

Perkins V Accountability Subcommittee Meeting 7 Notes

October 6, 2020

1:00 – 4:00 PM

TEAMs Virtual Meeting

Present:

Valerie Felder, Kenneth Flowers, Tirria Kendred, Jill Kroll, Jason Larsen, Brian McBride, Jeffrey McNeal, Celena Mills, Tim Rigling, Cary Stamas, Kathleen Szuminski, Pat Yanik, Rachel Edmondson, Mark Forbush, Lee Greenacre, Joyce McCoy, Yincheng Ye, Mikki Spagnoli, Rob Leadley, Nick Baker, Rouse John, Tommy Cameron, Michael Mulligan, Kunkel Diane, Charmian Fletcher

Meeting Goal:

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

1. Proposed changes of CPI targets

- Yincheng gave an overall update on proposed changes of CPI targets for each indicator. May need adjustment to 2S1/2S2 and 3S1.
- Question/Comments:
 - Agree with the proposed changes.
 - The proposed adjusted 3S1 is still high due to the drop of known postsecondary enrollment. Many of ours have changed from 4 year college to attending our community college or got jobs locally.
 - Hard to determine if the adjusted percentages are appropriate or not without knowing why these levels were selected. When we are asked for plans in the future based on COVID impacted CPI performance, they will be a tendency to be worried about the development of an improvement plan based on a pandemic's impact.

2. Credential data-Postsecondary Awards data from STARR

- Discussed the question: When using the STARR data to pull credential – postsecondary awards data, should we include those 1 to 2-year program postsecondary awards, certificates, or diploma into Perkins V 5S1 indicator numerator as the data in STARR is unclear what credentials/postsecondary awards they are.
- Summary/Comments:
 - 1-year postsecondary awards, certificates, or diploma towards certificate or associate degree should count as stackable credentials.
 - Should count, 1-year community college programs usually include 30 credit hours; special Certificate are less credit hours. Eg. Esthetician - skin care

specialist - 10 credit hours, requires 400 hours, students then take exam through LARA and obtain a license in Michigan.

- Should count, community colleges offering the 1-2 year postsecondary awards, certificates, or diploma after they surveyed the employer or identified the value.
- May need to unduplicate the credential data in CTEIS and STARR for those less than 2-year associate degree credentials.

3. Updates by Career Pathway grantees

- Genesee:
 - Finished drafting standard alignment with credentials
 - Currently reviewing the alignment for accuracy
- Mikki:
 - Contacted employers.
 - Alignment of standards and credentials.
 - Working on postsecondary alignment.
 - For Business and Auto, working on the alignment of standards and competencies.
- Cary (Kent, Allegan, Muskegon):
 - For health, already identified 2 credentials
 - Working on how to meet standards
 - Next to identify the Perkins courses
- Celena (General education and Cosmetology):
 - Already identified 2 credentials for general education, working on identifying Perkins course.
 - Already identified 4 credentials and Perkins courses for Cosmetology.

4. Discussion - definition of a CTE participant and completer

- Jill gave an overall summary of proposed definition of a CTE participant and completer and raised questions to discuss.
- Q1: Which options do you prefer to track Perkins Courses and competencies in the reporting system?
 - 1.Track competencies within local courses (attribute to all kids in the course)
 - 2.Track competencies student-by-student
 - 11 participants voted with 5 of them choosing option 1 and 6 of them choosing option 2.
 - Prefer option 2 because option 1 is what we are doing for segments now.
 - Option 2 allows for schools to organize competencies at a local level.
 - Some local comprehensive high schools don't have a system to measure student proficiency using competencies.
 - We should look at completion of local courses that have competencies assigned instead of individual competency reported by student.
 - If no longer capture local courses, how to attach teachers, college credits, etc.

- Q2: Should there be any minimum course grade required for a local course to “count” toward attainment of competencies covered by the course?
 - Should have a minimum course grade requirement—local district definition of passing.
 - Standards teachers could organize locally “passing is passing”.
 - Competencies mean mastering a skill, proficiency of competency—not that student was able to get a D-.
 - Need to be proficient to get credentials.
- Q3: Jill illustrated organizing competencies into Perkins Courses (Pennsylvania example).
 - Concern about tying Perkins Courses to hours—instructors should decide how to deliver competencies.
 - Not go back to hours.
- Celena Mills illustrated a Cosmetology example of competencies, hours, credentials, and how they organize into a Perkins course.
- Tirria Kendred shared an example how she explained the Perkins vs local courses to her CEPD.
- Comments:
 - Perkins Courses should have same competencies within CIP code.
 - It seems like we are trying to shape how we teach based on what is needed for accountability/funding and equity between CIP Codes.
 - Concerns that a teacher may need to follow a certain sequence of instruction statewide.

5. Next steps

- Will continue working on the CTE participant and completer definition with Career Pathway grantees.
- Subcommittee meetings will be scheduled as needed in the future