WELCOME TO THE DATA QUALITY INSTITUTE!

Sharon Lee Miller, Division of Academic and Technical Education (DATE)
DQI Conference Attendees

- 114 state participants!

- Representing 38 states, plus the District of Columbia (DC) and Puerto Rico

- An additional 35+ attendees representing the non-profit sector
NATIONAL EVALUATION OF CAREER AND TECHNICAL EDUCATION UNDER PERKINS V

Michael Fong, Institute of Education Sciences (IES)
National Evaluation of Career and Technical Education under Perkins V

National Center for Education Evaluation
Institute of Education Sciences
U.S. Department of Education

November 13, 2019
WHAT IS NECTEP?

Congressionally-mandated study of CTE programs and strategies

- Led by IES, the U.S. Department of Education’s office for rigorous, independent statistics, research and evaluation
- Conducted in collaboration with OCTAE
- Guided by an Independent Advisory Panel
NECTEP GOALS

- Respond to Congress by addressing evaluation requirements in Perkins V
- Provide stakeholders with information to help them make key decisions about the college and career preparation of students, including:

  EDUCATORS
  Teachers and school leaders, state and district administrators, school and workforce development

  POLICYMAKERS
  Federal policymakers, state governments and legislatures

  RESEARCHERS
  Scientists interested in education and human capital development

  PUBLIC
  Students, parents and families, employers, and those interested in CTE
KEY THEMES IN PERKINS V

ALIGN PROGRAMS TO LABOR MARKET
FOSTER COLLABORATION
STRENGTHEN TEACHER PIPELINE
EXPAND GUIDANCE AND COUNSELING
PROMOTE INNOVATIVE STRATEGIES
SUPPORT STATE AND LOCAL IMPROVEMENT
ENCOURAGE EQUITABLE ACCESS
BUILD AND USE EVIDENCE
NECTEP KEY POLICY QUESTIONS

PERKINS IMPLEMENTATION

1. To what extent does CTE implementation reflect key policy goals and objectives in Perkins V?
2. How has CTE evolved since Perkins IV?

PARTICIPATION & OUTCOMES

3. How are CTE participation and outcomes changing?

EFFECTIVENESS

4. What is known about the effectiveness of CTE strategies and practices?
EVALUATION PLAN

1. REVIEW OF STATE PLANS
   - One-Year State Transition Plans
   - Four-Year Comprehensive State Plans

2. SYSTEMATIC REVIEW OF RESEARCH
   - Career Development and Counseling

3. STATE & DISTRICT SURVEYS
   - Survey of State Directors of CTE at the Secondary and Postsecondary Levels
   - Survey of District Coordinators of CTE

4. ANALYSIS OF NATIONAL DATA
   - National Center for Education Statistics (NCES)
   - Employment, Earnings, and Employers

5. ANALYSIS OF STATE CAR DATA
   - Perkins V Performance Data
   - State-Determined Performance Levels
   - Perkins V Fiscal Allocation Data

6. IMPACT STUDIES
   - Call for Ideas: Identify CTE Programs or Strategies of Policy Interest That Could Be Evaluated for Effectiveness
NECTEP TIMELINE

2019 Design
2020 Design
2021 Evaluate
2022 Interim Report
2023 Final Report
2024 IAP Report
2025 Biennial Update
DQI AUDIENCE

WHAT QUESTIONS DO YOU HAVE ABOUT NECTEP?
TELL ME ABOUT YOUR IDEAS

RESEARCH
Where are there gaps in the research that we might try to address?

CTE LANDSCAPE
Are there special state or local CTE initiatives we should know about?

PERKINS THEMES
Which of the eight Perkins themes discussed earlier should we prioritize? Are there other topics you would suggest?

CHALLENGES
What are the major challenges in implementing Perkins V?

WINS
What have been some early successes in implementing Perkins V?

LET’S TALK
THANK YOU!

Michael Fong
National Center for Education Evaluation
Institute of Education Sciences
U.S. Department of Education

michael.fong@ed.gov  (202) 245-8407
Day 1: November 13, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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<tr>
<td>8:00</td>
<td>Check-in and Networking</td>
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<tr>
<td>9:00</td>
<td>Welcome to the Data Quality Institute!</td>
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<td>9:30</td>
<td>---- Virtual Office Break ----</td>
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<td>9:45</td>
<td>Conversations with Perkins Regional Coordinators – Round 1 (Overview of Core Indicators)</td>
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<td>11:00</td>
<td>Conversations with Perkins Regional Coordinators – Round 2 (Regional Discussions)</td>
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<td>Northwestern and Mid-Northern regions (Frederick Douglass)</td>
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<td>Southern and Northeastern regions (Billie Holiday)</td>
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<td>12:00</td>
<td>Lunch</td>
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<td>1:15</td>
<td>A National Career and Technical Education Perspective</td>
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<td>(Grand Ballroom)</td>
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<td>3:00</td>
<td>State-Led Breakout Sessions</td>
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<td>Plan Development</td>
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<td>(Frederick Douglass)</td>
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<td>Local Needs Assessments</td>
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<td>(Billie Holiday)</td>
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<td>4:00</td>
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BREAK

Stay in the Grand Ballroom for “Conversations with Perkins Regional Coordinators – Round 1 (Overview of Core Indicators)”

Locate to a table that matches the level you represent (e.g. secondary, postsecondary, or cross-level).
CONVERSATIONS WITH PERKINS REGIONAL COORDINATORS – ROUND 1
(OVERVIEW OF CORE INDICATORS)
The following slides in this document contain suggested definitions for numerators and denominators for the section 113 core indicators of performance under the Carl D. Perkins Career and Technical Education Act, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The definitions do not have the force and effect of law and are not meant to bind the public in any way, nor are they guidance from the U.S. Department of Education. The purpose of the slides is to promote public discussion about possible definitions for numerators and denominators that will be determined solely by States. This document also has not been assigned an OMB control number under the Paperwork Reduction Act of 1995 (44 U.S.C. 3507(d)) because it is not intended as an information collection instrument. Therefore, you are not required to respond to it as an information collection.
SECONDARY STUDENT DEFINITIONS

- **Participant:**
  - The term ‘‘CTE participant’’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

- **Concentrator:**
  - The term ‘‘CTE concentrator’’ means ... at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.
1S1: Four-Year Cohort Graduation Rate

- **Suggested Numerator:**
  - The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

- **Suggested Denominator:**
  - Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESSA.
1S2: Extended Cohort Graduation Rate (Optional)

- **Suggested Numerator:**
  - The number of CTE concentrators who graduated from high school, as measured by the extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

- **Suggested Denominator:**
  - Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its extended-year cohort graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2) of the ESEA.
2S1: READING / LANGUAGE ARTS ATTAINMENT

**Suggested Numerator:**
- Number of CTE concentrators who achieved reading / language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator.

**Suggested Denominator:**
- Number of CTE concentrators who took the ESEA assessments in reading / language arts whose scores were included in the program year in the State's computation of the AYP measure for reading / language arts.
2S2: MATHEMATICS ATTAINMENT

- **Suggested Numerator:**
  - Number of CTE concentrators who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator.

- **Suggested Denominator:**
  - Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the program year in the State's computation of the AYP measure for mathematics.
2S3: Science Attainment

● Suggested Numerator:
  - Number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator.

● Suggested Denominator:
  - Number of CTE concentrators who took the ESEA assessments in science whose scores were included in the program year in the State's computation of the AYP measure for science.
3S1: PLACEMENT

- **Suggested Numerator:**
  - The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

- **Suggested Denominator:**
  - The number of CTE concentrators who left secondary education during the reporting year.
4S1: Non-Traditional Enrollment

- **Suggested Numerator:**
  - Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

- **Suggested Denominator:**
  - Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.
**Postsecondary Student Definitions**

- **Concentrator:**
  - The term ‘‘CTE concentrator’’ means … at the postsecondary level, a student enrolled in an eligible recipient who has—
    - (i) earned at least 12 credits within a career and technical education program or program of study; or
    - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total
1P1: RETENTION AND PLACEMENT

- **Suggested Numerator:**
  - Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

- **Suggested Denominator:**
  - Number of CTE concentrators who completed their program in the reporting year.
2P1: Recognized Postsecondary Credential

- **Suggested Numerator:**
  - Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

- **Suggested Denominator:**
  - Number of CTE concentrators who left postsecondary education in the prior reporting year.
3P1: Non-Traditional Enrollment

- **Suggested Numerator:**
  - Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.

