

## Perkins V Accountability Subcommittee Meeting Notes

June 18, 2020

1:00 – 4:00 PM

TEAMs Meeting

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### Present:

Deborah Bayer, Valerie Felder, Kenneth Flowers, Tirria Kendred, Tom Knight, Jill Kroll, Jason Larsen, Brian McBride, Jeffrey McNeal, Debra Miller, Celena Mills, Sheree Price, Tim Rigling, Cary Stamas, Kathleen Szuminski, Doug Wiesner, Pat Yanik, Rachel Edmondson, Mark Forbush, Lee Greenacre, Ruth Anne Hodges, Joyce McCoy, Yincheng Ye, Mikki Spagnoli, Rob Leadley, Candace Vinson

### Meeting Goal:

Opportunity to share updates and any questions and thoughts, and discussion definition of “CTE Completer”.

#### 1. CPIs Update

- Yincheng gave an overall update on CPIs, including the timeline and preliminary data we have.
- Question/Comments:
  - The follow-up online self-survey was very useful, and it is important that it is ready right away when the follow up window begins.
  - If a community college has a student that qualifies for a 1-year certificate but is pursuing the associate degree, does STARR account for that?
  - STARR may not have any credential data because credentials aren’t awarded until a student applies for it. For example, student may have completed all the required classes for an associate degree, but the degree would not show in STARR if the student didn’t apply for the degree.
  - It was suggested that OCTE do a spot check with a group of students who were dual enrolled (for example, EMT or Dental from a CEPD that were not EMC) and see if they are in STARR. Both of those groups end up with a certificate, at least in Kalamazoo.

**2. Updates by Career Pathway grantees**

- Celena gave an overall update, including the timeline and overall status.
- Mikki:
  - Looking for more participants
  - Employer survey sent out
  - Next Steps: Meet with employers and postsecondary instructors to work on credentials used for hire or promotion
- Diana:
  - Initial survey of partners has gone out
  - Another survey to narrow down credentials will be shared with CEPD group next week and goal is to pick up more partners
  - Looking at all postsecondary options including alignment to apprentice competencies
  - Planning for the first virtual meeting on 7/14 to define project scope and gauge true “working” interest
- Cary:
  - Focus on entry level positions in health science programs
  - Have done credential survey summary. Looking for more pathways within this CIP code
  - Competency survey sent out
  - Identifying 10 competencies

**3. Discussion - definition of a CTE completer**

Definition	Comments
Completed (any) two courses <ul style="list-style-type: none"> <li>• Pathways grantees would be directed to ensure that two courses covered enough competencies that a student could earn a credential</li> </ul>	<ul style="list-style-type: none"> <li>• Does it matter that completer definition is the same as concentrator?</li> </ul>
Require more than one year of instruction as an addition requirement to be a completer	<ul style="list-style-type: none"> <li>• Concerned about specifying more than one year of instruction. A career center program may have enough time to complete the credential. You can have a very robust program when you have 2.5 hours a day for your class.</li> <li>• A 'year' to a local program is not the same 'year' for a Center.</li> <li>• The contracted programs that a student may take three college courses in one semester and 6 courses in a year.</li> </ul>

Definition	Comments
	<ul style="list-style-type: none"> <li>We also love the Q option. It would go away if you had to have more than one year of instruction.</li> <li>All of our work is geared toward achieving competencies/ credential, not a function of how much time a student spends in seat.</li> </ul>
<p>Completed “core” courses/ competencies as defined by Pathways grantee</p> <ul style="list-style-type: none"> <li>Could be multiple sets of “core” courses for same CIP Code identified by Pathways grantee</li> </ul>	<ul style="list-style-type: none"> <li>Not mentioned</li> </ul>
<p>Completed all competencies</p>	<ul style="list-style-type: none"> <li>Like this, it aligns with current completer definition</li> <li>Love the Q option. Considering we may allow students to achieve competencies other than just in the classroom.</li> <li>Not all programs will have the same competencies as we have in the past with the same amount of 12 segments.</li> </ul>
<ul style="list-style-type: none"> <li>Concentrator = Foundational competencies (Course 1 and Course 2 with grade of C or better)</li> <li>Completer = additional courses, if available and take the credential test.</li> </ul>	<ul style="list-style-type: none"> <li>Not mentioned</li> </ul>
<p>Use a fourth category for advancement through the program – “credential attainers.”</p> <ul style="list-style-type: none"> <li>Completer = completed all the competencies</li> <li>Completer "plus" = completed all the competencies AND credential</li> </ul>	<ul style="list-style-type: none"> <li>The four categories fall more align with the idea of funding than with creating a completer definition</li> </ul>
<ul style="list-style-type: none"> <li>Concentrator = successful completion of 2 courses at a C or better</li> <li>Completer = successful completion of all courses at a C</li> </ul>	<ul style="list-style-type: none"> <li>May need minimum grade requirement</li> <li>How to report completing a competency in CTEIS?</li> <li>Concerned about the need to tie a credential to completer status because</li> </ul>

Definition	Comments
or better and earn the credential, if available	of the age requirements and some CIPs will not have a credential. Credentials are not part of the PV definitions except for a CPI we chose.
Complete CTE program competencies OR earn a credential OR earn an associate degree	<ul style="list-style-type: none"> <li>• Like this, it shows some student achievement by adding the option of earn a credential or earn an associate degree.</li> <li>• Allow different options of a completer definition instead of using one definition for a completer.</li> </ul>

- Celena and Candace explained the definition of competency.
  - The dictionary defines competence as the possession of required skill or capacity. In school we might call this “making the grade” or being “proficient.” In the workplace we would say it is “cutting the mustard” or having “what it takes” to get the job done well. Competence is something that is demonstrated.
  - Competencies are explicit, measurable learning outcomes that include application and creation of knowledge, along with the development of important skills and disposition.

#### 4. Develop possible reports - real time data

- Shared new dashboards: CPI dashboards, Special Pop dashboards, and enrollment dashboards.
- Discussed what data/reports would be valuable
  - The thought is to have data available on our current students to guide our RIP activities. Eg. Individual student academic attainment data for participant, concentrators, completers.
  - Reports that align to the CLNA. Eg. Those reports on MI School Data were useful for things like earnings, success, etc. comparing CTE v. non-CTE
  - Need both raw numbers and trend charts
  - CLNA data pre-populated data would be most helpful at the CEPD and regional level vs. the OA level. Often there is little data available at the OA level.

#### 5. Next steps

- Will gather input from Perkins V executive committees on the completer definition. It is an ongoing discussion topic.
- Subcommittee meetings will be scheduled as needed in the future