DQI 2020 VIRTUAL SERIES

“REPORT/PLAN” SESSION

NOVEMBER 5, 2020
WHERE ARE YOU JOINING US FROM?

Step 1: Click “View Options” at the top of the screen.
Step 2: Click “Annotate.”
Step 3: Click “Stamp.”
Step 4: Select and click on stamp of choice.
Step 5: Position pointer on screen where you want to leave a “stamp.”
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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  Gwen Shaw  Laura Rasmussen Foster  Jordan Hudson

Sandra Staklis  Natassia Rodriguez Ott  Jon Boyette  Jessie Stadd
“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

“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)

“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, 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

• DQI Series “Report”
  • DQI Planning Team

• Perkins V: Accountability 102
  • Jose Figueroa, PRC, DATE, OCTAE

• The State of CTE: Overview of States' Priorities for Perkins V
  • Austin Estes, Advance CTE

• Continuing to LEARN: Work-based Learning Considerations
  • Sandra Staklis, RTI International
  • Jeffrey Fletcher, Iowa
  • Jessica Valileungo, Louisiana

• Topical Roundtables – Breakout Group activity
  • Led by RTI International Facilitators

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

- To provide a synthesis of and reflect on the topics from the Learn Sessions
- To discuss strategies for adopting practices identified during DQI series
- To offer a final opportunity for states to network and discuss common topics of interest
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.
DEBRIEF FROM DQI SERIES

RTI Facilitators & State Planning Team Members
DQI-20: Operationalizing Perkins V while coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

DQI-20 by the numbers...

- 8 virtual sessions
- 315+ unique participants
- 16 hours of learning time
- 50 States + DC & Puerto Rico
All Materials Will Be Posted Soon!


- Materials to include:
  - Session recordings of all presentations & Q/A
  - Session PowerPoints
  - Session specific materials, such as Think Tank or Jamboard results
  - Session Federal responses, as applicable
  - Final report
Connect Session – Highlights

- Perkins V state plan highlights were shared by Assistant Secretary and states:
  - Some states are increasing requirements relative to size, scope, and quality
  - Nine states submitted combined WIOA plans
  - Selection of program quality indicators varied by states, with work-based learning being the most frequently selected

- States participated in a discussion around key questions and COVID challenges as related to Perkins V with several common topics emerging, such as:
  - Work-based learning
  - Local Needs assessments
  - Stakeholder Engagement

Planning team members:
- Olivia Rice, RTI
- Jamelah Murrell, OCTAE
MOA Session – Highlights

- The structure of the MOA and CTE responsibilities within state agencies can impact the level of coordination and alignment.

- Collaboration and strong working relationships between stakeholders were critical to the successful development of MOA State Plans that were aligned with Perkins State Plans.

Planning team members:

- Jessie Stadd, RTI
- Nicassia Belton, MD
- Michael Tinsley, TN
- Marilyn Fountain, OCTAE
Concentrators Session – Highlights

- States are taking varied approaches to operationalizing concentrator definitions, such as through how they define a "course."

- There's a need for close communication among state and local education CTE staff and data specialists to ensure concentrators are accurately identified in data systems.

Planning team members:

- Laura Rasmussen Foster, RTI
- Elaine Perea, NM
- Michael Tinsley, TN
- Andrew Johnson, OCTAE
States are seeking in approaches for classifying different types of work-based learning, as illustrated in Iowa and Oklahoma.

States are still in the process of defining high-quality postsecondary credentials (5S1) and work-based learning (5S3).

Planning team members:

- Sandra Staklis, RTI
- Richard Kincaid, DC
- Wendi Morton, Utah
- Jose Figueroa, OCTAE
LNA Session – Highlights

- Though the LNA process is still evolving for most, states see the LNA as an opportunity to move the needle on CTE-goals and move from compliance to continuous improvement.

- Common challenges include virtual implementation of stakeholder meetings and data sharing across secondary and postsecondary.

