  

# California Workforce Pathways Joint Advisory Committee January 29, 2021 Agenda Item 3

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## Subject

Career technical education (CTE) data reporting and interim analysis on short-term measures, and an outline of how short, intermediate, and long-term measures will be produced, including a timeline, on meeting the CTE Incentive Grant (CTEIG) and the Kindergarten through Grade Twelve Strong Workforce Program (K–12 SWP) data metrics as outlined per California *Education Code (EC)* sections 53071 and 88828.

## Type of Action

Information

## Summary of the Issue(s)

This agenda item lays out a plan of action for collecting, reporting, and analyzing CTE data programs. The agenda item also presents data on CTE participants and CTE completers across different state and federal-funded CTE programs.

## Recommendation

This is an information item only; there is no recommendation at this time.

## Brief History of Key Issues

The CTEIG was originally established by the Budget Act of 2015 with a one-time investment of $900 million to cover a three-year span, and acted as a bridge for local educational agencies (LEAs) to support CTE programs until the Local Control Funding Formula was fully funded.

In the 2018 Budget Act, the CTEIG and the K–12 SWP, were each allocated $150 million in ongoing funds. An additional $13.5 million was provided annually to establish technical assistance providers and workforce pathway coordinators in support of both state initiatives. The CTEIG and the K–12 SWP are administered by the CDE and the CCCCO, respectively.

The California Workforce Pathways Joint Advisory Committee (CWPJAC), per California *EC* sections 53071 and 88828, has the responsibility for making recommendations regarding the use of metrics for the CTEIG and the K–12 SWP to the Department of Finance, the Governor, and appropriate policy and fiscal committees of the Legislature regarding whether:

1. The data metrics remain the most appropriate metrics to measure and evaluate program outcomes for both new and renewal applicants.
2. Other metrics should be included.

These recommendations are due by November 30 each year.

**The CTEIG and K–12 SWP Data Metrics Reporting Updates**

During the November 2020 CWPJAC meeting, the CWPJAC approved making no changes to the current metrics and moving to a phased approach to operationalize the data metrics for both the CTEIG and K–12 SWP. The CWPJAC modified the staff recommendation and approved the following motion:

* A phased approach for refining and updating of the CTEIG and the K–12 SWP data metrics.
* The phased approach will include a timeline and regular reporting on short term, intermediate, and long term CTEIG and K–12 SWP metrics.
* Staff should identify which metrics can be reported in the short-term, beginning with the current funding cycle (2020–21), and which metrics will require more development in the future.
* Permitting staff to make any necessary, non-substantive, clarifying edits to this phased approach.

Attachment 1 outlines and describes how the CTEIG and K–12 SWP metrics will be operationalized as short-term, intermediate, and long-term measures. Attachment 1 also shows the timeline for when these measures will be presented at the upcoming 2021 CWPJAC meetings, including the following two indicators for Metric 1 presented for the January 2021 CWPJAC, as approved by the Committee:

**Metric 1:** The number of pupils completing CTE coursework.

* ***Indicator 1A:*** The number of pupils completing one CTE course (January 2021).
* ***Indicator 1B:*** The number of pupils who complete at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course (January 2021).

Attachments 2 and 3 are the actual data derived from California Longitudinal Pupil Achievement Data System (CALPADS) for CTEIG and K–12 SWP based on 2018–19 participants and completers, and disaggregated by gender and specified student population status. For comparative purposes, the attachments provide data on those LEAs that are allocated a portion of the total funding California receives from the Strengthening CTE for the 21st Century Act (Perkins V). Please note that these data should be viewed as preliminary data, as 2018–19 was the first year of program implementation, and no trends or conclusions can be drawn from one year’s worth of program data.

**CTE Data Collection**

Before the establishment of CTEIG in 2015, CTE data collection was a self-contained process to meet the requirements for the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). Known as the E1-E2 data collection process, LEAs reported CTE data directly to the Career and College Transition Division (CCTD). The E1-E2 system was discontinued in 2015 as all kindergarten through grade twelve (K–12) data, including CTE, was to be housed with a single source of data collection, known as the CALPADS.

Even within CALPADS, the availability of CTE data was restricted to course and program data, with some outcome data, but no follow up data once a CTE completer graduated from high school. Therefore, CTE data collection between 2015 and 2018 was sparse, and was based on using a mixed approach that utilized CALPADS to obtain CTE participation and completer data, and a separate survey template to obtain post-high school follow up data for CTE completers. As a result, CTE data was limited when CTEIG was introduced in 2015, as well as when the K–12 SWP began in 2018. Hence, the starting point of any consistent CTE data collection was academic year (AY) 2018–19, and it is this data that is being used to create the data reports (see below).

