Welcome!

Sharon Lee Miller, Director, Division of Academic and Technical Education, Office of Career, Technical, and Adult Education (OCTAE)

Facilitator: Olivia Rice, Education Research Analyst, RTI International

February 12, 2019
8:30–8:40
PERKINS

WELCOME TO THE
2019 PERKINS DATA QUALITY INSTITUTE

SHARON LEE MILLER
DIRECTOR, DIVISION OF ACADEMIC AND TECHNICAL EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
2019 DQI Conference Attendees

- 135 state participants!

- Representing 47 states, plus the District of Columbia (DC)/Palau/Puerto Rico

- An additional 20+ attendees representing the non-profit sector
PURPOSE OF THE PERKINS DQI

- Achieve common understanding of the new Perkins V accountability provisions
- Work toward common definitions and measurement approaches for the Perkins V core indicators
- Share promising practices and solutions for implementing the new Perkins V accountability requirements
VISION FOR PERKINS V ACCOUNTABILITY SYSTEMS

State and local accountability systems that yield valid, reliable, and complete data on the progress of our nation’s career and technical education students.
UPDATES ON THE STATE PLAN AND CAR GUIDES

- Timelines for issuance
- Indicator name changes
- Selection of program quality indicators
- Other program quality indicators
- Definition of a CTE concentrator
- Submission of postsecondary data via EdFacts
LOGISTICS

- Key Staff
- Facilities
- Parking lot
Additional Housekeeping Items

• Review agenda
• Discuss logistics for sessions/lunch &
### DQI 2019 Agenda – Day 1, AM

**Day 1: February 12, 2019, 8:00 am–4:30 pm**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Check-In and Networking <em>(Hallway and Auditorium)</em></td>
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<td>8:30 am</td>
<td><strong>Welcome</strong>&lt;br&gt;The director of the Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE) will provide opening comments and introduce the meeting facilitator.&lt;br&gt;➢ Sharon Lee Miller, Director, DATE, OCTAE&lt;br&gt;➢ Meeting Facilitator: Olivia Rice, Research Education Analyst, RTI International</td>
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<tr>
<td>8:40 am</td>
<td><strong>What's New in Perkins Accountability?</strong>&lt;br&gt;Major changes to the Perkins V accountability provisions will be reviewed, emphasizing changes having the most significant impact on States' policies and procedures for gathering and reporting CTE data.&lt;br&gt;➢ John Haigh, Education Program Specialist, DATE</td>
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<td>9:15 am</td>
<td><strong>GENERATE: A State-Level Solution for Reporting Data into the EDFacts Submission System (ESS)</strong>&lt;br&gt;This session will highlight a data interface that many States have begun using to eliminate the time, effort, and burden associated with gathering and reporting data through the Department's ESS.&lt;br&gt;➢ Ross Santy, Associate Commissioner, Administrative Data Division, National Center for Education Statistics (NCES)&lt;br&gt;➢ Joe Murphy, EDFacts Liaison to Program Offices within the Department of Education</td>
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<td>9:45 am</td>
<td>Virtual Office Break</td>
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<td>10:00 am</td>
<td><strong>Implementing the New CTE Concentrator Definition</strong> <em>(see table # on badge)</em>&lt;br&gt;This session will foster common understanding among participants of the new “CTE concentrator” definition and spur discussion on the possible challenges and solutions for implementing this new definition in States’ Perkins V accountability systems.&lt;br&gt;➢ Moderator: Robert (Bob) Sheets, Research Professor, George Washington Institute of Public Policy</td>
</tr>
<tr>
<td>11:00 am</td>
<td><strong>A New Journey Begins</strong>&lt;br&gt;➢ Scott Stump, Assistant Secretary, OCTAE</td>
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<td>11:30 am</td>
<td><strong>Working Lunch</strong>&lt;br&gt;The working lunch will provide participants an opportunity to meet and network with each other, and with ‘food for thought’ cards provided, will spark discussion among participants on various topics related to the transition to Perkins V.</td>
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<table>
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<tr>
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| 12:45 pm| **Implementing New Indicators of CTE Program Quality: Postsecondary Credentials** *(see table # on badge)*  
This session will foster common understanding of the new program quality indicator addressing “CTE concentrator attainment of postsecondary credentials” and spur discussion on data sources, challenges, and solutions for implementing this new indicator in States’ Perkins V accountability systems.  
MODERATOR: **Robert (Bob) Sheets**, Research Professor, George Washington Institute of Public Policy |
| 1:45 pm | **Implementing New Indicators of CTE Program Quality: Postsecondary Credits**  
This session will foster common understanding of the new program quality indicator addressing “CTE concentrator attainment of postsecondary credits in a relevant CTE program or program of study” and spur discussion on data sources, challenges, and solutions for implementing this new indicator in States’ Perkins V accountability systems.  
MODERATOR: **Robert (Bob) Sheets**, Research Professor, George Washington Institute of Public Policy |
| 2:45 pm | VIRTUAL OFFICE BREAK                                                                                                                                   |
| 3:00 pm | **Implementing New Indicators of CTE Program Quality: Work-Based Learning**  
This session will foster common understanding of the new program quality indicator addressing “CTE concentrator participation in work-based learning” and spur discussion on data sources, challenges, and solutions for implementing this new indicator in States’ Perkins V accountability systems.  
MODERATOR: **Steve Klein**, Director, Center for School, Family, and Community, Education Northwest |
| 4:00   | **Day 1 Debrief and Closing Remarks**  
**Sharon Lee Miller and John Haigh**, DATE |
| 4:30 pm| Adjourn                                                                                                                                                                                                 |
### Day 2: February 13, 2019, 7:30 am–12:30 pm