Planning team members:
- Natassia Rodriguez Ott, RTI
- Luke Rhine, DE
- Maria Swygert, SC
- Sharon Head, OCTAE
Special Populations Session – Highlights

- Perkins V has strengthened the partnerships between the State CTE office and the State’s McKinney-Vento Coordinator for data collection on homeless students and the state agencies that administer foster care.
- States have varying levels of strategies in place regarding students with an active military parent.
- Many states struggle with obtaining data sharing agreements with the appropriate entity.

Planning team members:
- Jessie Stadd, RTI
- Richard Kincaid, DC
- Wendi Morton, Utah
- Allison Hill
WE HEARD YOU!

- Accountability 102
- National highlights
- Work-based Learning
  - How are you defining WBL? How are WBL experiences coded in state systems?
  - What strategies are states using to mitigate COVID-19 challenges on WBL?
- More time on topics of interest
PERKINS V: ACCOUNTABILITY 102

Jose Figueroa
Perkins Regional Coordinator (PRC), Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
U.S. Department of Education
CONSOLIDATED ANNUAL REPORT (CAR)
PERKINS WEB PORTAL

Welcome to the Perkins Web Portal

Warning
You are accessing a U.S. Federal Government computer system intended to be solely accessed by individual users expressly authorized to access the system by the U.S. Department of Education. Usage may be monitored, recorded, and/or subject to audit. For security purposes and in order to ensure that the system remains available to all expressly authorized users, the U.S. Department of Education monitors the system to identify unauthorized users. Anyone using this system expressly consents to such monitoring and recording. Unauthorized use of this information system is prohibited and subject to criminal and civil penalties. Except as expressly authorized by the U.S. Department of Education, unauthorized attempts to access, obtain, upload, modify, change, and/or delete information on this system are strictly prohibited and are subject to criminal prosecution under 18 U.S.C § 1030, and other applicable statutes, which may result in fines and imprisonment. For purposes of this system, unauthorized access includes, but is not limited to:
- Any access by an employee or agent of a commercial entity, or other third party, who is not the individual user, for purposes of commercial advantage or private financial gain (regardless of whether the commercial entity or third party is providing a service to an authorized user of the system); and

Submission of:
1. Consolidated Annual Report (CAR)
2. State Plan
3. Monitoring Documentation

https://perkins.ed.gov/Account/LogOn?ReturnUrl=%2fStaticPages%2fHome
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<th>Program Year Data</th>
<th>When do I start collecting the data?</th>
<th>What is reported?</th>
<th>Comments</th>
<th>Where do I report the information?</th>
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</thead>
</table>
| December 2020             | PY 2019-2020      | Fall semester of 2019                | • Enrollment Data  
• Narrative Report  
• Financial Status Reports (FSR) | First Year of Perkins V (Transition Year) | All information is to be reported via the CAR Portal |
|                           |                   |                                      |                   |          |                                  |
| December 2021             | PY 2020-2021      | Fall semester of 2020                | • Enrollment Data  
• Performance Data  
• Narrative Report  
• Financial Status Reports (FSR) | Second Year of Perkins V (First Full Year of Data) |  
• Secondary data can be reported either via the CAR or the EDFacts portal.  
• Postsecondary data via the CAR only. |
CAR UPDATES

- We streamlined the submission process by prepopulating a few fields on the reporting forms (i.e. State Name, PR/Award Number, Program Year and Grant Award amount reporting period).

- The **CAR User Guide** has a new format with clear and concise steps to complete and submit the *Perkins V CAR*.

- Additionally, the grantees should feel free to contact Sharon Head and/or their respective Perkins Regional Coordinators with submission questions.
EDFacts File Specifications

