

Research Gaps and Research-Practice Efforts

Daniel Kreisman

CTEx and Georgia State University

May 3, 2019

Research Gaps and the Promise of Partnerships

CTE is hard to study:

- For the most part, **few test scores**.
- Real measures of success are **long-run**.
- Lots of **more subjects**.
- Programs are **diverse and localized**.
- States have **leeway** in implementation and measurement.

This is a handful:

- Reporting requirements don't address this well.
- Data linkages are hard to come by.

But, new **research partnerships*** are filling the need. We can do even more.

1. Alternative Oversight Structures

Does state/federal oversight align with measures of your programs' success? In other words, how do we measure quality?

- Current reporting requirements prioritize **completion, graduation, maybe test pass rates**.
- We actually care about **long-run outcomes**.*
- How do we **value credentials***?
- How do we know what employers value?

Let's think about **alignment and measures**:

- 1 Measure long-run outcomes. **College, employment, earnings.**
- 2 Correlate to medium-term measures. **CTE test scores? Soft skills?**
- 3 Find factors that predict medium-term success. **Teachers? Alignment?**
- 4 These become **immediate measures** of program success.

1. Alternative Oversight Structures

Does state/federal oversight align with measures of your programs' success? In other words, how do we measure quality?

- Current reporting requirements prioritize **completion, graduation, maybe test pass rates**.
- We actually care about **long-run outcomes**.*
- How do we **value credentials***?
- How do we know what employers value?

Let's think about **alignment and measures**:

- 1 Measure long-run outcomes. **College, employment, earnings**.
- 2 Correlate to medium-term measures. **CTE test scores? Soft skills?**
- 3 Find factors that predict medium-term success. **Teachers? Alignment?**
- 4 These become **immediate measures** of program success.

2. Equity and Access

What determines **program offerings**.

- Maybe it responds to local labor demand.
- Suggests we won't see the same kids offered the same programs.

Equity in access and outcomes:

- Differences in **take-up** within schools vs. across schools.
- Differences **outcomes** for same program within and across schools.

Back to evaluation challenges:

- Hard to separate evaluating programs from variation in school quality.
- Might think about evaluating programs **relative to school performance in other dimensions**.

3. Disconnected, Disabled and Rural Students

Potentially the highest value return to CTE is for Disconnected and Disabled students.

- Data challenge is large.
- For disabled students, want to know about other training and services received **after high school**.
- Also requires relationship with Sp.Ed. within schools.

Rural communities:

- **Place-based policies** are real.
- Do we align programs to the location, or to maximize the value to the student (which might not be the same)?
- A good place to bring up supply of teachers, and link back to access and equity.