

RECOMMENDATIONS TO IMPROVE THE QUALITY OF PERKINS IV DATA IN RHODE ISLAND

Prepared by:

MPR Associates, Inc.

2150 Shattuck Avenue, Suite 800
Berkeley, California 94704

March 10, 2008

Contact:

Amanda Richards (arichards@mprinc.com) or Steve Klein (sklein@mprinc.com)
503-963-3758 503-963-3757

BACKGROUND

In October 2007, the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, invited state directors of career and technical education (CTE) 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. In response, the Rhode Island Department of Elementary and Secondary Education requested support for further refinement of the state's Perkins accountability system. Rhode Island intends to develop an on-going data quality system to ensure that Perkins accountability data is being used at the local, regional, and state levels and is built on a strong foundation of valid, reliable, and accurate data measures and data collection and evaluation protocols.

The state uses the Rhode Island Career and Technical Education Information System (RI-CATS) to collect accountability for Perkins at the secondary level. RI-CATS is a web-based system that requires local schools and districts to complete and submit their accountability reports online. RI-CATS interacts with the statewide education data system (eRIDE) to pull several data elements required for Perkins accountability reporting (i.e., student demographic information), but it does not interact with local school/district student information systems. Information about courses, programs of study, and program completion is extracted at the local level and submitted to RIDE. The local high schools are responsible for collecting and reporting their data to the Department of Education, but high schools and the state are not permitted to collect or use Social Security Numbers. The Rhode Island Legislature recently gave the state the ability to employ a unique student identifier to track students, but it is not yet in use throughout the state and it does not carry over to postsecondary institutions.

Rhode Island faces challenges due to its small accountability staff: one person is responsible for collecting and reporting Perkins performance data to OVAE. The state also noted it would like to see a stronger data collection and reporting tie to postsecondary. Rhode Island is also planning to work with the state's assessment office to ensure the transfer of assessment data is seamless. Currently, the accountability coordinator exports a data file, matches it to the assessment system, and then merges the results back into RI-CATS. The state would also like to identify commonalities in federal accountability reporting across state agencies in order to integrate efforts and leverage data collection and reporting resources.

Following consultation with Holly Harriel, Education Specialist, Rhode Island Department of Education (RIDE), MPR and state staff agreed that Rhode Island would benefit from an on-site visit to discuss refining secondary, postsecondary, and adult measurement approaches and identify opportunities for data system integration.

Amanda Richards, Research Associate, and Dr. Steven Klein, Director, Preparation for College and Careers at MPR Associates, Inc., provided consultation services to Rhode Island. Conversations with state staff and partners took place via telephone and during a one-day site visit, and focused on reviewing the options for reporting on Perkins IV measures. Following the site visit, MPR provided Rhode Island with a set of measure recommendations so the state could apply the discussion results to its State Plan approval process. This paper presents MPR's final recommendations for structuring population definitions and measures, in light of federal non-regulatory guidance, to enhance the quality of Perkins IV accountability data in Rhode Island.

RHODE ISLAND PERKINS IV SECONDARY AND POSTSECONDARY INDICATORS

Secondary Measures

	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
CTE Participant	A student enrolled in any one or more of the vocational education areas (agriculture, business, family and consumer sciences, health occupations, marketing, technical, technology, and/or trade and industrial education) not classified as a career and technical education, career academy or Tech Prep program. These courses are identified by course, units, or hours.	A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.	<i>A secondary student who completes at least one course in any CTE program area.</i>
CTE Concentrator	A student who meets the threshold definition (see postsecondary concentrator, secondary concentrator, adult vocational training concentrator) and continues to work to complete program objectives at an institution.	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.	<i>A secondary student who has completed at least two (2) or more courses in a single CTE program area (e.g., health care or business services) where a program sequence represents three or more courses, or one (1) course in a single CTE program area, but only in those program areas where two course sequences at the secondary level are recognized by the State and/or its local eligible recipients.</i>
CTE Completer	A student who has successfully completed program requirements and has a who attained academic, workplace readiness/applied learning and technical knowledge, skills, and/or proficiencies (certification) within a program/sequence of courses designed to prepare the individual for employment and/or further education.		<i>Not needed for Perkins IV.</i>

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
1S1: Academic Attainment – Reading/ Language Arts	N: Subset of the denominator where the student met or exceed the standard in reading on the state administered 11th grade assessment.	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.	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.
	D: Number of career and technical education concentrators with valid test scores, who took the state administered reading 11th grade assessment.	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.	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.