- The EDFacts file specifications were updated some time ago and posted on the following EDFacts web site: [https://www2.ed.gov/about/inits/ed/edfacts/sy-19-20-](https://www2.ed.gov/about/inits/ed/edfacts/sy-19-20-)
  - FS142 (DG681) — CTE Concentrators Academic Achievement v16.2
  - FS154 (DG702) — CTE Concentrators in Graduation Rate v16.2
  - FS156 (DG704) — CTE Concentrators in Programs for Non-Traditional v16.2
  - FS158 (DG736) — CTE Concentrators Placement v16.3
  - FS169 (DG753) — CTE Type of Placement v16.1
  - FS209 (DG847, DG848) — CTE Enrollment v16.1
  - FS213 (DG858) — CTE Concentrators in Extended Year Graduate Rate v16.1
  - FS214 (DG859) — CTE Concentrators Postsecondary Credential v16.1
  - FS215 (DG860) — CTE Concentrators Postsecondary Credits v16.1
  - FS216 (DG861) — CTE Concentrators Work-Based Learning v16.1
  - FS217 (DG862) — CTE Concentrators Program Quality v16.1
STATE DETERMINED LEVELS OF PERFORMANCE
STATE DETERMINED LEVELS OF PERFORMANCE

Section 113(b)(3)(A)(i)(I)

- Each eligible agency, with input from eligible recipients, shall establish in the State plan submitted under section 122, for each year covered by the State plan, State determined levels of performance for each of the core indicators described under subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title.
Requirements

Section 113(b)(3)(A)(i)(III)(aa-cc)

- Such State determined levels of performance shall, at a minimum—
  - (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
  - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
  - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
ADJUSTMENTS OF LEVELS OF PERFORMANCE

Section 113(b)(3)(A)(i)(III)(ff)

- Adjustments to a State’s levels of performance:
  - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency’s goals, as set forth in the State plan.
UNANTICIPATED CIRCUMSTANCES

Section 113(b)(3)(A)(iii)

- If unanticipated circumstances arise in a State or changes occur related to improvements in data or measurement approaches, the eligible agency, at the end of the program year, may revise the State determined levels of performance.

- After public comment, as described in subparagraph (B), the eligible agency shall submit such revised levels of performance to the Secretary with evidence supporting the revision.

- The Secretary shall approve any such revision if that revision meets the requirements of clause (ii).
Adjustments Prohibited

Section 123(a)(5)

- An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section.
UNANTICIPATED CIRCUMSTANCES CONTINUED

Examples of unanticipated circumstances include:

- Changes in assessment
- Changes to the curriculum
- Changes related to the inclusion of work-based learning
- Changes as a result of COVID-19
- Changes to the state data system
THE STATE OF CTE:
OVERVIEW OF STATES’ PRIORITIES FOR PERKINS V

Austin Estes
Data & Research Manager
Advance CTE
The State of CTE: Overview of States' Priorities for Perkins V

Austin Estes, Manager of Data & Research
Advance CTE
Two New Tools

**State of CTE Report**

https://careertech.org/resource/state-cte-perkins-v

**State Comparison Tool**

https://careertech.org/compare-states
Key Caveats

- Report, state page info and comparison tool represent a snapshot of state plans, which can/will change over time!
- The report draws on Advance CTE (+ friends’) analysis of state plans, augmented by supplemental survey
- State plans vary greatly in detail provided – we attempted to only capture policies, programs and initiatives driven or supported by Perkins requirements or dollars
- We have even MORE to say and will be releasing fact sheets, blogs and mini-briefs in coming weeks and months
Hallmarks of a Strong Perkins V State Plan

- **Vision**
- **Equity**
- **Quality**
- **Instructors**
- **Data-Driven Decisionmaking**
- **Collaboration**
- **Supports**
A shared statewide VISION that has a clear through line to the major decisions made (e.g., alignment of planning elements and discretionary resource allocation, such as the use of State Leadership funds and the Reserve Fund; selection of program quality indicators; requirements for program approval; and priority areas within the CLNA).

Mechanisms for ongoing and meaningful alignment and COLLABORATION across the K-12, postsecondary and workforce systems at the state and local levels to address the entire CTE system cohesively and work to break down silos between these systems.

A commitment to EQUITY through the direction of resources (financial and otherwise), a focus on the needs of different populations of learners, and capacity building within CTE systems to recruit and support learners and close opportunity gaps.

A commitment to QUALITY driven by support for programs of study and the expansion of meaningful work-based learning experiences, credentials of value, and dual enrollment and articulation opportunities.

A comprehensive system to attract, retain and develop qualified CTE INSTRUCTORS and other professionals who reflect the demographic makeup of the learners they teach.

