**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

**Response to survey
35% work-based learning participation
18% attainment of postsecondary credit
17% attainment of recognized postsecondary credential
20% I don't know
10% Other

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**Oregon Secondary Program Quality Measure Survey**

* 55 respondents to survey

Top responses for questions were:

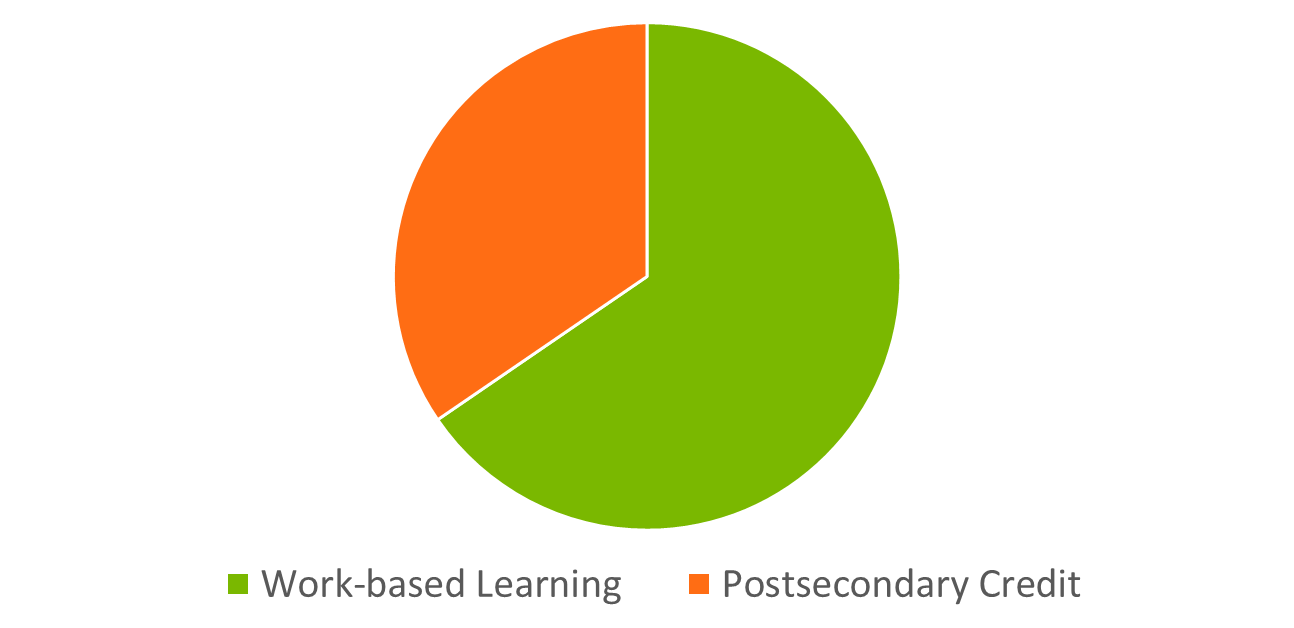
How well would acheivment on this measure support your vision of CTE? (top responses - very and extremely)
How well would achievement on this measure deomonstrate program quality?(top responses - moderately and very)
How well would achevement on this measure  meet needs of your local community? (top responses - very and extremely)
How prepared are the programs you work with to offer these opportunities? (top responses - slightly and moderately)
How prepared are the programs you work with to ensure that all students can take advantage of these opportunities? (top responses - slightly and moderately).
How prepared are the programs you work with to report data on this issue? (top responses - notat all, moderately, and very)

Most common responses to the following questions:
How well would achievement on this measure support your vision of CTE? (moderately and very).
How well would achievement on this measure demonstrate program quality (moderately and very)
How well would achievement on this measure meet the needs of your local community? (moderately and very).
How prepared are the programs you work with to offer these opportunities?(moderately and very).
How prepared are the programs you work with to ensure that all students can take advantage of these opportunities? (moderately and very).
How prepared are the programs you work with to report data on this measure? (very and extremely).

Work-based learning showed higher responses to supporting vision, demonstarting program quality, and meeting community needs.  
Postseccondary credit showed higher responses to prepared to offer, prepared to ensure all students access, and prepared to report data.