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<tr>
<td>7:30 am</td>
<td>Check-in and Networking</td>
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</tbody>
</table>
| 8:00 am | Welcome and Day 1 Reflections  
  ➢ Sharon Lee Miller, Director, DATE |
| 8:15 am | Customized Technical Assistance to States  
  This session will share outcomes and deliverables resulting from customized technical assistance on accountability provided to States during the FY 2017–18 program year.  
  ➢ Sandra Staklis, Senior Research Education Analyst, RTI International |
| 8:45 am | Implementing Other Program Quality Indicators  
  This session will highlight the college and career readiness indicators that States have included in their Every Students Succeeds Act (ESSA) plans—indicators that could serve as “any other measure of student success in CTE” for States to include in their Perkins V accountability systems.  
  ➢ Monica Almond, Senior Associate for Policy Development and Government Relations, Alliance for Excellent Education (All4Ed)  
  ➢ Lindsay Dworkin, Director of Policy Development and State Government Relations, All4Ed |
| 9:45 am | Virtual Office Break and Transition to Breakout Session |
| 10:00 am | Collaboration Roundtable Sessions  
  Participants will work in small groups on one of the topics from the list below to identify related strategies, challenges, innovations, and open questions and document their discussion on a poster board. Participants will then rotate around the room to review the work of the other groups and provide their input. The session will conclude with a whole room discussion and debrief.  
  ➢ Moderator: Olivia Rice, Research Education Analyst, RTI International  
  • Gathering Data on Special Populations  
  • Reporting Data by Career Cluster  
  • Setting State-Determined Performance Levels (SDPLs)  
  • Conducting Local Needs Assessments  
  • Gathering data on Postsecondary Indicators |
| 12:10 pm | Next Steps and Closing Remarks  
  ➢ Sharon Lee Miller and John Haigh, DATE |
| 12:30 pm | Adjourn |
Additional Housekeeping Items

• Review agenda
• Discuss logistics for sessions/lunch
• Social media
  • LinkedIn: https://www.linkedin.com/groups/8634903/
  • Twitter: #DQI2019
What’s New in Perkins Accountability?

Dr. John A Haigh, Chief, Administration and Accountability Branch, Office of Career Technical and Adult Education, Division of Academic and Technical Education, U. S. Department of Education

February 12, 2019
8:40–9:15
This session will include a high-level review of the major changes to the Perkins V accountability provisions, that have the most significant impact on states’ policies and procedures for gathering and reporting career and technical education (CTE) data, and will provide a timeline to prepare for implementation.
Sessions Aligned to Major Changes

The 2019 DQI sessions are aligned to major changes in Perkins accountability, including:

• Defining CTE concentrators
• Selecting quality indicators
• Setting state determined levels of performance
• Disaggregating data by subgroups/special populations and career clusters
Defining CTE Participants and Concentrators

**CTE Participants**
- completes not less than one course in a CTE program or program of study (POS) (See Sec. 3(13) of Perkins V)

