Welcome!

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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)
**DQI-20: Operationalizing Perkins V While Coping with COVID-19**

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

**“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

**Perkins V: Accountability 101**
- **Who:** Targeted towards new CTE staff
- **Why:** To learn about Perkins V accountability
- **When:** August 26, 12:00-2:00 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 17, 1:00-3:00 ET
DQI-20 “CONNECT” SESSION AGENDA

• Welcome!
The Director of DATE will provide opening remarks and welcome participants.
  • Sharon Lee Miller, Director, Division of Academic and Technical Education, Office of Career, Technical, and Adult Education, U.S. Department of Education

• Unprecedented...
The Assistant Secretary will provide the keynote address for the DQI-20 virtual series, followed by Q&A.
  • Scott Stump, Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education

• Speed Data’ing (Breakout Rooms)
Network with colleagues from around the U.S. during this session while discussing the highlights of your state plans.
  • Led by RTI International Facilitators

• Coping with COVID
Help launch a “ThinkTank” Discussion on how COVID-19 has impacted states’ implementation of their Perkins V plan.
  • Led by Olivia Rice, RTI International

• Closing Comments
  • Sharon Lee Miller, Director, Division of Academic and Technical Education, Office of Career, Technical, and Adult Education, U.S. Department of Education
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 — PRO TIPS

- **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 Tips — 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!**
**Annotation - Stamps**

- **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.”
WHAT STATE ARE YOU JOINING US FROM?

['STAMP' YOUR RESPONSE USING THE 'ANNOTATE' FEATURE]
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19
2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

INTRODUCING

Scott Stump
Assistant Secretary
Office of Career, Technical, and Adult Education
U.S. Department of Education
scott.stump@ed.gov
202-245-6688
UNPRECEDENTED...

Scott Stump, Assistant Secretary
ADVANCING APPRENTICESHIPS
CTE STEM PATHWAYS
EXPANDING DUAL/CONCURRENT ENROLLMENT
REDEFINING SIZE, SCOPE, AND QUALITY
RESERVE FUND
Program Quality Indicators

Following review and approval of new Perkins V State Plans for FY 2020-23, below are the numbers of States that selected the following indicators:

- Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential – 22
- Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program or program of study through a dual or concurrent enrollment program or another credit transfer agreement – 15
- Percentage of CTE concentrators graduating from high school having participated in work-based learning – 27
- Other (technical skills attainment) – 8
- Other (postsecondary completion) – 4
- Other (readiness/success index) – 3
Poll the Audience
Q&A WITH SCOTT STUMP

Type your question in the chat box, or ‘raise your hand’ to ask your question directly [click on “Participants,” “More,” and then “Raise Hand.”]
Speed Data’ing Overview

Olivia Rice, RTI International
**Speed Data’ing Introduction**

- Participants go on a ‘group date’ to network and share highlights from their State Perkins V plan
- Each group will include an RTI facilitator
- **Process:**
  - AFTER being sent into your breakout room, take a couple of minutes to respond to the following questions in the chat box:
    - What is your Name, Title, State/Territory, and time in your position?
    - What are the top 2 highlights from your Perkins V plan that you are most proud about?
  - The facilitator will then call on a participant to concisely share what they wrote, and then that participant will call on another, and so forth.
  - After everyone has gone, the facilitator will ask the group to vote on 2 highlights to share with the whole group.
  - We will return as a whole group to share outcomes of the small group discussions
SPEED DATA’ING BREAKOUTS

RTI International Facilitators
SPEED DATA’ING — GROUP 1

- RTI facilitator:
  - Laura Rasmussen Foster

- Please take a couple of minutes to respond to the following questions in the chat box:
  - What is your Name, Title, State/Territory, and time in your position?
  - What are the top 2 highlights from your Perkins V plan that you are most proud about?
## GROUP 1: INTRODUCTIONS AND STATE PLAN HIGHLIGHTS

