Title II Meeting  
February 24, 2020

Attending: 

Welcome and introductions: 
- Dr. Strickland welcomed attendees. 
- Candace Robbecke took attendance.

Contact changes: 
- For the past several years, Candace has coordinated contact changes between TSPC, Pearson, and Westat. 
- Candace: Pearson implemented a new process this year, which allows EPPs to make updates directly with them. 
- If people make changes with Pearson, those changes won’t be made with TSPC or Westat. 
- Candace asked people to continue making contact changes through TSPC.

Data support: Jeanne Kenney, Pearson
- They are now using the ed reports portal. It is a new website they use to do score reporting and Title II. It is a significant upgrade over previous years and hopefully is easier. 
- Institution contacts have four functions: 
  - View Title II files; 
  - Upload Title II files (sending new worksheets); 
  - View Archived Files (all of the past years); and 
  - View Manual, Schedule & Resources. 
- If you’re looking at archived files and they’re 2019 so they can’t be, they really are. That is the date they were transitioned over. 
- Now more people can have a password and login. There is a primary contact for every EPP. 
- Some people have been sent an invitation and have not acted on it. Invitations that are more than two weeks old expire. You’ll need to contact the support group and request a new invitation. Once you’re set up, you are set up from now on. This won’t have to be done every year. 
- Resources: 
  - There is a Guide to Data Collection Worksheet Errors; 
  - Instruction Manual; 
  - Schedule; and 
  - Verification Flyer. 
- Schedule: 
  - We are now in the second data exchange. They will post updated reports to the site on February 26. Right now if you log on you can see things but can’t load new worksheets. 
  - Feb. 26-March 10: EPPs can review reports, make changes, and get their final reports done. 
  - End of March: Pearson sends info to Westat. 
  - On the Westat site, EPPs send info by the end of April. 
- When you log in, you’ll find Tables D1 and D2 and up to four PDF reports containing information regarding the matching of candidates.
• When you go to download them, you’ll see your worksheet, you’ll see your PDF files (reported candidates, people not found, etc.).
• Review reports and resubmit as needed:
  o There is no limit on how many times you can resubmit.
  o T-II reports provided to W will be generated using the last accepted data collection worksheets.
• Customer service:
  o Weekdays (except holidays): 1-800-998-3787 and es-titlell@pearson.com.

Q & A:
• Julie Wren: What is your advice for institutions that cannot send birthdays without an agreement in place with Pearson?
• Jeanne: Uses last, first, DOB and last four of the SSN. They’re looking for 3 out of the 4.
• Julie: They’re only doing names. What is your advice for them?
• Jeanne: For Title II, it is a federally required reporting requirement. In the TII documentation, TII is considered an appropriate use of data for FERPA so the documentation surrounding the requirements talks about sharing information with the state and with testing companies. Pearson works with the state.
• Wayne: Just talked with James Santiago. Here’s the plan: James is going to take the questions posed today (Candace is writing them down) to James. He will forward those to his legal office for their response. If it’s as simple as putting together an agreement with Pearson, thinks that’s an option. We’ll try to resolve this as quickly as we can.
• Julie: We just have until March 10.
• Wayne: We should have info to you well before then.
• Candace: Last year when this came up, UO, EOU, and WOU had concerns. Do others have similar concerns?
• Julie: It’s her understanding that not everyone is contracted through Pearson so they need an agreement. FERPA, DOB or SSN, that info is not shareable. This wasn’t an issue previously b/c TSPC was doing the matching.
• CR: Thinks that might have been an eLicensing thing.
• Julie: If TSPC sends the data, they don’t have a problem but when that changed, it became a compliance issue. If there’s a way for TSPC to send the data on their behalf, that would be better.
• Wayne: Asked if Julie is who the legal team would begin with.
• Julie: Yes, it starts with her and she’ll forward to their legal team.
• Esme: History: One of the reasons TSPC got out of forwarding the lists was b/c the lists often contained advanced candidates. That was part of the situation, too.