Staff from the CDE’s Analysis, Measurement, and Accountability Reporting Division (AMARD) and the Educational Data Management Division (EDMD) will be part of the presentation for this item. Included within that discussion will be information about the progress CCTD is having with AMARD and EDMD regarding the progress being made in the systematic collection of CTE data through our student-level data system, the CALPADS. Also, how the CTE data collection effort links up to the broader CDE present and future data collection and analysis, particularly as it relates to the college and career indicator (CCI), and the California Accountability Model will be discussed, including the constraints of adding data collections to CALPADS. Last but not least, AMARD and EDMD will provide a brief overview of the Governor’s Cradle to Career workgroup recommendations found on the California Data System web page at <https://cadatasystem.wested.org/recommendations>, and the CDE and CCCCO’s critical role in implementing these recommendations.

**CTE Data Reports**

The CWPJAC members requested that CDE and CCCCO staff present quantitative and qualitative data regarding the implementation of the CTEIG and K–12 SWP. Now that the phased approach to developing and presenting the indicators has been approved by the CWPJAC, CDE and CCCCO staff will begin developing summary CTE data reports on several facets of the implementation of the CTEIG and the K–12 SWP as well as the Perkins V.

The following data reports will be presented:

* CTE participant[[1]](#footnote-1) data for LEAs broken out by CTEIG, K–12 SWP, and Perkins V grant recipients, where the grants are differentiated at the LEA level by the County District School (CDS) codes (Attachment 2)
* CTE completer[[2]](#footnote-2) data for LEAs, disaggregated by gender, race and ethnicity, and special populations, and further broken out by the CTEIG, K–12 SWP, and Perkins V grant recipients are differentiated at the LEA level by the CDS codes (Attachment 3)

The data used in the Four-Year Adjusted cohort is based on the number of students who enter grade nine for the first time, adjusted by adding into the cohort any student who transfers in later during grade nine, or during the next three years, and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period. In other words, the CTE participant and CTE completer is a student completing one or more courses flagged with either a CTE pathway or industry sector, within the four-year cohort period. For the 2018–19 cohort window, it includes AYs 2015–16, 2016–17, 2017–18, and, 2018–19.

The student-level data used by the CDE to calculate CTE participation and completion were submitted by LEAs to the CDE as part of regular student enrollment, demographic, and program subgroup updates. LEAs were provided with opportunities to review and, if necessary, amend these data before the CDE made the final calculations. The data at the LEA level include student cohorts who share the CDS code.

For the 2018–19 cohort, 562 LEAs submitted data for CTE participants and CTE completers. Using the CDS codes, these LEAs were sub-divided into the following eight groups of funding category mix:

* Received no state or federal funds: NONE (115 LEAs)
* Received only CTEIG funds: CTEIG (372 LEAs)
* Received only K–12 SWP funds: K–12 SWP (244 LEAs)
* Received only Perkins funds: Perkins (381 LEAs)
* Received both CTEIG and K–12 SWP funds: CTEIG and K–12 SWP (195 LEAs)
* Received both CTEIG and Perkins funds: CTEIG and Perkins (331 LEAs)
* Received both K–12 SWP and Perkins funds: K–12 SWP and Perkins (24 LEAs)
* Received all three sources of funds: All Three Grant Funding (177 LEAs)

It should be noted that the above data spans four-years of CTE participation and completion, that is AYs 2015–16, 2016–17, 2017–18, and 2018–19. However, the identification of which LEAs receive which type of funds is based on a single year, 2018–19, using the CDS code assignments.

The table below shows the 2018–19 cohort counts for total students, CTE participants, and CTE completers by each funding category mix.

| Funding Categories | Students in Four-Year Cohort | CTE Participant | CTE Completer | CTE Participant as % in Cohort | CTE Completer as a % in CTE Participants |
| --- | --- | --- | --- | --- | --- |
| NONE | 18,054 | 11,678 | 594 | 64.7% | 5.1% |
| CTEIG | 7,805 | 6,048 | 1,453 | 77.5% | 24.0% |
| K–12 SWP | 7,463 | 3,746 | 114 | 50.2% | 3.0% |
| Perkins | 7,104 | 5,205 | 517 | 73.3% | 9.9% |
| CTEIG and K–12 SWP | 5,390 | 4,432 | 839 | 82.2% | 18.9% |
| CTEIG and Perkins | 165,839 | 123,548 | 26,115 | 74.5% | 21.1% |
| K–12 SWP and Perkins | 13,659 | 9,070 | 1,388 | 66.4% | 15.3% |
| All Three Grants | 269,868 | 205,223 | 42,229 | 76.0% | 20.6% |
| All LEAs | 495,182 | 368,950 | 73,249 | 74.5% | 19.9% |

The table above should be regarded as illustrative and not interpretative given the following caveats. One, the data reporting itself is based on a 2018–19 four-year cohort model and receiving CTEIG funds in the 2018–19 AY, which is typical for how CTEIG funds are disbursed to LEAs. However, for each of the three AYs prior to the 2018–19 AY, the cohort (2015–16, 2016–17, 2017–18, and 2018–19), LEAs have possibly received CTEIG funding on an annual basis. However, what is not included in the reporting when using only one set of cohort data is whether or not in years prior to the AY 2018–19 the LEAs actually accessed CTEIG funds, which can potentially be taken into consideration in future data reporting.

