DQI 2020 Virtual Series

“Learn” Session:
Determining Concentrator Status
September 14, 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)

**Northwestern**

José Figueroa  
(202) 245-6054  
Jose.figueroa@ed.gov

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

Jamelah Murrell  
(202) 245-6981  
Jamelah.murrell@ed.gov

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

Sharon Head  
(202) 245-6131  
Sharon.Head@ed.gov

**Southwestern**
Arizona, Colorado, Kansas, Nebraska, New Mexico, Oklahoma, Texas, Utah

Andrew Johnson  
(202) 245-7786  
Andrew.johnson@ed.gov

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

Allison Hill  
(202) 245-7775  
Allison.hill@ed.gov

**Southern**
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee

Marilyn Fountain  
(202) 245-7346  
Marilyn.fountain@ed.gov
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)
Operationalizing Perkins V while coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

RTI International Facilitators

Olivia Rice  Michelle Tolbert  Laura Rasmussen Foster  Jordan Hudson  Natassia Rodriguez Ott  Jon Boyette  Jessie Stadd
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
- No more than 200 attendees

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
SESSION OBJECTIVES

- To increase understanding of key considerations for determining concentrator status
- To provide opportunities for participants to understand how states have operationalized concentrator definitions
- To provide opportunities to collaborate and discuss concentrator data collection and reporting strategies with other states
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
- Defining Concentrators in Perkins V
  - Jose Figueroa, PRC, DATE, OCTAE
- State Panel
  - Angela Kremers, Arkansas
  - Heather Luchte, Idaho
  - Jacque Treaster, Montana
  - Elaine Perea, New Mexico
- Breakout Groups
  - Led by RTI International Facilitators
- Closing Comments
  - Sharon Lee Miller, Director, DATE, OCTAE
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!
DEFINING CONCENTRATORS IN PERKINS V

Jose Figueroa, OCTAE
### Timeline — CAR Submission

<table>
<thead>
<tr>
<th>CAR Deadline (Report Due)</th>
<th>Program Year Data</th>
<th>When do I start collecting the data?</th>
<th>What is reported?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2019</td>
<td>PY 2018-2019</td>
<td>Fall semester of 2018</td>
<td>• Enrollment Data • Narrative Report • Financial Status Reports (FSR)</td>
<td>Last Year of Perkins IV</td>
</tr>
<tr>
<td>December 2020</td>
<td>PY 2019-2020</td>
<td>Fall semester of 2019</td>
<td>• Enrollment Data • Narrative Report • Financial Status Reports (FSR)</td>
<td>First Year of Perkins V (Transition Year)</td>
</tr>
<tr>
<td>December 2021</td>
<td>PY 2020-2021</td>
<td>Fall semester of 2020</td>
<td>• Enrollment Data • Performance Data • Narrative Report • Financial Status Reports (FSR)</td>
<td>Second Year of Perkins V (First Full Year of Data)</td>
</tr>
</tbody>
</table>
ENROLLMENT DATA

- **CTE Participants** – The term “CTE participant” means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient. **Section 3(13)**

- **CTE Concentrators** – The term “CTE concentrator” means— (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. **Section 3(12)**
OTHER CONSIDERATIONS

- How do you calculate your participant and concentrator data?
  - When does a student become a participant or concentrator?

- Can a State report duplicate data? If so, in what data fields?

- What flexibility does a State have with regards to reporting cluster data?
DQI-20: OPERATIONALIZING PERKINS V WHILE COPING WITH COVID-19
2020 DATA QUALITY INSTITUTE (DQI) VIRTUAL SERIES

Poll #1

- Under Perkins V, a secondary concentrator is a student who has completed at least 2 courses in a single career and technical education program or program of study.

- Did you have to change your concentrator definition for Perkins V? How do you expect the new definition to impact concentrator counts compared to Perkins IV?
  - We have changed the definition and expect concentrator counts to increase
  - We have changed the definition and expect concentrator counts to decrease
  - We have changed the definition and expect concentrator counts to remain the same
  - We have not changed our definition
Poll #2

- Under Perkins V, a postsecondary concentrator is a student who (1) earns at least 12 credits within a CTE program or POS, OR (2) completes a CTE program or POS that encompasses fewer than 12 credits or the equivalent in total.

