

## Perkins Grant Manager Technical Assistance Meeting Notes

**Date:** Tuesday – July 21, 2009

**Time:** 8:30 am to 4:00 pm

**Location:** UM Helena, College of Technology, Donaldson Campus, 1115 North Roberts Street, room 114. The best entrance would be the south east entrance.

\* **Note:** OCHE will pay for all travel related expenses. You may also use the following website for lodging rates, mileage and per diem. <http://doa.mt.gov/doatravel/travelmain.asp>

### Notes

8:30-9	<p>Options for meeting indicator goals – <b>Brad Eldredge, Director of Institutional Research &amp; Perkins Manager</b></p> <ul style="list-style-type: none"> <li>• Thank you for your thoughtful questions regarding the performance based funding concept. We would like to assess whether there is support among the campuses to move forward with the development of a performance based funding formula for the Carl Perkins local grants. <b>Please give us your thoughts within the next two weeks.</b> Thanks...</li> </ul>
9-10	<p>Discussion about what and how to incentivize indicator results – <b>Brad Eldredge &amp; Steve Klein with MPR Associates, Inc.</b></p> <ul style="list-style-type: none"> <li>• Attached: Performance Based Funding PowerPoint</li> <li>• Attached: 2 papers on Performance Based Funding Steve Klein discussed in his presentation</li> </ul>
10-10:15	Break
10:15-11	<p>Grant Handbook Reviewed</p> <ul style="list-style-type: none"> <li>• Lynn Farris provided a number of suggestions. These suggestions and others that came out during the meeting will be incorporated. The revisions will be added next week and distributed for a final review.</li> </ul>
11-12:00	<p>Final Agreed Upon Performance Levels (FAUPL) negotiations with our federal partners</p> <p>1P1 – Technical Skills Assessments: What is the latest from OVAE &amp; how will Montana gather the data</p> <p><b>Marie Buker, OVAE Regional Accountability Specialist for Montana</b>  <b>John Haigh – Chief, OVAE Accountability &amp; Performance Branch</b></p> <ul style="list-style-type: none"> <li>• Marie &amp; John gave an overview of the 10-15 year model used to determine state negotiated levels. They also discussed the review that precipitated OVAE stepping up the yearly increases.</li> <li>• 1p1 Skill Assessment – John validated nothing below a gold standard assessment will be accepted. They also validated they acknowledge not all programs will have assessments nor will all students take an assessment or report the results.</li> <li>• John &amp; Marie discussed 3P1 Student Retention and Transfer – they stated the average measure is running around 55-60+%. We decided Marie would provide Kathy with the names of states in this range so I can talk with them about the queries used to produce those results. If our queries are similar and Montana results are still the same, the FAUPL will be renegotiated.</li> <li>• Fielded question regarding CTSO expenses and individual payments to students. The answers can be found on the Peer Collaborative Resource Network (PCRN)</li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="http://cte.ed.gov/index.cfm">http://cte.ed.gov/index.cfm</a></li> <li>○ This site reference the two questions <a href="http://cte.ed.gov/docs/nonregulatory/PerkinsIVNon-RegulatoryGuidanceQAVersion3.0.pdf">http://cte.ed.gov/docs/nonregulatory/PerkinsIVNon-RegulatoryGuidanceQAVersion3.0.pdf</a></li> </ul>
12-12:30	Lunch
12:30-1	<p>Completion measure – continue to use Stop-outs &amp; exit cohort or change to entry cohort</p> <ul style="list-style-type: none"> <li>• 2P1 completion – there was an issue with the interpretation of the denominator that resolved the poor results for this measure.</li> </ul>
1-2	<p>Utilizing data – a review of the reports – which reports add value, which do not – what reports would be helpful – <b>Denise Peterson-Elakovich, Montana Tech COT &amp; Kevin Brockbank, UM Helena COT</b></p> <ul style="list-style-type: none"> <li>• All five reports were reviewed and two suggestions came out of the discussion. <ul style="list-style-type: none"> <li>○ There was a consensus the report card report should replace the numerator and denominator should be replaced with “plain English” descriptions.</li> <li>○ For the institution report card, create one that summarizes just the results for all programs within the institution.</li> </ul> </li> </ul>
2-3	<p>Integration of programs of study and discuss the potential for the transition coordinators – <b>Brad Eldredge</b></p> <ul style="list-style-type: none"> <li>• OCHE and OPI are still working through the details of the process for developing statewide articulation agreements between high school and college courses. Learning outcomes identified as part of the common course numbering effort will serve as the basis for the articulations.</li> </ul>
3-3:15	Break
3:15-4:30	<p>Best practices discussion (presentation teams on the back of the agenda) –</p> <ul style="list-style-type: none"> <li>• Because other presentations ran long, there was not enough time to devote to this topic. It was agreed we would schedule monthly lunch WebEx conferences to highlight best practices such as FVCC’s learning communities or MSUB’s participation in the Institutes for Women in Trades conference.</li> </ul>