State Perkins Accountability Congress (SPAC) and Perkins V

Two state-of-Ohio staff represent Ohio on the SPAC:

- Sharon Enright, secondary education – Ohio Department of Education
- Barb Nicol, postsecondary education – Ohio Board of Regents

The work of the SPAC is ongoing...

Information about the SPAC is on the Perkins Collaborative Resource Network—SPAC Website: [http://cte.ed.gov/spac/](http://cte.ed.gov/spac/)

“The State Perkins Accountability Congress (SPAC) is an initiative sponsored by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), Division of Academic and Technical Education (DATE) to support accountability for career and technical education (CTE) programs funded by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).

“The SPAC provides an opportunity for the Department and states to engage in dialogue around approaches for measuring the performance of these programs. SPAC recommendations will help inform reauthorization discussions and the development of guidance to assist states in implementing future Perkins accountability requirements.”

The following information is from the SPAC and Design Team Progress Summary, Design Team Meeting 6, August 9-10, 2012, located at this Web site: [http://cte.ed.gov/spac/index.php/pages/meetings](http://cte.ed.gov/spac/index.php/pages/meetings)

The Department Blueprint for CTE Transformation

In April 2012, the Department released Investing in America’s Future: A Blueprint for Transforming Career and Technical Education (Blueprint).¹ The Blueprint sets out the Administration’s goals for Perkins reauthorization, laying out the following four core principles, which will support more rigorous, relevant, and results-driven CTE programming:

1. **Alignment**—connecting high-quality CTE programs with labor market needs to equip students with 21st century skills and prepare them for high-demand, high-growth industry areas;

2. **Collaboration**—linking secondary and postsecondary institutions, employers, and industry partners to improve CTE program quality;

3. **Accountability**—improving academic outcomes and building technical and employability skills in CTE programs, using common definitions and clear metrics for performance; and

4. **Innovation**—emphasizing systemic reforms of state policies and practices to support CTE implementation of effective practices at the local level.

The work of the SPAC will inform Department efforts to transform the Perkins accountability framework by suggesting a more uniform set of definitions to assess student participation and program results. The approaches are intended to support more meaningful comparisons of results across and within states, as well as help identify equity gaps among students.

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Indicators of Performance

OVAE initially charged the SPAC to examine six performance indicators that were identified as a high priority for legislative reauthorization (Table 1). Following the release of its Blueprint, the Department put forward a slightly different set of six performance indicators that promote Blueprint goals and build upon existing Perkins IV indicators. In keeping with existing practice, states would negotiate performance levels for these indicators with OVAE, and local consortia with their state, for each performance indicator.

SPAC work will continue to focus on the initial set of indicators, and if the project timeline allows, may expand to address the additional Blueprint measure.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SPAC</th>
<th>Blueprint</th>
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</thead>
<tbody>
<tr>
<td>Enrollment for subpopulations in CTE</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Entrance into postsecondary, with and without remediation</td>
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<td>✓</td>
</tr>
<tr>
<td>Secondary enrollment in postsecondary education, with or without remediation</td>
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<td>✓</td>
</tr>
<tr>
<td>Attainment of industry-recognized certification or licensure</td>
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</tr>
<tr>
<td>Attainment of postsecondary certificates and degrees</td>
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<tr>
<td>Rate of further postsecondary enrollment</td>
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<td></td>
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<tr>
<td>Rates of employment and earnings</td>
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<td>✓</td>
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</tbody>
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OVAE also is proposing a set of progress indicators upon which state and local grantees would be required to report, though no performance levels would be negotiated. These indicators include the number of dual credits earned, CTE credits earned that meet high school graduation requirements, and work-based learning opportunities completed.

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NOTE:
A key goal of the SPAC is to recommend COMMON MEASURES and COMMON MEASUREMENT DEFINITIONS. As a compliment to this work, a CTE Work Group is making recommendations of common data elements for the Common Education Data Standards (https://ceds.ed.gov/).