California Department of Education
Executive Office
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memo-pptb-amard-jun19item02

# **MEMORANDUM**

**DATE:** June 14, 2019

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update on the Continuous Improvement of the State Accountability System: Definitions for New Career Measures Collected in the California Longitudinal Pupil Achievement Data System and California Special Education Management Information System for Possible Inclusion in the College/Career Indicator.

## Summary of Key Issues

This Information Memorandum provides an update on the definitions used in the California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–20 for possible inclusion in the College/Career Indicator (CCI). These definitions were shared with all local educational agencies (LEAs) in California Longitudinal Pupil Achievement Data System (CALPADS) Flash #137 (<https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash137.asp>) in June 2018, and the Dashboard and Accountability Coordinators in an email dated April 5, 2019.

With the adoption of the CCI in September 2016, the California Department of Education (CDE) committed to building out the CCI over several years as data becomes available to include additional career and college measures.

During deliberations at the September 2016 State Board of Education (SBE) meeting, and in subsequent conversations, there were concerns that the CCI did not contain a sufficient number of career measures. To explore how to provide a better balance of college and career measures in the CCI, the CDE established a CCI Work Group, which consists of researchers, business representatives, and Career Technical Education (CTE) subject matter experts throughout the state, to advise and provide recommendations on incorporating new career measures in the CCI.

At the September 2017 SBE meeting, the CDE presented a three-year plan to fully build this indicator (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>).

In February 2018, the CDE shared an Information Memorandum that provided an update on the CDE’s progress in reporting the CCI, the status of the three-year CCI timeline presented to the SBE in September 2017, and an update on the collection of new career measures for future California School Dashboards (Dashboards) (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>).

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx>). This Information Memorandum provided background and preparation for the May 2019 SBE Study Session on the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx>).

## Background

In fall 2018, all Dashboard Alternative School Status (DASS) schools received a Dashboard for the first time. They are held accountable for the same state indicators, although modified measures may be used to fairly evaluate the success of alternative schools that serve high-risk students. Therefore, while all of the criteria for the CCI are available for DASS schools, modified measures, which are currently being developed by the Alternative Schools Task Force, will also be applied pending further analysis and SBE action.

Career measures to be collected in CALPADS during the 2018–19 school year, for possible inclusion, pending further analysis and SBE action, in the CCI for the 2019 Dashboard, include:

* Completion of a state or federal job program (limited to DASS schools)
* Completion of pre-apprenticeship (both DASS and non-DASS schools)
* Work Force Readiness Certificate (both DASS and non-DASS schools)
* Food Handler Certification Program Completion (limited to DASS schools)

The proposed measure of completing a state or federal job program is limited to DASS schools for accountability purposes, as this program is only available to charter schools. For the 2018 Dashboard, approximately 10 percent (n=111) of the DASS schools were charter. Once the data is collected an analysis will need to be conducted to determine if this measure should be extended to non-DASS charter schools. The completion of a Food Handler Certification is being considered for students in juvenile hall schools. The completion of the certificate requires students to complete a two-hour online course. It is one of the few certificates that is readily available for incarcerated youth.

The CDE is working closely with the Advisory Commission on Special Education to ensure that new measures reflect the needs of all school populations. Career measures for students with an Individualized Education Program (IEP) are being collected in CASEMIS during the 2018–19 school year. These include:

* + Completion of Workability program
	+ Transition programs offered by Department of Rehabilitation
	+ Work-based learning

Career measures planned for collection in the 2019–20 school year include:

* Student-owned businesses
* Internships

Please note that, beginning in the 2019–20 school year, the two measures identified above will be collected in CALPADS.

Definitions of these measures are provided in Attachments 1 and 2.