<table>
<thead>
<tr>
<th>Name/State</th>
<th>Top 2 State Plan Highlights</th>
</tr>
</thead>
</table>
| Michelle Aldrich, WY | • Initiating a reserve fund  
• Mandatory teacher externships for every full time CTE teacher in a Perkins funded program of study |
| Richard Kincaid, DC | • Build-out of a Work-Based Learning System  
• Implementation of course-level standards for all 107 CTE courses. |
| Claude Christian, KY | • Comprehensive needs assessment and the timeline for completion (no district could work alone, districts had to work with neighboring districts and work with regional labor market data to show workforce commuter patterns, and the timeline was such that the needs assessment needed to be submitted for review far in advance to ensure alignment with Perkins V  
• High involvement from Business & Industry/labor. B&I backed us on our data driven split (partners were much more agreeable after input from B&I) |
| Valeria Williams, MS | • Perkins V allows more involvement from the college CTE Directors. During the plan writing process, the input from directors was valuable in preparing needs assessment guidance. |
| Amy Cox, NY | • Concentrating on NYSED-approved programs to ensure quality  
• Focusing on WBL as our quality indicator. |
| Jacque Treaster, MT | • Alignment to WIOA/workforce system and  
• Building stackable credentials that build into degrees so we can be more responsive to the needs of industry and students/workers |
| Anthony Hancock, WV | • Opportunity for K12 and technical college faculty to collaborate to create pathways |
| Yincheng Ye, MI | • Chose the credential attainment indicator, start collecting the recognized postsecondary credentials.  
• Initiating a reserve fund to develop the industry recognized credential list and related course competencies to identify a CTE concentrator. |
**Speed Data’ing — Group 2**

- **RTI facilitator:**
  - Michelle Tolbert

- Please take a couple of minutes to respond to the following questions in the chat box:
  - What is your Name, Title, State/Territory, and time in your position?
  - What are the top 2 highlights from your Perkins V plan that you are most proud about?
## Group 2: Introductions and State Plan Highlights

<table>
<thead>
<tr>
<th>Name/State</th>
<th>Top 2 State Plan Highlights</th>
</tr>
</thead>
</table>
| Scott, KY           | • Comprehensive needs assessment; process and timeline for completion. Decided that no district could work alone since we have so many districts in the state. Districts had to collaborate. Wanted to make sure Perkins align with the regional communities.  
• Very high involvement from business and labor. Split was data driven, which business and industry supported and then partners agreed as well.                                                                                                                                                                                                                                                                                                                          |
| Wayde Slick, ND     | • Selected work-based learning as performance indicator. About 5-6 years ago, career tech built a rubric of career ready practices/employability skills that have been adopted by employers. Now is being made a common rubric.  
• Fully using the reserved fund for innovative projects. Just had our first grant round for innovative projects. Included private sector match requirement. Applications range from building green house to career exploration tools. 6-7 have been selected.                                                                                                                                                                                                                                           |
| Jon, DE             | • Expansion of ability to apply Perkins funds to middle grades. We have strong work in the secondary space and are happy we can expand that work to the middle grades. Have a lot of policy work and outcome work connected to that.  
• Doubled the size of the PSE students we’re able to capture with Perkins. Includes front-end funding for PSE institutions that is economically based and includes a match. Our partners will have a 6-month window where they will know they budget. Also includes outcome-based modeling, which will allow PSE partners to project how their budget will change.                                                                                                                   |
| Kevin, PA           | • Selected recognized PSE credential as the indicator, which has increased the number of programs being offered.  
• Increased requirements for articulations. About to roll out approval system and will help to increase the quality of the articulation.                                                                                                                                                                                                                                                                                                                |
| Angela, AR          | • Implementation of new programs of study. Are beginning to pilot and implement them. Include aerial systems, robotics, and cyber security. Aligns well with governor’s science initiative.  
• Data strengthening. Have created partnerships with NAPE (gap analysis), etc.                                                                                                                                                                                                                                                                                                                                                                                  |
| Jeffrey Fletcher, IA| • Increased our reserve fund will help to expand our WBL activities and will help us create an information technology grant to build the education pipeline.  
• CTSO work requirement is being added.                                                                                                                                                                                                                                                                                                                                                     |
| Chris, NC           | • We got it done and in agreement with our K12 folks.  
• WBL is being put into our reserve funds.                                                                                                                                                                                                                                                                                                                                                                                                                          |
SPEED DATA’ING – GROUP 3

