**Oregon Perkins V Data and Accountability Workgroup Virtual Meeting Notes**

August 19, 2019

Workgroup Objectives

* Prioritize data necessary to support Oregon’s CTE system, determining what is already available and what new data is needed.
* **Review and provide input on draft definitions of CTE concentrator at the secondary and postsecondary level.**
* Develop recommendations on the secondary program quality indicator.
* **Review and provide input into draft definitions of numerators and denominators for secondary and postsecondary measures.**
* Develop recommendations for secondary and postsecondary state determined levels of performance.
* Review and provide input into other Perkins accountability related requirements, such as required state plan elements.
* Develop recommendations for state activities around data technical assistance and guidance to local recipients, use of leadership funds, and data-driven decision-making.

New Concentrator Definitions

Postsecondary Definition

Current Oregon Definition

* A student who is enrolled for credit and has completed 18+ program credits, of which 9+ credits are CTE core credits, within a single program of study that terminates in the award of a degree, a certificate of completion or an industry-recognized credential.

Perkins V Definition

* A student enrolled in an eligible recipient who has:
	+ Earned at least 12 postsecondary credits, of which 9 postsecondary credits are CTE specific, within a career and technical education program or program of study; or
	+ Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Discussion Questions

1. What is your initial reaction to continuing to include the nine postsecondary credits that are CTE specific in the definition? Is that something that you definitely want to do? Do you have a different suggestion?
2. Particularly for those who work at the postsecondary level, what is your initial reaction to what this definition will do to the overall concentrators in your reporting? Does dropping the top number from 18 to 12 greatly increase the number of concentrators? How will this change the types of students that get captured in that definition?

*Discussion:*

* Observation: The old definition says “within a single program of study”, while the new definition says “within a CTE program or program of study.”
	+ What is the thinking behind opening the definition in this way?
		- The term “program of study” is a very specific term that indicates an approved CTE program of study with postsecondary connected to K-12. The term “program” is not the same- it is essentially postsecondary-only with no connection to K-12. In the Perkins V definition, Oregon is trying to capture both programs and programs of study
	+ Concern: The Perkins V definition makes it clear that we can use Perkins funds at the postsecondary level for all CTE programs, not just programs of study
		- Are we choosing to not invest our Perkins funds only into programs of study?
		- Will institutions be held responsible for the performance measurements for programs that are not programs of study?
	+ All CTE programs report data regardless of whether the programs are a CTE program of study
* Reducing the credits required to be a concentrator to any 12 postsecondary credits will expand the cohort examined significantly
* How many institutions can pull the data to show what your concentrator cohort would look like if you drop from 18 to 12 credits for concentrators?
	+ Three participants indicated that they would be able to do this
* What is the purpose of the CTE concentrator in regards to postsecondary data? Are institutions going to be held accountable for this data regardless of whether the program measured is a program of study?
	+ Concern: To what end is the data going to be evaluated? If it’s punitive, then there is apprehensive about changing the definition
* Concern: Some community colleges’ CTE programs will never be programs of study because of funding limitations
	+ Programs should be open to Career Tech programs as well as programs of study if there is going to be funding attached
* Concern: Changing the concentrator definition so that it’s not specific to one program of study is going to immensely increase the cohort, since students will get credit while in CTE programs in high school
	+ Concerns that this will open the concentrator definition to kids who are “sampling” programs of study
		- However, some people are interpreting the Perkins V concentrator definition to mean that the 12 credits must be within one pathway
	+ Some participants expressed that the nine and 12 credits referenced in the Perkins V concentrator definition need to be within the same program
* There is no time period referenced in the definition
	+ How will Oregon ensure forward momentum for learners given that there is no time period in the definition?
	+ In some states, the state will establish a reasonable amount of time for a student to earn 12 credits
* The current Oregon definition uses the terms “program credit” and “core credit”
	+ Were these definitions crafted around field names in the past?
	+ Important to connect Perkins V definition language to the field

Secondary Definitions

Current Oregon Definition

* A student who has earned a minimum of 1 credit in CTE courses, with at least .5 credit being designated by the school as required
	+ Note: In this use, required means that this course curriculum and instruction is based on industry-recognized standards approved for the applicable CTE program and may be addressed by the technical skill assessment used to measure student achievement.

Proposed Perkins V Definition

* A CTE Concentrator must take a least two courses in an approved CTE Program of Study, with at least one at the intermediate or advanced level. The courses must use separate course numbers assigned by the school.

Proposed Perkins V “Course” Definition

* A course is a single semester or trimester course equating to either .5 credits or .33 credits respectively.

Proposed Perkins V “Intermediate” Definition

* A course that focuses on career exploration and learning more specific technical skills.  The course is usually designed to build on basic skills with intent to move toward technical proficiency in preparation for a career.
	+ How this might be identified in a course name, description or matrix:
		- May be the second course in a numbered sequence.
		- Often will have some sort of prerequisite course or skill level.
		- Usually recommended for students in grades 10 to 12
		- Combines cluster level and focus level skills.