Reporting requirements for EPPs: Carrie Murthy
• Carrie is a Project Director, Title II Data Collection, Westat.
• There are some changes for 2020 compared to what has been required in the past. She will review those.
• Last year there were some uniform reporting items. She thinks all of those have now been resolved.
• Overview of the IPRC data collection:
  o Westat has a contract to collect the required information.
  o 3 types of EPPs that report:
    ▪ Traditional;
    ▪ Alternative, IHE-based (none in Oregon); and
    ▪ Alternative, not IHE-based (none in Oregon).
  o Oregon has traditional only.
o The IPRC opened earlier this month. You should have received your username and email. If you haven’t yet logged in, she suggested you do to make sure you can access everything.

o Westat works with Pearson to upload and collect pass rates into the IPRC by mid-April. Pearson provides the info by March 31.

o Certification and submission window: April 16-30

o Reports are due by April 30, 2020.

o The system is open to them now but the EPPs can’t certify b/c their pass rates aren’t in there yet. By the April 16-30 window, the pass rates should be in.

o Pre-populated data:
  - Institutional Information (contact information)
  - Section I: Program Requirements (Undergraduate Requirements and Postgraduate Requirements) – changes for 2020 reporting
  - Section I: Program Assurances
  - Section IV: Low-Performing
  - Section V: Use of Technology
  - Contextual Information (optional)

• The following pages require new information:
  - Institutional Information (IPEDS ID) – changes for 2020 reporting
  - Section I: List of Programs – changes for 2020 reporting
  - Section I: Program Requirements (Supervised Clinical Experience) – changes for 2020 reporting
  - Section I: Enrollment and Program Completers – changes for 2020 reporting
  - Section I: Teachers Prepared – changes for 2020 reporting
  - Section II: Annual Goals Pages – changes for 2020 reporting
  - Section IV: Teacher Training – changes for 2020 reporting
  - Certification

• Multi-factor authentication:
  - This is done to verify your identity.
  - If you don’t have and/or don’t want it on your phone, you can click on a link at the bottom of the multi-factor authentication page.
  - It sends a code that is only good for five minutes.
  - This is new for 2020 reporting.

• Carrie opened a demo system and went to the user dashboard.
  - Dashboard:
    - Provides you with info on who to contact when.
    - Shows you where you are on your report.
    - As you scroll down, you’ll see [My Account Information], where you can update your password or security questions.
    - There is a [Send Mail] section for sending questions to Westat or the state coordinator. This sends an email.
    - Right-hand navigation panel:
      - Instructions
      - General Guidance: They may be adding resources here. For now, one of the key things to know is there is a glossary of terms on this page. Scroll down the page after you click on this page.
      - Institution Information:
        - IPEDS: This isn’t limited to teacher education. Integrated Postsecondary Education Data (something like that). Your institution has an IPEDS ID. You enter the name and it will populate the field. It will be pre-populated in the future.