Generaly responsdents felt work-based learning is a aligned to vision and needs best but would need support to implement as a measure.  The opposite is true for postsecondary credit.

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

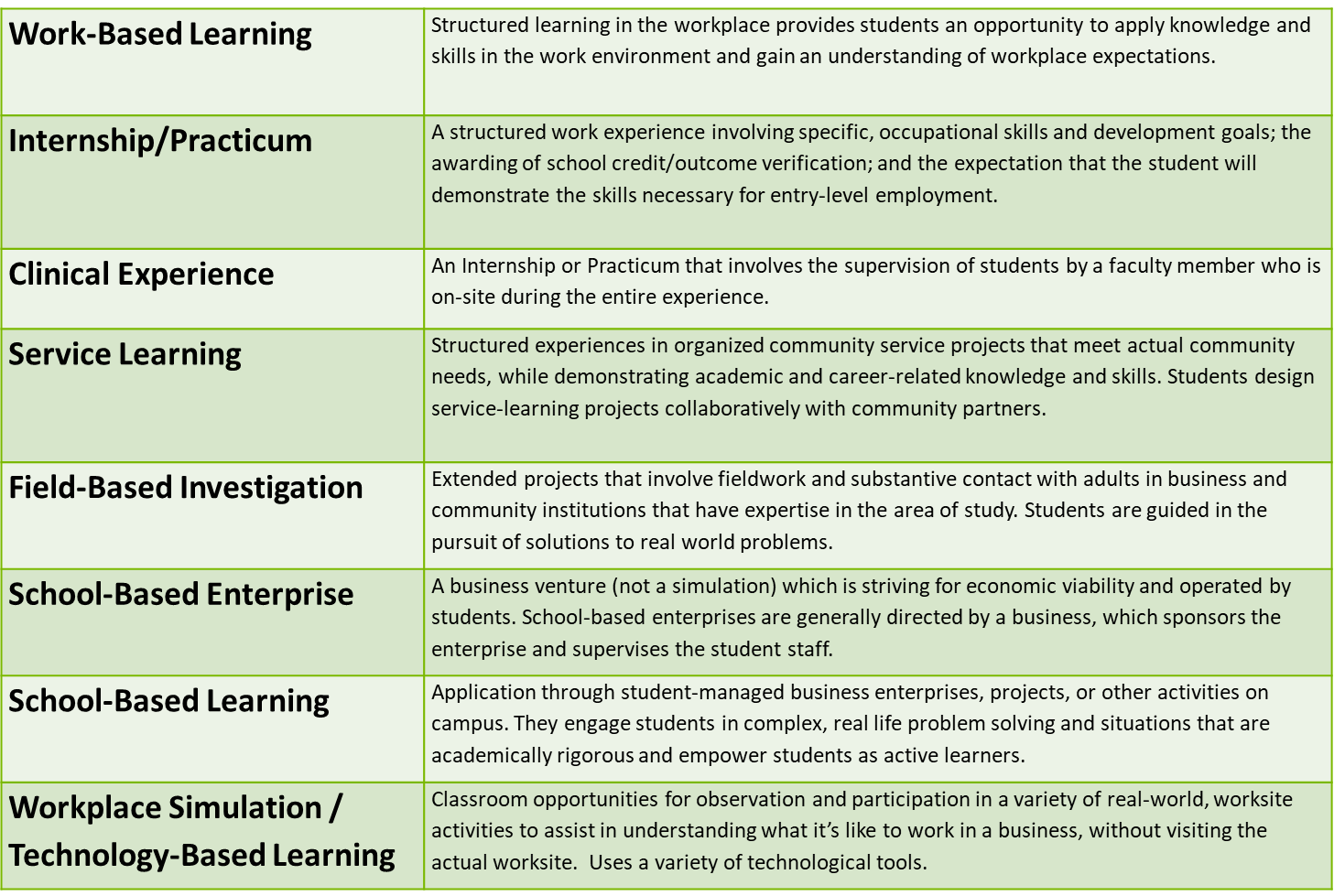
* Concern about WBL in rural schools/small communities
* Opportunities limited in some fields for WBL
* Skills provided by WBL very useful
* Postsecondary credit only valuable for college-bound (although can be problematic then too)
* Teacher credentials an issue for postsecondary credit
* Neither are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