Discussion:

* Any initial reaction to the proposed Perkins V definition?
	+ Why do the courses need to have different course numbers than those assigned by the school?
		- Concerns that this would lead to additional work for high school staff because they would have to code one course differently two times
		- ODE: This was added to the definition to account for courses that can be repeated
	+ How would an institution delineate an intermediate course from an advanced course?
		- Suggestion: course standards matrix is one way to delineate
	+ Concerns: Ninth grade students could potentially be considered CTE concentrators. For instance, if a ninth grader could take a first semester intro course and then a second semester intermediate course, they would be considered a concentrator under the proposed definition.
		- Concerns that freshmen are not ready to take intermediate courses
	+ Concern: Freshmen students in rural communities may not be included in the concentrator definition even if they take an intermediate course second semester.
	+ Course definition feedback:
		- Remove the word “respectively” because not all trimester courses in the K-12 environment are .33 credits
			* What would an institution do when it has a trimester class that is .5 credits?
			* Concerned about using the word “course” since what is usually measured is credit
* Is two semester-long or two .5 credit courses enough to be a concentrator?
	+ ODE considering adding a completer definition to also collect data on students who complete the secondary portion of their CTE programs, so that the state can identify the outcome of students who finished the program
		- What is the value of us determining completers? What is the purpose of collecting data on a completer?
		- If this is a concern than the concentrator definition should just be expanded upon
		- Concern: Definitions are going to drive practice and it seems that definitions are becoming “watered down”
			* This makes it difficult for those who are trying to use performance measurements to drive changes and investments that will improve programs
				+ If the definitions are too broad, then the data will not be useful
	+ Suggestion: A student must complete two full credits to be considered a concentrator

Indicator Numerator and Denominators

1P1 Postsecondary Placement

* Numerator: Number of CTE concentrators who completed a program or program of study and, at 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National Community Service Act of 1990, are volunteers as described in section 5(a) of Peace Corps Act, or are placed or retained in employment.
* Denominator: Number of CTE concentrators who completed a program or program of study during the reporting year.

Discussion

* Challenge: Oregon does not have an effective mechanism to collect data on military service or service program participation (which concerns the number of students who go into the military AFTER they leave a program)
	+ None of the workgroup participants are able to collect this data at their institutions.
	+ Concern: It is not fair to include something in a definition that institutions do not have mechanism to collect the data on. If it cannot be collected at the state level, then it is not fair to expect institutions to collect it. It is already difficult for institutions to capture required data.

2P1 Earned Recognized Postsecondary Credential

* Numerator: Number of CTE concentrators in the previous reporting year who earned an industry-recognized credential, certificate of completion, or a degree and left during the previous reporting year or the current reporting year.
* Denominator: Number of CTE concentrators who were enrolled in the previous reporting year who left during the previous reporting year or the current reporting year.

Discussion

* This data would lag
* Need to define what a certificate of completion is
* State will have to help tremendously with the data match
	+ Industry-recognized credentials will be difficult to collect data on since not all industry-recognized credentials are created equally
		- Most states are moving in the direction of only counting industry-recognized credentials that are on an approved list

3P1 Nontraditional Program Concentration

* Numerator: Number of CTE concentrators from underrepresented gender groups who participated in nontraditional programs.
* Denominator: Number of CTE concentrators who participated in nontraditional programs.

Discussion

* What is a nontraditional program for X student? Is this going to be revisited so that the measure will not be based on old nontraditional program data?
	+ ODE reevaluated nontraditional programs recently
* Concern: The definition reads as if someone can qualify as a concentrator in one program and a participant in another program
* When examining the underrepresented gender group, will a gender binary be used or will there be an additional option?
	+ At this point, nonbinary students would be removed from the numerator
	+ Who would note if a student is nonbinary?
		- ODE: It would be up to the program to collect that data
			* Some institutions provide the option to identify as nonbinary
		- Often, whatever gender the parents fill out on the form will travel with the student until it is changed in the system

1S1: Four-Year Graduation Rate

* Numerator: # of CTE concentrators in the state’s adjusted four-year cohort that earn regular high school diplomas by August 1 in the reporting year.
* Denominator: # of CTE concentrators in the state’s adjusted four-year cohort in the reporting year. The adjusted four-year cohort includes students who were first enrolled in high school four years prior to August of the reporting year plus those students who transferred into the cohort within these four years and minus those students who transferred out of the cohort within these four years.

2S1: Academic Proficiency in Reading/Language Arts

* Numerator: # of CTE concentrators who have met the proficient or advanced level on Oregon’s reading/language arts assessment administered under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores of CTE concentrators who, in the reporting year, completed high school.
* Denominator: # of CTE concentrators who took the ESEA assessment in reading/language arts and who, in the reporting year, completed high school.

3S1: Post-Program Placement

* Numerator: # of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
* Denominator: # of CTE Concentrators who exited an approved secondary Program of Study during the reporting year

4S1: Non-traditional Program Concentration

* Numerator: Number of CTE concentrators from underrepresented gender groups who participated in nontraditional programs.
* Denominator: Number of CTE concentrators who participated in nontraditional programs.

Program Quality Indicator Report Update

* Work-based learning will be the secondary CTE program quality indicator
* ODE plans to develop a career college readiness indicator
	+ A workgroup will be established to influence what this indicator will measure
	+ This indicator will encompass all three secondary CTE program quality indicator options
	+ ODE hopes to pilot this indicator in the 2020- 2021 school year

Next Steps

* Virtual Meeting, September 9, 9:00 am
	+ Discuss performance targets
* In-person Meeting, October 8 or 9
	+ Additional data collection needs
	+ Accountability-related state plan elements
	+ College and career readiness indicator
* Goal: Performance targets out for public comment by mid-September