A commitment to DATA-DRIVEN DECISIONMAKING supported by data quality, public reporting and meaningful accountability indicators.

A strong system of SUPPORTS to ensure fidelity of implementation across districts and institutions.
Data-Driven Decision-making

- Most common program quality indicator is work-based learning (53%)
- 37 percent of states (19 total) have selected more than one program quality indicator
Data-Driven Decision-making Continued

Modified Concentrator Definitions

- Require students to complete advanced or capstone course: 20%
- Require students to earn at least two credits: 12%
- Delineate specific hour requirements: 4%

- 18 states (about one-third) have a secondary CTE concentrator definition that is distinct from the one put forward by Perkins V
- No states have a modified postsecondary CTE concentrator definition
Many states did not specify any specific supports or activities to improve data quality.
Questions?
**Poll:** Which of the following work-based learning experiences are you including in your Perkins V 5S3 quality indicator? (or “N/A – we aren’t reporting this metric”)

- **Awareness**
  - Guest Speakers
  - Career Fairs
  - Online Career Exploration
  - Workplace Tours

- **Exploration**
  - Job Shadows
  - Industry-led Projects
  - Informational Interviews
  - Mock Interviews

- **Immersion**
  - Internships
  - School-based Enterprises
  - Cooperative Education
  - Pre-apprenticeships
  - Apprenticeships
  - Clinicals

*Source: Delaware*
CONTINUING TO LEARN: WORK-BASED LEARNING CONSIDERATIONS

Sandra Staklis, RTI International

Jeffrey Fletcher, Iowa

Jessica Valdelungo, Louisiana
THE BIG PICTURE

Sandra Staklis
Senior Research Education Analyst
RTI International
Federal Resource for Defining WBL

- Designed to support administrators in creating a statewide WBL program
- Includes guidelines and resources related to creating a state WBL strategy, engaging employers, collecting data, and scaling effective programs
- Available at: http://cte.ed.gov/wbltoolkit
WORK-BASED LEARNING TOOL KIT

ALIGNMENT OF CLASSROOM AND WORKPLACE LEARNING

APPLICATION OF ACADEMIC, TECHNICAL, AND EMPLOYABILITY SKILLS IN A WORK SETTING

SUPPORT FROM CLASSROOM OR WORKPLACE MENTORS

WBL Framework
Click on the components to learn more
Defining quality WBL: Perkins V WBL definition +

- Specifying allowable activity types, such as internships, apprenticeships, and cooperative education.
- Setting minimum hours, such as North Dakota (40 hours), and New York (54 hours)
- Allowing flexibility regarding WBL location (i.e., at school vs. employers’ facilities)

Watch this space:

https://cte.ed.gov/accountability/technical-assistance-to-states
SUPPORTING WBL IMPLEMENTATION DURING COVID-19

- Updating guidance for districts on outreach to employers
  - Offer example questions for employers: Will they be offering WBL opportunities? What safety precautions will they have in place? How have they adapted their day-to-day operations?
  - Provide ideas for virtual outreach techniques: Surveys, running documents

- Building flexibility into student training plans
  - Create plans for disruptions, including extended training cycles
  - Engage with employers to set student goals that reflect COVID-19 limitations
How are you defining WBL? How are WBL experiences coded in state systems?
IOWA: WORK-BASED LEARNING DATA

Jeffrey Fletcher
Education Program Consultant, Career & Tech Ed Accountability
Iowa Department of Education
WORK-BASED LEARNING SCED REPORTING IN IOWA

Dr. Jeffrey Fletcher
Education Consultant, CTE & Perkins Accountability
Iowa Department of Education
WBL in Iowa Overview

- **Awareness**
  - Career Fairs
  - Student Tours
  - Classroom Speakers
  - Authentic Projects

- **Exploration**
  - Authentic Projects
  - Job Shadows
  - Entrepreneurship
  - School-Based Enterprises

- **Training**
  - High School Internships
  - Pre-Apprenticeships
  - Apprenticeships
School Courses for the Exchange of Data (SCED)

