<p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	

Justification for Change from State Plan

Currently, Guam gathers placement information through a student survey conducted one year after students leave in the spring. Therefore, data are not available for reporting on the CAR until the following December. For example, a student who leaves in 2008–09 will be surveyed in spring 2010 and will be reported on the December 2010 CAR.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
6S1: NONTRADITIONAL PARTICIPATION			
<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Include only those secondary participants who:</p> <ul style="list-style-type: none"> • met the definition of participant defined above and • participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE) and • are from the underrepresented gender group for the nontraditional occupation.
<p>Denominator: Number of CTE concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Include only those secondary participants who:</p> <ul style="list-style-type: none"> • met the definition of participant defined above and • participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE).

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” (http://www.napequity.org/nape_publications.htm).

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
6S2: NONTRADITIONAL COMPLETION			
<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Include only those secondary concentrators who:</p> <ul style="list-style-type: none"> • completed a CTE program that leads to employment in a nontraditional field (include students who received a degree, certificate, or credential) and • are from the underrepresented gender group for the nontraditional occupation. <p>Note: 6S2 does not require a student to graduate in order to be included in the numerator or denominator.</p>
<p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Include only those secondary concentrators who completed a CTE program that leads to employment in a nontraditional field.</p>

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” (http://www.napequity.org/nape_publications.htm).

Postsecondary Measures

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
CTE PARTICIPANT			
<p>A postsecondary/adult participant is a student who has earned one (1) or more credits in a career and technical education program area during the reporting year.</p>	<p>A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.</p>	<p>A postsecondary/adult participant is a student who has earned one (1) or more credits in a career and technical education program area during the reporting year.</p>	<p>The typical course grants about three credits. Some very short courses grant one credit, so Guam is setting a threshold of one credit to identify participants.</p>
CTE CONCENTRATOR			
<p>A postsecondary/adult concentrator is a student who during the reporting year: Completes at least six (6) academic or career and technical education credits within a single program area sequence that is comprised of six (6) or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or Completes a short-term career and technical education program sequence of less than six (6) credit units that terminates in the award of an industry-recognized credential, a certificate, or a degree.</p>	<p>A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.</p>	<p>A postsecondary student who has declared a CTE program and (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.</p>	<p>Guam has a large population of undeclared students. It will be reviewing the records of these students to determine how many have earned 12 or more credits and will work from there to identify ways to help students declare majors in a more effective way.</p>

Justification for Change from State Plan

- Using six credits in its original measure definition meant Guam was not comparable to other states/territories on the semester system. In addition, using six credits expanded its denominator by including students who had invested less time in career and technical education programs.
- Guam incorporated the phrase “has declared a CTE program” to indicate how it plans to identify students who are involved in a single CTE program.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
1P1: TECHNICAL SKILL ATTAINMENT (TRANSITION PERIOD)			
<p>Numerator: Number of CTE concentrators who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of CTE concentrators who achieved a specified GPA in coursework.</p>	
<p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	<p>Denominator: Number of CTE concentrators.</p>	

Justification for Change from State Plan

Guam is considering requesting a “transition period” for measure 2S1. Currently, Guam does not have the information and infrastructure needed to implement the use and data collection of assessments aligned with industry-recognized standards. For the next several reporting periods (to be negotiated with OVAE), Guam is considering using concentrators’ grades to measure technical skill attainment.

Guam is working toward collecting data regarding assessments aligned with industry-recognized standards and already has a two-year assessment cycle in place, which requires programs to identify student learning outcomes and link them to industry standards. Each CTE program is required to have an advisory committee (members include faculty and industry representatives) to develop and review curriculum and ensure skill relevance and incorporation of industry standards.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
1P1: TECHNICAL SKILL ATTAINMENT			
<p>Numerator: Number of CTE concentrators who passed technical skill assessment that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p>	
<p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE			
<p>Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p>	<p>Numerator: Number of CTE concentrators who left and who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p>	<p>Include only those postsecondary concentrators who:</p> <ul style="list-style-type: none"> received a degree, certificate, or industry-recognized credential during the reporting year and did not enroll at any time in XX period of time
<p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who left postsecondary education.</p>	<p>Guam is deciding how to define left:</p> <ol style="list-style-type: none"> Students who were enrolled in the reporting year, but did not return the following fall? Students who were enrolled in the reporting year, but did not return the next year? Students who did not return for two regular consecutive semesters. <p>Regardless of how Guam defines “leavers,” it will report completion 1.5 years after the end of the reporting year (i.e., data for 2008–09 students will be collected in 2009–10 and reported on the 2010 CAR).</p>