- RTI facilitator:
  - Natassia Rodriguez Ott

- Please take a couple of minutes to respond to the following questions in the chat box:
  - What is your Name, Title, State/Territory, and time in your position?
  - What are the top 2 highlights from your Perkins V plan that you are most proud about?
### Group 3: Introductions and State Plan Highlights

<table>
<thead>
<tr>
<th>Name/State</th>
<th>Top 2 State Plan Highlights</th>
</tr>
</thead>
</table>
| Brittney Williams, LA | - Regional coalitions industry, secondary, and postsecondary  
- Highly effective educators with collaborations |
| Marci Johnson, IL | - WBL program quality indicator- guidance in the field, funding  
- Mapping secondary to postsecondary (one per area) |
| JoAnn Beuerle, NM | - Opened up Perkins funding to all districts  
- Regional priorities and aligned implementation |
| Angel Malone, SC | - Unified mission with workforce  
- Regional CLNA approach with industry sector partnerships |
| Letha Bauter, OK  
Steve Robison, OK | - Opened up reserve funds  
- Expanded WBL opportunities, including a statewide coordinator  
- Incorporating CLNA |
| Craig Statucki, NV | - Support for rural districts using reserve funds  
- Competitive grants for postsecondary, focused on high skill/wage/demand industries |
| Michael Tinsley, TN | - Closing gaps, utilizing more online learning options for all students, and increasing workforce opportunities through our student organization, SkillsUSA |
| Ruth Durkee, VT | - Strengthening work with middle schools  
- Expansion of dual enrollment for high school students |
| Nicassia Belton, MD | - PTECH programs  
- Data driven needs assessment |
| Pradeep Kotamraju, CA | - Alignment with WIOA and workforce systems  
- Pathways joint advisory committee  
- Centralizing and aligning data definitions |
SPEED DATA’ING — GROUP 4

● RTI facilitator:
  ▪ Sandra Staklis

● Please take a couple of minutes to respond to the following questions in the chat box:
  ▪ What is your Name, Title, State/Territory, and time in your position?
  ▪ What are the top 2 highlights from your Perkins V plan that you are most proud about?
## Group 4: Introductions and State Plan Highlights

<table>
<thead>
<tr>
<th>Name/State</th>
<th>Top 2 State Plan Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiara Booker-Dwyer, MD</td>
<td>• Apprenticeships&lt;br&gt;• Program offerings – increasing number of POS from 55 to 60</td>
</tr>
<tr>
<td>Dwight A Littlefield, ME</td>
<td>• Pathways with secondary and postsecondary partners with grant support&lt;br&gt;• Middle school and early high school exposure to CTE</td>
</tr>
<tr>
<td>Randi Hunewill NV</td>
<td>• Rural funding – minimum of $20K to support investments&lt;br&gt;• Expanded to 5th grade for CTE</td>
</tr>
<tr>
<td>Bruce Harrington, FL</td>
<td>• Work-based learning – part of size, scope, and quality requirements for funding; providing resources to rural districts&lt;br&gt;• Entrepreneurship woven into state plan – training incorporated into programming</td>
</tr>
<tr>
<td>Maria Swygert, SC</td>
<td>• Rural funding and activities for rural districts – data casting to support equity&lt;br&gt;• Military and industry collaborations – building strong partnerships and pathways</td>
</tr>
<tr>
<td>Vera Brown, KS</td>
<td>• Increasing statewide secondary-postsecondary alignment in accordance with POS definition&lt;br&gt;• Boosting special populations support through reserve grants</td>
</tr>
<tr>
<td>Thalea Longhurst, UT</td>
<td>• Work-based learning – Perkins V offers opportunity to improve offerings, implement new plan&lt;br&gt;• Sub-recipient consortia – Opportunity for secondary and postsecondary partners to work more closely together; receive group funding, plan together</td>
</tr>
<tr>
<td>Heather Luchte, ID</td>
<td>• Partnership with NAPE for equity training – will be part of subgrantee requirements&lt;br&gt;• Increased funding for rural and remote districts with a revamped consortia plan; additional funds for stakeholders</td>
</tr>
</tbody>
</table>
SPEED DATA’ING — GROUP 5