- SCED Course Code
  - 11 alpha numeric characters or a single 0
  - 9-12 courses used as placeholders for no credit, such as study hall or lunch, may contain a single ‘0’
  - All 9-12 courses should be assigned a course code generated from the coding manual, Secondary School Course
  - Classification System: School Codes for the Exchange of Data (SCED) from the National Center for Educational Statistics, SCED
  - V7 as modified by the Iowa Department of Education and found on the State Reporting (SRI) website: https://educateiowa.gov Data & Reporting >> Data Reporting >> Student Reporting in Iowa >> Course Coding and Supplementary Weighting.
  - The 9-12 SCED course codes are 11 characters in length and have four components:
    - a. Course Description consisting of a two digit Subject Area and three digit Course Identifier
    - b. Course Level consisting of one alphabetic character in UPPERCASE
    - c. Carnegie Units expressed as a three digit number excluding the decimal point (e.g. 0.50 = 050)
    - d. A two digit sequence representing a count of the number of times you re-use the first 5 digits for courses with different content or used to indicate 1st term/2nd term of a year-long course
School Courses for the Exchange of Data (SCED) Continued
CTE-SCED DATA & STUDENT REPORTING IN IOWA (SRI)

Accreditation Program Area for each SCED is critical for WBL-CTE data to “flow” into the IDE’s Secondary CTE Reporting Application (SCTERA) (SRI HANDBOOK, P. 109)

The accreditation program area in which the local course should be counted.

One of nine content areas which local school districts are required to offer and teach a minimum number of Carnegie units in grades 9-12.

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WORK-BASED LEARNING SCED CODES

The IDE will be querying specific WBL SCED codes

High School Internship Program Overseeing All Career Areas

Internship courses cover ALL career areas. The school course covers foundational workplace skills and students are placed in multiple career paths with one instructor overseeing all placements. Work-based learning coordinator needs an MOC endorsement.

Miscellaneous Workplace Experience; SCED Code: 22999

High School Internship, Pre-Apprenticeship or Apprenticeship

Course covers one specific content area with accompanying work-based learning experience. SCED codes by content area listed below.

Agriculture, Food, and Natural Resources
- Agriculture, Food, and Natural Resources - Workplace Experience, SCED Code: 18998

Applied Science, Technology, Engineering, and Manufacturing
- General Construction - Workplace Experience, SCED Code: 17048
- Processing/Production - Workplace Experience, SCED Code: 13098
- Metalwork - Workplace Experience, SCED Code: 13248
- Repair - Workplace Experience, SCED Code: 13348
- Manufacturing - Workplace Experience, SCED Code: 13998

Business, Finance, Marketing, and Management
- Business and Marketing - Workplace Experience, SCED Code: 12998

Information Solutions
- Information Technology - Workplace Experience, SCED Code: 10998

Health Science
- Health Sciences - Workplace Experience, SCED Code: 14298

Human Services
- Family and Consumer Sciences - Workplace Experience, SCED Code: 19298
- Human Services - Workplace Experience, SCED Code: 19998
- Public, Protective, and Government Service - Workplace Experience, SCED Code: 15998
- Restaurant, Food and Beverage Services - Workplace Experience, SCED Code: 16098
QUALIFIED SERVICE AREA EXAMPLES

Service Area: Agriculture

Course: Agriculture, Food, and Natural Resources - Workplace Experience or documented hours in SAE meeting quality workplace learning expectations and supervised by an agriculture instructor/FFA Advisor; **SCED Code: 18998**

B&I Connection (Hours): To Qualify for WBL indicator - students conduct a Supervised Agriculture Experience (SAE) with 120 hours completed in 10 different Skill areas documented thru SAE Records and cross walked with AFNR standards (including Career Ready Practices). SAE Records data is used to validate the Work Based Learning indicator and agriculture program aggregate data submitted.

