# Overall Plan and Timeline for Operationalizing

# the Career Technical Education Incentive Grant and Kindergarten Through Grade Twelve Strong Workforce Program Data Metrics

At its November 20, 2020, meeting, the California Workforce Pathways Joint Advisory Committee approved a phased approach be taken in operationalizing the Career Technical Education Incentive Grant (CTEIG) and the Kindergarten Through Grade Twelve Strong Workforce Program (K–12 SWP) data metrics, as outlined in the two statutes.

## A Phased Approach to Developing the CTEIG/K–12 SWP Indicators

The CTEIG and the K–12 SWP indicators will be operationalized in three phases, as described below. For ease of describing how California Department of Education (CDE) staff intend to operationalize the metrics, the indicators listed below are based on whether the data is currently available, or expected to be available in the future within the California Longitudinal Pupil Achievement Data System (CALPADS). The approach outlined next should help facilitate more precise measurability within the data reporting and analytics. Also shown below is when each indicator will be reported, beginning in January 2021.

**Basic Definitions**

For all phases, the proposed methodology is to use the data from which the indicators will be calculated and drawn from an unduplicated aggregate count of students in the adjusted four-year graduating cohort[[1]](#footnote-1). Also, career technical education (CTE) course taking is on a continuum that begins with participation and ends with the completion of a CTE pathway. The participation and completer definitions are provided below:

**CTE Participant**: A secondary student that enrolls and completes at least one CTE course.

**CTE Completer**: 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.

Detailed information on CTE course data and the students who take CTE courses can be found on pages 145֪–147 of the CALPADS Data Guide: A Guide for Program Staff may be found here: <https://www.cde.ca.gov/ds/sp/cl/documents/dataguidev110-20200214.docx>.

**Phase I**

The operationalizing of the data metrics included in Phase I is possible because their corresponding indicators can be readily obtained from CALPADS. The indicators listed in Phase I can either be reported now or in the very near future (March 2021 CALPADS data collection period) within CALPADS, as noted by the date provided in parenthesis next to each indicator. These indicators can be disaggregated by gender, race/ethnicity and special population status[[2]](#footnote-2), as well as by the 15 industry sectors identified in the State Board of Education (SBE) approved CTE Model Curriculum Standards[[3]](#footnote-3).

Also, the CTE completer indicator is already being collected as a component of the College and Career Indicator (CCI) of the California School Dashboard[[4]](#footnote-4).

**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, the sequence includes the capstone course; and the CTE student receives a grade of C- or better in the capstone course (January 2021).
* ***Indicator 1C:*** The number of pupils completing two CTE courses (March 2021).
* ***Indicator 1D:*** The number of pupils completing more than two CTE courses but does not reach a CTE Completer status as defined above during the four-year cohort period (March 2021).

Taken together, the above indicators permit an analysis of how kindergarten through grade twelve (K–12) students impacted by these programs progress towards completing a CTE pathway, which is the last indicator.

Indicator 1A and Indicator 1B are required for state and federal reporting. Data for Indicator 1B shows that the pupil participated in a specific industry pathway as collected through CALPADS using CTE course codes. Data on these two indicators will be disaggregated by gender, race/ethnicity, and special population status, as well as by industry sectors.

**Metric 2*:*** The high school graduation rate.

* + ***Indicator 2A:*** An unduplicated aggregate count of pupils in the adjusted cohort for the graduating class, where the local educational agency (LEA) has identified the pupil as having completed one CTE course during the four-year cohort period (March 2021).
	+ ***Indicator 2B:*** An unduplicated aggregate count of pupils in the adjusted cohort for the graduating class, where the LEA has identified the pupil as having completed at least one CTE pathway within the last four years (March 2021).[[5]](#footnote-5)
	+ ***Indicator 2C:*** An unduplicated aggregate count of pupils in the adjusted cohort for the graduating class, where the LEA has identified the pupil as having completed two CTE courses during the four-year cohort period (May 2021).
	+ ***Indicator 2D:*** An unduplicated aggregate count of pupils in the adjusted cohort for the graduating class, where the LEA has identified the pupil as having completed more than two CTE courses but does not reach a CTE Completer status as defined above during the four-year cohort period (May 2021).

Having high school graduation rates measured at different levels of CTE participation can provide information about how students’ progress along a CTE pathway.

**Metric 3:**The number of pupils meeting academic and career-readiness standards as defined in the CCI associated with the California School Dashboard.

* + ***Indicator 3A:*** The number of pupils meeting a score of Level 2 “Standard Nearly Met” on the Smarter Balanced Grade 11 English Language Arts assessment (May 2021).
	+ ***Indicator 3B:*** The number of pupils meeting a score of Level 2 “Standard Nearly Met” on the Smarter Balanced Grade 11 mathematics assessment (May 2021).
	+ ***Indicator 3C:*** The number of CTE Completers as defined in the CCI associated with the California School Dashboard (July 2021).
	+ ***Indicator 3D:*** The number of pupils completing college coursework as defined in the CCI associated with the California School Dashboard (July 2021).

