**Data and Accountability Workgroup Meeting Notes**

October 8, 2019

**Icebreaker**

If you were going to measure the impact of CTE programs in your environment with only ONE data point- what would it be?

* Technical skill assessment (when done with fidelity)
* Ask, “Did what you did in high school help prepare you for your next steps?”
	+ Did it inspire the students to continue their studies in the postsecondary education?
* Employment
	+ Meaningful employment related to studies
* Obtaining an industry certification, license or credential
* Graduation rate for all learners who received 3 or more CTE credits in their high school career
* Wages over the lifetime of CTE concentrator vs. non-concentrator
* Economic stability/ household wealth
* Employee/learner satisfaction
* Employer satisfaction
* Return on investment data
* Placement

**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.

**Key Impacts**

* Shift in secondary concentrator definition to two credits
* New “career and college readiness” indicator development
* Shifts in numerator/denominator definitions
* Guidance around targets

**Final Review of Performance Targets**

Discussion Questions:

* Are you comfortable with the numerators and denominators?
* Are there business rules that still need to be articulated?
* Do the targets seem ambitious, yet reasonable?
* Is the information that will be presented for public comment clear? Easy enough to understand for different stakeholder groups?
* How can we reach stakeholders to get input?

Postsecondary Performance Indicators Discussion:

* 1P1 “Postsecondary Placement”
	+ Is it possible to measure enrollment in military service?
		- Concerns that those enrolled in military service will show up in the denominator, but not the numerator
	+ Placement is the first step to getting to attainment, so this indicator should be influenced by the state’s attainment goal
* 2P1 “Earned Recognized Postsecondary Credential”
	+ How can we make this a useful indicator for the state? How are we defining “completed” in this definition?
		- This indicator can be interpreted in a way that the performance is 100 percent
		- Suggestion: Denominator can be changed to “# of CTE concentrators in the previous year who *exited* a postsecondary program” to make this a more useful indicator
* 3P1 “Nontraditional Program Concentration”
	+ Need an updated list of nontraditional fields

**Key Discussion Topics**

Discussion Questions:

1. What types of activities might the state include in this section of the state plan that would help you address performance gaps?
2. Are there particular activities related to equity gaps already underway that are working? Need to be improved?
3. What guidance or direction do local recipients need for this part of the local application?

Discussion Topics:

Strategies for addressing performance gaps

* PIPE has been really valuable- how do we get to “critical mass?” (approaches examined)
* Clarification of “what data” is used
	+ Look at what point(s) students are assessed on
	+ Scheduling for ELd and SPED students to create access
	+ Guidance for administrators (institutional understanding of CTE)
	+ Improved synergy between all CTE initiatives
* State technical assistance/guidance around data collection and use
* 1. Best communicate
	+ At the postsecondary level, deans will receive information and it doesn’t go to the analysts/institutions. Identify key groups and distribute to all parties
* 2. Most challenging
	+ Required by law (state vs/or federal)? Interpretation? How applied?
	+ Immediate training and/or input from regional data reporters on new longitudinal data system following state plan implementation (don’t develop in a vacuum- train up ASAP)
	+ Side/Side: Why, how was it gathered? Why/how should it be used?
	+ Field engagement- RC’s, data reporters, admin, educ.
	+ CTE specific calendar that includes schedule of due dates posted on all elements related to programs of study, course, student representatives.
	+ Technical assistance to support administration in implementing data tools and gather, analysis and disperse data
* 3. Action for valid data
	+ Lack of K-12 in this group and data gathered comes from K-12
	+ Engage to find the best data points- what can be collected; how to transfer; set goals and collaborate to partner in data collection (current data requirements don’t necessarily align with needs)
	+ Info out ASAP to beat deadline curves- 18 month cycle to affect change
	+ Remember: number of people engaging in a decentralized way set up programs now to serve students (remember all components)
* 4. Reliable guidance
	+ Tighter definitions of work-based learning and exact reporting
	+ Transparency in the process (data map of in/out and results, which PTS- how used (in and out), results, adjustments)
	+ Traditionally left to each instance to explain
	+ Can we achieve a gender tool for all to use/choose
	+ Terminology and concepts- their use at secondary and postsecondary (i.e. “course” “class” and concepts specific to CTE at secondary level)
	+ How do we describe reality, rather than hack the gathering?

Additional data needs (including new career and college readiness indicator)

* More lead rather than lag indicators
* Trends of .5, 1, 2 credit- how many students do we lose?
* More interagency data sharing
* Changes in employment. How do we meet supply?
* Comparable graduation data for postsecondary
* College and career ready
	+ Awareness
		- Filled out FASFA- OSAC
		- Dual credit
	+ Prep
		- Enrollment after HS and persistence
		- Work-based Learning
* Future financial stability
* Formative assessment
* Relevant employment beyond HS
* Correlation and causation data

Making data more useful to end user

* More raw data available
* Program update website saved
* Want more accessible reports
	+ Formatted, filtered, more user-friendly, specific reports for specific uses, autogenerated, drop-down selects, customized options, list of students who earned 3 credits in a particular program
* Regional coordinators cannot validate data
* When programs share classes, make reporting easier (this is an equity issue for small schools)
* Assessment and collections support for CTE is needed. Other programs have it and there is regional support teams for all other data collections.
* Numbers inputted by submitters and numbers coming from state (student level data is useful)
* 90% report is not useful because it doesn’t impact what Oregon does (explain the formula/game plan- what should Oregon pay attention to and what actions should Oregon take)
	+ 90% is interesting, but it’s very specific and only applies to specific audience
* Consistent and recorded roadshows are really helpful and engaging to the right audiences (Is there a spot where everyone can learn together, such as a website?)
* Essential skills collected
* Speak to all students
* Unified message/takeaways.
	+ Consider how to read the report- could go through together on campus

**Next Steps**

* How do you want to stay involved?
	+ Zoom meetings
	+ Meet once Perkins V implementation begins to ensure that the state is following through with recommendations
		- Meet during the first one to three years
	+ Wrap this work into the statewide meetings
		- Use existing meeting infrastructure
* Which pieces of this work are most important to you in the short term? Long term?
	+ Data needs
	+ Making data more useful
	+ Where do secondary and postsecondary meet?
		- The secondary and postsecondary indicators seem very distinct. Unclear how they meet.
* What is the best way to share information moving forward?
* How do we reach more stakeholders, particularly during public comment?