Who sets the hour requirement(s): Chapter Degree (State FFA Constitution)
Who Supervises the student(s): Instructor, Workplace Supervisor, and Parent

Service Area: Health Science

Course: CAN; **SCED Code: 14051**

B&I Connection (Hours): 30 hour minimum

Who sets the hour requirement(s): Iowa Department of Inspections/Federal Government
Who Supervises the student(s): Instructor and Long-term care facility nurse

Service Area: Health Science

Course: Advanced CAN; **SCED Code: 14051**

B&I Connection (Hours): 30 hour minimum

Who sets the hour requirement(s): Iowa Department of Inspections/Federal Government
Who Supervises the student(s): Instructor and Long-term care facility nurse
WORK-BASED LEARNING SCED DATA & SECONDARY CTE REPORTING APPLICATION (SCTERA)

- WBL-SCED data collected via SRI is exported to SCTERA via one-way data connection
- Courses are loaded into program(s) within SCTERA
- The SRI system is the basis for extracting WBL-CTE data into the Secondary CTE Reporting Application (SCTERA) system.
- SCTERA is also used to develop the data required for the annual consolidated annual report (CAR) and reporting performance on the Federal Perkins accountability performance indicators.
## Secondary CTE Reporting Application (SCTERA)

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**Last SRI Collection Date:** 1/30/2020 12:43:59 PM
EXAMPLE: WBL-SCED DATA IN SCTERA

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<th>Sced Code</th>
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SCTERA Data is used for... Perkins V Accountability

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<th>Metric</th>
<th>Baseline (%)</th>
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<th>Year 3, FY2022 (%)</th>
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<td>1S1 - Four-year graduation rate</td>
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<td><strong>Grand Total</strong></td>
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</table>
WBL - Correlation between Female and Total Enrollment by Course

Sum of Female Enrollment vs. sum of Total Enrollment. The marks are labeled by Courses, and details are shown for CTE PROGRAM.
REFERENCES

- Iowa Work-Based Learning Guide
- Perkins V: 5S3 – Work-Based Learning Indicator for Secondary Schools
- Perkins V – WBL Overview
- SCED Codes for Work-Based Learning
- SCED Codes for Perkins V WBL Indicator
- Work-Based Learning SCED Reporting in Iowa, SRI & SCTERA Systems
- Iowa Work-Based Learning Website
CONTACT INFORMATION

Dr. Jeffrey Fletcher
Education Consultant, CTE & Perkins Accountability
Jeffrey.Fletcher@iowa.gov
515-321-7309

Bureau of Career and Technical Education
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
DEFINING AND CODING WBL EXPERIENCES

WORK BASED LEARNING CONTINUUM
For Secondary State Approved CTE Programs

Quality CTE Work Based Learning (WBL) is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student at some point during their program of study. To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. CTE students refine their career goals through coursework consistent with their career interest area, professional learning, and career preparation while meeting academic and technical standards. The goal of Work Based Learning experiences for CTE student learners is to provide more advanced, real-world experiences that help students link their educational decisions to career options. Examples of these experiences are illustrated below.

WORK BASED LEARNING CONTINUUM

- Career Awareness
- Career Exploration
- Career Preparation
- Career Planning
- Career Development
- Career Foundation
- Career Success

The term WORK BASED LEARNING means sustained interactions with stipulated or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and CTE Program standards.

Michigan

Wyoming
Defining and Coding WBL Experiences Continued

- **New Hampshire:**
  “In New Hampshire, when schools enter their student enrollment data, they will also indicate if the student participated in WBL. Moving forward, we will differentiate between internal and external WBL.”

- **Idaho:**
  “In 2019/20, Idaho added work-based learning courses to our assignment manual for each CTE Pathway. These work-based learning (WBL) opportunities are optional, and students may enroll in them during the same term as the capstone course, or in a term following the capstone course.”

- **Washington, District of Columbia:**
  “In DC, we built the WBL requirements into our course level standards; the WBL model is a continuum approach. Every CTE course has a requirement, and we track based on state level course IDs, as well as a couple of electronic resources like Nepris.”
WHAT STRATEGIES ARE STATES USING TO MITIGATE COVID-19 CHALLENGES ON WBL?
LOUISIANA: VIRTUAL WORK-BASED LEARNING

Jessica Vallelungo
Executive Director of Quality Diplomas
Office of Career and College Readiness
Louisiana Department of Education
Louisiana Believes

Virtual Workplace Experience II

Jessica Valdelungo
Executive Director of Quality Diplomas
Office of Career and College Readiness
Louisiana Department of Education
Why is Virtual Workplace Experience II (VWE II) Important?

