

AE PMF Task Force Meeting | February 26, 2016 Feedback Form Results

Task Force Recommendations:

Do you have any outstanding questions/comments about the 15 Calendar Day Rule?

No

Yes, we still have a large concern around the inability to unenroll SPED students and those under 18. This will have a disparate impact on LEAs that serve large groups of students in these subgroups. These groups represent at least 1:5 students in our building, whereas other schools may have few to no students in these subgroups. We propose that these students have a separate grouping on the PMF.

no

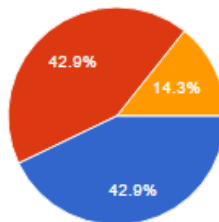
Not at this time, but we should continue to revisit at our next meetings to ensure all schools a have full and complete understanding and intpretation of the rule.

None.

We are advocating for 11 membership days instead of 15 calendar days. This will allow for a more streamlined data collection process and for programs to have the opportunity to determine if a student is genuinely engaged in programming based on when they are expected to be in attendance. Also, this avoids issues with students who enroll right before a holiday, PD days and unplanned closures.

No

My LEA would like to use the proposed business rules for the Retention measure.



Yes	3	42.9%
No	3	42.9%
Abstain	1	14.3%

Comments on the Retention measure proposal:

Clarity needed: According to slide 36, students are retained if: "They are enrolled in a certification program that does not have a pre-test but has a post-test (i.e. certification exam) and have attended at least 120 hours or attempted the certification exam" Concern: MA certification for students is optional at LAYCCA, as our students have gained employment without attempting the CCMA exam. How can retention be measured for those students without a pre-test who remain enrolled in our MA training exam? This language works for our college and IT pathway but not our MA pathway. Clarity needed: According to slide 33, students are retained if "They already have a secondary credential, score at ABE level 6 on an NRS-approved assessment pretest and earn a certification or college credit while enrolled during the program year" Concern: We would like this to read, "They already have a secondary credential, score at ABE level 6 on an NRS-approved assessment pretest and attempt a certification or college credit while enrolled during the program year."

We agree with the principal of adding the vocational students to the Retention measure, but would like more details worked out before we vote yes. PCSB is proposing that students who participate 120 hours in vocational programs be counted as retained for the Retention measure. We could be okay with this just for the retention measure, but our understanding is that those who meet 120 hours regardless of whether they completed the vocational course would also go into the credential measure. Our concern is that our MA program consists of many more hours so that at 120 hours, students who participated in less than half of the vocational coursework would be going into the credential measure. Our understanding is that the intention is to measure the achievement of the credential for those who complete vocational coursework. Our preference would be that students who complete a final vocational program exam at the end of their instructional hours be included in the measure. This allows for differences between various vocational programs and types of certifications. Our final exams would be the CDA practice exam that we have had approved by the Council for Professional Recognition and the RMA Practice Exam taken at the end of coursework which is an official practice exam from the credentialing body. If using the final exam as the benchmark isn't possible, then an alternative number of hours of participation could be selected. For the MA program it seems that a better benchmark for inclusion in the credential measure would be at about 300 hours of participation in coursework. Even with participation at this level, the student still also has to also complete an internship in addition to regular course hours, an externship of 160 hours, and pass the credential exam to earn a credential. The MA program including classes, internship, and externship is 720 hours. For CDA, the benchmark of 120 hours class participation seems acceptable to go into the credential measure. After reaching this minimum number of required hours (we offer over 275 hours of instruction to fully prepare students), the students still need to complete a portfolio, a 480 hour practicum, be observed by a trained observer and pass the credential exam. A third option would be to measure Retention at 120 hours, but have separate criteria directly related to course completion, such as completion of end of coursework exams, for the credentialing measure. Finally, we'd like to add to the definition of how ABE 6 students can complete the Retention measure. We would like to propose that they be counted as met for retention if they: 1) Take an NRS post-test, 2) Are in a vocational certification program and complete a vocational post-test, 3) Have attempted at least one GED test or are in the NEDP assessment phase while enrolled during the program year or 4) Earn a certification or college credit while enrolled during the program year. There seemed to be some confusion during the meeting about students in ESL programs who score into ABE 6. Students in ESL programs can fall into either ESL NRS levels 1-6 (scale score 0 to 235 on CASAS) or ABE 5 or 6 (236+ on CASAS). ESL program students who score at 236+ on Reading are still ESL students programatically (they are still studying reading, listening, speaking and writing in ESL), but they are classified as either ABE 5