- Compared to my state’s previous postsecondary concentrator definition (i.e., under Perkins IV), the new definition:
  - Requires the equivalent amount of credits
  - Requires fewer credits
  - Requires more credits
STATE PANEL

Angela Kremers, Arkansas
Heather Luchte, Idaho
Jacque Treaster, Montana
Elaine Perea, New Mexico
Arkansas Perkins V Concentrators

Dr. Angela Kremers, Ed.D.
Director
Arkansas Department of Education
Division of Career and Technical Education
How is your state implementing the new statutory Perkins V definitions?

- Realigned the state’s CTE programs of study to provide a high-quality, student-focused, career pathway that aligns to workforce needs and economic priorities.

- Created clear pathways to college and career that are identified and communicated to students.

- Re-evaluated standards so that students can develop workforce readiness skills (critical thinking, problem solving, and communication) essential to high-skill, high-wage, and in-demand careers.

- Required increased partnerships with business and industry to integrate work-based learning into all CTE programs of study.
How does your state identify concentrators in your data systems?

Arkansas defines a concentrator as:

- At the secondary level, a student who has completed at least 2 credits in a single career and technical education program of study.

- At the postsecondary level, a student who has earned at least 12 credits within a career and technical education program of study.
How does your state identify concentrators in your data systems?

Students earn credits in courses within a program of study that progress in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction and skill attainment) (Section 3(41)(D)).

- Level 1 = Foundational
- Level 2 = Core
- Level 3 = Advanced coursework

**Examples of how credits can be earned to result in a CTE concentrator.**

**Example 1:**
- Level 1 - 1.0 credit
- Level 2 - 0.5 credit
- Level 3 - 0.5 credit
- Total = 2.0 credits

**Example 2:**
- Level 1 - 1.0 credit
- Level 2 - 1.0 credit
- Total = 2.0 credits
Perkins V: Concentrators & Completers

Business and Marketing Programs of Study

Cluster: Finance
Pathway: Accounting

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
</table>
| Accounting       | Survey of Business (492120) | Accounting I (492100) | • Accounting II (492110)  
• Dual Enrollment or Concurrent Credit  
• Principles of Accounting I  
• Youth Apprenticeship-Bus: Finance (490210)  
• Career Practicum-Bus: Finance (490610)  
• Any approved concurrent credit contributing to specificity for this program of study** |

Certifications: Microsoft Office Specialist  
Excel Expert  
Intuit QuickBooks

*Personal Finance is an elective course that supplements the Accounting Program of Study. It cannot count toward concentrator status, but will satisfy the requirements of Act 468 and Act 480.

CTE Program Quality
Industry-Recognized Credential
What data do you collect and report on concentrators?

- Participant and performance measure data will be collected from all sub-recipient.
- Increased focus on data to measure the performance and participation of Special Populations.
- Public-facing portal being built to view CTE disaggregated data.
Thank you!

Contact Information:

Dr. Angela Kremers, Ed.D.
Director
Arkansas Department of Education
Division of Career & Technical Education
angela.kremers@arkansas.gov
(501) 682-1040
IDaho

Heather Luchte
Director of Performance
Management & Idaho SkillStack
Idaho Career and Technical Education
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### Postsecondary Definition

<table>
<thead>
<tr>
<th>Perkins IV</th>
<th>Perkins V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-regulatory guidance</strong></td>
<td><strong>Legislative definition</strong></td>
</tr>
<tr>
<td>Completes at least 12 academic or CTE credits within a single program area</td>
<td>Earns at least 12 credits within a CTE program or program of study</td>
</tr>
<tr>
<td><strong>IDAHO: at least 18 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Completes a short-term CTE program sequence of less than 12 credit units</td>
<td>Completes a CTE program or program of study that encompasses fewer than 12 credits or the equivalent in total</td>
</tr>
<tr>
<td><strong>IDAHO: between 12-17 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Idaho Methodology:**
- Postsecondary students (enrolled in declared major)
- Completion: CTE degrees / certificates
- Cumulative credits **(3 years)**
- CTE Programs: academic or CTE courses if part of program requirements