Two, Fiscal Year (FY) 2018–19 was the first year K–12 SWP funds were awarded. Hence, the data on K–12 SWP must be considered with extreme caution and are provided for illustrative purposes only. As more years of K–12 SWP funding are included into the data reporting and analysis, a more complete picture of how CTEIG and K–12 SWP funding impacts CTE participation and completion, keeping in mind that LEAs are prohibited from using program funds (for either CTEIG or K-12SWP) as a match for the other state program.

Three, Perkins V data has been included in the data reporting for the following reasons:

* LEAs have been permitted to use Perkins V allocations (and previously the Perkins IV allocations) as matching funds when applying for both CTEIG and K–12 SWP grant programs.
* The secondary CTE participation and completion definitions (see footnote on page 5 above) are included within the California federal Perkins V State Plan, which was approved by the State Board of Education (SBE) in March 2020. Moreover, the preciseness of these definitions was useful in obtaining consistent information across the three programs.

As future data reporting gets more refined and comprehensive, the focus will be able to include data regarding student performance outcomes (see Attachment 1); thus, taking into consideration the above caveats will allow for a uniform set of information to be reported on across all three programs.

Given the above-stated caveats regarding the limited nature of existing data funding sources, CDE staff produced data tables and charts for CTE participants and CTE completers (Attachments 2 and 3). The CTE participant data tables show, for each funding source, the percentage of CTE participants of the total students in the 2018–19 student cohort (Attachment 2); and the CTE completer data tables show the percentage of CTE completers of the total number of CTE participants (Attachment 3). The tables and charts are displayed by gender, race and ethnicity, and by special populations.

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The data reports in Attachments 2 and 3 will provide the rationale for why the metrics, as required by the statutes for the CTEIG and K–12 SWP, may not need any further revision. However, through the data that is presented in Attachments 2 and 3, as well as future data reports, the expectation is that the CWPJAC will be better positioned to determine the return on investment through state and federal grant programs.

## Summary of Previous CWPJAC Discussion(s) and Action(s)

**November 20, 2020:** The CDE presented updates on the FY 2020–21 CTEIG funding allocations, the FY 2020–21 K–12 SWP application process, and the Memorandum of Understanding (MOU) data sharing agreement between the CDE and CCCCO. Staff recommended that there be no change to the data metrics for both the CTEIG and K–12 SWP, and that a phased approach be used to operationalize the data metrics.

**September 25, 2020:** The CDE presented an update to the CTEIG application, and the CCCCO provided an update on the status of the K–12 SWP application process. Staff presented summary data reports, a status report of the CTEIG and the K–12 SWP Data MOU, and recommended revisions to the CTEIG and the K–12 SWP Matrix of Metrics.

**January 31, 2020:** The CWPJAC reviewed an updated Matrix of Metrics, an overview of both the CTEIG and K–12 SWP FY 2019–20 grant processes, and the 2018–19 CTE Postsecondary Status of CTE Completers Survey Template.

**November 7, 2019:** The CWPJAC approved the Matrix of Metrics revisions which incorporated the requirements of Perkins V language.

## Fiscal Analysis (as appropriate)

Funding available to eligible recipients under the CTEIG is $150 million for the program year (PY) 2020–21, and funding available under the K–12 SWP is $150 million for PY 2020–21 for eligible recipients. In addition, $13.5 million is provided to support eight K–14 Technical Assistance Providers and 72 workforce pathway coordinators to support for both CTEIG and K–12 SWP initiatives.

In 2018–19 the Perkins IV allocation was $120,196,084; for 2019–20 the Perkins V allocation was $127,058,834; and for 2020–21 the Perkins V allocation is $128,798,161.

## Attachment(s)

# Attachment 1: Overall Plan and Timeline for Operationalizing the Career Technical Education Incentive Grant and Kindergarten Through Grade Twelve Strong Workforce Program Data Metrics (6 pages).

**Attachment 2**: Career Technical Education (CTE) Participation for the 2018–19 Four-Year Cohort Period by Gender, Race/Ethnicity, and Special Populations and by State and Federal Funding Mix (24 pages)

**Attachment 3**: Career Technical Education (CTE) Completion for the 2018–19 Four-Year Cohort Period by Gender, Race/Ethnicity, and Special Populations and by State and Federal Funding Mix (24 pages)

1. A secondary student that enrolls and completes at least one CTE course. [↑](#footnote-ref-1)
2. A CTE student who completes at least 300 hours of course sequence in an industry pathway, and the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course. [↑](#footnote-ref-2)