## Attachment(s)

Attachment 1: Definitions of Career Measures Collected in 2018–19 (7 Pages)

Attachment 2: Definitions of Career Measures Collected in 2019–20 (2 Pages)

# **Attachment 1**

**Definitions of Career Measures Collected in 2018–19**

| **Career Measure** | **Collection System** | **Applicable to DASS Schools?** | **Applicable to Non-DASS Schools?** | **Applicable to All Students Within the School?** | **Definition and Examples** |
| --- | --- | --- | --- | --- | --- |
| State or Federal Job Program Completion Indicator | CALPADS | Yes | No  | Yes | An indication of whether or not a student successfully completed any programs administered at schools with the Dashboard Alternative School Status (DASS) at the federal level such as Job Corps, Workforce Innovation and Opportunity Act (WIOA), YouthBuild; or state level programs such as California Conservation Corps or Regional Occupational Center Programs.A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| Pre-Apprenticeship Certification Program Completion Indicator | CALPADS | Yes | Yes | Yes | An indication of whether a student successfully completed—and received a school-awarded certificate of completion for—a pre-apprenticeship program that is recognized and **certified** by business and/or industry at the local, state, or national level. It may be an assessment, examination, or a license that is administered and recognized by an industry third-party or governing board.A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| Pre-Apprenticeship Program (***non-certified***) Completion Indicator | CALPADS | Yes | Yes | Yes | An indication of whether a student successfully completed—and received a school-awarded certificate of completion for—a pre-apprenticeship program that is recognized, **but not** **certified,** by business and/or industry at the local, state, or national level. It may be an assessment, examination, or a license that is administered and recognized by an industry third-party or governing board.A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator | CALPADS | Yes  | Yes | Yes | An indication of whether or not a student successfully completed a certificate program that is recognized by business and/or industry at the local, state, or national level, such as the National Career Readiness Certificate (i.e., Work Keys), Work Force Development Certificates, National Occupational Competency Testing Institute (NOCTI), Precision, etc.A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| Food Handler Certification Program Completion Indicator | CALPADS | Yes | No | Yes | An indication of whether or not a student successfully completed a certificate program for entry-level professionals in the food service industry, such as servers, chefs, cooks, cashiers, and even convenience store clerks. The Food Handler Certificate requires the learner to complete a brief two hour training course covering basic food safety principles. At the conclusion of the course, the learner will be tested on their knowledge of the content and learning outcomes. Upon successfully passing the exam, the learner will be issued a Food Handler's Certificate document (or card).A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| WorkAbility I Work-Based Learning Program Completion Indicator | CASEMIS | Yes | Yes | No; only applicable to students with an individualized education program. | An indication of whether or not a student successfully completed a program for students with disabilities on an Individualized Education Plan (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements. Examples of FLSA requirements are:* Student wages for try-out employment
* Placement in Workability I subsidized competitive integrated employment
* Employment—unsubsidized competitive integrated employment
* Apprenticeship
* Internships (paid or unpaid)
* Community based vocational instruction
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| Department of Rehabilitation Student Services Work-based Learning Program Completion Indicator | CASEMIS | Yes | Yes | No; only applicable to students with an individualized education program. | An indication of whether or not a student successfully completed a program for students with disabilities on an Individualized Education Plan (IEP) administered by the California Department of Rehabilitation Student Services that offers work-based learning experiences. This may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships, for example:* Student wages for try-out employment
* Placement in subsidized competitive integrated employment
* Employment—unsubsidized competitive integrated employment
* Apprenticeship
* Internships (paid or unpaid)
* Community based vocational instruction
 |

# **Attachment 2**

**Definitions of Career Measures Collected in 2019–20**

| **Career Measure** | **Collection System** | **Applicable to DASS Schools?** | **Applicable to Non-DASS Schools?** | **Applicable to All Students Within the School?** | **Definition and Examples** |
| --- | --- | --- | --- | --- | --- |
| Internship | CALPADS | Yes  | Yes | Yes | A count of hours a student/trainee participated in an internship experience that occurs in the workplace and outside of the classroom. The internship must be documented by a training plan inclusive of competencies directly related to classroom instruction, and must be evaluated by the employer.* + This should be a data element can only be populated for a course that includes an internship
	+ Represents the count of hours by academic year
	+ Grade in associated course must be a C- or better
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| Student-Owned Business | CALPADS | Yes | Yes | Yes | A count of hours a student spent developing and operating a revenue-generating business, in excess of classroom time, associated with a course at the school in which the student is enrolled and evaluated by the course instructor. Do not report hours associated with development unless the business was fully operational.* Could be submitted for any course
* Represents the count of hours by academic year
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