- **Suggested Denominator:**
  - Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.
BREAK

Stay in Breakout Rooms for “Conversations with Perkins Regional Coordinators – Round 2 (Regional Conversations)”

Northwestern and Mid-Northern
(Frederick Douglass)

Mid-Atlantic and Southwestern
(HL Mencken)

Southern and Northeastern
(Billie Holiday)
CONVERSATIONS WITH PERKINS REGIONAL COORDINATORS (PRCs) – ROUND 2 (REGIONAL DISCUSSIONS)

Northwestern and Mid-Northern regions

PRCs:
• Jose Figueroa
• Jamelah Murrell
Regional Discussions

- How are your states defining numerator and denominator for each of the core indicators (discuss in ‘sets’, i.e. 1S1-1S2, 2S1-2S3, 3S1&4S1, 1P1-3P1)?
- For which indicators are your state's definitions the most similar? Different?
- What would be required to make your definitions more consistent with the suggested definitions?
LUNCH

Proceed to lunch; next session begins at 1:15 in the Grand Ballroom
THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V
DATA QUALITY INSTITUTE (DQI)
NOVEMBER 13-14, 2019

A NATIONAL CTE PERSPECTIVE

Moderator: Sandra Staklis, RTI International
- Kate Blosveren Kreamer, Advance CTE
- Alisha Hyslop, Association for Career and Technical Education
- Ben Williams, National Alliance for Partnerships in Equity
HELP ME, HELP YOU

Facilitator: Laurie Baker, RTI International
HELP ME, HELP YOU OVERVIEW

Goal: States share challenges and innovations

Steps:
- Discuss challenges
- Discuss solutions
- Review identified solutions
- Debrief and ask questions
HELP ME, HELP YOU TOPICS

1. Concentrator definitions
2. Local needs assessments
3. Equity gaps
4. Stakeholder engagement
5. Credential attainment
6. WBL participation
7. Program quality
8. Special populations data
9. SDPLs
10. Dual/concurrent enrollment
HELP ME, HELP YOU TOPICS

Regarding the challenge you have raised, what is your ideal outcome?
What would be your first, small step forward?
What do you think is the underlying dilemma in this situation?
What does this challenge look like a year from today? What did you do to get there?
If this challenge were really an opportunity for change, where might that perspective lead you?
BREAK

*Proceed to Breakout Rooms for “State-Led Discussions”*

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<tr>
<th>Plan Development</th>
<th>Performance Gaps</th>
<th>Local Needs Assessments</th>
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<td><em>(Frederick Douglass)</em></td>
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PLAN DEVELOPMENT

State Leads:

- Steve Rayborn, Idaho
- Nicassia Belton, Maryland
- Paula Marschner, North Dakota
Division of Career and College Readiness

Three Branches with One Purpose:
To establish a foundation for students to engage in challenging academic and technical education that will allow for success in postsecondary study and careers.
MARYLAND AT A GLANCE

24  
School Systems

82,256  
Instructional Staff

36,525  
Non-Instructional Staff

879,601 Students  
42% of high school students enrolled in a career and technical education program of study
Maryland CTE Four-Year State Plan was informed by workforce and academic priorities identified in WIOA, ESSA, and state recommendations.
Input from stakeholders was essential for plan development

**Stakeholder Input**
- Involved over 320 individuals representing business, postsecondary institutions, local school systems, governmental agencies, parents, teachers, professional organizations, and others
- Held three statewide meetings to gather input

**Public Comment**
- Opened 60-day comment period for state accountability measures
- Provided 30-day comment period on the entire plan

**Public Hearings**
- Held three public hearings
- Scheduled additional public hearings
- Presented to State Board of Education for input and approval
THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V
DATA QUALITY INSTITUTE (DQI)

NOVEMBER 13-14, 2019

1. August 1, 2019:
   State plan meeting with stakeholders

2. August 5 – October 5, 2019:
   60-day comment period on CTE accountability

3. September 19, 2019:
   Local school system meeting

4. September 26, 2019:
   Postsecondary meeting

5. October 11 – November 11, 2019:
   30-day public comment period on the full plan and public hearings.

6. October 22, 2019:
   First presentation to the State Board of Education

7. October 25, 2019:
   Business and industry meeting

8. November 18, 19, & 20, 2019:
   Public Hearings to garner feedback on the State Plan.

9. November 18, 19, & 20, 2019:
   Final presentation to the State Board of Education for plan approval

10. December 3, 2019:
    Final presentation to the State Board of Education for plan approval

11. January 1 – January 31, 2019:
    Submit the Plan to the Governor for 30-day review

12. February 2020:
    Make any needed revisions

13. March 2020:
    Submit State Plan to the U.S. Department of Education
STAKEHOLDER INPUT AND STATE PRIORITIES INFORMED KEY SHIFTS FOR CTE IN MARYLAND
Key Shift For CTE In Maryland:

Aligning CTE Programs of Study to:

- High-wage,
- High-skill, and/or
- In-demand careers

**High-Wage Careers**
Careers that exceed the state average annual wage. The 2018 average annual wage in Maryland was $58,770.

**High-Skill Careers**
1. Requires previous work-related skills, knowledge, or experience of one or more years;
2. Requires over a year of training;
3. Requires state or federal licensing or industry-recognized certification; or
4. Requires a recognized postsecondary credential or degree.

**In-Demand Careers**
Careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of 2.5%.
**Key Shift For CTE In Maryland:**

Promoting Innovative Practices to Reshape Where, When, How, and to Whom CTE Is Delivered

---

**Requiring each CTE program of study to:**

- provide the opportunity for students to participate in work-based learning experiences;
- provide the opportunity for student to earn college credit and/or industry credentials;
- prepare students with disabilities and other student groups for occupations that will lead to self-sufficiency; and
- provide equal access and supports for students with disabilities and other student groups to successfully complete the program of study.
Key Shift For CTE In Maryland:

Expanding the Reach and Scope of Career Guidance

Allowing Perkins Funds to Be Used as Early as Grade 5 for Career Awareness and Guidance

Leveraging Business and Industry Partners to Provide Career Counseling
Key Shift For CTE In Maryland:

Promoting Innovative Practices to Reshape Where, When, How, and to Whom CTE Is Delivered

Expanding Access to Pathways in Technology Early College High School (P-TECH) Program

Expanding Opportunities for Students to Complete Apprenticeships

Expanding Access to Career and Technical Student Organizations
Key Shift For CTE In Maryland:

- Strengthen the CTE Teacher and Faculty Pipeline
- Aligning Curricula to Industry and Academic Standards
- Improving Instructional Supports for CTE Educators
- Supporting School Systems in the Recruitment of CTE Teachers
Key Shift For CTE
In Maryland:
Establishing a CTE Advisory Committee

Charge: Provide guidance and direction for the statewide system of CTE.

- Local School Systems
- Postsecondary Institutions
- Business and Industry
- Chamber of Commerce
- Department of Labor
- Economic Development
- Workforce Development Board
- Maryland Higher Education Commission
- Maryland Career and Technical Administrators Association
1. August 1, 2019: State plan meeting with stakeholders

2. August 5 – October 5, 2019: 60-day comment period on CTE accountability

3. September 19, 2019: Local school system meeting

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11. January 1 – January 31, 2019: Submit the Plan to the Governor for 30-day review

12. February 2020: Make any needed revisions

Nicassia Belton, Ed.D.
Director of Data and Accountability for Career Programs
Nicassia.Belton@Maryland.gov
410-767-0186
NORTH DAKOTA

Paula Marschner, Educational Data Research Analyst II
DATA SHARING AGREEMENT

RESOURCE PRACTICES

● Data Sharing Agreement-General Rule of FERPA is personally identifiable information (PII) from education records cannot be disclosed without written consent.

● However, FERPA includes exceptions that allows data sharing under conditions with agencies, vendors or individuals to either conduct studies or audit or evaluate programs, enforce or comply with Federal legal requirements.
Drafted revised data sharing agreement to include CTE addendum with North Dakota’s five tribal colleges statewide.

Reached out to ND Student Longitudinal Data System (SLDS) incorporate revised data sharing agreement since one exists-between SLDS and all tribal colleges to include CTE data requirements of Perkins V in addendum.

Tribal college data would be housed in SLDS department moving forward to full implementation of Perkins V.
DATA SHARING RESOURCES WEBSITE

- Information about FERPA data sharing practices and best methods for written articulation agreements, can be found at http://student privacy.ed.gov.
DATA SHARING RESOURCES-MANDATORY ELEMENTS
UNDER AUDIT OR EVALUATION EXCEPTION-FERPA

- Note, individual state privacy or procurement laws may contain stricter requirement for data sharing written agreements and that other federal privacy laws. Therefore, parties entering into an agreement are advised to consult with their procurement staff, legal staff in your state to ensure compliance with all applicable Federal, state and local laws and regulations.
AUDIT OR EVALUATION EXCEPTION MANDATORY ELEMENTS CHECKLIST

1. Designate an authorized representative of FERPA-permitted entity-US Secretary of Education or state/local educational authorities.

2. Specify what Personal Identifiable Information (PII) will be disclosed and purpose.

3. Describe the activity-make clear that it falls within the audit and evaluation exception.

4. Require authorized representative to destroy PII upon completion of audit or evaluation study-specify time period of data destruction.