- VWE II is a workplace-based learning (WBL) course that provides students with a guided tour of Louisiana’s best-paying careers.
- VWE II provides all students - no matter where they go to school or their personal circumstances - dynamic opportunities to explore careers in Louisiana’s high-demand industry sectors.
- VWE II emphasizes student-selected project-based learning.
Why is Virtual Workplace Experience II (VWE II) Important?

• VWE II teachers customize the learning experience by offering their students their choice of tasks, reporting formats, and learning goals.
• VWE II enables all students to engage with unfamiliar workplace adults working in Louisiana’s high-wage, high-demand industry sectors.
• Students complete mentor engagement projects
South Carolina

South Carolina has an implementation guide for virtual WBL.

They also offer virtual tour videos for students to complete career awareness and exploration activities. They utilized Microburst to provide virtual work-based learning experiences free of charge to the entire state.

Delaware

Delaware is exploring allowing virtual WBL internships if they meet the same policy requirements as in-person. DTE Energy developed a virtual internship toolkit.

Additionally, the state’s WBL curriculum moved online to a state learning management system.
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19
2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

VIRTUAL POSTSECONDARY CREDENTIALS OPTIONS

Florida

MEMORANDUM
TO: School District Superintendents
District Career and Technical Education Directors

FROM: Henry Mack, Chancellor, Division of Career and Adult Education
Jacob Oliver, Chancellor, Division of Public Schools

DATE: April 13, 2020

SUBJECT: At Home Testing for Industry Certifications

On March 23, the Florida Department of Education (department) issued Emergency Order (EO) No. 2020-EO-13, authorizing the department to reverse career, technical and adult education testing and reporting requirements that may act as a barrier to the state’s transition to remote teaching and learning. In view of this, the department is implementing a plan to allow at home testing of currently certified K-12 students for industry certifications on the 2019-20 CAPE Industry Certification Funding List.

To ensure for continued access to certification exams as part of courses that are now being offered online, students may be authorized to take an industry certification at home through remote testing under the following conditions. The certifying agency for a credential:

1. Issues the same credential that would have been earned in their traditional proctoring situations.
2. Has processes that ensure confirmation of student test taker’s identity.
3. Ensures electronic versions of the exams are delivered securely.
4. Monitors the test administration remotely through a virtual proctor; and,
5. Implements a process for identifying testing irregularities.

The Division of Career and Adult Education (division) will contact the certifying agencies and testing vendors regarding these requirements on your behalf. An appropriate representative from the certifying agency will return a signed attestation confirming their remote testing method that meets these criteria. The approval for at home testing for an industry certification may be

Ohio

Industry-Recognized Credential Vendor Flexibility

On March 9, 2020, Governor Mike DeWine issued an executive order declaring a state of emergency in Ohio due to the coronavirus health crisis. On April 20, 2020, he ordered the suspension of Ohio’s school building closure through the end of the academic year. The ordered school building closure and other measures taken in response to the coronavirus health crisis affect student’s abilities to complete industry-recognized credentials.

Due to the ordered school building closure, secondary schools’ industry-recognized program credits have been provided online instruction that cannot be replicated through remote learning in a manner that mirrors in-person instruction. Additionally, in some cases, job placement, lab or experiential learning hours are a requirement for earning an industry-recognized credential.

The Industry Recognized Vendor Flexibility information guide was created to provide support to the education community and ensure the availability of current information from credentialing bodies, state licensing agencies and credential vendors for students seeking credentials during these unprecedented times. This resource includes information on flexibility of deadlines, timelines, protecting exams and other requirements for each industry-recognized credential in the Department’s approved list. Teachers can use this information to instruct and guide students who were in the process of earning industry-recognized credentials at the time of the ordered school building closure.

