DQI 2020 Virtual Series

“Learn” Session: Quality Indicators

September 23, 2020
WELCOME!

Sharon Lee Miller
Director, Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U.S. Department of Education
Sharon.Miller@ed.gov
(202) 245-7846
# Perkins Regional Coordinators (PRCs)

<table>
<thead>
<tr>
<th>Region</th>
<th>States</th>
<th>Coordinator Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern</td>
<td>Alaska, California, Hawaii, Idaho, Montana, Nevada, North Dakota, Oregon, South Dakota, Washington, Wyoming</td>
<td>José Figueroa</td>
<td>(202) 245-6054</td>
<td><a href="mailto:Jose.figueroa@ed.gov">Jose.figueroa@ed.gov</a></td>
</tr>
<tr>
<td>Mid-Northern</td>
<td>Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin</td>
<td>Jamelah Murrell</td>
<td>(202) 245-6981</td>
<td><a href="mailto:Jamelah.murrell@ed.gov">Jamelah.murrell@ed.gov</a></td>
</tr>
<tr>
<td>Northeastern</td>
<td>Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Virgin Islands</td>
<td>Sharon Head</td>
<td>(202) 245-6131</td>
<td><a href="mailto:Sharon.Head@ed.gov">Sharon.Head@ed.gov</a></td>
</tr>
<tr>
<td>Southwestern</td>
<td>Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah</td>
<td>Andrew Johnson</td>
<td>(202) 245-7786</td>
<td><a href="mailto:Andrew.johnson@ed.gov">Andrew.johnson@ed.gov</a></td>
</tr>
<tr>
<td>Middle-Atlantic</td>
<td>Delaware, District of Columbia, Maryland, New Jersey, Palau, Pennsylvania, Virginia, West Virginia</td>
<td>Allison Hill</td>
<td>(202) 245-7775</td>
<td><a href="mailto:Allison.hill@ed.gov">Allison.hill@ed.gov</a></td>
</tr>
<tr>
<td>Southern</td>
<td>Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee</td>
<td>Marilyn Fountain</td>
<td>(202) 245-7346</td>
<td><a href="mailto:Marilyn.fountain@ed.gov">Marilyn.fountain@ed.gov</a></td>
</tr>
</tbody>
</table>
DQI-20 Planning Team: State Representatives

1. Nicassia Belton – Maryland (Director of Data and Accountability)
2. Richard Kincaid – District of Columbia (State Director)
3. Wendi Morton – Utah (CTE Coordinator)
4. Elaine Perea – New Mexico (State Director)
5. Luke Rhine – Delaware (State Director)
6. Maria Swygert – South Carolina (Team Lead Federal and State Accountability and Fiscal Compliance)
7. Michael Tinsley – Tennessee (Assistant Vice Chancellor, College System of Tennessee)
RTI International Facilitators

Olivia Rice  Michelle Tolbert  Laura Rasmussen Foster  Jordan Hudson

Sandra Staklis  Natassia Rodriguez Ott  John Boyette  Jessie Stadd
**DQI-20: Operationalizing Perkins V while coping with COVID-19**

**2020 Data Quality Institute (DQI) Virtual Series**

**“Learn” Sessions**

**Who:**
- State CTE directors and staff

**Why:**
- To learn how other states are addressing challenges pertaining to the topic
- To discuss potential solutions

**When:**
1. Aligning Perkins Data and Methods of Administration (MOA) Plans (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status (September 14, 2:00-4:00 ET)
3. Quality Indicators (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations (October 7, 1:00-3:00 ET)

**“Connect” Session**

**Who:**
- State CTE directors and staff

**Why:**
- To get a better understanding of the DQI series/meetings
- To hear about innovative strategies in state plans
- To discuss how COVID is impacting data collection

**When:**
- August 5, 2:00-4:00 ET

**“Report/Plan” Session**

**Who:**
- State CTE directors and staff

**Why:**
- To provide a synthesis of and reflect on the topics from the Learn Sessions
- To identify strategies for adopting practices discussed during DQI series

**When:**
- November 5—17, 1:00-3:00 ET

**Perkins V: Accountability 101**

**Who:**
- Targeted towards new CTE staff
- No more than 200 attendees

**Why:**
- To learn about Perkins V accountability

**When:**
- August 26, 12:00-2:00 ET
SESSION AGENDA

- Welcome!
  - Sharon Lee Miller, Director, Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

