  

# California Workforce Pathways Joint Advisory Committee November 29, 2021 Agenda Item 04

Posted by the California Department of Education

## Subject

Career Technical Education Data Report and Timeline in Meeting the Career Technical Education Incentive Grant Data Metrics, Pursuant to California *Education Code* Sections 53071 and 88828.

## Type of Action

Information/Action

## Summary of the Issue(s)

This agenda item presents the 2019–20 data metrics on career technical education (CTE) participants and CTE completers across different state and federally-funded CTE programs (2020–21 data is not available). This agenda item also provides status updates on further data metrics for 2019–20, and the analyzing strategy deployed to ensure continuity of CTE data analysis and reporting requirements across all state and federal programs.

## Recommendation

The California Department of Education (CDE) staff and the California Community College Chancellor’s Office (CCCCO) staff recommend continuing the use of the Career Technical Education Incentive Grant (CTEIG) Data Metrics 1 through 6 that are available to measure and evaluate program outcomes for new applicants.

## 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 Kindergarten through Grade Twelve Strong Workforce Program (K–12 SWP) were each allocated $150 million in ongoing funds. An additional $13.5 million was provided to the CCCCO 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 *Education Code (EC)* sections 53071 and 88828, is required to make recommendations regarding the use of data metrics for both 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 availability of CTE data has historically been restricted to course and program enrollment data, with some outcome data. Limited CTE data collection between 2015 and 2018 was based on utilizing data from California Longitudinal Pupil Achievement Data System (CALPADS) to obtain CTE participation and completer information, and a separate survey to obtain postsecondary 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. The starting point of any consistent CTE data collection was the 2020 data collection period (with the understanding that data is collected a year in arrears) of the academic year (AY) 2019–20, and it is this data that is being used to create the data report (see below).

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

#### CTE Data Reports

The CWPJAC members requested that the CDE and CCCCO staff present quantitative and qualitative data regarding the implementation of the CTEIG and K–12 SWP. The CDE staff have compiled a summary CTE data report using 2019–20 CTE data metrics for the CTEIG and the K–12 SWP programs as well as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as available and appropriate.

The data for K–12 SWP and the Perkins V program is not part of a four-year cohort. The K–12 SWP was in program year 1 and Perkins V was not started until 2019–20.

The following data reports will be presented:

CTE participant[[1]](#footnote-1) and completer[[2]](#footnote-2) counts, graduation rate, and percentage of those meeting University of California (UC)/California State University (CSU) requirements 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.

### Data Metrics:

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

* ***Indicator 1A:*** The number of pupils completing one CTE course.
* ***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.
* ***Indicator 1C:*** The number of pupils completing two CTE courses. (Begin reporting out with the 2020–21 cohort data)
* ***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. (Begin reporting out with the   
  2020–21 cohort data)

#### 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.
  + ***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.[[3]](#footnote-3)
  + ***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. (Begin reporting out with the 2020–21 cohort data)
  + ***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. (Begin reporting out with the 2020–21 cohort data).

#### Metric 3: The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator (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.
  + ***Indicator 3B:*** The number of pupils meeting a score of Level 2 “Standard Nearly Met” on the Smarter Balanced Grade 11 mathematics assessment.
  + ***Indicator 3C:*** The number of CTE Completers as defined in the CCI associated with the California School Dashboard.
  + ***Indicator 3D:*** The number of pupils completing college coursework as defined in the CCI associated with the California School Dashboard.

#### 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 (Begin reporting out in 2022).
  + ***Indicator 4B:*** The number of CTE pathway completers completing work-based learning experience (Begin reporting out in 2022).

#### 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 (Data not available).

#### 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 (Data is not available).
   * ***Indicator 6B:*** The number of CTE pathway completers enrolled in a state apprenticeship program (data is not available).
   * ***Indicator 6C:*** The number of CTE pathway completers enrolled in a form of job training other than a state apprenticeship program (Data not available).

### 2018–19 CTEIG and K–12 SWP (First Year Reporting) Data Metrics Reporting

During the November 2021 CWPJAC meeting, there was a comprehensive review of the 2018–19 data as related to the CTEIG and \*K–12 SWP programs.

