**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**

This pie chart shows responses to the question "Perkins V includes a new secondary-level accountability indicator designed to measure program quality, to be chosen by each state from a menu of options. Which proposed indicator of secondary program quality is most relevant as a metric for your CTE program(s)?" 334 people answered this question. The responses were:
Work-based learning participation, 35 percent
Attainment of postsecondary credit, 18 percent
Attainment of recognized postsecondary credentials, 17 percent
I don’t know/Not applicable, 20 percent
Other (please specify), 10 percent

**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?