- Program Quality Indicators in Perkins V
  - Jose Figueroa, PRC, DATE, OCTAE

- State Panel
  - Jessica Vallelungo, Louisiana (5S1: Attained Recognized Postsecondary Credential)
  - Connie Beene, Kansas (5S2: Attained Postsecondary Credits)
  - Richard Kincaid, Washington, DC (5S3: Participated in Work-Based Learning)
  - Debbie Hamble, Oklahoma (5S3: Participated in Work-Based Learning)
  - Wendi Morton, Utah (5S4-5S5: Other indicators)
  - Ruth Durkee, Vermont (5S1-5S3: Multiple indicators)

- Breakout Groups
  - Led by RTI International Facilitators

- Closing Comments
  - Sharon Lee Miller, Director, DATE, OCTAE
SESSION OBJECTIVES

- To increase understanding of key considerations for defining program quality indicators
- To provide opportunities for participants to understand how states are implementing program quality indicators
- To provide opportunities to collaborate and discuss program quality indicator data collection and reporting strategies with other states
NORMS FOR VIRTUAL COLLABORATION

We agree to…

- **Be present.** We will minimize distractions and stay focused on accomplishing team tasks and goals.

- **Participate.** We will try to participate like we would in face-to-face meetings to the extent possible. We will be on video whenever possible. We will use the chat box and other Zoom features to enhance communication and the sharing of ideas and questions.

- **Support productive collaboration.** We will use a “Yes, and…” mindset to build on each other’s ideas and to address challenges as they arise.

- **Share airtime equitably.** We will listen actively and invite the contribution of all members.

- **Have grace.** We understand that working remotely can bring additional challenges. We will be professional and supportive of each other in our work together.

- **Begin and end on time.**
**Zoom Technology – Meeting Controls**

- **Audio**
  - During the whole group activities, please stay muted when not speaking.
  - You can change audio options at any time by clicking on the audio/mic button in the bottom left of your screen.

- **Video**
  - Turn the camera on! It helps everyone have a more engaging and productive virtual experience. You can turn the video on/off by clicking on the video button in the bottom left of your screen.
  - Put your webcam at eye level or higher – experiment for best angles.
  - Make Eye Contact - Try to look at your webcam while speaking versus the screen.

- **Layout Options**
  - Active Speaker View
  - Gallery View
  - Side-by-Side Mode
Zoom Technology – Meeting Controls

- **Participants**
  - You can click on the “Participants” button to view the names of the other participants.
  - From this screen, you can also use features such as raising your hand, responding yes/no, giving a thumbs up/down, asking the speaker to go slower or faster, ask for a break, or indicate that you have stepped away momentarily.

- **Chat**
  - Click “Chat” to start an in-meeting message with participants in the meeting. The dropdown on the chat window will allow you to message Everyone, or privately message a specific participant. Note that all chats, even private, will be saved and available to meeting staff.

- **Reactions**
  - Click “Reactions” to “Clap” for or give “Thumbs Up” to a speaker during the meeting. These are encouraged throughout the sessions!
PERKINS V PROGRAM QUALITY INDICATORS

Jose Figueroa, OCTAE
<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5S1</td>
<td>Recognized Postsecondary Credential</td>
<td>Number of CTE concentrators who graduated from high school having attained a recognized postsecondary credential.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S2</td>
<td>Attained Postsecondary Credits</td>
<td>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.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S3</td>
<td>Participated in Work-based Learning</td>
<td>Number of CTE concentrators who graduated from high school having participated in work-based learning.</td>
<td>Number of CTE concentrators who graduated from high school.</td>
</tr>
<tr>
<td>5S4</td>
<td>Program Quality – Optional – State Determined</td>
<td>State Determined</td>
<td>State Determined</td>
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</table>
# What have states selected?