Justification for Change from State Plan

Guam added the phrase “and left” to the numerator so that the numerator is a subset of the denominator. Guam will discuss and determine the exact period of time it will use to identify “leavers.” Currently, that is noted as “XX period of time” in the language regarding operationalizing the measure.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
3P1: STUDENT RETENTION OR TRANSFER			
<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year postsecondary institution during the reporting year and were enrolled in postsecondary education in the fall of the previous reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p>	<p>Numerator: Number of CTE concentrators who were enrolled in postsecondary education during the reporting year and who remained enrolled or transferred to another two or four-year postsecondary institution at any time during the following academic year.</p>	
<p>Denominator: Number of CTE concentrators who enrolled in postsecondary education in the fall of the previous year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the reporting year.</p>	

Justification for Change from State Plan

As written in the non-regulatory guidance, there are two different ways to interpret measure 3P1:

1. States can identify the concentrators enrolled during the reporting year and then look back to see if they were enrolled in fall of the prior year. In this scenario, the base group of concentrators will remain consistent with all the other measures, but the measure is designed to look back instead of forward. In addition, it is not a good measure of retention; instead, it determines “of those enrolled now, what percentage were enrolled the fall before.”
2. States can identify the concentrators enrolled in fall of the year prior to the reporting year and then determine what percentage of those students were enrolled at an institution at any time during the reporting year. This scenario does allow states to look at retention/transfer and to look forward in time. However, the base group of concentrators under study will not match any other measure.

In order to keep the base group of concentrators consistent with other measures, and ensure that it is using a measure of retention, Guam will:

3. Identify all concentrators enrolled during the reporting year and then determine what percentage of those students were enrolled at any time during the following year. This construction allows the base group of concentrators to remain consistent with other measures, rather than limiting the base group to only fall concentrators or selecting a group of concentrators from a prior year.

When selecting scenario #3, the issue of reporting year arises as it does with other measures. If Guam identifies its group of concentrators in a given year, it will need to wait until the following academic year has ended in order to determine whether students were enrolled anywhere during that year. In addition, it will take some time to obtain those data once the following year has ended. For example, Guam would identify its concentrator group for the 2008–09 academic year and wait to see if those students attended a postsecondary institution during the 2009–10 academic year. Data will likely become available for analysis in fall 2010, and the results could be reported on the 2010 CAR.

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
4P1: STUDENT PLACEMENT			
<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 and December 31, 2008).</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left postsecondary education and who were placed or retained in employment, or placed in military service or apprenticeship programs at any time in the year following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who left by June 30, 2009 would be assessed between July 1, 2009 and June 30, 2010).</p>	<p>Include only those postsecondary concentrators who:</p> <ul style="list-style-type: none"> received a degree, diploma, or credential and left postsecondary education and were identified as placed or retained in employment, placed in military service, or placed in an apprenticeship program at any time in the year following the end of the reporting year (numerator only).
<p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year and received a degree, certificate, or credential.</p>	<p>Guam is deciding how to define left:</p> <ul style="list-style-type: none"> Students who were enrolled in the reporting year, but did not return the following fall? Students who were enrolled in the reporting year, but did not return the next year? Students who did not return for two regular consecutive semesters.
<p>Regardless of how Guam defines “leavers,” it will report placement 1.5 years after the end of the reporting year (i.e., data for 2008–09 students will be collected in 2009–10 and reported on the 2010 CAR).</p>			

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
5P1: NONTRADITIONAL PARTICIPATION			
<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Include only those postsecondary participants who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation.
<p>Denominator: Number of CTE concentrators who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Include only those postsecondary participants who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE).

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” (http://www.napequity.org/nape_publications.htm).

Guam State Plan	OVAE Non-Regulatory Guidance	Recommended Measure Based on Discussion w/Guam Team	Operationalizing the Measure
5P2: NONTRADITIONAL COMPLETION			
<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Include only those postsecondary concentrators who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (include students who received a degree, certificate, or credential) and are from the underrepresented gender group for the nontraditional occupation. <p>Note: 5P2, unlike 2P1, does not require a student to leave postsecondary education in order to be included in the numerator or denominator.</p>
<p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>Include only those postsecondary concentrators who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (completion includes those who received a degree, diploma, or credential).

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” (http://www.napequity.org/nape_publications.htm).