Carrie went through the rest of the tabs, highlighting areas where there were changes.
• **Section 1: Program Information**
  o This has always been pre-loaded in the past. The difference this year is that you will choose from a drop-down list. The options in your drop-down list match with the teachers prepared by subject area options so they should be fairly familiar to you. Select the option, then indicate the program level. Select [Insert]. When you select insert, it adds another row that you can add.
  o The CIP codes are added. You don’t have to pay attention to them if they are not helpful.
  o If the program isn’t there, select [Other].
  o Julie: Do you want CIP codes to match what they put in for IPEDS? Are you trying to get more alignment with what they’re doing in IPEDS?
  o Carrie: Would say the answer is no. The goal is to understand what teacher prep programs within your institution you are offering. If you have distinct subject areas and those programs are going to look a little different, have different requirements, they would consider them different requirements and see what you have to offer.
  o Julie: They would enter in something for elementary education, then junior high. Doesn’t know if they have a high school. All of their single subjects (social students, math, etc.) are in the same cohort so they have been reporting them as one program.
  o Carrie: You won’t find secondary education on this list anymore. This is a change from the teachers prepared by subject area did have that. You won’t see it on there anymore. That is because the department is interested in the actual subject areas you are offering, with the assumption folks being prepared to teach at the secondary level are being prepared in a particular subject area. Next year everything will be pre-loaded based on what is entered this year.
  o Once you enter all your programs, save the page.
  o Julie: Dual-endorsement programs (elementary and ESOL; ELA and ESOL). ESOL is embedded. How do you want us to handle that?
  o Carrie: That is a great question. When they went to this new system, they knew they would lose some nuances like that. Isn’t sure she has the answer.
  o CR: Concerned about how that reflects on our numbers.
  o Carrie: Maybe put it under [Other] and then in the [Teachers Prepared by Subject Area], you can include it there, too.
  o Julie: You would recommend [Other] rather than put it in as a separate program.
  o Carrie: In the list of programs, you don’t have the option of saying what the other is when you select [Other]. It won’t be particularly specific. This is a state decision. She suggested other b/c it isn’t a stand-alone program so it might seem incorrect.
  o Julie: Will put this as ELA and make it clear it is an embedded program. UO also has a Reading program.
  o Wayne: Agreed that would be preferable to just [Other].
  o Esme: We also have a section under annual goals that asks about ESOL. Thinks that section includes ESOL candidates at all areas, whether initial or advanced.
  o Carrie: Yes. You have a lot of flexibility on who you want to include on your annual goals.
  o Esme: Last year: They should include advanced level folks in that section for ESOL, even though the section only pertained to initial candidates.
  o Carrie: That is still the case. You have a lot of flexibility, which allows for setting goals.
  o Esme: It allows for but does it require?
  o Carrie: There isn’t specific guidance that requires you to include them in your goals.
  o Annual Goals: SPED – Same instruction.
  o Esme: Their SPED instruction is only offered at the advanced level. They’ll probably report it here. Wanted to make sure the rules didn’t change.
  o Carrie: There were changes in goals but not the requirements. There were changes to the display and how they ask the questions. Another slight change: They had a place where you included a number b/c the law said you had to have a quantifiable goal. They moved away from that b/c if you tell us “10,” what does that mean? That isn’t valuable information.
Rather than having a field you can only enter a number, you will just describe your goal. It should still be a quantifiable goal.

- Wayne: Asked EPPs re: Annual goals for SPED and ELL, can we agree to include all levels in the numbers?
- CR: UG and G? What about initial and advanced?
- Wayne: All people.
- Carrie: That is on point for the USDOE intention. Only for this section.
- Julie: That brings up another question. For SPED, include early intervention? It’s either teacher other or inside SPED more broadly. That seems more appropriate.
- Wayne: SPED.

- Carrie: Thinks we covered the list of programs page.

Program requirements: This has multiple sub-sections. UG requirements, post-grad requirements, and supervised clinical experiences.

- UG requirements (entry and exit requirements):
  - 1. Are there initial teacher cert programs at the UG level? If yes, you fill out this table.
  - You cannot un-select a radio button.
  - This hasn’t changed.
  - One change you will see is we used to have questions about median GPA. Those are gone. It isn’t actually required in the law and Westat recommended this be eliminated and the dept agreed.
  - You do still have to report the minimum GPA. If you have a min GPA requirement, you have to list what that is in question 2. If you have a min GPA grad requirement, you list that in question 3.

- PG requirements: Also not a lot of changes.

- Supervised Clinical experience: Changes
  - New: Are there programs with student teaching models? This is new. This was confusing for people with residency models where cand’s serve as the teacher of record. The issue they had was for those types of programs w/out teaching models, they had to enter 0 so they never knew if 0 meant 0 or they didn’t have that type of program. So they’re just answering that now.
  - Are there programs in which cand’s are the teacher of record? (Example given above.) If you have a program like that, you click Yes and respond to the next two questions:
    - # of clock hours of sup’t clinical experience prior to teaching as the teacher of record;
    - # of years required for teaching as the teacher of record in a classroom.
  - Wayne: Our requirements are not clock hours but number of weeks. How do EPPs answer this?
  - Carrie: They do this as they have done it in prior years. How long are they in the classroom, etc.? They need to clock it out.
  - Wayne: So they convert on the basis of the typical teaching day at the school where the cand is doing their student teaching?
  - Esme: That is what they’ve done in the past.
  - Julie: Got flagged for not listing at least 600. They make sure they get to 600. Is it okay for this to be 0? They’re on a term system so the whole thing is called student teaching to get to that 600 hours.
  - Carrie: There isn’t any sort of requirement about what that number should be.
  - CR: Keith explained the 600 hours was based on 15 weeks. 600 hours was based on the 15 weeks.
  - Julie: [missed some]…On an emergency basis, they wouldn’t have a number of hours so this would be 0.

