



DATA-DRIVEN DECISION MAKING

Shared Program Quality Definitions and Indicators

Establish shared statewide definitions and indicators for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.



Kentucky

Under state statute (158.816), the state establishes the need to annually assess, analyze and report on the academic achievement of technical education students who have completed or are enrolled in a sequence of a technical program of at least three high school credits. Though part of the statute reflects general reporting requirements associated with Perkins, it also requires the the Kentucky Department of Education to coordinate the development of a statewide technical assistance plan to aid providers of programs in identifying areas for improvement for those schools that do not meet their school performance goal and for those schools in which technical students as a group do not score equal to or better than the school average in each of the academic areas.

Kentucky has engaged in some program quality and outcomes indicators through its work with New Skills for Youth and Education Strategy Group's Credentials of Value Institute.

OPPORTUNITY TO STRENGTHEN

Kentucky can consider, whether through statute or executive order, the formal promotion of setting shared education to workforce program definitions to further support agency alignment and priorities associated with education to workforce pathways. Kentucky can also set shared metrics to ascertain the collective success of cross-agency commitment to drive a statewide focus on education to workforce pathways for its citizenry.

RESOURCES

- [Kentucky Workforce Innovation Board Strategic Plan](#)

POLICIES

- [KRS § 158.816](#). Annual Statewide Analysis and Report of Academic Achievement of Technical Education Students



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Rhode Island

PrepareRI is run by a cross-agency task force that includes the Governor's Office, Department of Education, Governor's Workforce Board, Rhode Island Commerce Corporation, Office of the Postsecondary Commissioner and Community College of Rhode Island. The task force also partners with employers and local communities.

This cross-agency initiative seeks to strengthen K–12 and postsecondary career-focused education and experiences to ensure stronger alignment between learner pathways and workforce needs in the state.

Through PrepareRI, the state has focused on shared agency definitions for career pathway programs and high-demand career fields. All agencies also have a list of shared goals, which are currently being updated to extend to 2025. These shared goals include the following focus areas: employer engagement, industry credentials and college credit, work-based learning, CTE, counseling and career exploration, outcome-focused accountability, aligned funding, and outreach and professional learning.

OPPORTUNITY TO STRENGTHEN

While PrepareRI members possess shared definitions across agencies, it is not clear whether these shared definitions translate into other governmental agencies working with the task force. Rhode Island can codify program definitions and indicators into state law so that formal alignment can happen across state agencies and programs.

RESOURCES

- [PrepareRI What We Do](#)
- [PrepareRI 2020 Annual Report](#)
- [PrepareRI Action Plans](#)

POLICIES

N/A



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Texas

60x30TX sets a broad attainment goal—that by 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree, broken down across the spectrum of options. It also sets additional goals and completion targets at various years and for specific underrepresented student populations: African American, Hispanic, economically disadvantaged and male students. An additional target addresses enrollment in postsecondary by high school graduates.

The definition for qualifying credentials includes:

- A level I, level II or advanced technical certificate, as defined in the *Guidelines for Instructional Programs in Workforce Education*; and
- Any degree—associate, bachelor's, master's, professional or doctoral.

In addition to the attainment and completion targets, 60x30TX has goals for ensuring that students learn marketable skills (via postsecondary programs) and that student debt is limited to no more than 60 percent of first-year wages for graduates of Texas higher education institutions.

OPPORTUNITY TO STRENGTHEN

While the state's laudable 60x30TX attainment goal outlines the goals and metrics, the work is largely being done independently across the various agencies (as opposed to integrated). Texas can align its policies and various agency programs so that they are progressive, interconnected and complementary. Data collection and reporting of progress toward metrics can be more interconnected, as opposed to data from the Texas Education Agency, Texas Higher Education Coordinating Board and Texas Workforce Commission independently.

RESOURCES

- [60x30TX](#)
- [2019 60x30TX Progress Report](#)

POLICIES

N/A