Structure and Use of Industry Recognized Credential Vendor Flexibility Information Document

The Industry Recognized Vendor Flexibility information format is an Excel spreadsheet. When viewed the spreadsheet columns from left to right, one will see:

- Education Management Information System (EMIS) assessment codes;
- Names of industry-recognized credentials;
- Point values;
- Vendor or state licensing agency name;
- General vendor or state licensing agency website link;
- Vendor or state licensing agency website link dedicated to COVID-19, if available; and
- Notes.

Under the Notes column, teachers will find specific information with additional website links, where applicable, listing any flexibility the vendor is providing due to the ongoing coronavirus health crisis to assist students in earning the industry-recognized credential. Flexibility may include options such as alternate in-person proctor assessments, reduced cost or fee, curriculum availability of additional online courses or extension of deadlines.

Challenges to Meeting Industry Recognized Credential Requirements
Other WBL Highlights Shared

- **South Carolina**: “We created a work-based learning toolkit, a business and industry toolkit, and a monopoly themed CTE resource document and supported CLNA engagement with industry sector partnerships for our state regions.”

- **Tennessee**: “We conduct virtual ‘Meet the Employee’ events by program ATEA that National SkillsUSA has asked to replicate.”

- **Colorado**: “Work-based learning is the subject of several of our "Perkins Innovation Grants," which are new "sub awards" to support districts and colleges in development and expansion of WBL programs utilizing our Reserve Fund. Community College of Denver will be starting an apprenticeship in Vet Science which will be the first of this kind in the state.”

- **Minnesota**: “We have a series of professional development opportunities in place to help local districts and colleges understand the WBL definitions, the opportunities, guiding processes, etc.”

- **Delaware**: “We have established a competency based WBL model statewide in Delaware that includes common standards, a portfolio review, and intermediary to support districts with employer relationships.”
Participant Q&A:
Type your question/response in the chat box, or ‘raise your hand’ to speak
[click on “Participants,” “More,” and then “Raise Hand”]

Sandra Staklis, RTI International

Jeffrey Fletcher, Iowa

Jessica Valdelungo, Louisiana
TOPICAL ROUNDTABLES:
BREAKOUT GROUP ACTIVITY OVERVIEW

Olivia Rice, RTI International
TOPICAL ROUNDTABLES – BREAKOUT GROUP ACTIVITY OVERVIEW

- Each group will include an RTI facilitator
- **Process:**
  1. Introductions/icebreaker: What’s your favorite Halloween Candy? (bonus point if you can show it to the group)
  2. Discussion around your group’s topic. Specific discussion prompt questions will be provided by your facilitator.
### Roundtable Topics

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<th>Focus</th>
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<tr>
<td>2</td>
<td>Impact of COVID-19 on data collection</td>
<td>Jessie Stadd</td>
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<tr>
<td>3</td>
<td>Special Populations: Homeless students</td>
<td>Jon Boyette</td>
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<tr>
<td>4</td>
<td>Size, Scope, and Quality</td>
<td>Sandra Staklis</td>
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<tr>
<td>5</td>
<td>(Virtual) Local-needs assessments</td>
<td>Natassia Rodriguez Ott</td>
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<td>6</td>
<td>General Networking</td>
<td>Jordan Hudson</td>
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<td>(Virtual) Local-needs assessments</td>
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BREAKOUT GROUPS

Led by RTI International Facilitators
How do you ‘plan’ to use the information you learned during the DQI Virtual Series?
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
POLL

- Which format would you prefer for the 2021 DQI meeting?
  - 3-day in-person meeting
  - 2-day in-person meeting
  - 1-day in-person meeting
  - Virtual series over a couple of months
  - Virtual workshop over 1-3 days
  - Hybrid approach of some virtual workshops and an in-person meeting

- When would you like future DQIs to occur?
  - Spring
  - Summer
  - Fall
  - Winter

- If in person DQI meetings were to occur, where would you like to have them convened?
  - In D.C. so more federal staff can participate
  - Just outside D.C. (e.g. Baltimore, Alexandria, etc)
  - Somewhere ‘new’ each year to be more geographically diverse
THANK YOU FOR ATTENDING!

Please complete the follow-up survey…