The primary reason for including the above set of indicators to operationalize Metric 3 is because they can now be readily obtained from the CALPADS. These indicators are already being collected in the CCI as part of the California School Dashboard.[[6]](#footnote-6)

### Phase II

The information presented for Phases II and III is intended to demonstrate how a metric that is listed currently as a compound metric in the CTEIG and K–12 SWP statutes can be split out into separate simple metrics. However, what methodology will be applied to develop corresponding indicators for the metrics listed in Phases II and III is still under discussion within the CDE.

**Metric 5:** The number of former pupils employed and the types of businesses in which they are employed.

* + ***Indicator 5:*** The number of former pupils employed and the types of businesses in which they are employed (September 2021).

There is no difference between the metric and the indicator. However, this metric (indicator) will be available for academic year 2019–20 when LEAs submit their data into the CALPADS in Spring 2021.

**Metric 6:**The number of former pupils enrolled in each of the following:

1. A postsecondary educational institution.
2. A state apprenticeship program.
3. A form of job training other than a state apprenticeship program.
	* ***Indicator 6A:*** The number of CTE pathway completers enrolled in a postsecondary educational institution (September 2021).

Given that the above metric is a compound metric, it permits the creation of separate indicators. Inclusion of the above indicators in Phase II is recommended as the LEAs will be submitting the information into the CALPADS, beginning in the 2021 data collection period (for the 2019–20 academic year).[[7]](#footnote-7) The above indicators should be available for reporting to the CWPJAC in summer 2021.

### Phase III

**Metric 6:**The number of former pupils enrolled in each of the following:

1. A postsecondary educational institution.
2. A state apprenticeship program.
3. A form of job training other than a state apprenticeship program.
	* ***Indicator 6B:*** The number of CTE pathway completers enrolled in a state apprenticeship program (September 2021).
	* ***Indicator 6C:*** The number of CTE pathway completers enrolled in a form of job training other than a state apprenticeship program (September 2021).

Academic year 2019–20 data for Indicators 6B and 6C will also be collected within the CALPADS in Spring 2021.

**Metric 4:** The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.

* + ***Indicator 4A:*** The number of CTE pathway completers obtaining an industry-recognized certification (Summer 2022).
	+ ***Indicator 4B:*** The number of CTE pathway completers completing work-based learning experience (Summer 2022).

Given that the above metric is a compound metric, it permits the creation of separate indicators. However, the collection and reporting of the data for Indicators 4A and 4B has been widely inconsistent due to definitions for reporting these indicators not having been clearly defined for LEAs. The Career and College Transition Division is working with the CCI Office and respective CALPADS and Data Reporting Offices to include certifications and work-based learning measures in the CCI. As these measures continue to be built out, it is expected that clear definitions will be provided to LEAs for reporting purposes, as has been done most recently with the first work-based learning data collection through CALPADS. Therefore, more work needs to be done and is subject to further discussions within CDE program and data offices, in consultation with the California Community Colleges Chancellor's Office.

1. For all indicators listed in this document, data is collected for all CTE students that are included within a four-year adjusted cohort. Therefore, the annual CALPADS data collection gathers information for all of the CTE students within a specified four-year cohort. For example, the 2018–19 four-year cohort includes students who are identified as a CTE participant or completer in academic years 2015–16, 2016–17, 2017–18, and 2018–19. [↑](#footnote-ref-1)
2. The special population status categories are defined in Perkins V as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or have aged out of, the foster care systems; youth with an active military parent; and individuals preparing for nontraditional fields. For more detail please see the California Federal Perkins V State Plan <https://www.cde.ca.gov/ci/ct/gi/documents/perkinsstateplan2020-23.docx>. [↑](#footnote-ref-2)
3. The following are the 15 industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Energy, Environment, and Utilities; Engineering and Architecture; Fashion and Interior Design; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; and Transportation. For more details please see the California Federal Perkins V State Plan <https://www.cde.ca.gov/ci/ct/gi/documents/perkinsstateplan2020-23.docx>. [↑](#footnote-ref-3)
4. Additionally, Phase I indicators are being reported as part of the annual submission to the U.S. Department of Education to fulfil the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Consolidated Annual Reporting (CAR) requirement. [↑](#footnote-ref-4)
5. Only Indicator 2B is required for federal reporting. [↑](#footnote-ref-5)
6. These indicators are also reported as part of the annual submission to the U.S. Department of Education to fulfill the Perkins V CAR requirements. [↑](#footnote-ref-6)
7. See footnote number 1 above. [↑](#footnote-ref-7)