**Duplicates:** Grand totals – unique count of students. Duplicated - pathway or nat’l career cluster
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## Secondary Definition

<table>
<thead>
<tr>
<th>Perkins IV Non-regulatory guidance</th>
<th>Perkins V Legislative definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned three or more credits in a single CTE program area</td>
<td>Completed at least two courses in a single CTE program or program of study</td>
</tr>
<tr>
<td>Earned two credits in a single CTE program area with a two-credit sequence</td>
<td>IDAHO: A junior/senior completing at least two courses in a single CTE pathway (program of study).</td>
</tr>
<tr>
<td>IDAHO: A junior/senior student enrolled in a capstone course during the year</td>
<td>Includes advanced coursework (e.g. intermediate and capstone), beyond beginning/introductory classes.</td>
</tr>
</tbody>
</table>

**Duplicates:** Grand totals – unique count of students. Duplicated - pathway or nat’l career cluster
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**CTE Program Alignment**

- Statewide Articulation Framework
- Enhance transfer of CTE College credit
- Increase the “Go-On” Rate in Support of 60% Goal
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The Standards Setting Process

1. Program Standards
2. Criticality Survey
3. Develop Secondary Assessments
4. Horizontal Alignment with Postsecondary
5. Create SkillStack® badges
6. Vertical Alignment
7. Award SkillStack® badges
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## CTE Programs Aligned

<table>
<thead>
<tr>
<th>Programs</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Services</td>
<td></td>
<td>Applied Accounting</td>
<td>Agribusiness</td>
<td>Ag Leadership &amp; Communications</td>
</tr>
<tr>
<td>Auto Collision Repair</td>
<td></td>
<td>Culinary</td>
<td>Animal Science</td>
<td>Ag Food Science &amp; Processing</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td></td>
<td>Drafting</td>
<td>Business Management</td>
<td>Automated Manufacturing</td>
</tr>
<tr>
<td>Computer Support</td>
<td></td>
<td>Early Childhood Education</td>
<td>Certified Nursing Assistant</td>
<td>Business Digital Communications</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td></td>
<td>Electronics Technology</td>
<td>Ornamental Horticulture</td>
<td>Cosmetology</td>
</tr>
<tr>
<td>Precision Machining</td>
<td></td>
<td>Graphic Design</td>
<td>Small Engines/Power Sports</td>
<td>Dental Assisting</td>
</tr>
<tr>
<td>Programming/Software</td>
<td></td>
<td>Hospitality Services</td>
<td></td>
<td>EMT</td>
</tr>
<tr>
<td>Web Design</td>
<td></td>
<td>Marketing</td>
<td></td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Welding</td>
<td></td>
<td>Network Support</td>
<td></td>
<td>Rehabilitation Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Pathway Examples

CAREER CLUSTER: Hospitality & Tourism
- Introductory Courses
  - Nutrition and Foods 222511
- Intermediate Courses
  - Culinary Arts 160523
  - Advanced Culinary Arts 160524
- Capstone Courses
  - International Cuisine 160560
  - Work-Based Learning — Culinary Arts* 160592
  - Leadership 221010
- Optional Elective Courses
- Technical Competency Credits (TCC)**
  - 9 Credits College of Southern Idaho North Idaho College

PATHWAY SEQUENCE
- Introductory
- Intermediate
- Capstone
- Technical Competency Credits

LAW ENFORCEMENT
- Orientation to Police, Fire, and Emergency Services 150010
- Law Enforcement, Detention: Corrections I 130540
- Law Enforcement, Detention & Corrections II (Required) 130541
- Work-Based Learning: Law Enforcement (Optional) 150980
- TBD
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**Capstone Courses = Concentrators**