Attachment 1 provides the data metrics for the CTEIG and \*K–12 SWP programs. This agenda item provides the data that relates to the six data metrics and the indicators within each metric. At the present time, the data are available for indicators in Metric 1 (Indicator 1A and 1B), Metric 2 (Indicator 2A and 2B), and Metric 3 (all Indicators). The data for Metric 4, Metric 5, and Metric 6 are not available for the 2019–20 student cohort (Those 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 to another high school, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period) within CALPADS.

Below are percentages for the 2019–20 cohort of CTE participants and completers graduation rates (Indicators 2A and 2B) along with percentages of those graduates meeting UC/CSU requirements. Data is not available for the 2020–21 cohort.

### Table 1. Preliminary Percentage Graduation Rate and Preliminary Percentage of Graduates Meeting UC/CSU Requirements

\*The data for K–12 SWP is not part of a four-year cohort. K–12 SWP was only in program year 1.

\*\*The 2019–20 four-year cohort data does not apply to the Perkins V program.

| **Student Population** | **Percentage  Graduation Rate** | **Percentage of Graduates Meeting UC/CSU Requirements** |
| --- | --- | --- |
| **All Students in the Cohort** (all students including those who are in CTE and those who are not) | 84.2 | 50.5 |
| **CTEIG CTE Participants** | 90.8 | 46.1 |
| **CTEIG CTE Completers** | 97.0 | 51.8 |
| **\*K–12 SWP CTE Participants** | 87.0 | 47.3 |
| **\*K–12 SWP CTE Completers** | 96.6 | 53.1 |
| **\*\*Perkins CTE Participants** | 88.9 | 46.6 |
| **\*\*Perkins CTE Completers** | 97.1 | 52.1 |

The observed increase in positive graduation rate outcomes for CTE completers compared to non-CTE students is constant across all three CTE funding programs.

The graduation rate percentages displayed above for Indicators 2A and 2B were used to determine the percentage of those graduates who met the UC/CSU requirements, and were derived from counts reported for Indicators 1A and 1B, as shown below:

### Table 2. Universal Counts Reported for Indicators 1A and 1B

| **Student Population** | **Number of Students** | **Number of Graduates** |
| --- | --- | --- |
| **All California Students in the Cohort** | 491,814 | 414,407 |
| **All California Non-CTE Students** | 69,153 | 42,018 |
| **All California CTE Participants** | 352,144 | 312,703 |
| **All California CTE Completers** | 76,952 | 74,355 |
| **CTEIG Non-CTE Students** | 100,662 | 76,769 |
| **CTEIG CTE Participants** | 308,149 | 279,799 |
| **CTEIG CTE Completers** | 72,447 | 70,273 |

### Outstanding 2019–20 CTE Program Metrics 1, 2, 3, 4, 5, and 6 and Indicators 1C,1D, 2C, and 2D

CDE is working to strategize on how to collect and analyze the data for Indicators 1C, 1D, 2C, and 2D. Below are the outstanding indicators from the 2019–20 AY:

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

* ***Indicator 1C:*** The number of pupils completing two CTE courses.
* ***Indicator 1D:*** The number of pupils completing more than two CTE courses but do not reach a CTE Completer status.

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

* + ***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.
  + ***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.

Data to populate Metrics 4–6 and their corresponding indicators are currently unavailable for the 2019–20 AY. The CDE anticipates being able to present Metrics   
4–6 for future cohorts, once these data are collected. CDE will continue to provide the CWPJAC with updates as to if, and when, more data are available.

The decisions made in relation to the outstanding indicators (1C, 1D, 2C, and 2D), along with the entirety of Metric 3, must be made prior to finalizing the 2019–20 AY data, and will inform how these metrics are interpreted and analyzed for reporting of CTE data in future years. These decisions must include the inability to collect data on the 2019–20 administration of the Grade 11 Smarter Balanced test results, due to the suspension of the summative test administration resulting from the COVID-19 pandemic.

### Logic used for calculating the Four-Year Adjusted Cohort Graduation Rate

Staff of the Career and College Transition Division (CCTD), in consultation with staff of the Analysis, Measurement, and Accountability Reporting Division (AMARD), recommend using the Four-Year Adjusted Cohort Graduation Rate (ACGR) as the basis of measurement to maintain consistency within the CTE data that needs to be reported to the U.S. Department of Education (ED) and state entities including the CWPJAC, the Legislature, the Governor’s Office, and the Department of Finance, as appropriate. The data currently collected and used to calculate the Four-Year ACGR 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.