● RTI facilitator:
  ▪ Olivia Rice

● Please take a couple of minutes to respond to the following questions in the chat box:
  ▪ What is your Name, Title, State/Territory, and time in your position?
  ▪ What are the top 2 highlights from your Perkins V plan that you are most proud about?
GROUP 5: INTRODUCTIONS AND STATE PLAN HIGHLIGHTS

<table>
<thead>
<tr>
<th>Name/State</th>
<th>Top 2 State Plan Highlights</th>
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</thead>
<tbody>
<tr>
<td>Katie Graham, NE</td>
<td>• 1: framework around guiding principles (equitable, relevant, innovative, connected) for everything, including uses of funds and size, scope, quality components.</td>
</tr>
<tr>
<td></td>
<td>• 2: busting up our old consortia model to allow for greater local flexibility.</td>
</tr>
<tr>
<td>Barbara Wall, GA</td>
<td>• 1. SSQ and</td>
</tr>
<tr>
<td></td>
<td>• 2. 3 quality indicators</td>
</tr>
<tr>
<td>Eric Frauwirth, NH</td>
<td>• 1. Development of teacher credentialing program in partnership with the community college system for CTE teachers with no degree in education - three year program, free to teachers, they earn a 27 credit certificate</td>
</tr>
<tr>
<td></td>
<td>• 2. enlisting the services of a consultant to study the equitable access issue for sending school students and propose at least three ideas for schools to develop further</td>
</tr>
<tr>
<td>Patti Coultas, NC</td>
<td>• Not directly involved with state planning, but wants to learn more about consortia planning</td>
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<tr>
<td>Tony Reggi, NC</td>
<td>• Emphasis on special populations &amp; PD for teachers</td>
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<td></td>
<td>• Youth and Adult Apprenticeship programs – NCCCS houses the state apprenticeship agency</td>
</tr>
<tr>
<td>Amy Miller, SD</td>
<td>• #1 - We did a 2 year implementation plan, which meant Covid did not affect us drastically with Perkins work.</td>
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<td></td>
<td>• #2 - changing the consortium structure. 2 statewide supports</td>
</tr>
<tr>
<td>Erskine Glover, NJ</td>
<td>• proactive efforts to ensure that all districts address &quot;Equity Opportunities and Access&quot; in programs of study.</td>
</tr>
<tr>
<td></td>
<td>• Work-based Learning opportunities truly prepare students for 21st Century Workforce.</td>
</tr>
<tr>
<td>Jill Kroll, MI</td>
<td>• Use of reserve funds to provide grants for a rigorous process to define programs of study through competencies and identify recognized postsecondary credentials for each program.</td>
</tr>
<tr>
<td></td>
<td>• The development of a CTE vision.</td>
</tr>
</tbody>
</table>
SPEED DATA’ING — GROUP 6

- RTI facilitator:
  - Jessie Stadd

- Please take a couple of minutes to respond to the following questions in the chat box:
  - What is your Name, Title, State/Territory, and time in your position?
  - What are the top 2 highlights from your Perkins V plan that you are most proud about?
# Group 6: Introductions and State Plan Highlights