5. Establish policies/procedures to protect PII from education records from further disclosure/unauthorized use.
WRITTEN AGREEMENTS BEST PRACTICES AUDIT OR EVALUATION EXCEPTION

- Bind individuals to the agreement.
- Agree on limitations on use of PII-include methodological restrictions-linking to other databases.
- Specify points of contact and data custodians.
- Set terms for data destruction.
- Data breach plan of action-responsibilities/procedures.
- Maintain the right to audit.
- Policies applying technical/physical/administrative safeguards-protect PII both at rest/transit periods.
North Dakota CTE Addendum Data Sharing Agreement

ND Career and Technical Education department must report state and federal outcomes on students that are the Department of Career and Technical Education (CTE) concentrators and this requires designated CTE staff to access the Personally Identifiable Information (PII) of students identified as CTE concentrators based on Perkins accountability measures. As such SLDS will assist CTE in preparing a full data set for state reporting. The CTE staff must combine data from all CTE programs statewide and evaluate non-duplicated counts of student performance to produce statewide outcome measures that no one reporting institution would have available. ITD will assist CTE in preparing aggregated outcome measures for CTE to complete federal and state reporting requirements.

Perkins V Federal law in U.S. code: 20 U.S. Code § 2323 passed July 31, 2018. This federal Perkins V law requires North Dakota Career and Technical Education (NDCTE) to disaggregate data by subgroup population categories. Thus, accessing PII is necessary. The disclosure of PII includes the following subgroup population categories: National Identifiers, Date of Birth, Gender, Race, Term, Level, Economically Disadvantaged (Pell); Disability, single parent, out of workforce individuals (displaced homemakers), limited English, Individuals Preparing for Non-Traditional fields, Homeless individuals, Youth in Foster Care or Aged out of Foster Care.

Under the federal FERPA law under Audit or Evaluation Exception section, see 20 U.S. Code § 1232g (b)(1)(C), (b)(3), and (b)(5) and §99.31 (a)(3) and 99.35. The audit and/or evaluation exception allows for disclosure of PII without consent to authorized representatives of the FERPA-permitted entities (Comptroller General of US, US Attorney General, US Secretary of Education or state and local educational authorities). PII will be used for audit and evaluation purposes only by the NDCTE state-supported education programs and/or to enforce or comply with federal legal requirements that relate to those education programs of Perkins V law (audit, evaluation, or enforcement or compliance activity).

NDCTE will: Limit access to PII to those with legitimate interests; conduct the study in a manner that doesn’t permit the identification of parents or students by anyone other than representatives of the organization with legitimate interests; conduct the study in a manner that doesn’t permit the identification of parents or students by anyone other than representatives of the organization with legitimate interests and destroy all PII when the information is no longer needed for the purposes for which the study was conducted after 10 year period of time. The disclosure of PII is necessary for total enrollment and total concentrator counts for both subgroup populations and career cluster subgroups. The disclosure of PII is needed per student level to find out whether that student went onto higher education or entered the workforce. The subgroup populations’ categories must be disaggregated first according to Perkins V federal law so that the results can be presented later in aggregate data set form to the federal Office of Career and Technical Adult Education of the US Dept of Education on an annual basis in December.

Career Cluster subgroups datasets will need to be disaggregated for the following categories for both participation enrollment and concentrator enrollment totals for Post-Secondary tribal and public institutions in North Dakota.

1. Agriculture, Food and National Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Admin
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering and Math
16. Transportation, Distribution & Logistics
North Dakota CTE Addendum Data Sharing Agreement-Cont.

This PII is also collected in the following measure indicators for Post-Secondary Tribal and Public Institutions:

1P1- Postsecondary Retention & Placement-collect program completion, remained enrolled in Postsecondary education, are in advanced training, military service or in a national/State program-AmeriCorp or placed or retained in Employment. Placement subgroups will need to be disaggregated for following categories; advanced training, military, national or community service, peace Corp/AmeriCorp, employment and post-secondary education (need to disaggregate by credential level-certificate, associate degree and baccalaureate degree).

2P1-Earned Recognized Postsecondary Credential. CTE concentrators who received a recognized postsecondary credential during participation in the program or within one (1) year after completing the program.

3P1-NonTraditional Program Concentration. Percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-trade fields. This applies to individuals from their gender comprised of less than 25% of individuals employed in the related occupation or field of work.

Perkins V also requires states and locals to complete Local Needs Assessment plan included in the annual State Plan. This Local Needs Assessment includes an analysis of Performance disparities or gaps and actions that will be taken to address such gaps thus to improve outcomes and reduce performance gaps for CTE Concentrators of the subgroup population categories and the accountability measure indicators for Post-Secondary for tribal and public institutions. Local Needs Assessment provides assurances that the eligible agency will use the funds to provide technical assistance on how to close gaps in student participation and performance in CTE programs.
In order to do the analysis, NDCTE would need to collect data for every CTE program and career cluster, disaggregated by special populations categories listed above. By disaggregating by the above subgroup populations categories to its appropriate comparison group by program and career clusters. The identification of the appropriate comparison is critical to ensure the accurate identification of gaps for NDCTE and Post-Secondary Institutions to accurately measure the needs of the individual post-secondary institution based on disaggregate data collected. Thus to accurately give a two (2) year baseline levels of the local needs assessment for the accountability indicator measures themselves for the individual Post-Secondary tribal college institution to review, analyze and make the best decision outcome possible of how to use the Perkins funds to best suit their desired outcomes of that individual institution for their accountability measure indicators.

**Tribal College**

By: _______________________________ Date: __________________

Printed Name: _______________________________

Title: _______________________________

**Career and Technical Education**

By: _______________________________ Date: __________________

Printed Name: _______________________________

Title: _______________________________
Working with Stakeholders Along the Way—Secrets to Success

- Team up with your internal IT or SLDS that would be key player in housing data—seek same end goals. Power in numbers, will keep the momentum/ball moving forward.

- Schedule in-person meetings—designate feedback time/Q&A time—encourage exchange of discussion of ideas of making this process easier for all parties involved.

- Be open minded/flexible of options as much as possible. Listen carefully to what your stakeholders are saying of collecting data that will make the process easier/more efficient for all involved.
FOR MORE INFORMATION

Paula Marschner
ND CTE Educational Data & Research Analyst
pmarschn@nd.gov (work email)
701-328-3196 (office phone)
CTE website: www.cte.nd.gov
TABLE TALK DISCUSSIONS

- How is your state addressing this topic?
- What challenges are you facing with this topic?
- What innovative practices are you implementing related to this topic?
PERFORMANCE GAPS

State Leads:

- Frits Rizor, Ohio
- Richard Kincaid, DC
Ohio

Frits Rizor, Program Specialist
WHAT IS AN “EQUITY LAB”?

“Ohio will pilot regional CTE Equity Labs...as part of the completion of the comprehensive local needs assessment.

These labs will be facilitated by ODE staff and will require each of the CTPD’s to bring a team of local stakeholders together.”

From the Ohio Perkins V Transition Plan...
WHAT IS AN “EQUITY LAB”? 

State staff will lead local teams through a series of facilitated activities to identify and plan for equity. These activities include:

1. Data Analysis & Review
2. Identification of Gaps
3. Root Cause Analysis
4. Planning for Equity
States and Local Education Agencies must...

• Make meaningful progress toward improving the performance of special populations.

• Identify and quantify gaps between any subgroup and all CTE concentrators.

• Evaluate strategies needed to overcome barriers for special populations.
"Equity...is this plan’s greatest imperative and number one principle."
Putting the Pieces Together

- Equity Labs
- Comprehensive Local Needs Assessment
- Perkins Local Application
TABLE TALK DISCUSSIONS

- How is your state addressing this topic?
- What challenges are you facing with this topic?
- What innovative practices are you implementing related to this topic?
LOCAL NEEDS ASSESSMENTS

State Leads:

- Victoria Crownover and Lauren Victor, Colorado
- Chris Droessler and Robert Witchger, North Carolina
COLORADO

Victoria Crownover and Lauren Victor
REGIONAL APPROACH
THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V
DATA QUALITY INSTITUTE (DQI)
NOVEMBER 13-14, 2019

NEEDS ASSESSMENT RESOURCES

Local & Regional Needs Assessment

New!

Needs Assessment Worksheets - Needs assessment worksheets to be completed at the local and regional levels. Due to Perkins Plan Manager by December 1, 2019.

Needs Assessment Handbook — Handbook that provides recommendations, steps, and strategies for how to approach your needs assessment process.

Needs Assessment Resource Guide — A collection of resources that may be useful as you go through the needs assessment process.

Regional Needs Assessment Meeting Dates

- Region 1 – October 9 in Sterling
- Region 2 – October 17 in Greeley
- Region 3 – October 23 in Denver Metro
- Region 4 – October 29 in Colorado Springs
- Region 5 – September 25 in Limon
- Region 6 – October 8 in Lamar
- Region 7 – October 3 in Pueblo
- Region 8 – October 18 in Alamosa
- Region 9 – October 8 in Durango
- Region 10 – October 28 in Delta
- Region 11 – October 22 in Glenwood Springs
- Region 12 – October 22 in Glenwood Springs
- Region 13 – October 1 in Fremont
- Region 14 – October 17 in Trinidad
## Local Homework

**Local Needs Assessment Element 1 Worksheet: Career Advisement & Development**

Discuss each of the following questions in light of the data collected and notes from interviews, focus groups, or other methodologies. Capture notes in the space provided.

1. To what extent are CTE instructors and other faculty trained to be career coaches or have meaningful conversations with learners about their skill sets and career choices? For example, are they confident and competent?