**CTE Concentrators**
- at the secondary school level: completed at least two courses in a single CTE program or POS (Sec. 3(12) (A) of Perkins V)
- at the postsecondary level: earned at least 12 credits within a CTE program or a POS, or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total (Sec. 3(12) (B) of Perkins V)
## Related Session

### Implementing the New CTE Concentrator Definition

(2/12, 10:00–12:00)

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| 9:15 am| GENERATE: A State-Level Solution for Reporting Data into the EDFacets Submission System (ESS)  
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- Ross Sante, Associate Commissioner, Administrative Data Division, National Center for Education Statistics (NCES)  
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| 10:00 am| Implementing the New CTE Concentrator Definition (see table # on badge)  
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| 11:00 am| A New Journey Begins  
- Scott Stump, Assistant Secretary, OCTAE |
| 11:30 am| Working Lunch  
The working lunch will provide participants an opportunity to meet and network with each other, and with “Food for Thought” cards provided, will spark discussion among participants on various topics related to the transition to Perkins V. |
Selecting Quality Indicators

• The eligible agency **must include at least one program quality indicator**—5S1, 5S2, or 5S3—and **may include any other quality measure** that is statewide, valid, reliable, and comparable across the State, 5S4.

  • 5S1: Attained Recognized Postsecondary Credential
  • 5S2: Attained Postsecondary Credits
  • 5S3: Participated in Work-Based Learning (WBL)
  • 5S4: Other
• Implementing New Indicators of CTE Program Quality: Postsecondary Credentials
  (2/12, 12:45–1:45)

• Implementing New Indicators of CTE Program Quality: Postsecondary Credits
  (2/12, 1:45–2:45)

• Implementing New Indicators of CTE Program Quality: Work-based Learning
  (2/12, 3:00–4:00)

• Implementing Other Quality Indicators
  (2/13, 8:45–9:45)
Expectations for disaggregation of concentrator data:

• Student demographics
• Special populations
• CTE Program of Study (POS), or career cluster (if program-level impractical)
Disaggregating Data on Subgroups and Special Populations

- Individuals with Disabilities IDEA (Secondary only)
- Individuals with Disabilities ADA (Postsecondary only)
- Individuals from economically disadvantaged families, **including low-income youth and adults**
- Individuals preparing for non-traditional fields
- Single parents
- **Out of workforce individuals**
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the Foster Care system
- Youth with a parent in active military
- Migrant students (Secondary only)

*Red highlight indicates new or modified special populations*
An eligible agency must provide an unduplicated count of its CTE participants by gender and 16 career clusters developed by Advance CTE:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Appropriate for reporting at the career cluster level. States may also provide additional disaggregation by state-specific programs of study, if they wish.
Setting State Determined Performance Levels (SDPLs)

• States need to continually make meaningful progress for all students including student subgroups

• States must describe process used to determine targets and baselines and include opportunities for public comment (60 days prior to plan submission)

• States must take into account, prior to the third year, other states performance levels
  • When adjusting SDPLs those adjustments must be higher than actual & performance of the two most recently completed years &

• States must take into account the extent to which the SDPLs advance the goals in the State Plan
Related Session

• **Collaboration Roundtables** *(2/13, 10:00‒12:00)*
Timeline to Spring 2020

- Review data changes
- Identify measurement approaches

- Run baseline
- Determine SDPLs

- Solicit public comment on SDLPs
- Complete state plan submission to U.S. Department of Education
## Timeline for Reporting

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<td><strong>Transition Year</strong></td>
<td><strong>Annually</strong>^</td>
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<tr>
<td>CAR Submission Date: 12/31/19</td>
<td>CAR Submission Date: 12/31/20</td>
<td>CAR Submission Date: 12/31/21</td>
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<tr>
<td>• Enrollment Data (last year of Perkins IV)</td>
<td>• Enrollment Data (first year for Perkins V)</td>
<td>• Enrollment and Performance Data for Perkins V</td>
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*Consolidated Annual Report (CAR)*  
**Financial Status Report (FSR)**  

^Thru 2025
Perkins Regional Coordinators

**Northwestern**
Jose Figueroa %

**Mid-Northern**
Jamelah Murrell %
Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin

**Northeastern**
Sharon Head %
Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Virgin Islands

**Southwestern**
Andrew (Andy) Johnson %
Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah

**Mid-Atlantic**
Allison Hill %
Delaware, District of Columbia, Maryland, New Jersey, Palau, Pennsylvania, Virginia, West Virginia

**Southern**
Marilyn Fountain %
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee
Questions?