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Number of States</th>
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<tbody>
<tr>
<td>5S1 – Postsecondary Credits</td>
<td>22</td>
</tr>
<tr>
<td>5S2 – Recognized Postsecondary Credentials</td>
<td>15</td>
</tr>
<tr>
<td>5S3 – Work-Based Learning</td>
<td>28</td>
</tr>
<tr>
<td>Other – Technical Skill Attainment</td>
<td>7</td>
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<tr>
<td>Other – Achieved Completer Status</td>
<td>3</td>
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<tr>
<td>Other – CTE pathway completion</td>
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<tr>
<td>Other – Postsecondary success index</td>
<td>1</td>
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<tr>
<td>Other – Proof of learning</td>
<td>1</td>
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<tr>
<td>Other – Credentials of value</td>
<td>1</td>
</tr>
<tr>
<td>Other – Readiness of coursework</td>
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</table>
**Map of States' Quality Indicators**

- **5S1**: Postsecondary Credentials
- **5S2**: Recognized Postsecondary Credits
- **5S3**: Work-Based Learning
- **5S4-5S5**: Other

States with indicators:
- Washington
- Oregon
- Idaho
- Kentucky
- Michigan
- New York
- Pennsylvania
- Rhode Island
- Connecticut
- New Jersey
- Delaware
- Maryland
- North Carolina
- West Virginia
- DC
- Puerto Rico
Perkins V Quality Indicators

ANNOUNCING THE QUALITY INDICATOR TECHNICAL ASSISTANCE INITIATIVE

Data Quality Institute
September 23, 2020
Project Goals

- Motivate cross-State collaboration to find shared solutions
- Identify strategies and resources to strengthen States’ implementation of the *Perkins V* Quality Indicators
- Deliver customized technical assistance to States through a competitive application process
Project Overview

• **Phase 1: State Quality Indicator Workgroups**
  - Surface challenges and solutions
  - Consider effective data collection and analysis protocols
  - Identify resources and tools

  *Timeline: November 2020 – August 2021*

• **Phase 2: Deliver Capacity-Building Technical Assistance**
  - Customized support to States
  - Assist in designing, implementing, and revising indicators

  *Timeline: November 2021 – July 2022*
State Quality Indicator Workgroups

- **Participant Qualifications**
  - Open to State Education Agency staff members
  - Knowledgeable of *Perkins V* accountability systems
  - Committed to strengthening States’ indicator systems

- **Participant Expectations**
  - Submit application
  - Actively participate in monthly online discussions
  - Contribute ideas and resources to support resource development
Learn More About Participating

• Contact your State CTE Director to access the application

• Visit the National Initiatives resources on PCRN... coming soon

Project Co-Directors

Lori Meyer, Assoc. Director
Education & Technical Assistance
Manhattan Strategy Group

Steve Klein, Director
Career Education & Workforce Development
Education Northwest
2020-21 Customized TA to States

- E-mail applications due October 2
- Perkins V data collection and accountability requirements, including
  - Concentrator definitions
  - Quality indicators
  - Local needs assessment
- Contact
  - Allison Hill allison.hill@ed.gov
  - Sandra Staklis sstaklis@rti.org
Did your state have to collect new or different data for your state's Perkins V quality indicator(s)?

- New data: we started collecting data for the indicator(s) for Perkins V
- Different data: we previously collected data for the indicator(s), but had to change the data collected for Perkins V
- No change: we were already collecting data for the indicator(s) and no changes were needed for Perkins V
STATE PANEL

Jessica Vallelungo (5S1: Attained Recognized Postsecondary Credential)
Connie Beene, Kansas (5S2: Attained Postsecondary Credits)
Richard Kincaid, Washington, DC (5S3: Participated in Work-Based Learning)
Debbie Hamble, Oklahoma (5S3: Participated in Work-Based Learning)
Wendi Morton, Utah (5S4-5S5: Other indicators)
Ruth Durkee, Vermont (5S1-5S3: Multiple indicators)
DQI-20: Operationalizing Perkins V while coping with COVID-19
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State Panel

Louisiana (5S1)
Jessica Vallelungo

Kansas (5S2)
Connie Beene

Oklahoma (5S3)
Debbie Hamble

Washington, DC (5S3)
Richard Kincaid

Utah (5S4-5)
Wendi Morton

Vermont (5S1-5S3)
Ruth Durkee
LOUISIANA:
**Attained Postsecondary Credential (5S1)**

**Attained Postsecondary Credential (5S1)**

**Numerator:** Number of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

**Denominator:** Number of CTE concentrators who graduated during the reporting year.

**Opening Question:** What types of industry-recognized credentials are you including in this indicator? [What did you exclude and why?]
Kansas: Attained Postsecondary Credit (5S2)

Attained Postsecondary Credit (5S2)

**Numerator:** Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.

**Denominator:** Number of CTE concentrators who, in the reporting year, were included in the state’s computation of its graduation rate.