<table>
<thead>
<tr>
<th>Current State</th>
<th>Desired State</th>
<th>Evidence</th>
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<tbody>
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</table>

2. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical colleges, apprenticeships, military, and direct employment?

<table>
<thead>
<tr>
<th>Current State</th>
<th>Desired State</th>
<th>Evidence</th>
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</table>

3. To what extent are CTE instructors collaborating with counseling/career advisement professionals?

<table>
<thead>
<tr>
<th>Current State</th>
<th>Desired State</th>
<th>Evidence</th>
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</table>

### Element 1: Career Advisement & Development

**Ratings:**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist, and we have processes in place to close the remaining gaps
4. No gaps exist

**Rating (circle one):**

1 2 3 4

### Strategies for Element 1 in Priority Order
Regional Needs Assessment Element 1 Worksheet: Career Advisement & Development

Strategic Plan Goal: Ensure each Colorado learner has access to ongoing career advisement & development.

<table>
<thead>
<tr>
<th>Strategies from Local Worksheets (carry forward from local homework)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where are the biggest gaps in performance for the strategies listed?</td>
</tr>
<tr>
<td>2. List in priority order, the strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)</td>
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<tr>
<td>3. What are the potential common assets to accomplish this goal?</td>
</tr>
<tr>
<td>4. What are the potential common barriers to accomplish the goal?</td>
</tr>
<tr>
<td>5. What shared stakeholders are needed for this goal to succeed?</td>
</tr>
</tbody>
</table>
## Needs Assessment Results Document - Part 1

Identify the priority strategies to be addressed based on the consolidation of local strategies at the regional level. Each strategy must be categorized as Tier 1, Tier 2, or Tier 3 in priority. This information should be pulled from #2 of each element of the regional worksheets. No more than three prioritized strategies per element may be carried forward to this worksheet.

<table>
<thead>
<tr>
<th>Element</th>
<th>Strategies Listed in Priority Order</th>
<th>Tier Rating (per strategy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Career Advisement &amp; Development</td>
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<tr>
<td>2: Local Workforce Alignment</td>
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<tr>
<td>3: Size, Scope &amp; Quality and Progress Towards Implementing CTE Programs of Study</td>
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<td>4: Student Performance</td>
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<td>5: Progress Toward Improving Equity</td>
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<tr>
<td>6: Recruitment, Retention and Training of Faculty and Staff</td>
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<tr>
<td>7: Work-Based Learning</td>
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</tbody>
</table>
Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate how the stakeholder was engaged in the Evidence of Engagement column. This could be completing a survey, attending the regional meeting, focus group, etc.

<table>
<thead>
<tr>
<th>Required Stakeholder</th>
<th>Name of Stakeholder</th>
<th>Organization/Company Representing</th>
<th>Evidence of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals</td>
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<tr>
<td>2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</td>
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<tr>
<td>3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</td>
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</tbody>
</table>
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DATA QUALITY INSTITUTE (DQI)

NOVEMBER 13-14, 2019
**Example Strategies**

<table>
<thead>
<tr>
<th>Element</th>
<th>Strategies Listed in Priority Order</th>
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</thead>
</table>
| 1: Career Advisement & Development | 1. Create a structure for regular communication/sharing of career-related content and relevant information including relationship building.  
2. Develop experiences for students (possibly earlier ages), counselors, and faculty/staff to be exposed to the careers in action by seeing business and industry locations.  
3. Expand resources and training for students and teachers to identify career readiness (example skills assessments) for non-traditional areas and specific businesses. |
| 2: Local Workforce Alignment | 1. Develop a plan to more intentionally strengthen advisory committees, reaching out to community/business/industry and increasing/incentivizing their feedback/presence.  
2. Expand resources and/or exposure to resources for career info/workforce demand, earnings, skill demand, etc. info. including training on them.  
3. Utilize resources to create or access instructional materials that add to the entrepreneurial opportunities/skills small business development, remote work opportunities and contracting. |
| 3: Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study | 1. Enhance laboratory equipment and resources through evaluation of business and industry need current practices.  
2. Develop processes for collaboration among secondary and post-secondary to address student and program gaps. |

<table>
<thead>
<tr>
<th>Element</th>
<th>Strategies Listed in Priority Order</th>
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</thead>
</table>
| 4: Student Performance | 1. Develop partnerships with school counselors and college advisers to provide intentional pathways for all students to take advantage of CTE programs.  
2. Formalize a process and time for student performance data review within departments or programs.  
3. Embed academic standards into CTE programs. |
| 5: Progress Toward Improving Equity | 1. Creating peer coaches to support each other through different types of classroom challenges.  
2. Examine existing and identifying new programs based on data and stakeholder input.  
3. Create materials and processes for marketing and celebrating non-trad career paths. “normalizing” non-trad. |
| 6: Recruitment, Retention and Training of Faculty and Staff | 1. Develop plan to fund recruitment and retention of CTE teachers.  
2. Develop partnerships with our local higher ed to create a teaching program hybrid for students who are interested in specific career pathways.  
3. Develop plan to share experts and faculty with other institutions through a formalized process. |
| 7: Work-Based Learning | 1. Work with community/business/orgs to expand placement opportunities  
2. Develop formalized checklist for recruitment and retention of employers for work-based learning opportunities.  
3. Expand enterprise opportunities at campus or within their area. |

**Strategies to be Addressed on Regional Level, Listed in Priority Order**

<table>
<thead>
<tr>
<th>Element Addressed</th>
<th>Element Addressed</th>
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</thead>
<tbody>
<tr>
<td>Program quality</td>
<td>Program quality</td>
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<tr>
<td>Work-Based Learning</td>
<td>Work-Based Learning</td>
</tr>
<tr>
<td>Career Advisement</td>
<td>Career Advisement</td>
</tr>
<tr>
<td>Student Performance</td>
<td>Student Performance</td>
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</tbody>
</table>

**Strategies to be Addressed on Regional Level, Listed in Priority Order**

<table>
<thead>
<tr>
<th>Strategies to be Addressed</th>
<th>Element Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance laboratory equipment and resources through evaluation of business and industry need current practices.</td>
<td>Program quality</td>
</tr>
<tr>
<td>Work with community/business/orgs to expand placement opportunities</td>
<td>WBL</td>
</tr>
<tr>
<td>Develop a plan to more intentionally strengthen advisory committees, reaching out to community/business/industry and increasing/incentivizing their feedback/presence</td>
<td>Workforce Alignment</td>
</tr>
<tr>
<td>Develop experiences for students (possibly earlier ages), counselors, and faculty/staff to be exposed to the careers in action by seeing business and industry locations.</td>
<td>Career Advisement</td>
</tr>
<tr>
<td>Embed academic standards into CTE programs</td>
<td>Student Performance</td>
</tr>
</tbody>
</table>
NORTH CAROLINA

Dr. Bob Witchger, CTE Director
Chris Droessler, CTE Program Administrator
POSTSECONDARY PERKINS DATA PORTAL

- Used by colleges for Comprehensive Local Needs Assessment and Local Application
- [https://www.ncperkins.org/data/](https://www.ncperkins.org/data/)
- Organized by:
  - Individual Colleges
  - Compare Colleges
  - State Summary
### Central Carolina Community College

**Performance Indicator**

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<tr>
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</thead>
<tbody>
<tr>
<td>1P1 - Technical Skill Attainment</td>
<td>83.65%</td>
<td>81.96%</td>
<td>80.78%</td>
<td>81.77%</td>
<td>81.78%</td>
<td>81.78%</td>
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</tr>
<tr>
<td>2P1 - Credential, Certificate, or Degree Attainment</td>
<td>54.17%</td>
<td>68.64%</td>
<td>70.98%</td>
<td>53.67%</td>
<td>58.00%</td>
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</tr>
<tr>
<td>3P1 - Student Retention or Transfer</td>
<td>71.63%</td>
<td>80.84%</td>
<td>81.01%</td>
<td>73.72%</td>
<td>75.00%</td>
<td>78.00%</td>
<td></td>
</tr>
<tr>
<td>4P1 - Student Placement</td>
<td>56.63%</td>
<td>64.27%</td>
<td>65.81%</td>
<td>61.23%</td>
<td>62.00%</td>
<td>63.00%</td>
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</tr>
<tr>
<td>5P1 - Nontraditional Participation</td>
<td>17.83%</td>
<td>16.76%</td>
<td>16.84%</td>
<td>7.33%</td>
<td>7.33%</td>
<td>12.00%</td>
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</tr>
<tr>
<td>5P2 - Nontraditional Completion</td>
<td>11.00%</td>
<td>10.85%</td>
<td>9.31%</td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
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</tbody>
</table>

**Legend**

- Performance is above the college's annual negotiated level
- Performance is below the college's annual negotiated level but within 10%
- Performance is more than 10% below the college's annual negotiated level