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</table>
| Luke Rhine, DE | - Expansion of career pathway model into middle grades (grades 5-8) - focus on transition services, academic and technical readiness, and student advisement.  
- Expansion of postsecondary CTE programming to include short- and long-term credential programs, registered apprenticeship, and two-year degree programs - focus on stackable credential/connected degree model.  
- Were able to negotiate a different formula to support this work. Looked at strategic financing to incentive systems behavior as well as targeted supports for economically disadvantaged adults. Formula works across institutions to incentivize them to work collaboratively to work a system of stackable credentials and connected degrees. Formula expands definition of adults to include SNAP, TANF, etc. Aligned definition to federal opportunity zones as defined through the IRS (typically low-income communities). The formula forces the institutions to work together and to target services to economically distressed communities in the state.  
- Where there was activity at the 5th grade level, they did not have visibility. However, they are now asking middle grade strategy to be better defined. This can include 5th grade in some middle grade institutions. The hope is to think strategically about how youth transition into the middle grades. Middle school can be a very different structure that other grades and need to ensure we are setting them up for success. They also need to determine how they will evaluate the middle school system, perhaps a middle school graduation requirement around high school readiness. Another option is placement – what if middle schools were accountable for success in 9th grade. They will do data review this year; trying to associate metrics with potential behaviors. The thought is that if they can stand it up in Perkins, they could do the same in ESSA. That would create a whole new level of accountability in the state. |
| Jedd Vance, IN | - Wrote a Combined State Plan – it was a big undertaking to accomplish. It took at lot of effort across state agencies, local leaders, etc. Took a lot of collaboration. It opened a lot of eyes to what we did in CTE. To get their input and insights was a big deal.  
- Have weekly meetings to coordinate their work across stakeholders, discuss implementation of CTE plan. This includes postsecondary members, along with local leaders, local principles, etc. They can speak to their regions and local areas.  
- MOA Plan – have weekly meetings specific to the MOA Plan. |
| Jeralyn Jargo, MN | - State-recognized POS component includes 8 elements  
- Consortia model – pushed this model to think about how do we truly have shared outcomes, shared processes, shared communications. Driven by a CLNA process.  
- How was the LNA different in this round of planning? The good things that came out of it included: working together to invite the right people to the table from postsec and secondary, conversations about high-skill/in-demand/high-wage, allowed folks to join as a consortia who completed the needs assessment for labor market data, recognized resources on data and educational side. They were able share resources, such as 3D printers, through creative scheduling. Mandates a different audience at the table. |
| Monique Burton, PA | - Local application is online.  
- Stakeholders meeting and gathering to develop the state plan. Had large meeting and three additional regional stakeholders meeting, used outside facilitation. Every Wednesday, a smaller group met to discuss – included postsecondary. Then, had an upper management meeting on Fridays. The Wednesday meetings were working meetings, hashing out different areas. Once they were to a point where they had a response, they took it to the Friday meeting in which legal and upper management reviewed. Teamwork was vital to getting this done. |
WELCOME BACK!

Speed Data’ing Debrief
Coping with COVID-19

Led by Olivia Rice, RTI International
COPING WITH COVID-19 OVERVIEW

To better understand how COVID-19 is impacting States’ ability to implement their Perkins V State Plans and to enable sharing between states, we will use a “ThinkTank” for DQI participants to provide direct input.

“ThinkTank” is a digital collaboration platform that crowdsources input from key stakeholders.
**THINK TANK PLATFORM**

Question will be posted here

You can reply to other responses, or ‘upvote’ them (you can also delete the comment if it is yours)

You can add your response to the question here
THE 2020 DQI “CONNECT” THINKTANK QUESTIONS:

- Based on things you heard about today, what questions do you have for other States?
- What challenges has COVID-19 imposed on your state’s ability to implement Perkins V?
  - After taking some time to add your challenges, review the challenges other states have mentioned and suggest potential solutions or share strategies your state has taken to address them.
- What strategies were you already implementing, or are you planning to implement, that you have found helpful in coping with COVID-19?
TO NAVIGATE TO THE THINKTANK...

- Click on the link provided in the Chat box (https://engage.thinktank.net/sessionJoin/-MDQf0KP8iouWs0UQePC)

- When prompted, enter the password: DQI20.

- You will then enter your name. Note: this will NOT be visible during the ThinkTank, but RTI staff will be able to see names in the background.
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
Thank You John Haigh!!

- 20 Years at OCTAE!!
- Developer of the:
  - Data Quality Institutes (with 22 under his belt!)
  - Perkins Collaborative Resource Network (PCRN)
  - Consolidated Annual Report (CAR)
- Fearless leader of the:
  - Next Step Working Group
  - Town Hall webinars
  - State Performance Accountability Congress (SPAC)
UP NEXT...

“Connect”
August 5, 2:00-4:00 ET

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

“Learn”

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2. Determining Concentrator Status (September 14, 2:00-4:00 ET)
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5. Data Collection for Special Populations (October 7, 1:00-3:00 ET)

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

Please complete the follow-up survey…