**Data and Accountability Workgroup Meeting Notes**

July 9, 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 recommendation 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.

**Strengths Identified**

*Brainstorm data elements you collect/use well or other strengths of your current data system*

* Consistency and longevity of data collection
* Completion data
* Enrollment data
* Accessibility of data
* Disaggregated data
* CTE structure
	+ Programs of study

**Challenges Identified**

*Brainstorm challenges in your current data system or data elements you need*

* Data system is too complex
	+ Duplicative collection of data
	+ Data is collected that is not used
* Lack of definitions
* Reliance on self-reporting for demographic and education intent information
* Lack common student ID between secondary and postsecondary
* Lack of consistency in measurements between institutions and across state systems
	+ “Why is the CTE data reporting different from anything else that we see out of ODE?”
* Connecting data across secondary, postsecondary and the workforce
* CIP and SOC misalignment for employer outcomes
* Since Oregon is next to Washington and Idaho, some learners become employed in those states, which makes it difficult to conduct the data match for employment
* Concerns about staffing and funding
* People responsible for submitting data are untrained on how to submit
	+ Puts rural schools at a disadvantage

**Secondary Program Quality Measure**

*Under Perkins V, states must choose not less than one indicator of program quality:*

* Attainment of recognized postsecondary credentials
* Attainment of postsecondary credit in the CTE program
* Participation in work-based learning

*Additional, optional quality indicators:*

* Any other measure that is statewide, valid, and reliable, and comparable
* This is where technical skills assessment would fit

**Findings from Needs Assessment**



**Deep Dive on Secondary Quality Measure**

Attainment of recognized postsecondary credentials

* Concerns:
	+ Lack of equity and capacity
		- Most of the industry recognized credentials (IRC) are given in English
		- Staffing
		- Cost per credential (who would pay for it?)
		- Data collection for issuer (IRC)
		- Some credentials are direct assets to the workforce. However, many don’t have data that shows many of these equate to higher wages
	+ Opportunity to get a meaningful credential at the secondary level is limited in certain areas
* IRC vs. recognized postsecondary credentials
	+ How do they relate? Can the IRC be localized?
	+ Suggestion: Oregon create its own definition of what those are
		- This could provide an opportunity to strengthen relationships between secondary and postsecondary
	+ Industry credentials don’t necessarily correlate to postsecondary credentials
* Create pathways to postsecondary
* Postsecondary credentials must match workforce needs

Attainment of postsecondary credit in the CTE program

* If true alignment exists between secondary and postsecondary, then dual credit will naturally occur
* Identify core classes and facilitate intentional credit
* Supports the concept of multiple entry points for continuing CTE credentials
* State of Oregon already prioritizes accelerated college credit
* Measure number of students or percent who earn credit?
* Postsecondary quality assurance for programs oversight by NWCCU (regional accreditation)
* Could spur statewide collaboration
* Supports students’ goals
	+ 94% of students on a national survey said their goal was to receive postsecondary education
* Concerns:
	+ Random acts of dual credit
		- Negatively affects Pell eligible students
	+ Inequities
		- Access of credit- rural vs. urban or program limitations
			* Small school districts may not be able to afford sponsored dual credit
			* Rural limitations
	+ Teacher/instructor licensure and turnover
		- Ex: Business teachers can’t offer college credit because they don’t have the appropriate degree
	+ Postsecondary intent not aligning with credit earned
* Amongst the three options, this would be the most reliable
* Can’t be based on the availability of dual credit

Participation in work-based learning

* + What does work-based learning mean?
	+ Work-based learning varies whether you are in an urban vs. suburban vs. rural setting
	+ Concerns:
		- How do you ensure access?
		- The burden this may place on CTE teachers
		- Inequity of access- rural vs. city
		- Local control vs. state control of program definition
		- Too broad of a definition of WBL
		- Online instructor may restrict WBL access
	+ Do not have to be over 18 to get “real-world experiences”- learners can be covered by school insurance or students can sign up for Career Work Experiences (CWE)

**New Concentrator Definitions**

Secondary Definition

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.

Perkins V Definition

* A student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study

New Proposed Concentrator Definition

* A CTE Concentrator must take a least two courses in an approved CTE Program of Study, of which at least one course must be deemed as intermediate.

Proposed Perkins V Course Definition

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

Additional Definitions Needed

* Introductory Course
* Intermediate Course
* Advanced Course

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 credits within a CTE program or program of study; or
	+ Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Questions to Consider about the Concentrator Definitions

* What questions do the new definitions raise?
* What concerns do the new definitions raise?
* Do the operationalized versions of these definitions capture the “right” population of students?