  

# California Workforce PathwaysJoint Advisory CommitteeNovember 20, 2023Agenda Item 03

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## Subject

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

## Type of Action

Information/Action

## Summary of the Issue(s)

This agenda item presents the 2021–22 data metrics on career technical education (CTE) participants and CTE completers within the Career Technical Education Incentive Grant (CTEIG). This agenda item also provides status updates on further data metrics for 2022–23, 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 use of the 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.

## The CTEIG Data Metrics Reporting Updates

### CTE Data Reports:

The CWPJAC members requested that the CDE 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 2021–22 CTE data metrics for the CTEIG program, as available and appropriate.

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 career technical education (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.

### 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 were unavailable for the 2019–20 AY. The CDE will continue to provide the CWPJAC with updates as to if, and when, more data are available.

### 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, the CDE now has 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 1–4 which will be collected during the regular End of Year Submission for LEAs, and (2) CTEIG and K–12 SWP Metrics 5–6 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:

### Data Timeline

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.

## Fiscal Analysis (as appropriate)

Funding available to eligible applicants under the CTEIG is $300 million for the program year (PY) 2023–24, for eligible applicants.

## Attachment(s)

None

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)