

November 9, 2006
Perkins State Advisory Committee Meeting

Members Present:

Co-Chairs

Bonnie Marmor
Joan Tiller
Doug Wagner
Margaret Lewis

DOE Staff

Julie Alexander
Katerina Koikos

Members

Andy Anderman
Nancy Cordill
Tara Goodman
Gayle Manley
Tara Goodman
Elsie Rogers
Gloria Spradley
Kathleen Taylor

Meeting commenced at 8:30 a.m.

Introduction: Dr. Marmor commenced the meeting by welcoming members, including the co-chairs who participated by conference call, then provided an overview of the meeting purpose.

Frameworks: Andy Anderman provided members with a historical perspective of the importance and evolution of the career and technical education curriculum frameworks. Mr. Anderman's presentation included details about the consolidation of related programs and the creation of occupational completion points.

Secondary Programs:

What is the measure of successful secondary program completion?

It was discussed that secondary programs should be aligned with Gold Seal standards, that dual enrollment must be included in secondary program completion and that articulation is more important than OCP. Doug Wagner stated that there was a problem aligning with High School Majors since they are not all CTE. Nancy Cordill recommended SBF staff look over programs and come up with some recommendations.

Members agreed on the following definition for **Secondary Completer:**

- Minimum of 3 courses, 4 courses standard (aligned with major areas of interest)

What is the appropriate threshold for secondary concentrator?

Tara Goodman stated the options for a secondary concentrator are to adopt DQI definitions or to modify DQI definitions. Julie Alexander said that the modified DQI definition will lower percentages compared to other states that adopt regular DQI definition. Doug Wagner and Tara Goodman agreed that this topic needs to be discussed further by the Accountability Sub-committee.

Members agreed on the following definition for **Secondary Concentrator:**

- Completed 50% of the program and enrolled in next course (DQI definition)

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Tara Goodman suggested that in order to relieve some of the workload constraints on the Standards, Frameworks and Benchmarks staff, a web-based system for the frameworks should be considered.

Postsecondary Programs:

Does the current PSAV program structure need modification?

Tara Goodman made the statement that the only measure for success in PSAV programs is full program completion. She asked the following questions to spark discussion:

- What about lengthy programs where students do not intend to complete the full program?
- Should there be consideration of partial program completion when multiple exit points exist?

Joan Tiller said there is a similar problem in college credit programs. Tara Goodman added that we need to be able to identify student intent for program completion that is short of full program completion. Members discussed separating select programs, like Automotive, into distinct program numbers at each terminal occupational completion point. Ms. Goodman indicated that there may be a better mechanism to identify a program “specialization” or “track.”

Nancy Cordill stated that we are going to have courses for PSAV programs at Tech Centers in the near future. She then asked if it would be feasible to use course numbers to help capture concentrators and completers? Tara Goodman confirmed and indicated that the community colleges have a data element in place to identify *clock hours to award* but the Tech Centers do not have this element. Course numbers will help account for student enrollment.

Inclusion of short-term programs in the postsecondary measures will need to go to the Accountability sub-committee.

Postsecondary completion was discussed and the college credit program structure will not be impacted. For PSAV, the options are to 1) add new program numbers for select terminal OCPs in select programs 2) maintain current program numbers and add “tracks” or “specialties” to existing programs. Joan Tiller said the problem will be indicating student intent.

Tara Goodman explained that we do not know when LEAs are not offering the full program. The additions of “tracks” will be reviewed by the Accountability sub-committee. There will need to be a review of terminal OCP by the program staff to designate reasonable “specialty” points.

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Doug Wagner added that the funding program should be weighted according to program length but Ms. Goodman indicated that this would unnecessarily complicate the formula.

Members agreed on the following definition for **Postsecondary Completer**:

- Maintain current program numbers and add “tracks” for select terminal OCPs

What is the appropriate threshold for postsecondary concentrator?

Tara Goodman stated that the DQI definition sets concentrator status at 12 credit hours or clock hour equivalent, regardless of program length. Due to variations in program length, the standard would be higher for longer programs. One option sets concentrator to a percentage of a program which would factor-in program length. Joan Tiller suggested going with a standard of 1/3 or a program in order to resolve the program length issues. Tara Goodman said a 50% threshold may not be acceptable according to the federal government since the performance rates will always be high at the 50% threshold.

Doug Wagner stated the need to put industry certifications in place.

Members agreed on the following definition for **Postsecondary Concentrator**:

The percentage of a program, with a variable based on program length (1/3 of program)

Technology Education:

Doug Wagner suggested that Tech Ed should be included in accountability measures because the programs lead to a career focus. Andy Anderman asked if the programs will be based on industry standards with industry certifications available. Mr. Wagner responded affirmatively indicating that there should be an incentive to LEAs to bring Tech Ed programs in line with industry standards. Nancy Cordill stated that if Tech Ed is to be considered job prep, industry certification would be the qualifier for inclusion in the measures. The reasons for including Tech Ed courses in the job prep arena is that programs are much more focused on specific occupations. Inclusion of Tech Ed programs in the measures will be forwarded to the CTE Programs sub-committee as a State Advisory Committee recommendation.

Industry Certification:

Tara Goodman stated that the DOE is preparing to send a data request for available industry certifications. Margaret Lewis suggested treating industry certification like Advanced Placement regarding the increased FTE funding for students scoring at specified levels.

Meeting adjourned at 12:30 p.m.