- All programs:
  - # of FT equivalent faculty supervising clinical experience during this academic year:
- They’ve added an optional tool.
- CR: In the past we had a work-around for this.
- Esme: Having the clear distinction between adjunctions and staff makes this a lot clearer. In the past there was confusion around FTE faculty and adjunct faculty. How do they make that distinction?
- Carrie: Looked at definitions:
  - Faculty supervising clinical experience = All people the inst regards as having faculty status, who were assigned to supervise and evaluate student teaching.
- Esme: How to distinguish between part-timers and adjuncts. Some institutions had trouble with the def’s on that.
- KK, OSU: They’re one of those institutions. Adjunct is someone who works for the university but in a college that is not yours. Thinks they’re using the def as anyone who works part-time for the college.
- Carrie: We’re not making an assumption of what adjunct means. They specifically asked the dept if they want to define this further and they said no. They said inst’s define faculty and adjunct as they want.
- Julie: What are they trying to get at? It seems odd that they say adjunct in there. One would be FTE and another head-count.
- Carrie: The dept sees faculty and adjunct as separate. Faculty they want FTE. Adjunct, they just want a head-count.
- Julie: So we have to distinguish between these two buckets of people that might not fit.
- Carrie: Last year, the two questions (# of adjunct faculty and # of CTs). Last year, Oregon said everyone in the institution went into the first question (# of FT faculty).
- Esme: Thinks this varies by how HRs operate. The definitions here match how it works at L&C.
- Can we do FTE of faculty? For CTs, we put that number in there and ignore the adjunct entirely?
- Esme: That wouldn’t work for them b/c most of their supervision is done by adjunctions so it would look like they don’t have supervision.
- KK: They have adjunction that do supervision and people hired specifically to do supervision and they have FTE.
- **Julie** If your inst hires FTE, put everyone in the FTE bucket. If FTE is not awarded to adjuncts, put it in the other (adjunct faculty supervising clinical experience (IHE staff)).
# of students: Not new

Enrollment and Program Completers: This has changed
- The def of enrolled student has changed.
- Required: Total enrolled and subset of program completers. These used to be mutually exclusive. You had to take your completers out of your enrollment and report the info separately.
- The way enrollment is defined includes people enrolled all year and who completed that year.
- Subset of program completers: Just your program completers
- Roy: This is different than how they did the data worksheet.
- Carrie: Agreed. It is totally separate and the numbers don’t have to line up. That is why it was reported the way it was in the past. The department thought it would be confusing but the effort to avoid confusion caused more confusion.
- Enrolled definition: Admitted, enrolled, and registered in a prep program and participated. Participation may include taking a course, participating in clinical experience, or participating in other program activities. Completers are counted.
- The previous definition said once you’re enrolled, you’re enrolled until you complete. It was unclear what to do with stop-outs. Now you don’t count stop-outs.
- Gender – Added:
  - Non-Binary/Other
  - No Gender Reported
  - Now this should equal the total number of people enrolled.
  - The system should flag you if there is a discrepancy. You can still save it, you just want to explain why there is a discrepancy.
- Race/Ethnicity
  - Added No Race/Ethnicity Reported
  - These are the federal categories given to them.
Teachers Prepared by Subject Area:
- There is no longer a secondary section category.
- There is no longer a multiple levels category.
- The dept did not find a lot of value in collecting that information and it was fairly confusing for people reporting.
- This was something we talked about last year, too. Thinks we came to some agreement about how to report areas.
- Esme: Looks like this addresses the problems we’ve had in the past.