Note: As discussed, the students reported on any CAR will be those who left secondary education during the reporting year, even though they may not have taken the statewide assessment that year. In order to calculate the denominator, Rhode Island will identify all secondary leavers who took the state reading/language arts assessment at some point while attending secondary education. Those students who never took the assessment are excluded from the denominator. To calculate the numerator, Rhode Island will identify all students from the denominator pool who met the proficient or advanced level on the statewide assessment.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
1S2: Academic Attainment – Mathematics	N: Subset of the denominator where the student met or exceed the standard in mathematics on the state administered 11th grade assessment.	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.	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.
	D: Number of career and technical education concentrators with valid test scores, who took the state administered mathematics 11th grade assessment.	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.	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.

Note: As discussed, the students reported on any CAR will be those who left secondary education during the reporting year, even though they may not have taken the statewide assessment that year. In order to calculate the denominator, Rhode Island will identify all secondary leavers who took the state mathematics assessment at some point while attending secondary education. Those students who never took the assessment are excluded from the denominator. To calculate the numerator, Rhode Island will identify all students from the denominator pool who met the proficient or advanced level on the statewide assessment.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
2S1: Technical Skill Attainment	N:		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.
	D:		Number of <u>CTE concentrators</u> who took the assessments during the reporting year.

Note: According to information obtained from OVAE after MPR’s February 5th meeting with Rhode Island, OVAE prefers that states not “mix” assessment approaches when reporting this measure. OVAE prefers that states report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). States choosing this option will also be required to report the percentage of students who were assessed using third-party assessments, and will be required to outline the state’s plans for expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>	
3S1: Secondary School Completion	N:		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.	<i>Number of <u>CTE concentrators</u> who earned a regular secondary school diploma and left secondary education during the reporting year.</i>
	D:		Number of <u>CTE concentrators</u> who left secondary education during the reporting year.	<i>Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</i>

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>	
4S1: Student Graduation Rates	N:	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.	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.	<i>No change</i>
	D:	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.	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.	<i>No change</i>

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
5S1: Secondary Placement	N:		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).
	D:		Number of <u>CTE concentrators</u> who left secondary education during the reporting year.

Note: Based on the discussion, Rhode Island will probably want to continue conducting local surveys of program completers/graduates in order to identify placement in postsecondary institutions and employment. The state might consider running its completers/graduates through the National Student Clearinghouse to compare the results of that match to the data it receives from local surveys. Those results could help the state and locals improve survey methodology and reporting.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
6S1: Nontraditional Participation	N:		Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
	D:		Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
6S2: Nontraditional Completion	N:		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.
	D:		Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.

Postsecondary Measures

	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
CTE Participant		A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.	A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
CTE Concentrator		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	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.

<i>Indicator</i>		<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
1P1: Technical Skill Attainment	N:		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.	Number of <u>CTE concentrators</u> who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
	D:		Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

Note: According to information obtained from OVAE after MPR’s February 5th meeting with Rhode Island, OVAE prefers that states not “mix” assessment approaches when reporting this measure. OVAE prefers that states report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). States choosing this option will also be required to report the percentage of students who were assessed using third-party assessments, and will be required to outline the state’s plans for

expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
2P1: Credential, Certificate, or Degree	N:	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.
	D:	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
3P1: Student Retention or Transfer	N:	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.	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 and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year.
	D:	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.	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.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
4P1: Student Placement	N:		Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd 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).
	D:		Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
5P1: Nontraditional Participation	N:		Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
	D:		Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
5P2: Nontraditional Completion	N:		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.
	D:		Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.

Adult Measures

	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
CTE Participant		A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.	A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.
CTE Concentrator		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	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.

<i>Indicator</i>		<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
1P1: Technical Skill Attainment	N:		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.	Number of <u>CTE concentrators</u> who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
	D:		Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

Note: According to information obtained from OVAE after MPR’s February 5th meeting with Rhode Island, OVAE prefers that states not “mix” assessment approaches when reporting this measure. OVAE prefers that states report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). States choosing this option will also be required to report the percentage of students who were assessed using third-party assessments, and will be required to outline the state’s plans for

expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
2P1: Credential, Certificate, or Degree	N:	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.
	D:	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
3P1: Student Retention or Transfer	N:	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.	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 and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year.
	D:	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.	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.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
4P1: Student Placement	N:		Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd 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).
	D:		Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.
			Number of <u>CTE concentrators</u> who completed their CTE program and earned a credential, certificate, or degree and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd 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).
			Number of <u>CTE concentrators</u> who completed their CTE program and earned a credential, certificate, or degree and who left postsecondary education during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
5P1: Nontraditional Participation	N:		Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
	D:		Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.
			Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
			Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.