### All NC Colleges

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</thead>
<tbody>
<tr>
<td>1P1 - Technical Skill Attainment</td>
<td>80.18%</td>
<td>80.34%</td>
<td>81.03%</td>
<td>80.25%</td>
<td>80.30%</td>
<td>80.40%</td>
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</tr>
<tr>
<td>2P1 - Credential, Certificate, or Degree Attainment</td>
<td>59.43%</td>
<td>69.90%</td>
<td>70.70%</td>
<td>56.00%</td>
<td>57.00%</td>
<td>60.00%</td>
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</table>
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DATA QUALITY INSTITUTE (DQI)

NOVEMBER 13-14, 2019

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**816 Central Carolina Community College**

<table>
<thead>
<tr>
<th>1P1 - Technical Skill Attainment</th>
<th>Performance by Age for Central Carolina Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 years old and younger</td>
<td>116</td>
</tr>
<tr>
<td>19 to 21 years old</td>
<td>308</td>
</tr>
<tr>
<td>22 to 24 years old</td>
<td>188</td>
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<tr>
<td>25 to 29 years old</td>
<td>257</td>
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<tr>
<td>30 to 39 years old</td>
<td>217</td>
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<tr>
<td>40 to 49 years old</td>
<td>140</td>
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<tr>
<td>50 to 59 years old</td>
<td>58</td>
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<tr>
<td>60 years old and older</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>1,299</td>
</tr>
</tbody>
</table>

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**1P1 - Technical Skill Attainment**

**Performance by Ethnicity & Gender** for Central Carolina Community College
### Technical Skill Attainment - Performance by Ethnicity & Gender for Central Carolina Community College

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</thead>
<tbody>
<tr>
<td>African-American female</td>
<td>151</td>
<td>200</td>
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<td>79.17%</td>
<td>82.48%</td>
<td>75.50%</td>
<td>81.77%</td>
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<tr>
<td>African-American male</td>
<td>90</td>
<td>118</td>
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<td>80.00%</td>
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<tr>
<td>Hispanic female</td>
<td>132</td>
<td>152</td>
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<td>84.72%</td>
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<tr>
<td>Hispanic male</td>
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<td>81.48%</td>
<td>70.59%</td>
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<td>81.77%</td>
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<tr>
<td>Other female</td>
<td>48</td>
<td>55</td>
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<tr>
<td>Other male</td>
<td>26</td>
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<tr>
<td>White female</td>
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<td>84.41%</td>
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<tr>
<td>White male</td>
<td>296</td>
<td>361</td>
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<td>87.86%</td>
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<tr>
<td>Totals</td>
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<td>1,608</td>
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### Technical Skill Attainment - Performance by Ethnicity & Gender for Central Carolina Community College

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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>7</td>
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<td>83.33%</td>
<td>58.33%</td>
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<tr>
<td>Asian</td>
<td>13</td>
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1P1 - Technical Skill Attainment - Performance by Ethnicity for Central Carolina Community College

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<tr>
<td>Asian</td>
<td>13</td>
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<td>Hawaiian or Pacific Islander</td>
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<td>Multiple ethnicity</td>
<td>26</td>
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<tr>
<td>Unknown ethnicity</td>
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<tr>
<td>White</td>
<td>798</td>
<td>962</td>
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<td>83.73%</td>
<td>82.95%</td>
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<tr>
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<td>1,299</td>
<td>1,608</td>
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<td>83.90%</td>
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<td>81.77%</td>
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1P1 - Technical Skill Attainment - Performance by Gender for Central Carolina Community College

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<tr>
<td>Female</td>
<td>833</td>
<td>1,008</td>
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<td>82.64%</td>
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<tr>
<td>Male</td>
<td>466</td>
<td>600</td>
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<td>85.51%</td>
<td>78.97%</td>
<td>77.57%</td>
<td>81.77%</td>
<td>81.78%</td>
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<td>1,608</td>
<td></td>
<td>83.65%</td>
<td>81.96%</td>
<td>80.78%</td>
<td>81.77%</td>
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### Technical Skill Attainment

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<td>Agricultural and Natural Resources Technologies</td>
<td>17</td>
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<td>87.50%</td>
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<td>77.27%</td>
<td>81.77%</td>
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<td>Arts and Sciences</td>
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<td>14</td>
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<td>81.78%</td>
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<td>84.89%</td>
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<td>81.77%</td>
<td>81.78%</td>
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<td>Commercial and Artistic Production Technologies</td>
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<td>21</td>
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<td>76.19%</td>
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<tr>
<td>Construction Technologies</td>
<td>53</td>
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<td>91.38%</td>
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<td>Health Sciences</td>
<td>273</td>
<td>372</td>
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<td>Industrial Technologies</td>
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<td>143</td>
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<td>87.52%</td>
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<td>Transport Systems Technologies</td>
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<td>91.86%</td>
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<td>81.77%</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>1,299</strong></td>
<td><strong>1,608</strong></td>
<td><strong>83.65%</strong></td>
<td><strong>81.96%</strong></td>
<td><strong>80.78%</strong></td>
<td><strong>81.77%</strong></td>
<td><strong>81.78%</strong></td>
<td><strong>81.78%</strong></td>
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<tr>
<td>College</td>
<td>Performance - Negotiated</td>
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<td></td>
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<tr>
<td>Alamance CC</td>
<td>performance &gt; 84.10%</td>
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<tr>
<td>Asheville-Buncombe TCC</td>
<td>performance &gt; 81.92%</td>
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<td>performance &gt; 78.01%</td>
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<tr>
<td>Brunswick CC</td>
<td>performance &gt; 84.56%</td>
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<td>Caldwell CC &amp; TI</td>
<td>performance &gt; 90.13%</td>
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<td>performance &gt; 78.64%</td>
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<tr>
<td>Carteret CC</td>
<td>performance &gt; 89.06%</td>
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<tr>
<td>Catawba Valley CC</td>
<td>performance &gt; 85.15%</td>
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<tr>
<td>Central Carolina CC</td>
<td>performance &gt; 80.78%</td>
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<tr>
<td>Central Piedmont CC</td>
<td>performance &gt; 81.11%</td>
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</tr>
<tr>
<td>Cleveland CC</td>
<td>performance &gt; 84.04%</td>
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<tr>
<td>Coastal Carolina CC</td>
<td>performance &gt; 90.24%</td>
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<tr>
<td>College of the Albemarle</td>
<td>performance &gt; 82.13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Craven CC</td>
<td>performance &gt; 88.05%</td>
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<td></td>
<td></td>
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<tr>
<td>Davidson County CC</td>
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Performance Indicators for all Colleges
2017 - 2018

https://www.ncperkins.org/data/indicator_state.php
# Data Quality Institute (DQI)

**THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V**

**NOVEMBER 13-14, 2019**

---

**Central Carolina Community College**

**SP2 - Nontraditional Completion**

**Performance by Age** for Central Carolina Community College

<table>
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<td>18 years old and younger</td>
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<td>6</td>
<td>100.00%</td>
<td>16.67%</td>
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<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
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<tr>
<td>19 to 21 years old</td>
<td>11</td>
<td>104</td>
<td>14.71%</td>
<td>10.58%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>22 to 24 years old</td>
<td>12</td>
<td>109</td>
<td>9.64%</td>
<td>11.01%</td>
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<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>25 to 29 years old</td>
<td>14</td>
<td>116</td>
<td>3.85%</td>
<td>12.07%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>30 to 39 years old</td>
<td>3</td>
<td>86</td>
<td>16.87%</td>
<td>3.49%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>40 to 49 years old</td>
<td>2</td>
<td>43</td>
<td>5.71%</td>
<td>4.65%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>50 to 59 years old</td>
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<td>22</td>
<td>13.04%</td>
<td>4.55%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
</tr>
<tr>
<td>60 years old and older</td>
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<td>8</td>
<td>0.00%</td>
<td>25.00%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
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<td>46</td>
<td>494</td>
<td>11.00%</td>
<td>10.85%</td>
<td></td>
<td></td>
<td>10.69%</td>
<td>10.88%</td>
<td>10.88%</td>
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</tbody>
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**Performance by Ethnicity & Gender** for Central Carolina Community College

---

**Definition/Methodology for this Indicator**

(List of gender-nontraditional programs at this college)
### Central Carolina Community College