Teachers Prepared by Academic Major:
- The table looks the same but there are no multiple levels and no secondary.
- Different: They ask “Do participants earn a degree on completion of the program.” If yes, they answer questions. If not, they don’t.
  - There are other types of org’s that teach ed prep programs that don’t grant degrees and they had to report on undergrad degrees. This enables them to bypass this.
  - This change has implications for grad programs that do grant degrees. The dept used to have guidance that said if you’re a grad program for this section we don’t care, we just want to know the UG degree that folks came in with. That didn’t make sense to folks b/c if you’re preparing folks for a particular major, you might not be tracking. If you’re a grad program granting a degree, you report on the degree you’re granting. You’re no longer reporting on the UG degree folks come into the program with.
  - Roy: Will be reporting on their completers of the UG program that earn their bachelor’s and post-bac completers that don’t complete a degree program so he needs to answer Yes and No.
  - Carrie: You’ll have to answer Yes b/c you have cand’s that earn a degree.
  - Roy: Except that number won’t match their completer info earlier in the report.
  - Carrie: That’s okay. It is not expected that the total adds up to your program completer numbers. Folks can have a double major. Also, elementary and ESOL, if they get both on their degree they’d get both. The system won’t check for it and flag you that it doesn’t add up.
Esme: Looking at the data dictionary (no longer to use the UG academic) is contradicted in the dictionary. Esme read the definition. Is the data dictionary out-of-date or incorrect?

Esme: It's at the top of the page for Teachers Prepared, there's a link to Academic Major.

Carrie: This will be updated quickly.

Academic major
The actual major(s) declared by the program completed. *Post-baccalaureate programs should report on the undergraduate major or the academic major of the most recent degree earned by the prospective teacher.*

- Esme: They have majors defined by subject area. For this year, they’ll report majors as the subject areas.
- Carrie: There are some states that require for initial certificates an actual degree in a specific subject area and the minor is in education. So there are a bunch of non-education fields.
- Kristin: They have a double-degree program. Their UG students get a degree in Human Dev and Science, they get a second degree in Education. Does she report on both or do you just want the general education degree, which doesn’t differentiate their subject matter?
- Carrie: Sounds like it would be appropriate to put in both. Is the first related to the second major?
- KK: They do their back core in their primary degree. It’s supposed to be their subject matter competency comes through their primary degree.
- Carrie: You’d count that candidate in both areas.
- Roy: Last year there was a program completers by total.
- Carrier: That’s now rolled into another page. It doesn’t exist anymore.

Carrie skipped Section 1 / program assurances
We’ve already discussed Section II -- annual goals.

Section VI: Teacher Training: There are some changes.
- It used to be yes/no checkboxes. Now the dept has requested these be text responses so you’ll have to write out a description this year. There is a question about does your program prepare SPED teachers. If yes, you have more questions to answer. It used to be three questions that ask are you doing it and then there was one text box. The dept wanted more detail broken out.
- Esme: Assumes we’re talking initial cand’s only. Lewis & Clark’s program only offers this at the advanced level so they would check No.
- Carrie: Correct. For everything but the annual goals, you have to put blinders on and only address initial programs.

Report Card Certification:
- This is a to-do list.
- This is the page you’ll go to on April 16. This is where you put your name and title.

Q & A:
- Julie: Asked Carrie for her recommendation on having contracts with Pearson. How can we meet the requirements of Title II if we don’t have a contract? Can we send the data to you directly about our pass rates?
- Carrie: You’re not able to send info directly. They receive one file from the testing company that they upload for the state. Westat doesn’t have a contract with Pearson. The state has the ability to [missed]. Jeanne said the law requires this so there should be some way to work this out. Title II falls under appropriate data sharing under FERPA. It’s her understanding that it is appropriate data sharing.
- Julie: UO wants to make sure they’re going to adhere to FERPA.
- Title II Support Center
  Title2@westat.com
877-684-8532
Title2.ed.gov

- Julie expressed concern b/c their legal office needs time to review this matter.
- Carrie: If they have a preliminary file from Pearson that doesn’t include UO, they can revise the file afterwards. As long as Pearson is flexible to add the information, Westat is flexible.
- CR will send this information to James today,

**TSPC Q & A:**

- Esme: Do you have any reports on the issue of the acct numbers being overwritten by the new eLicensing system? They have 10 years of records and the new system is overwriting them. This will reduce retention in the field information.
- Wayne: Is aware of the issue. Doesn’t know what the plan is. He will forward Esme’s concern to EK and see if she can provide an update.
- If people can’t get into IPRC, contact Westat.