Opening Question: What types of postsecondary credit count for this indicator (options might be credits earned through dual or concurrent enrollment, AP credits, pathway aligned postsecondary credit, etc.)? [What did you exclude and why?]
OKLAHOMA: 
PARTICIPATED IN WORK-BASED LEARNING (5S3)

Participated in Work-based Learning (5S3)
Numerator: Number of CTE concentrators who graduated from high school having participated in work-based learning
Denominator: Number of CTE concentrators who graduated from high school

Opening Question: What types of work-based learning experiences are counted for this indicator? [What did you exclude and why?]
**OKLAHOMA:**

**PARTICIPATED IN WORK-BASED LEARNING (5S3)**

WIOA and the Oklahoma Governor’s Council on Workforce and Economic Development defines a work-based learning activity as a planned, structured learning experience that provides Oklahomans with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills, and contributes to the achievement of their postsecondary and employment goal(s).

### WORK BASED LEARNING

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<tbody>
<tr>
<td>Career Exploration Day / Fairs</td>
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</tr>
</tbody>
</table>
WASHINGTON, DC: PARTICIPATED IN WORK-BASED LEARNING (5S3)

Richard Kincaid

Participated in Work-based Learning (5S3)

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

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

**Opening Question:** What types of work-based learning experiences are counted for this indicator? [What did you exclude and why?]
Utah:

Other Quality Indicators (5S4-5)

Other quality indicators (5S4-5)

Pathway Completion:
- **Numerator:** 9th – 12th grade CTE pathway concentrators who completed.
- **Denominator:** 9th – 12th grade CTE pathway concentrators

Readiness Coursework:
- **Numerator:** 9th – 12th grade CTE concentrators who earned credit, at “C” grade or better, in (CE or IB or AP) OR who passed skill certification/industry exams at 80% in the reporting year.
- **Denominator:** 9th – 12th grade CTE pathway concentrators who enrolled in (CE or IB or AP) OR who took skill certification/industry exams in the reporting year.

Wendi Morton

Opening Question: What considerations led your state to choose pathway completion and readiness coursework as program quality indicators?
Vermont: Multiple Quality Indicators

Recognized Postsecondary Credential Attainment: CTE concentrators who graduated in the reporting year, who have earned a recognized postsecondary credential from the list of approved credentials maintained by the AOE or the SWDB or from the required outcome of a program or program of study.

Attained Postsecondary Credits: CTE concentrators who graduated in the reporting year who have earned post-secondary credits through dual or concurrent enrollment courses.

Participated in Work-Based Learning: CTE concentrators who graduated in the reporting year who have participated in a qualifying work-based learning experience (defined as a career work experience, a cooperative technical education experience, or a student apprenticeship).

Opening Question: What considerations led your state to select multiple program quality indicators?

Ruth Durkee
**Question:** What has been the most challenging aspect of defining or implementing your state's quality indicator(s) and how has your state addressed it?  
[If not yet fully addressed, what questions or issues remain?]

<table>
<thead>
<tr>
<th>State</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana (5S1)</td>
<td>Jessica Vallelungo</td>
</tr>
<tr>
<td>Kansas (5S2)</td>
<td>Connie Beene</td>
</tr>
<tr>
<td>Oklahoma (5S3)</td>
<td>Debbie Hamble</td>
</tr>
<tr>
<td>Washington, DC (5S3)</td>
<td>Richard Kincaid</td>
</tr>
<tr>
<td>Utah (5S4-5)</td>
<td>Wendi Morton</td>
</tr>
<tr>
<td>Vermont (5S1-5S3)</td>
<td>Ruth Durkee</td>
</tr>
</tbody>
</table>
Question: How has COVID impacted your ability to operationalize the indicator?

Louisiana (5S1)
Jessica Vallelungo

Kansas (5S2)
Connie Beene

Oklahoma (5S3)
Debbie Hamble

Washington, DC (5S3)
Richard Kincaid

Utah (5S4-5)
Wendi Morton

Vermont (5S1-5S3)
Ruth Durkee
Participant Questions:
Type your question in the chat box, or ‘raise your hand’ to ask your question directly
(click on “Participants,” “More,” and then “Raise Hand”)

Louisiana (5S1)
Jessica Vallelungo

Kansas (5S2)
Connie Beene

Oklahoma (5S3)
Debbie Hamble

Washington, DC (5S3)
Richard Kincaid

Utah (5S4-5)
Wendi Morton

Vermont (5S1-5S3)
Ruth Durkee
**Question:** If one or more of your state's indicators is new, what strategy did you use to set your state's targeted performance level for that indicator?

