

National Research Center^{cte}
University of Louisville

***Building a Useable Inventory Template for
Collecting State and Local Information for
Meeting the Technical Skills Accountability***

***Pradeep Kotamraju, Deputy Director
Orville Blackman, Postdoctoral Research Associate***

Building on the past to improve the future

The contents in this presentation do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



National Research Center for
Career and Technical Education

The Center Partners



UNIVERSITY OF MINNESOTA



Cornell University



NOCTI



UNIVERSITY OF LOUISVILLE



ACTE
Association for Career and Technical Education



AED
Academy for Educational Development



STATE DIRECTORS
National Association of State Directors of Career Technical Education Consortium



SREB
SOUTHERN REGIONAL EDUCATION BOARD



CLEMSON
UNIVERSITY

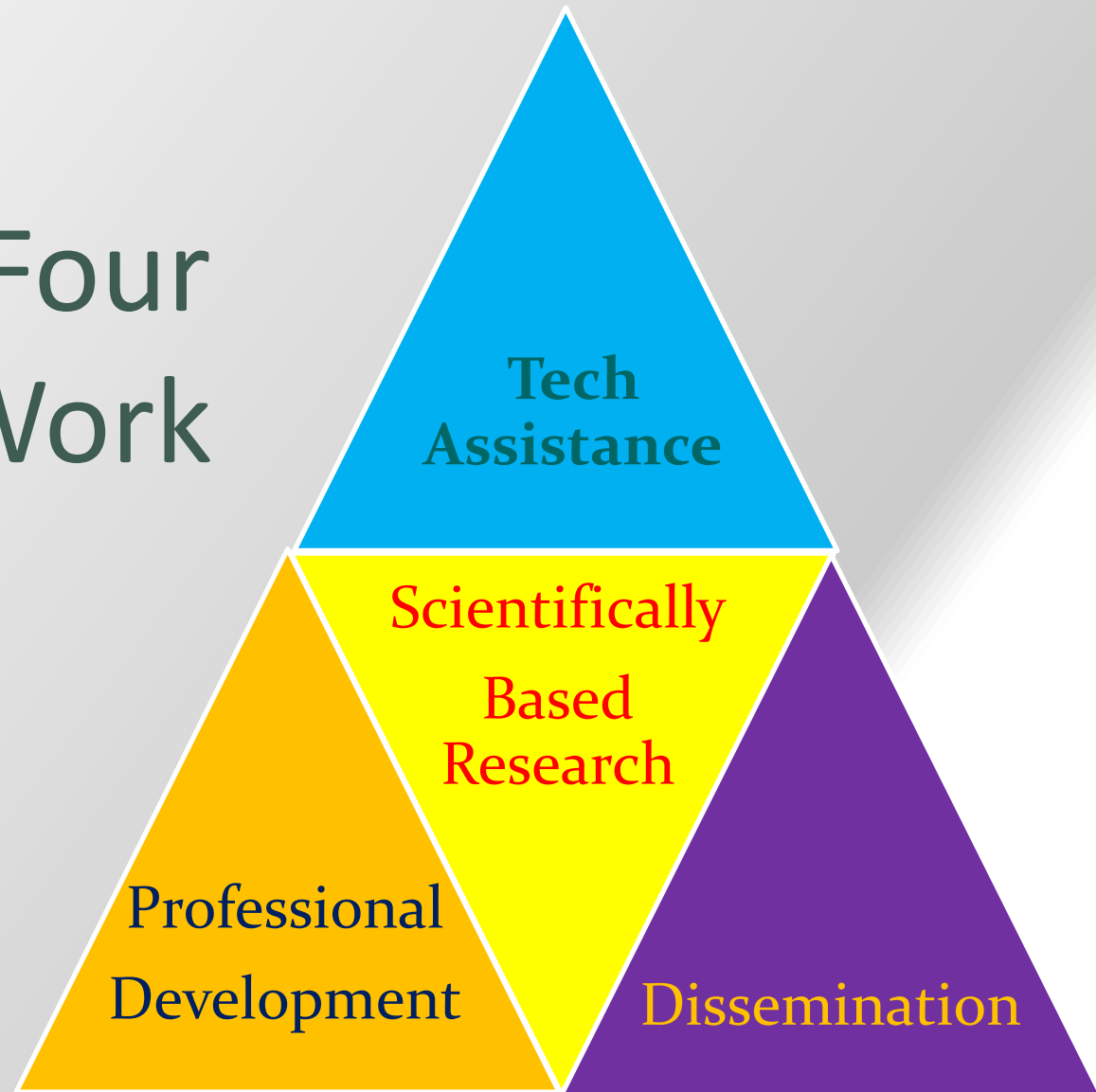
Partner Organizations



The Center - RFP

Purpose . . . to carry out scientifically-based research and evaluation, and to conduct dissemination and training activities consistent with the purposes of the Act.

The RFP: Four Plans of Work



The NRCCTE Inventory Template

- Main source OVAE-developed materials in regulatory guidance, DQIs, and NSWG meetings
- Distinction between a *Clearinghouse*, a *repository*, and an *inventory*: Rests on vouching for *validity* and *reliability*

The NRCCTE Inventory Template

- **Clearinghouse:** (a) collection of technical skill assessments, with an associated item bank, adhere to an internally developed common validity and reliability process (b) an item bank is made available to customize the development of particular assessments (c) any new assessment must meet common validity and reliability standards and be able to make available the questions for the item bank.
- **Repository:** (a) an already existing collection of technical skill assessments (b) validity and reliability is specific to individual assessments, including state-developed assessments.
- **Inventory:** (a) catalog the availability of technical skill assessments, and (b) provide as much information as possible so that states are able to build their own technical skill assessment system

The NRCCTE Inventory Template

[Page 1 handout]

- Main source OVAE-developed materials in regulatory guidance, DQIs, and NSWG meetings
- Rows specify TSA Types (third-party industry certifications, state-developed or approved instruments, and if need be, proxy or transition measures)
- Columns indicates program specifics (CIP code, clusters, pathways, web address for assessment/assessment organization)

The Scrapper Principle

[Page 2 handout]

- Mnemonic used for identifying the eight characteristics which describe any technical skill attainment measure
- By no means exhaustive but a way for delineating responsibility and indicating federal, state and local jurisdiction overlap

Some Early Results

[Page 3-5 handout]

- Little over 1500 assessments from 11 states at secondary level
- IT, Health, Business, Manufacturing, Construction, Communications, and Agriculture (Top Seven areas)
- Third Party Certification/Technical Exams, State-Developed Program of Study Exam, State-Developed End of Program Exam,

Issues for Consideration in the Future

- Status of Postsecondary
- Program of Study level assessments – the role and input of the postsecondary partner
- Current vs. future usage
- Shape, form and extent of relationship with third-party TSA organizations