<table>
<thead>
<tr>
<th>Program Number</th>
<th>Curriculum</th>
<th>Gender</th>
<th>Number of Females</th>
<th>Number of Males</th>
<th>Percent Non-Traditional</th>
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<tr>
<td>A45110</td>
<td>Associate Degree Nursing</td>
<td>male</td>
<td>74</td>
<td>10</td>
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<tr>
<td>C60140</td>
<td>Automotive Restoration Technology</td>
<td>female</td>
<td>0</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>D60140</td>
<td>Automotive Restoration Technology</td>
<td>female</td>
<td>1</td>
<td>11</td>
<td>8.3%</td>
</tr>
<tr>
<td>A60160</td>
<td>Automotive Systems Technology</td>
<td>female</td>
<td>4</td>
<td>31</td>
<td>11.4%</td>
</tr>
<tr>
<td>C60160</td>
<td>Automotive Systems Technology</td>
<td>female</td>
<td>0</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>D60160</td>
<td>Automotive Systems Technology</td>
<td>female</td>
<td>0</td>
<td>35</td>
<td>0.0%</td>
</tr>
<tr>
<td>A55110</td>
<td>Barbering</td>
<td>female</td>
<td>1</td>
<td>10</td>
<td>9.1%</td>
</tr>
<tr>
<td>C55110</td>
<td>Barbering</td>
<td>female</td>
<td>0</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>D55110</td>
<td>Barbering</td>
<td>female</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
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<tr>
<td>C55120</td>
<td>Basic Law Enforcement Training</td>
<td>female</td>
<td>9</td>
<td>25</td>
<td>26.5%</td>
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<td>4</td>
<td>20</td>
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<td>Broadcasting and Production Technology</td>
<td>female</td>
<td>0</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>D30120</td>
<td>Broadcasting and Production Technology</td>
<td>female</td>
<td>3</td>
<td>4</td>
<td>42.9%</td>
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<tr>
<td>A50150</td>
<td>CAD Technology</td>
<td>female</td>
<td>4</td>
<td>7</td>
<td>36.4%</td>
</tr>
<tr>
<td>C50150</td>
<td>CAD Technology</td>
<td>female</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>C35180</td>
<td>Carpentry</td>
<td>female</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>A40160</td>
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<td>11</td>
<td>8.3%</td>
</tr>
<tr>
<td>A50120</td>
<td>Computer-Integrated Machining</td>
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<td>22</td>
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<tr>
<td>A55140</td>
<td>Cosmetology</td>
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<td>58</td>
<td>4</td>
<td>6.5%</td>
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<td>C55140</td>
<td>Cosmetology</td>
<td>male</td>
<td>43</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>D55140</td>
<td>Cosmetology</td>
<td>male</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>C55160</td>
<td>Cosmetology Instructor</td>
<td>male</td>
<td>3</td>
<td>0</td>
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<tr>
<td>A55180</td>
<td>Criminal Justice Technology</td>
<td>female</td>
<td>51</td>
<td>53</td>
<td>49.0%</td>
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<td>Criminal Justice Technology</td>
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<td>64</td>
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<tr>
<td>A55150</td>
<td>Culinary Arts</td>
<td>female</td>
<td>13</td>
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<td>52.0%</td>
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# The Journey Continues: Making the Transition to Full Implementation of Perkins V

## Data Quality Institute (DQI)

**November 13-14, 2019**

## Table: College Information

<table>
<thead>
<tr>
<th>College</th>
<th>Population</th>
<th>Area</th>
<th>Density</th>
<th>CTE % of Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunswick Community College</td>
<td>131,887</td>
<td>847</td>
<td>156</td>
<td>0.43%</td>
</tr>
<tr>
<td>Durham Technical Community College</td>
<td>449,837</td>
<td>684</td>
<td>658</td>
<td>0.60%</td>
</tr>
<tr>
<td>College of The Albemarle</td>
<td>153,564</td>
<td>1,873</td>
<td>82</td>
<td>0.60%</td>
</tr>
<tr>
<td>South Piedmont Community College</td>
<td>253,952</td>
<td>1,163</td>
<td>218</td>
<td>0.61%</td>
</tr>
<tr>
<td>Coastal Carolina Community College</td>
<td>196,793</td>
<td>763</td>
<td>258</td>
<td>0.71%</td>
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<tr>
<td>Mitchell Community College</td>
<td>176,229</td>
<td>574</td>
<td>307</td>
<td>0.84%</td>
</tr>
<tr>
<td>Robeson Community College</td>
<td>132,231</td>
<td>949</td>
<td>139</td>
<td>0.85%</td>
</tr>
<tr>
<td>Vance-Granville Community College</td>
<td>192,219</td>
<td>1,705</td>
<td>113</td>
<td>0.86%</td>
</tr>
<tr>
<td>Rowan-Cabarrus Community College</td>
<td>346,575</td>
<td>873</td>
<td>297</td>
<td>0.91%</td>
</tr>
<tr>
<td>Martin Community College</td>
<td>33,295</td>
<td>811</td>
<td>32</td>
<td>0.93%</td>
</tr>
<tr>
<td>Beaufort County Community College</td>
<td>69,604</td>
<td>2,177</td>
<td>32</td>
<td>0.94%</td>
</tr>
<tr>
<td>Rockingham Community College</td>
<td>91,502</td>
<td>366</td>
<td>162</td>
<td>0.99%</td>
</tr>
<tr>
<td>Blue Ridge Community College</td>
<td>150,234</td>
<td>752</td>
<td>200</td>
<td>0.99%</td>
</tr>
<tr>
<td>Caldwell Community College and Technical Institute</td>
<td>139,648</td>
<td>784</td>
<td>178</td>
<td>1.05%</td>
</tr>
<tr>
<td>Halifax Community College</td>
<td>62,495</td>
<td>992</td>
<td>83</td>
<td>1.12%</td>
</tr>
<tr>
<td>Gaston College</td>
<td>302,072</td>
<td>654</td>
<td>462</td>
<td>1.13%</td>
</tr>
<tr>
<td>James Sprunt Community College</td>
<td>59,747</td>
<td>816</td>
<td>73</td>
<td>1.16%</td>
</tr>
</tbody>
</table>

## College Enrollments
- CTE Students
- Non-CTE Students (Transfer/Gen Ed)
- Special Categories
- Curriculum (all curriculum students)
- Curric & CounEd (all students)
- CTE % of Curriculum
- CTE % of Service Area
- CTE/Pell Recipients
- CTE-Pell % of Curriculum

---

*Image of a webpage showing a data portal for colleges with various data fields such as College Name, Population, Area, Density, and CTE % of Area. The data portal includes filters for selecting and sorting the information.*
### 2019-2020 Negotiated Levels of Performance

#### 1P1 - Technical Skill Attainment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 80.40</td>
<td>College</td>
<td>80.89</td>
<td>81.00</td>
<td>81.77</td>
<td>81.78</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>83.65</td>
<td>81.96</td>
<td>80.78</td>
<td></td>
</tr>
</tbody>
</table>

#### 2P1 - Credential, Certificate, or Degree Attainment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 60.00</td>
<td>College</td>
<td>54.00</td>
<td>54.20</td>
<td>53.67</td>
<td>58.00</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>54.17</td>
<td>58.64</td>
<td>70.98</td>
<td></td>
</tr>
</tbody>
</table>

#### 3P1 - Student Retention or Transfer

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 80.00</td>
<td>College</td>
<td>77.27</td>
<td>77.30</td>
<td>73.72</td>
<td>75.00</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>71.63</td>
<td>80.84</td>
<td>81.01</td>
<td></td>
</tr>
</tbody>
</table>

#### 4P1 - Student Placement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 69.00</td>
<td>College</td>
<td>55.25</td>
<td>55.50</td>
<td>61.23</td>
<td>62.00</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>56.63</td>
<td>64.27</td>
<td>65.81</td>
<td></td>
</tr>
</tbody>
</table>

#### 5P1 - Nontraditional Participation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 12.00</td>
<td>College</td>
<td>18.95</td>
<td>7.33</td>
<td>7.23</td>
<td>7.23</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>17.83</td>
<td>16.76</td>
<td>16.84</td>
<td></td>
</tr>
</tbody>
</table>

#### 5P2 - Nontraditional Completion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal is 54.00</td>
<td>College</td>
<td>12.68</td>
<td>10.69</td>
<td>10.69</td>
<td>10.88</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>College</td>
<td>11.00</td>
<td>10.85</td>
<td>9.31</td>
<td></td>
</tr>
</tbody>
</table>
**THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V**

**DATA QUALITY INSTITUTE (DQI)**

**NOVEMBER 13-14, 2019**

---

**Postsecondary Perkins Data Portal - CTE Participants Receiving Pell Grants or BIA Funding**

The number in each column represents the combined total of Pell and BIA for CTE Participants for that college. Hover over each number for a breakdown of the Pell and BIA.

The percentage under that is the college's percentage of the state total Pell and BIA. The line graph is a map of the percentages over the last six years. Details and definitions follow the table.