<table>
<thead>
<tr>
<th>State</th>
<th>Indicators (Code)</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana</td>
<td>5S1</td>
<td>Jessica Vallelungo</td>
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[click on “Participants,” “More,” and then “Raise Hand”]

**Louisiana (5S1)**
Jessica Vallelungo

**Kansas (5S2)**
Connie Beene

**Oklahoma (5S3)**
Debbie Hamble

**Washington, DC (5S3)**
Richard Kincaid

**Utah (5S4-5)**
Wendi Morton

**Vermont (5S1-5S3)**
Ruth Durkee
Question: Do you anticipate that the addition of this indicator (or indicators) in your Perkins V plan will change CTE in your state, and if so, how?

Louisiana (5S1)
Jessica Vallelungo

Kansas (5S2)
Connie Beene

Oklahoma (5S3)
Debbie Hamble

Washington, DC (5S3)
Richard Kincaid

Utah (5S4-5)
Wendi Morton

Vermont (5S1-5S3)
Ruth Durkee
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19

2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

STATE PANEL

Participant Questions:
Type your question in the chat box, or ‘raise your hand’ to ask your question directly
[click on “Participants,” “More,” and then “Raise Hand”]

Louisiana (5S1)
Jessica Vallelungo

Kansas (5S2)
Connie Beene

Oklahoma (5S3)
Debbie Hamble

Washington, DC (5S3)
Richard Kincaid

Utah (5S4-5)
Wendi Morton

Vermont (5S1-5S3)
Ruth Durkee
BREAKOUT GROUP ACTIVITY OVERVIEW

Olivia Rice, RTI International
BREAKOUT GROUP OVERVIEW

- Each group will include an RTI facilitator
- **Process:**
  1. Participate in a Google Jamboard activity to individually respond the following prompts (a link will be provided in the breakout room chat):
     - What is your name, title, org, state?
     - Name one key takeaway you had from the state panel.
     - Share one challenge your state is having operationalizing its quality indicator.
     - Pose one question you have for the group related to quality indicators.
  2. Begin breakout session with a quick round of introductions, with each person sharing their name/title/org/state and either a key takeaway or challenge (2nd & 3rd).
  3. Open the floor for a discussion around the Jamboard responses, as well as other topics related to Quality Indicators.
  4. Create a ‘shareable’ that synthesizes the discussion. Select a speaker to present your group’s shareable to the whole group.
## Breakout Groups

<table>
<thead>
<tr>
<th>Group #</th>
<th>Focus</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“All” 5S1-5S4</td>
<td>Sandra Staklis</td>
</tr>
<tr>
<td>2</td>
<td>5S1</td>
<td>Jessie Stadd</td>
</tr>
<tr>
<td>3</td>
<td>5S1</td>
<td>Jon Boyette</td>
</tr>
<tr>
<td>4</td>
<td>5S1</td>
<td>Natassia Rodriguez Ott</td>
</tr>
<tr>
<td>5</td>
<td>5S2</td>
<td>Laura Rasmussen Foster</td>
</tr>
<tr>
<td>6</td>
<td>5S3</td>
<td>Olivia Rice</td>
</tr>
<tr>
<td>7</td>
<td>5S3</td>
<td>Jordan Hudson</td>
</tr>
<tr>
<td>8</td>
<td>Post-secondary</td>
<td>Michelle Tolbert</td>
</tr>
</tbody>
</table>
BREAKOUT GROUPS

Led by RTI International Facilitators
BREAKOUT GROUP REPORTS

Olivia Rice, RTI International
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19
2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

UP NEXT...

“Connect”
August 5, 2:00-4:00 ET

Perkins V: Accountability 101
August 26, 12:00-2:00 ET

“Learn”
1. Aligning Perkins Data and Methods of Administration (MOA) Plans (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status (September 14, 2:00-4:00 ET)
3. Quality Indicators (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations (October 7, 1:00-3:00 ET)

“Report/Plan”
• November 5 — 17, 1:00-3:00 ET
THANK YOU FOR ATTENDING!

Please complete the follow-up survey…