<table>
<thead>
<tr>
<th>PROGRAM/PATHWAY</th>
<th>Capstone ISN#</th>
<th>COURSE NAME</th>
<th>TECHNICAL SKILLS ASSESSMENT</th>
<th>CUT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>181018</td>
<td>Standards of Ag Animal Science</td>
<td>CTECS-Idaho Animal Science</td>
<td>68</td>
</tr>
<tr>
<td>Ag Business &amp; Economics</td>
<td>182013</td>
<td>Ag Business &amp; Economics</td>
<td>CTECS-Idaho Agribusiness</td>
<td>55</td>
</tr>
<tr>
<td>Ag Ecology/Natural Resource Management</td>
<td>185040</td>
<td>Ecology/Natural Resource Science</td>
<td>CTECS-Idaho Ecology and Natural Resources “Pilot”</td>
<td>—</td>
</tr>
<tr>
<td>Ag Food Science and Processing Technology</td>
<td>180514</td>
<td>In Progress</td>
<td>CTECS-Idaho Ag Food Processing “Pilot”</td>
<td>—</td>
</tr>
<tr>
<td>Ag Mechanics &amp; Power Systems</td>
<td>184017</td>
<td>Standards of Ag Mech &amp; Power Systems</td>
<td>CTECS-Idaho Ag Mechanics &amp; Power Systems</td>
<td>64</td>
</tr>
<tr>
<td>Ag Ornamental Horticulture</td>
<td>180524</td>
<td>Standards of Ag Ornamental Horticulture</td>
<td>CTECS-Idaho Ornamental Horticulture</td>
<td>60</td>
</tr>
<tr>
<td>Ag Plant Science</td>
<td>180514</td>
<td>Standards of Ag Plant Science</td>
<td>CTECS-Idaho Plant and Soil</td>
<td>60</td>
</tr>
<tr>
<td>Ag Science Communications &amp; Leadership</td>
<td>182082</td>
<td>Prin. of Ag Communications &amp; Leadership</td>
<td>CTECS-Idaho Communication &amp; Leadership “Pilot”</td>
<td>—</td>
</tr>
<tr>
<td>Ag Welding (Commercial Welding)</td>
<td>184016</td>
<td>Advanced Small Gas Engines</td>
<td>CTECS-Idaho Small Engine Repair/Power Sports</td>
<td>67</td>
</tr>
<tr>
<td>Ag Small Engines</td>
<td>184016</td>
<td>Advanced Agricultural Welding</td>
<td>CTECS-Idaho Welding</td>
<td>70</td>
</tr>
<tr>
<td>Business &amp; Marketing</td>
<td>120030</td>
<td>Business Administration</td>
<td>CTECS-Idaho Administrative Services</td>
<td>70</td>
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<tr>
<td>Administrative Services</td>
<td>121041</td>
<td>Accounting II</td>
<td>CTECS-Idaho Accounting</td>
<td>75</td>
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<td>Applied Accounting</td>
<td>102014</td>
<td>Digital Communications</td>
<td>CTECS-Idaho Digital Communications</td>
<td>62</td>
</tr>
<tr>
<td>Business Digital Communications</td>
<td>120530</td>
<td>Business Ownership/Entrepreneurship</td>
<td>CTECS-Idaho Business Management</td>
<td>73</td>
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<tr>
<td>Business Management</td>
<td>129997</td>
<td>HSB Business Strategies</td>
<td>CTECS-Idaho Business Management</td>
<td>73</td>
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<tr>
<td>High School of Business</td>
<td>180551</td>
<td>Hospitality Management II</td>
<td>CTECS-Idaho Hospitality Management “Pilot”</td>
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<tr>
<td>Hospitality Management</td>
<td>120561</td>
<td>Business Marketing</td>
<td>CTECS-Idaho Marketing</td>
<td>73</td>
</tr>
</tbody>
</table>
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Optional Measures