Staff from the CDE’s AMARD will participate in the presentation for this item. Included within that discussion will be information about the progress CCTD is having with AMARD regarding the systematic collection of CTE data.

### CTE Data Analysis of the 2019–20 Academic Year (Spring 2021 Data Collection)

Up until the 2021 data collection period of the 2019–20 AY, the CDE collected CTE data through multiple methods and sources. Through the collaborative work of staff from the AMARD and CCTD, have established a single point of data collection for CTE in CALPADS, which will not only allow CDE to flag and track the CTE data, but it will also allow for future trend analysis of CTE. As such, the CDE will work with an annual CTE data collection and reporting timeline for federal and state reporting purposes, including the reporting of CTE data for the CTEIG and the K–12 SWP.

The annual CTE data collection process includes a two-part collection cycle for each CTE data year reported. This collection includes (1) CTEIG and K–12 SWP Metrics 1 through 4 which will be collected during the regular End of Year Submission for LEAs, and (2) CTEIG and K–12 SWP Metrics 5 through 6 which will be collected in the following Spring of each year. The table below provides an approximate updated schedule of when the two components are reported and how the timing of their reporting informs the anticipated reporting date to the CWPJAC:

### Table 3: Data Timeline

| **CTE Data Reporting by Academic Year** | **CTEIG and K–12 SWP Metrics 1–4 Collected** | **CTEIG and K–12 \*SWP Metrics 5–6 Collected** | **Anticipated Reporting Date to the CWPJAC** |
| --- | --- | --- | --- |
| 2019–2020 | August 2020 (not all indicator data available) | Not available | Summer 2022 |
| 2020–2021 | August 2021 (not all indicator data available) | March 2022 | Summer 2023 |
| 2021–2022 | August 2022 | March 2023 | Summer 2024 |

The annual data collection process allows the CDE to present a full set of data for each reporting year to the CWPJAC in the Fall following the Spring data collection period. This will ensure the normalization and consistency in reporting across all state and federal programs. The data reported is always one AY in arrears, and it takes another full year to compile and analyze the data for presentation to the CWPJAC. Currently, some of the data is not available due to the pandemic.

Using the analysis of the 2018–19 AY CTE data collection as a starting point, the CDE has begun to refine the data analysis and reporting calendar for the presentation of these metrics and will update the timetable for future years.

The CDE and the CCCCO is in the process of agreeing to a data sharing agreement via a Memorandum of Understanding (MOU) for the data needed to populate the CCCCO LaunchBoard for the reporting of the K–12 SWP. The CCTD and AMARD staff worked cooperatively to draft the data sharing MOU that has all of the requirements listed in the legislation and have delivered it to the CCCCO in September 2021.

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

**November 19, 2021:** The CDE (CCTD and AMARD staff) presented a report on the data metrics for CTEIG four-year cohort and K–12 SWP (not part of a four-year cohort), Pursuant to California *EC* Sections 53071 and 88828.

**September 29, 2021:** The CDE (CCTD and AMARD staff) presented a report on the data metrics for CTEIG four-year cohort and K–12 SWP (not part of a four-year cohort), pursuant to *EC* Sections 53071 and 88828.

**May 14, 2021:** The CDE presented a preliminary report on the data metrics for the CTEIG and the K–12SWP data metrics, pursuant to *EC* Sections 53071 and 88828.

**January 29, 2021:** The CDE presented a plan of action for collecting, reporting, and analyzing CTE data programs. Additionally, data was presented on CTE participants and CTE completers across different state and federal-funded CTE programs.

**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 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.

## Fiscal Analysis (as appropriate)

Funding available to eligible applicants under the CTEIG is $300 million for the program year (PY) 2022–23, and funding available under the K–12 SWP is $150 million for PY 2022–23 for eligible applicants. 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.

## Attachment(s)

### Attachment 1: Career Technical Education Incentive Grant and Kindergarten Through Grade Twelve Strong Workforce Program Data Metrics (3 pages)

1. A secondary student that enrolls in and completes at least one CTE course. [↑](#footnote-ref-1)
2. A CTE student who completes at least 300 hours of a 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. [↑](#footnote-ref-2)
3. Only Indicator 2B is required for federal reporting. [↑](#footnote-ref-3)