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

August 5, 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.

**Highlights from First Meeting**

* Key strengths and challenges of CTE data identified
	+ Significant challenge was connecting data across secondary, postsecondary and placement in workforce
* Discussion of secondary program quality indicator
	+ Earning postsecondary credit got significant interest
	+ It, along with WBL (top answer on survey), were pulled for deeper dive survey
* Brief preview of concentrator definition
	+ Follow-up questionnaire on secondary concentrator definition

**Secondary Program Quality Indicator**

Secondary Program Quality Indicator

* 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

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**Oregon Secondary Program Quality Measure Survey**

* 55 respondents to survey







If you had to choose today, which of these measures would you like the state to adopt to meet federal data reporting requirements?



Summary of Survey Comments

* Concern about WBL in rural schools/small communities
* Opportunities limited in some fields for WBL
* Skills provided by WBL very useful
* Postsecondary credit only valuable for college-bound (although can be problematic then too)
* Teacher credentials an issue for postsecondary credit
* Neither are great option

**Discussion**

* Oregon needs to focus on what will support Oregon’s vision for CTE over the next ten plus years and not just on what would be the easiest indicator to collect
* “Putting the cart before the horse”- Oregon needs a clear program of study definition before decisions can be made
* Concerns that the workgroups are siloed
* Concerns about equity and access
	+ Will learners have access to the opportunities that the indicator requires?
* Regardless of the indicator chosen, Oregon must have a way to collect accurate data
* Suggestion that Oregon reaches out to schools to see how schools are obtaining and tracking information
* Postsecondary credit indicator
	+ Postsecondary credit indicator will promote secondary/postsecondary alignment
	+ Concerns that K-12 cannot collect data on postsecondary credits earned
		- Concerns that K-12 will have to rely on whether students choose to claim college credits
		- However, a significant percentage of respondents said that they were prepared to report data on the postsecondary credit
	+ Concerns that the postsecondary credit indicator will lead to “random acts” of dual credit
		- Oregon has moved away from having dual-credit be the “end all” for POS
* Work-based learning indicator
	+ Work-based learning indicator will promote a secondary focus
	+ Work-based learning indicator may have been chosen because there aren’t financial obligations
		- How Oregon allocates resources will be affected by whether the submitted federal levels for an indicator are met
	+ Who would be responsible for tracking the work-based learning indicator?
	+ Who will determine what constitutes work-based learning?
	+ Meaningfulness of choosing work-based learning as an indicator depends on the decision of different workgroups and on what the definition of work-based learning will be
* Mini-survey
	+ Concerns that there was not a clear definition of work-based learning when people responded to the survey
	+ Concerns that the indicator options were narrowed down too quickly
	+ Large gap exists between which indicator respondents feel prepared to report data on
		- Small gap in preference, but a large gap exists in preparation to adopt

What next?

* More interest in WBL – seems to be support for it based on value to students
* Measurement/reporting and access a concern
* How could we address?
	+ Clear definitions
	+ State TA
	+ Reasonable targets

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**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

Secondary Definition

* What questions does the new definition raise?
	+ Do we really want students to be concentrators after less than a year?
	+ Who/How will define intermediate for each program? (Maybe second year)
* What concerns does the new definition raise?
	+ New course labels (not in current data system)
	+ Hard to understand for public
	+ Is this enough CTE?
* Does the operationalized version of this definition capture the “right” population of students?
	+ May be too many students

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.

**Discussion**

* Proposed Perkins V Course Definitions
	+ “.33 credits respectively” exists in the definition because 19 schools in the state use a trimester system
* New Proposed Concentrator Definition
	+ Intermediate course definition suggestions:
		- A course where some of the standards that were agreed upon between the college and the high school are delivered
		- Second-year course
* Most secondary CTE programs provide a minimum of three credits

**Next Steps**

Virtual Meeting, August 19, 9:00 am

Virtual Meeting, September 9, 9:00 am

In-person Meeting, October 8 or 9

GOAL: Performance targets out for public comment by mid-September