**5S2: Credits**
-includes badges

**5S4: Technical Skills Assessment**

<table>
<thead>
<tr>
<th>Assessment: Idaho Small Engine Repair/Power Sports</th>
<th>Number tested: 23</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Total</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Describe general shop safety rules and procedures.</td>
<td>90.48%</td>
<td>88.15%</td>
<td>90.48%</td>
</tr>
<tr>
<td>1.1.2 Utilize safe procedures for handling tools and equipment.</td>
<td>84.13%</td>
<td>80.56%</td>
<td></td>
</tr>
<tr>
<td>1.1.3 Identify the location and use of eye wash stations.</td>
<td>78.57%</td>
<td>70.83%</td>
<td></td>
</tr>
<tr>
<td>1.1.4 Comply with the required use of safety glasses, ear protection, gloves and shoes during lab/shop activities.</td>
<td>99.24%</td>
<td>100.00%</td>
<td></td>
</tr>
<tr>
<td>1.1.5 Secure hair and jewelry for lab/shop activities.</td>
<td>92.86%</td>
<td>97.02%</td>
<td></td>
</tr>
<tr>
<td>2.0.3 Demonstrate common tools knowledge.</td>
<td>72.62%</td>
<td>70.56%</td>
<td></td>
</tr>
<tr>
<td>2.1.1 Identify basic tools.</td>
<td>87.55%</td>
<td>75.00%</td>
<td></td>
</tr>
<tr>
<td>2.1.2 Identify basic tool usage.</td>
<td>73.81%</td>
<td>87.50%</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Demonstrate common tools knowledge.</td>
<td>70.24%</td>
<td>70.24%</td>
<td></td>
</tr>
<tr>
<td>3.0.2 Pass through the use of fasteners.</td>
<td>70.24%</td>
<td>70.24%</td>
<td></td>
</tr>
<tr>
<td>3.1.7 Demonstrate proper torque methods.</td>
<td>70.24%</td>
<td>70.24%</td>
<td></td>
</tr>
<tr>
<td>4.0.3 Demonstrate precision measuring instruments</td>
<td>14.29%</td>
<td>59.33%</td>
<td></td>
</tr>
<tr>
<td>4.1.6 Demonstrate precision measuring.</td>
<td>14.29%</td>
<td>59.33%</td>
<td></td>
</tr>
</tbody>
</table>
Montana

Jacque Treaster
Director of Dual Enrollment and Career & Technical Education
Office of the Commissioner of Higher Education
Montana University System
Montana’s Concentrator Definitions:

Secondary – a student who has taken two or more credits in a defined Montana Career Pathway (program of study). One credit equals a year-long course or two semesters.

Postsecondary – a student enrolled in an eligible recipient who has (i) earned at least 12 credits and are enrolled in a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
NEW MEXICO

Elaine Perea
Director
College and Career Readiness Bureau
New Mexico Public Education Department
Definitions

- Secondary students completing two or more courses in approved programs of study

- Postsecondary students completing 12 credit hours in a CTE programs of study
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Pathway</th>
<th>Program Name</th>
<th>Middle School Exploration</th>
<th>Introduction</th>
<th>Concentrators</th>
<th>Capstone Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>Therapeutic Services</td>
<td>Allied Health</td>
<td>1570 Medical Detectives PLTW; 1501 Health Care Occupations</td>
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<td>Biotechnology Research &amp; Development</td>
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<td>1501 Health Care Occupations; 1570 Medical Detectives PLTW</td>
<td>1551 Introduction to Biotechnology Research &amp; Development</td>
<td>1550 Medical Anatomy &amp; Physiology</td>
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<td>Health Informatics</td>
<td>Health Informatics- SREB</td>
<td>1603 Career Exploration</td>
<td>1560 Health Informatics Data &amp; Use-AC</td>
<td>1561 Transforming Data into Information-AC; 1562 Transforming Data into Knowledge-AC</td>
<td>1563 Problems &amp; Solutions-AC; 1597 Health Care Sciences-OJT; 1598 Health Care Sciences-Co-Op; 1599 Health Care Sciences-Other</td>
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<td>0161 Science of Large Agriculture Animals; 0162 Science of Small Animals</td>
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**Two Courses?**

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1 intro course + 1 concentrator course = Concentrator + 1 capstone course = Completer
1 concentrator course + 1 concentrator course = Concentrator + 1 capstone course = Completer
1 concentrator course + 1 capstone course = Concentrator + 1 capstone course = Completer
1 intro course + 1 capstone course ≠ concentrator + 1 capstone course One smart kid (not a completer)
Q&A WITH THE STATE PANELISTS

Angela Kremers, Arkansas
Heather Luchte, Idaho
Jacque Treaster, Montana
Elaine Perea, New Mexico

Type your question in the chat box, or ‘raise your hand’ to ask your question directly [click on “Participants,” “More,” and then “Raise Hand”]
Poll #3

How is your state identifying concentrators in your data system?