<i>Indicator</i>	<i>Rhode Island Draft Measures</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>MPR Recommendation Based on Discussion with Rhode Island Team</i>
5P2: Nontraditional Completion	N:		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.
	D:		Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.

BACKGROUND

During the course of the on-site technical assistance visit, Rhode Island requested that MPR provide information and recommendations regarding how to integrate performance and accountability reporting for agencies involved in the U.S. Department of Labor's (DOL's) Common Measures initiative. While this area is somewhat broader than technical assistance related directly to Perkins accountability, MPR has identified several resources Rhode Island can use to begin its exploration of cross-program measure integration.

The Department of Labor, Employment and Training Division issued new policy on common performance measures for federal job training and employment programs through a Training and Employment Guidance Letter (TEGL) in April 2005. The policy became effective July 1, 2005. Programs administered by six Federal agencies—the Departments of Labor, Education, Health and Human Services, Veterans Affairs, Interior, and Housing and Urban Development—are subject to the common measures.¹

According to DOL, “The value of implementing common measures is the ability to describe in a similar manner the core purposes of the workforce system—how many people found jobs; did people stay employed; and did their earnings increase. Multiple sets of performance measures have burdened states and grantees as they are required to report performance outcomes based on varying definitions and methodologies. By minimizing the different reporting and performance requirements, common performance measures can facilitate the integration of service delivery, reduce barriers to cooperation among programs, and enhance the ability to assess the effectiveness and impact of the workforce investment system.”²

There are three common measures for programs serving adults and three for programs serving youth:

Adult Measures

- Entered Employment
- Employment Retention
- Earnings Increase

Youth Measures

- Placement in Employment or Education
- Attainment of a Degree or Certificate
- Literacy and Numeracy Gains

Programs governed by the Carl D. Perkins Career and Technical Education Act of 2006 will report on relevant common measures, specifically “placement in employment or education” and “attainment of a degree or certificate.”

As federal legislation is updated for various programs, and performance measures are modified to reflect the common measures, states and agencies are beginning to implement systems that will realize the vision DOL has for system integration and enhanced performance measurement. Brian Wilson, from the Washington State Workforce Training and Education Coordinating Board (WTECB), published a

¹ For more information, refer to the U.S. Department of Labor website: <http://wdr.doleta.gov/>.

² U.S. Department of Labor, Employment and Training Administration Advisory System. Training and employment guidance letter no. 28-04.

comprehensive manual detailing how states can integrate performance information for workforce development programs. This document does not attempt to summarize Dr. Wilson's document, but MPR recommends Rhode Island refer to the manual for in-depth information, strategies, and policy questions related to performance measure integration. The document, titled "*Integrated Performance Information for Workforce Development: A Blueprint for States*" can be found online at <http://www.nga.org/files/pdf/0603IPIBLUEPRINT.pdf>.³

In April 2005, NASDCTEc released a white paper describing shared accountability systems and their benefits to CTE programs. The paper also includes a discussion of the relationship of common measures to CTE and details some of the difficulties educators saw in aligning the measures with Perkins education programs. The paper, titled "*The Whole is Greater Than the Sum of Its Parts: How Shared Accountability Can Foster Improved Secondary-Postsecondary Collaboration*", can be found online at http://www.ccsso.org/content/pdfs/cte_measures_nasdcte.pdf.⁴

A report from The Workforce Alliance, published in 2007, explores performance reporting requirements among federal workforce programs. The paper also examines Washington State's initiative to measure return on investment. The paper, titled "*Performance Measurement and Return-on-Investment (ROI) in the Workforce Development System*", can be found online at http://www.workforcealliance.org/atf/cf/%7B93353952-1DF1-473A-B105-7713F4529EBB%7D/ROI%20brief%20_2_.pdf.⁵

³ Wilson, B. (2005). *Integrated performance information for workforce development: A blueprint for states*. Olympia, WA: Workforce Training and Education Coordinating Board.

⁴ Green, K., P. Stacey, P. Tully. (2005). *The whole is greater than the sum of its parts: How shared accountability can foster improved secondary-postsecondary collaboration*. Washington, DC: National Association of State Directors of Career Technical Education consortium.

⁵ Rubenstein, G. and A. Mayo. (2007). *Performance measurement and return-on-investment (ROI) in the workforce development system*. Washington, DC: The Workforce Alliance.