<table>
<thead>
<tr>
<th>College</th>
<th>Pell/BIA - % of state</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>College is Percentage of State (over 6 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamance CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>1,434</td>
<td>1,086</td>
<td>1,055</td>
<td>1,001</td>
<td>829</td>
<td>800</td>
<td>1.81%</td>
</tr>
<tr>
<td>Asheville-Buncombe TCC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>1,634</td>
<td>1,567</td>
<td>1,407</td>
<td>1,429</td>
<td>1,332</td>
<td>1,185</td>
<td>2.76%</td>
</tr>
<tr>
<td>Beaufort County CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>648</td>
<td>661</td>
<td>596</td>
<td>349</td>
<td>218</td>
<td>177</td>
<td>0.41%</td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>375</td>
<td>443</td>
<td>408</td>
<td>329</td>
<td>290</td>
<td>325</td>
<td>0.76%</td>
</tr>
<tr>
<td>Blue Ridge CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>503</td>
<td>584</td>
<td>555</td>
<td>478</td>
<td>469</td>
<td>383</td>
<td>0.89%</td>
</tr>
<tr>
<td>Brunswick CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>261</td>
<td>275</td>
<td>266</td>
<td>260</td>
<td>248</td>
<td>221</td>
<td>0.52%</td>
</tr>
<tr>
<td>Caldwell CC &amp; TI</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>1,093</td>
<td>830</td>
<td>802</td>
<td>684</td>
<td>587</td>
<td>532</td>
<td>1.24%</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>Pell/BIA &gt; % of state &gt;</td>
<td>1,562</td>
<td>1,457</td>
<td>1,480</td>
<td>1,283</td>
<td>1,203</td>
<td>1,069</td>
<td>2.39%</td>
</tr>
</tbody>
</table>
POSTSECONDARY PERKINS DATA PORTAL

- [https://www.ncperkins.org/data/](https://www.ncperkins.org/data/)
- 22 dynamic web pages (so far)
- 12,152 lines of HTML & PHP code
  - Does not include Javascript files borrowed from others
- 52 tables in MySQL database
  - each year and indicator is a different table
- Uses Chart JS to make the line graphs
TABLE TALK DISCUSSIONS

- How is your state addressing this topic?
- What challenges are you facing with this topic?
- What innovative practices are you implementing related to this topic?
See you tomorrow!!

We will start promptly at 8:30 a.m.
GOOD MORNING!

Sharon Lee Miller, Division of Academic and Technical Education (DATE)
SCOTT STUMP

Assistant Secretary for Career, Technical, and Adult Education at the U.S. Department of Education
Day 2: November 14, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Check-In and Networking</td>
</tr>
<tr>
<td>8:30</td>
<td>Opening General Session – Day 2 (Grand Ballroom)</td>
</tr>
<tr>
<td>9:30</td>
<td>Flash Presentations (Grand Ballroom)</td>
</tr>
<tr>
<td>10:30</td>
<td>Virtual Office Break</td>
</tr>
<tr>
<td>10:45</td>
<td>Quality Indicators Breakout Sessions</td>
</tr>
<tr>
<td></td>
<td>Postsecondary Credentials (Frederick Douglass)</td>
</tr>
<tr>
<td></td>
<td>Postsecondary Credits (HL. Mencken)</td>
</tr>
<tr>
<td></td>
<td>Work-Based Learning (Billie Holiday)</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45</td>
<td>State-Determined Performance Levels (Grand Ballroom)</td>
</tr>
<tr>
<td>1:45</td>
<td>Closing Remarks and Reflections (Grand Ballroom)</td>
</tr>
<tr>
<td>2:00</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>
TECHNICAL ASSISTANCE TO STATES

Presenters:
- Sandra Staklis, RTI International
- Mark Wagner, North Dakota
- Pam Woods, West Virginia
TECHNICAL ASSISTANCE TO STATES

- Highlights of Process
- Types of Technical Assistance Offered to States
  - Division of Academic and Technical Education (DATE)
  - RTI International
- Example Experiences
  - North Dakota
  - West Virginia
TECHNICAL ASSISTANCE TO STATES BY RTI

Presenter:

• Sandra Staklis, RTI International

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V
DATA QUALITY INSTITUTE (DQI)

NOVEMBER 13-14, 2019
TECHNICAL ASSISTANCE (TA) TIMELINE

August
Invitation

Late September
Requests due

October
Review and planning
November

December
TA activities begin
January

May
TA concludes
TA PROCESS

Consultations with states

Facilitated state discussions

Research on topics

Final product
2018-19 TA:

**INDUSTRY RECOGNIZED CREDENTIAL (IRC) DATA**

- State processes for identifying quality IRCs
- Sources of IRC data
- Pre- and regular apprenticeships as IRCs
IRCs: Data Collection
CASE STUDIES

Missouri

South Dakota

Kansas
IRC SYSTEMS: PROMISING PRACTICES

- Begin by cataloguing TSAs currently offered
- Refine the state IRC list in partnership with industry partners
- Identify IRCs aligned with state or local labor market needs
- Determine transparent criteria and processes for adding to the state IRC list
IRC DATA SOURCES

- Contracts or agreements between vendors and state education agencies.
- Data collected and reported on student IRC attainment by schools and districts.
- National postsecondary IRC data repository based on vendor agreements
PRE-APPRENTICESHIP AND APPRENTICESHIP

- Not often collected with IRC data.
- Apprenticeship records are tracked by noneducation agencies, making them difficult to link with student records.
- Varying quality and structure of pre-apprenticeships.
- Concerns about data accuracy.
IRCs and IRC Data Collection in North Dakota

Mark Wagner, Assistant State Director, North Dakota Department of Career and Technical Education
IRCs and IRC Data Collection in West Virginia

Pam Woods, Statewide Longitudinal Education Data Project Manager & Data Governance Coordinator, West Virginia Higher Education Policy Commission
2019-20 TA TOPICS

- Establishing state-determined performance levels
- Using labor market data to inform definitions of CTE program quality
- Tracking employment and postsecondary outcomes among CTE program concentrators
- Defining work-based learning quality
- Data collection on work-based learning and defining work-based learning quality
THE NATIONAL LANDSCAPE OF DATA SYSTEM QUALITY FOR POSTSECONDARY CREDENTIALS

Dr. Jeffrey A. Fletcher, Iowa
Dr. Pradeep Kotamraju, California
Kimberly MacDonald, North Carolina
BACKGROUND

- *Perkins V* offers opportunities to self-reflect and evaluate our data system practices and processes
- Reporting out results from a national landscape survey investigating data system quality for postsecondary credentials
- Focused on postsecondary credentials
  - 5S1: Secondary – Program Quality, Attained Recognized Postsecondary Credential
  - 2P1: Postsecondary – Earned Recognized Postsecondary Credential
Survey Questions – 5S1

Section I: 5S1, Attained Recognized Postsecondary Credential

“Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.”

- Q1.1: How is your state defining what “counts”?
- Q1.2: What is your overall expectation regarding the validation process?
- Q1.3: What benchmarks are in place to monitor project progress?
- Q1.4: What issues exist in your source data? How are these issues addressed?
- Q1.5: How many iterations of data validation do you have planned?
- Q1.6: What is determined? – Number of records?, Unique IDs?, Size of data?, Comparison of source and targets based on data fields, Specific criteria?
- Q1.7: Are common issues uncovered? – Incongruent or incomplete counts? Duplicate data?, Improper formats?, “Null” value fields?
- Q1.8: Do you sample and test the data? – What percentages of data is used?, How do you determine the sample?, What is an acceptable error rate for your data?
Survey Questions – 2P1

Section II: 2P1, Earned Recognized Postsecondary Credential

“Percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.”

- Q2.1: How is your state defining what “counts”?
- Q2.2: Does your state have a data validation plan?
- Q2.3: What benchmarks are in place to monitor project progress?
- Q2.4: What issues exist in your source data? How are these issues addressed?
- Q2.5: How many iterations of data validation do you have planned?
- Q2.6: What is determined? Number of records?, Unique IDs?, Size of data?, Comparison of data fields?, Specific criteria?
- Q2.7: Are common issues uncovered? – Incongruent or incomplete counts?, Duplicate data?, Improper formats?, “Null” value fields?
- Q2.8: Do you sample and test the data? – What percentages of data is used?, How do you determine the sample?, What is an acceptable error rate for your data?
RESPONDENTS

- Twenty-one states captured in the survey

- Twenty-five responses (four states with secondary & postsecondary respondents)
  - Michigan
  - Minnesota
  - North Carolina
  - Wisconsin
**Methodology**

- Mixed-methods survey
- Cleaned Survey Response Data
- Targeted Analysis based on Statistically Significant dependent variables
- Coded select dependent variables

<table>
<thead>
<tr>
<th>Indicators/Responses</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>0</td>
</tr>
<tr>
<td>2P1</td>
<td>1</td>
</tr>
<tr>
<td>5S1</td>
<td>2</td>
</tr>
<tr>
<td>Both - 5S1 and 2P1</td>
<td>3</td>
</tr>
</tbody>
</table>
WHO OWNS THE CTE DATA? – THEMES

- System Research Offices
- Business Offices
- Information Management Offices
- Research and Data Analysis Offices
WHO ANALYZES THE DATA? – THEMES

- Secondary CTE System Offices
- State Department of Education Offices
- Postsecondary CTE System Offices
- State Workforce System Offices
- Board of Regents/Higher Education System Offices
HOW ARE TARGETS BEING SET FOR 5S1? – THEMES

- Historical – Baseline data using prior year cohorts
  - 2 – years
  - 3 – years
  - 4+ – years
- Applying state ESSA data calculations
- Data from student transcripts
How are Targets Being Set for 2P1? – Themes

- Historical – Baseline data using prior year cohorts
  - 2 – years
  - 3 – years
  - 4+ – years
WHAT “COUNTS” FOR 5S1? – THEMES

- Secondary Program Quality Indicator – TBD
- Utilizing state WIOA definitions
- “Mapping” to course sequences – CIP & SOC codes
- State “Approved” list of certifications or credentials
WHAT “COUNTS” FOR 2P1? – THEMES

- State list of CTE recognized postsecondary credentials
  - Higher-ed system office
  - Community-college level
  - Perkins executive committees
  - State Board of Education
- Utilizing WIOA definitions and industry validation
**EVALUATING DATA – THEMES**

<table>
<thead>
<tr>
<th>Data Elements</th>
<th>5S1</th>
<th>2P1</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Records</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Unique IDs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Size of Data</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td>X</td>
<td></td>
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<tr>
<td>Specific Criteria</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>&quot;Null&quot; Value Fields</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Incongruent Counts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicate Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improper Formats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- # of Records
- Unique IDs
- Size of Data
- Comparisons
- Specific Criteria
- "Null" Value Fields
- Incongruent Counts
- Duplicate Data
- Improper Formats
Sampling & Testing Data – Themes

During the credential validation process, which indicator(s) do you sample and test the data for?