- Transcript data: Completion of specific course (i.e., “concentrator-level” course) in a program sequence
- Transcript data: Total credits/credit hours awarded in sequence add up to total required in your state’s definition
- Transcript data: Other
- Concentrator counts self-reported by LEAs
- Other
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 to the following prompts (a link will be provided in the breakout room chat):
     - Please share your name, title, org, state.
     - Name one key takeaway you had from the state panel
     - Share one challenge your state is having in operationalizing your concentrator definition
     - Pose one question you have related to determining concentrator status
  2. Begin breakout session with a quick round of introductions, with each person sharing their name/title/org/state and their response to one of the other three prompts above.
  3. Open the floor for a discussion around the Jamboard responses, as well as other topics related to concentrators.
  4. Create two to three ‘shareables’ that synthesis the discussion. Select a speaker to present your group’s shareables to the whole group.
**STEP 1 & 2: JAMBOARD & INTRODUCTIONS**

- **Name/Title/Org/State**
  - Olivia Rice, Facilitator, RTI International, NC
  - Olivia Rice, Facilitator, RTI International, NC
  - Olivia Rice, Facilitator, RTI International, NC
  - Olivia Rice, Facilitator, RTI International, NC
  - Olivia Rice, Facilitator, RTI International, NC
  - Olivia Rice, Facilitator, RTI International, NC

- **Name one key takeaway you had from the state panel**
  - Insert response

- **Share one challenge your state is having in operationalizing your concentrator definition**
  - Insert response

- **Pose one question you have for the group related to determining concentrator status**
  - Insert response
**STEP 3: ADDITIONAL DISCUSSION QUESTIONS**

- How will your state define CTE concentrators at the secondary level? Postsecondary level? (e.g. technical coursework, advanced technical coursework, credits, hours)

- Did you have to change your concentrator definition for Perkins V?
  - Secondary: How do you expect the new definition to impact concentrator counts?
  - Post-secondary: What is the impact on the number of credits required as compared to your state’s previous postsecondary concentrator definition (i.e., under Perkins IV)?
  - What are some other implications of your new definition?

- How does your state identify concentrators in your data system?
  - What challenges do you anticipate in collecting, analyzing, and reporting the required data?
  - What are the strategies your state is using to address any challenges?
  - What challenges have you encountered with data collection on concentrators as a result of COVID-19 and what accommodations, if any, have you made to address these challenges?
STEP 4 — CREATE SHAREABLES IN JAMBOARD
BREAKOUT GROUPS

Led by RTI International Facilitators
WELCOME BACK!

Olivia Rice, RTI International
BREAKOUT DEBRIEFS

- Group 1
- Group 2
- Group 3
- Group 4
- Group 5
- Group 6
- Group 7
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
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 17, 1:00-3:00 ET
THANK YOU FOR ATTENDING!

Please complete the follow-up survey...
JAMBOARD LINKS

- Group 1: Jessie Stadd – https://jamboard.google.com/d/1orIRKZeYMOUPOPEwahKS6zl77bWhWKVVQUISzw2Vj5g/edit?usp=sharing
- Group 3: Jordan Hudson – https://jamboard.google.com/d/1HzqB0CKd3rJZyc6EY4eJPt9OMBLLeihJASYWdbXfjvI/edit?usp=sharing
- Group 4: Laura Rasmussen Foster – https://jamboard.google.com/d/1i-BEJHPVty2EJaiyGMZuHkcmxuc3RfK_eCTdy5jsleg/edit?usp=sharing
- Group 5: Michelle Tolbert – https://jamboard.google.com/d/1FYXS3vRnZGDMeacxroWKts7EaBYZAr0ZkBikL712I8/edit?usp=sharing
- Group 6: Natassia Rodriguez Ott – https://jamboard.google.com/d/1uftKJwHCBT0a1aKF1AugHpFvbXJdiX-WaMG9HvBAfUM/edit?usp=sharing
- Group 7: Jon Boyette – https://jamboard.google.com/d/1dXErqu3s3rCVgKx-oK5lU8MIrjnmahqSAm-xoZDJBNM/edit?usp=sharing