or ABE 6 under the NRS because there isn't an ESL NRS level for students who score 236+. For this reason we have ESL students who pre-test into ABE 6 (246+ on CASAS). They are focusing on general English speaking, listening, reading, and writing skills and parenting skills. We post-test these students to see if they can make point gains on CASAS (even though they can't make an EFL gain and therefore aren't in the Progress measure). We would like to count these students as retained under the Retention measure since they are completing a post-test just like their classmates who pre-test into the lower NRS levels.

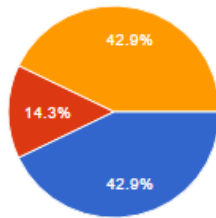
In attempting to have a greater number and percentage of students represented in the Retention measure, the post-testing required to accomplish this may unnecessarily test students that are not ready to be tested as their training programs require longer periods of instructional time. Additionally, the testing date for NNAAP is not entirely within the school's control.

None.

We would like to revisit this measure.

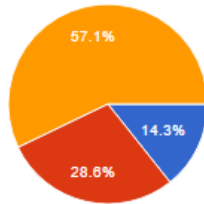
We do have one question about the second proposed business rule: They score at ABE level 6 on an NRS-approved assessment pre-test and have attempted at least one GED test or are in the NEDP assessment phase while enrolled during the program year Does "GED Test" mean all four exams or just one exam, e.g. math or science? We would suggest that this language be clarified.

My LEA would like to include the Level 4 CTE certifications in the Student Achievement measure.



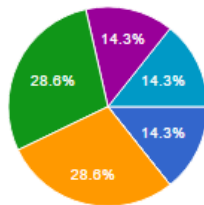
Yes	3	42.9%
No	1	14.3%
Abstain	3	42.9%

My LEA agrees with the floor and target for the CTE certification measure in Student Achievement



Yes	1	14.3%
No	2	28.6%
Abstain	4	57.1%

What would you like to name this new measure?



Earned Level 4 Certification	1	14.3%
Earned High Demand Certification	0	0%
Earned Career Level Certification	2	28.6%
Earned High Level Certification	2	28.6%
Abstain	1	14.3%
Other	1	14.3%

Comments on the proposal to include Level 4 certifications in Student Achievement:

Because our program does not uniformly offer or require the CCMA, we would only be measured for the A+ certification in this grouping. Is this correct?

We agree with the general idea of adding Level 4 certifications to the PMF but believe more data analysis needs to be done by the Task Force before we would vote yes to including it for 16-17 and before we vote on what the floors and targets should be. Our foremost concern is that we don't have a strong sense of whether the proposed floors and ceilings for the Level 4 certification measures are based on enough data or the right data. From what I have learned so far, it seems like the proposed floors and ceilings of 60 to 100% may be based on data on certification pass rates (i.e. those who pass the exam divided by those who take the exam) rather than on a measure of the number of students who pass the certification exam divided by the number who complete vocational course work. In our experience these two outcomes are very different because students have many more requirements after completing coursework until they actually test and earn the credential. I would like the task force to be able to analyze historic data from existing charter programs on particular certifications as well as more detail on the data PCSB has gathered from other sources to make sure we are not comparing apples and oranges and that the floors and targets used are realistic. My understanding so far is that there wasn't data from the credentialing bodies available on those who completed a course versus those who passed. From our own experience, the CDA credential pass rate is 90 to 100%, but the percentage of those who completed the coursework vs completed the credential is much lower. From the data that is publicly available on students exiting career programs from other schools' mission specific data, the outcomes for higher level programs also seem much lower than the proposed 60-100% range. Options for handling this measure for 16-17 include: 1) Make this measure display only without defined floors and targets for at least two years to gather solid data; 2) Base floors and targets on data on our schools' populations of students if there isn't reliable data from other sources that measures the same data points that we propose to measure, or 3) Temporarily use the measure of how many students took and passed the exam as the credential measure with floors and targets based on available data, until we can later move to measure the number of credential completers divided by the number of course completers when we have more years of data to develop floors and targets for this more comprehensive measure. Other questions on this measure include: a. Would the numerator be the number of those students who completed course work two years ago AND who completed a credential thus far, divided by the number of students who completed course work 2 years ago? In any given year we have completers who took coursework in a variety of program years. Students can take as many as three years after the coursework to complete the credential.