<table>
<thead>
<tr>
<th>Sampling and Testing Data?</th>
<th>5S1</th>
<th>2P1</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>No or Did Not Know</td>
<td>42%</td>
<td>50%</td>
<td>42%</td>
</tr>
</tbody>
</table>
WHAT ISSUES EXIST IN 5S1 CREDENTIAL DATA? – THEMES

- Developing a list of “valued” CTE industry-recognized credentials for students
- Challenges with validation
- Reaching data sharing agreements
- Updating state rules/statutes/codes
WHAT ISSUES EXIST IN 2P1 CREDENTIAL DATA?

- **Validation challenges**
  - Third-party agencies
  - Data-sharing agreements

- **Duplication challenges**
  - “Counting” of highest earned credential

- **Ensuring that state rules/statutes/codes are current**
The Data Warehousing Institute estimates that data quality problems cost U.S. businesses more than $600 billion a year
- "High quality data is critical to success in the Information Age"

Traditional surveys
- Increasing expense, declining response rates, and prolonged time lags between data gathering and derived indicators and other statistics

Tools for data extraction, manipulation, and analysis are rapidly evolving

Important to implement or re-assess data sampling techniques

Users’ expectations are rising – demanding more access to statistics that are closer to the actual measures of what they want to know. (e.g., public-facing reporting requirements in Perkins V)
QUESTIONS?

Dr. Jeffrey A. Fletcher, Iowa
Dr. Pradeep Kotamraju, California
FLASH PRESENTATIONS

Facilitator: Laurie Baker, RTI International
FLASH PRESENTATIONS OVERVIEW

● Each “flash presenter” will have 2-3 minutes to share their innovation, including the problem it helps address and conditions for success.

● After the presentations, participants will be able to engage in two rounds of Q&A (10 minutes each).
Flash Presentations Line-Up

- Wendy Morton, Utah
- Heather Justice, Texas
Utah: Wendi Morton

- **Innovation:** Regional Consortia
- **Problem being addressed:** Secondary and Postsecondary collaboration around Perkins goals and work including alignment between programs
- **Description:** We have incentivized CTE planning regions to form consortia for Perkins funding – apply together, share funds together, and conduct CLNA together.
- **Conditions for Success:** During the pilot year, regions who have formed consortia have reported very positive outcomes as they move to thinking about “ALL” students.
TEXAS: HEATHER JUSTICE

- **Name of Innovation:** CTE Auto-Coding Concentrators and Completers

- **Problem Innovation Seeks to Address:** Quality and consistency of data on CTE concentrators and completers. Moving away from self-report data.

- **Description of Innovation:** Established statewide sequences of courses and used these to track course completion data and attach to student records.

- **Conditions for Success:** Course codes, connection to student information systems, and identifiable CTE course sequences.
NEW CTE INDICATORS

- Moving from district self-reported data through PEIMS to an auto-calculated using certified PEIMS course completion data
- Using Perkins V definitions of CTE Concentrator & Completer
- LEA and state baseline data
Q&A WITH THE FLASH PRESENTERS

- Each flash presenter will be available for questions around the room.
- Select two innovations that you would like to learn more about.
- We will have two rounds of Q&A, each 10 minutes long.
BREAK!

Proceed to the Quality Indicators Breakout Sessions

Postsecondary Credentials (Frederick Douglass)
Postsecondary Credits (HL Mencken)
Work-Based Learning (Billie Holiday)
QUALITY INDICATOR DISCUSSIONS: POSTSECONDARY CREDENTIALS

RTI room moderator:

- Sandra Staklis
QUALITY INDICATOR: POSTSECONDARY CREDENTIALS

- Suggested Numerator:
  - Number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential.

- Suggested Denominator:
  - Number of CTE concentrators who graduated from high school.

Note: this information is not for dissemination or printing.
QUALITY INDICATOR: POSTSECONDARY CREDENTIALS

Discussion Questions:

- Does your state plan on using recognized postsecondary credentials as a quality indicator?
- Which of the ‘recognized postsecondary credentials’ identified in the legislation will your state include in this measure?
- How will your state access the data required to calculate this quality measure and what challenges do you face in accessing it?
- What are the strategies your state is using to address these challenges?
QUALITY INDICATOR DISCUSSIONS:
POSTSECONDARY CREDITS

RTI room moderator:

- Michelle Tolbert
QUALITY INDICATOR: POSTSECONDARY CREDITS

● **Suggested Numerator:**
  ▪ Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

● **Suggested Denominator:**
  ▪ Number of CTE concentrators who graduated from high school.

*Note: this information is not for dissemination or printing.*
QUALITY INDICATOR: POSTSECONDARY CREDITS

Discussion Questions:

- Does your state plan on using postsecondary credits as a quality indicator?
- Which of the options for awarding postsecondary credit identified in the legislation will your state include in this measure?
- How will your state access the data required to calculate this quality measure and what challenges do you face in accessing it?
- What are the strategies your state is using to address these challenges?
QUALITY INDICATOR DISCUSSIONS: WORK-BASED LEARNING

RTI room moderator:
- Laura Rasmussen Foster
QUALITY INDICATOR: WORK-BASED LEARNING

- **Suggested Numerator:**
  - Number of CTE concentrators who graduated from high school having participated in work-based learning.

- **Suggested Denominator:**
  - Number of CTE concentrators who graduated from high school.

*Note: this information is not for dissemination or printing.*
QUALITY INDICATOR: WORK-BASED LEARNING

Discussion Questions:

- Does your state plan on using WBL as a quality indicator?
- How will your state document whether a student has participated in WBL?
- What data will be required to calculate this quality measure and what challenges do you face in accessing it?
- What are the strategies your state is using to address these challenges?
LUNCH

Proceed to lunch; next session begins at 1:00 in the Grand Ballroom
STATE-DETERMINED PERFORMANCE LEVELS (SDPLs)

Facilitator: Laurie Baker, RTI International
## SDPL Timeline

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Last Year of Perkins IV</th>
<th>First Year (Transition Year) of Perkins V</th>
<th>Second Year of Perkins V</th>
</tr>
</thead>
</table>
| State Determined Performance Levels (SDPL) | Final Agreed Upon Performance Levels (FAUPLs)  
(note: States should begin establishing their baseline levels for the Perkins V core indicators) | N/A  
(note: States finalize and submit baseline data and SDPLs as part of their Perkins V State Plan submission in PY 2020) | States SDPLs and baseline data  
(note: SDPLs and baseline data will be automatically populated into the CAR Portal) |
THE JOURNEY CONTINUES: MAKING THE TRANSITION TO FULL IMPLEMENTATION OF PERKINS V
DATA QUALITY INSTITUTE (DQI)
NOVEMBER 13-14, 2019

SDPL SESSION ACTIVITY INSTRUCTIONS

● Step 1: Formulating a Hypothesis
● Step 2: Peer Benchmarking
● Step 3: Identifying Action
● Whole Room Debrief

*use worksheet provided
**Step 1: Formulating a Hypothesis**

- On your own or with colleagues from your state, think about your State-Determined Performance Levels (SDPLs) for 2020 for the Perkins V indicators:
  - Do you anticipate that your 2020 SDPLs are below, similar to, or above those of your peer states?
  - Which states (in attendance) are most similar to your state?
**STEP 2: PEER BENCHMARKING**

**Part A. On your own or with colleagues from your state:** Use a sticky dot to indicate your state’s 2020 SDPLs on charts for each Perkins indicator. *Be sure to write your state’s initials on your dots*

Once all states are done placing dots on the charts, review your SDPLs in comparison to other states:

- What observations can you make?
- Do any patterns or questions emerge?
**STEP 2: PEER BENCHMARKING**

- **Part B. With colleagues from other states:** After reviewing the SDPL charts, join a table with colleagues from other states to share your reflections from Part A and discuss the following questions:
  - How did states determine their SDPLs?
  - What challenges did states have or anticipate having in setting SDPLs?
  - How will states measure these targets and ensure data quality?
Step 3: Identifying Action

- Return to your original table and on your own or with colleagues from your state, reflect on the following questions:
  - Has this exercise inspired the need to make any adjustments to your 2020 SDPLs?
  - If so, what changes would you make?
DEBRIEF

• What insights did you have during this activity?
• What challenges are you or do you anticipate facing with SDPLs?
CLOSING COMMENTS

Sharon Lee Miller, DATE