  

# California Workforce PathwaysJoint Advisory CommitteeNovember 25, 2024Agenda Item 03

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 Section 53071.

## Type of Action

Information

## Summary of the Issue(s)

This agenda item presents the 2022–23 data metrics on career technical education (CTE) participants and CTE completers within the Career Technical Education Incentive Grant (CTEIG). This agenda item also provides 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 CTEIG Data Metrics 1 through 6 to measure and evaluate program outcomes for new applicants.

## Brief History of Key Issues

The Budget Act of 2015 established CTEIG as one-time funding administered by the CDE, with the purpose of encouraging and maintaining the delivery of career technical education (CTE) programs during transition to full implementation of the Local Control Funding Formula for local educational agencies (LEAs). *EC* Section 53070 appropriated specified amounts for the CTEIG for the General Fund for the 2015–16, 2016–17, and 2017–18 FYs, and provided minimum eligibility standards for grant applicants.

The Budget Act of 2018 (Assembly Bill 1808) amended the *EC* sections
53070–53076.4 and established the CTEIG as an annual state-funded program with the goal of providing pupils in kindergarten and grades one through twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage and maintain the delivery of high-quality CTE programs.

AB 1808 specified that, upon appropriation by the Legislature, $150 million shall be made available for the program to the Department for the 2018–19 FY and each FY thereafter, and requires a grant applicant to demonstrate a proportional 2:1 match.

Kindergarten through Grade Twelve (K–12) Workforce Pathway Coordinators and Kindergarten through Grade Fourteen Technical Assistance Providers were also established under AB 1808 to provide technical assistance and support to LEAs for both the CTEIG and K–12 Strong Workforce Program.

The Budget Act of 2021 (AB 130) amended the *EC* Sections 53070–53076.4 pertaining to the CTEIG Program and made available $300 million for the 2021–22 FY and each FY thereafter.

The California Workforce Pathways Joint Advisory Committee (CWPJAC), per California *Education Code (EC) S*ection 53071, is required to make recommendations regarding the use of data metrics for both the CTEIG 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

### 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. (Began 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. (Began 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.[[1]](#footnote-1)
	+ ***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. (Began 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. (Began 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. – **NOT YET AVAILABLE – WILL POST DATA WHEN AVAILABLE**
	+ ***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 (Began reporting out in 2022).
	+ ***Indicator 4B:*** The number of CTE pathway completers completing work-based learning experience (Began 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 (Began reporting out in 2022).

#### 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 (Began reporting out in 2022).
	* ***Indicator 6B:*** The number of CTE pathway completers enrolled in a state apprenticeship program (Began reporting out in 2022).
	* ***Indicator 6C:*** The number of CTE pathway completers enrolled in a form of job training other than a state apprenticeship program (Began reporting out in 2022).

### 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.

### 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.

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 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 2024–25, for eligible applicants.

## Attachment(s)

None

1. Only Indicator 2B is required for federal reporting. [↑](#footnote-ref-1)