We would hate to lose credit for these students when the credentialing bodies allow longer time frames to finish. b. We would need to analyze data carefully from all programs to establish what time frame is fair for each type of credential. If the PCSB and the task force would decide against allowing 3 years to complete the credential, it would be nice to allow bonus points to the numerator for those who complete after the expected completion timeframe. (Similarly to how this was designed with the 2nd year post-secondary measure). Allowing three years after the vocational course work is ideal for our school based on our experience and the timeframes allowed by the credentialing bodies. The CDA credentialing body allows students 3 years from the time they start their practicum to finish the credential. The RMA allows 4 years after graduation to finalize the credential. c. I liked your idea mentioned on the phone of having committees that provide certain types of certifications to work on the floors and ceilings for those certifications.

We would have voted "yes" if this pass rate were reasonable. We feel very strongly that the floor is too high in that it will result in a very high (86%) threshold passing rate for Tier 1 status.

None.

We would propose that there be a footnote denoting that Level 4 certification indicates that the certification is the 1) most time intensive, and 2) requires that students pass a capstone exam in order to receive certification.

Describe how your LEA's certification program(s) is/are structured.

None

We would like to make sure that we are giving you the information that you really need. Can we arrange a phone call to discuss this?

CDA: The school offers over 275 hours of coursework of which students must participate in a minimum of 120 hours in certain subject areas required by the Council. They also take an internal practice exam at the end of coursework. To be credentialed, students also need to complete a computer based individual portfolio, do a 480 hour practicum, receive an observation by a trained observer and apply to take the credentialing exam. Students have up to three years to complete their credentialing exam after they start their practicum. MA: The MA program includes 720 hours divided up between coursework, an internship, a review class and an externship. After completion of the coursework and internship, students then participate in a review course to prepare for the credentialing exam, complete an externship, and take the credentialing exam. Students must complete all requirements for credentialing within four years of graduation.

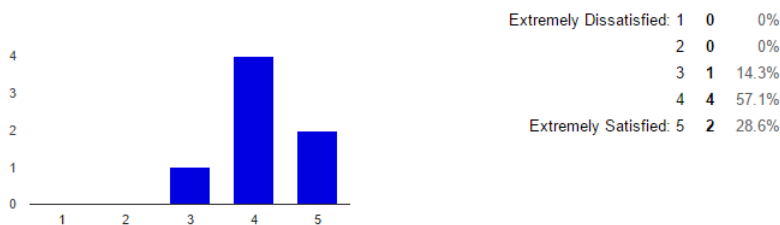
Career programs vary in duration of 5 month for A+ preparation to 5 or 10 month preparation for NNAAP preparation. Students successfully completing our training program progress to take the industry certification. Students that are English Language Learners often study content in an ESL class prior to entry into the career training program.

Computer Certifications: Our IC3 certification is a 3-credit college level course that meet 1.5 hours 4 days a week for 11-12 weeks, depending upon the term. Participants must pass a three-part exam to earn certification. They must earn certification to be awarded credit once they matriculate at UDC-CC or Graduate School USA. Our MOS certification classes have the same schedule as our IC3 classes but are not articulated for credit at a post-secondary institution at this point. We offer these classes through Microsoft IT Academy. These computer classes are first offered to participants in our core programs and to recent graduates. When space permits, we open them up to others in the community. Everyone who takes a computer certification class also takes a CASAS pre- and post-test. ServSafe and Customer Service: Our Food Handlers (ServSafe) and Customer Service certifications are offered as elective courses for participants in our core programs. Class meets for 6-8 hours of instruction (the schedule of classes varies) and then students take the exam with us. These courses are not open to broader community members.

Our primary certifications would currently fall into the "level 3" designation - they include HBI PACT and NCCER. Both of these certifications are industry recognized (and DOL supported); they require intensive seat time, skills mastery, and successful completion of exams in order for students to earn the certifications.

Meeting Feedback:

On a five-point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with today's meeting?



On a five-point scale, where "5" is strongly agree and "1" is strongly disagree, please rate your thoughts on the following statement:

