



DATA QUALITY INSTITUTE

Building State Capacity for Reporting Perkins Data

Data Quality Institute

November 4–5, 2015

The U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), Division of Academic and Technical Education (DATE) welcomes you to the 2015 Data Quality Institute (DQI). The theme of this year's Institute is "Data Sharing." Institute sessions are designed to support states and their local career and technical education (CTE) providers in accessing and using data to improve the collection and reporting of information on CTE student and program outcomes and providers' performance over time.

Institute sessions are organized around three strands that will progress sequentially and address specific sets of issues related to the identification, collection, and use of CTE student and program data. Strands I and II occur on Day 1 and Strand III occurs on Day 2.

Strand I: Choosing the Metrics

Strand II: Sourcing the Data

Strand III: Using and Presenting Information

We look forward to spending the next two days with you working to build your state's capacity to collect and use CTE data. Please remember to complete the conference evaluation, included in your meeting packet, or complete the evaluation online so that we may learn what worked and did not work to help us improve future events.

Time	Sessions
7:30–8:30 AM <i>AUDITORIUM</i> <i>CORRIDOR</i>	Networking Breakfast Meet and greet your national colleagues.
8:30–8:45 AM <i>AUDITORIUM</i>	Welcome and Introductions OCTAE and DATE leaders provide an overview of the DQI agenda and the goals for the meeting. Presenters <ul style="list-style-type: none"> • John Haigh, Branch Chief, DATE • Sharon Lee Miller, Director, DATE
8:45–9:15 AM <i>AUDITORIUM</i>	Four Pillars of High Quality CTE Data: Accuracy, Completeness, Reliability, and Comparability This presentation focuses on the need for high quality, longitudinal data that can be used to assess the outcomes of students participating in comprehensive career pathways systems. Presenter <ul style="list-style-type: none"> • Mark Mitsui, Deputy Assistant Secretary for Community Colleges
9:15–9:30 AM	Virtual Office Break

STRAND I: CHOOSING THE METRICS

9:30–10:15 AM	Expert Presentations This session features presentations by subject matter experts drawn from federal agencies, states, and outside groups. State representatives attend one of three breakouts offered in each session to learn more about national efforts and promising state practices to select accountability metrics to assess student and program performance. Please choose one of the following breakout session options:
Breakout Session 1 Bridge Room 9:30–10:15 AM	Accountability 101: An Introduction to Perkins IV Accountability Metrics Although the 2006 <i>Perkins IV</i> legislation has been in force for nearly a decade, it may not be known to many in the field who are new to their positions. This session is geared towards new CTE state staff who are interested in learning about the Consolidated Annual Report (CAR), State Plan Revisions, and Final Agreed Upon Levels of Performance (FAUPL) negotiations. Additionally, the session will address DATE’s risk analysis and monitoring protocols. Presenter <ul style="list-style-type: none"> • José Figueroa, Education Program Specialist, OCTAE

**Breakout
Session 1****Classroom 3**

9:30–10:15 AM

Making Career Readiness Count

There is growing consensus among states that the goal of the K–12 education system is to prepare all students to graduate from high school ready for college and careers. Yet, in all but a handful of states, the priority goals set to drive student performance toward and beyond college and career readiness sputter out after the word “college.” Given the rapidly evolving needs of the American workforce, Achieve and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) authored a paper, *Making Career Readiness Count*, that synthesizes the current state of career readiness indicators in state accountability systems and proposes an expanded framework for college- and career-ready indicators that better incorporates indicators focused on career preparation.

Presenters

- Kate Blosveren Kreamer, Associate Executive Director, NASDCTEc
- Marie O’Hara, Associate Director, State Policy and Implementation Support, Achieve

**Breakout
Session 1****A307**

9:30–10:15 AM

Certification Data Exchange Project

This session features industry, CTE association, and state project members who are participating in a pilot to assess the potential for conducting data exchanges between industry certification organizations and state education and workforce longitudinal data system coordinating agencies. Project work focuses on sharing information on individuals who earned an information technology (IT) credential offered by the Computing Technology Industry Association (CompTIA), which serves as the IT industry trade association representing more than 2,000 business partners. Project work by the Association for Career and Technical Education (ACTE), funded in part by OCTAE, has recently expanded to include a consortium of states that are working to develop a national data exchange clearinghouse for industry certifications.

Presenters

- Catherine Imperatore, Research Manager, ACTE (sponsor)
- Gretchen Koch, Executive Director, Workforce Development Programs, CompTIA
- Pradeep Kotamraju, CTE Bureau Chief, Iowa
Scott Parke, Vice Chancellor for Research & Analytics, Florida College System

10:15–10:20 AM

Transition

10:20–11:05 AM

Expert Presentations *(continued)*

State representatives select one of the following three breakout session 2 options to attend:

**Breakout
Session 2****A307**

10:20–11:05 AM

Career and Technical Education Metrics Within the Common Education Data Standards (CEDS)

CEDS is a specified set of the most commonly used education data elements employed to support the effective exchange of data for federal reporting and within and across states, as students transition between educational sectors and levels. This common vocabulary is intended to enable more consistent and comparable data to be used throughout all education levels and sectors to help improve student achievement. This session reviews the existence of CTE elements within CEDS and identifies issues for consideration with the upcoming update to the CEDS elements.

Presenter

- Jim Goodell, Senior Analyst, QIP

**Breakout
Session 2****Bridge Room**

10:20–11:05 AM

View from the States: Strategies for Collecting CTE Data

States are experimenting with strategies for collecting performance data on students participating in CTE programs. This session features Ohio's work to create an industry certification scoring system and Tennessee's approach to assessing work-based learning placements.

Presenters

- Geoff Grove, Data Manager, Ohio
- Chelsea Parker, Executive Director, Work-Based Learning, Tennessee

**Breakout
Session 2****Classroom 3**

10:20–11:05 AM

The Workforce Innovation and Opportunity Act (WIOA): Opportunities for Alignment

The reauthorization of *WIOA* offers opportunities for strengthening statewide efforts to promote an integrated education and workforce development system to prepare youth and adults for career entry. This session examines state options for connecting *WIOA* and *Perkins IV*, including how states planning to submit a combined state plan may leverage the core programs within *WIOA*, *Perkins IV*, and other programs to better assess outcomes.

Presenters

- Heather Fleck, Unit Chief for Governance, Employment & Training Administration, U.S. Department of Labor
- Luke Murren, Workforce Analyst, Employment & Training Administration, U.S. Department of Labor
- Karla Ver Bryck Block, Team Leader, Division of Adult Education and Literacy, OCTAE

11:05–11:15 AM

Virtual Office Break

STRAND II: SOURCING THE DATA

Time	Session
11:15–12:00 PM	<p>Expert Presentations (continued)</p> <p>State representatives select one of the following two breakout session 3 options to attend:</p>
<p>Breakout Session 3 Auditorium 11:15–12:00 PM</p>	<p>Addressing Student Privacy Issues</p> <p>The <i>Family Educational Rights and Privacy Act (FERPA)</i> specifies how information contained within student records may be used and who has access to these data. Accountability requirements within <i>Perkins IV</i> also place expectations for state reporting of longitudinal information related to student placement into advanced education and training and employment. This interactive session provides an overview of <i>FERPA</i> regulations as they relate to CTE and allows time for states to dialogue with federal staff about the challenges they face in collecting student follow-up data.</p> <p>Presenter</p> <ul style="list-style-type: none"> Dale King, Director, Family Policy Compliance Office
<p>Breakout Session 3 Classroom 3 11:15–12:00 PM</p>	<p>Assessing Apprenticeship Outcomes for Career and Technical Education Students</p> <p>Apprenticeship programs offer students opportunities to pursue advanced technical skill training while preparing for a career. This session shares information on apprenticeship options for students and engages state education agency staff in a discussion of strategies for collecting post-program data on student participation in apprenticeship programs and related employment opportunities.</p> <p>Presenter</p> <ul style="list-style-type: none"> Greg Wilson, Employment & Training Administration, U.S. Department of Labor
<p>12:00–1:15 PM <i>DINING ROOM</i></p>	<p>Lunch</p>
<p>1:15–1:55 PM <i>AUDITORIUM</i></p>	<p>State Longitudinal Data Systems (SLDS) Grant Update</p> <p>The grant program of the National Center for Education Statistic (NCES) has provided resources to promote data linkages and infrastructure development. Fiscal Year 2015 grants are intended to support states in developing use cases that require some data linkages and/or infrastructure to work. This presentation offers an update on the SLDS grant program, the status of state SLDS development, and information from a forthcoming report from the National Center for Innovation in Career and Technical Education (NICTE), entitled <i>Harnessing Statewide Longitudinal Data Systems as Next Generation Research Tools in Career and Technical Education</i>.</p> <p>Presenters</p> <ul style="list-style-type: none"> Nancy Sharkey, Research Scientist, NCES Steve Klein, Center for Career & Adult Education and Workforce Development, Director, RTI

1:55–2:40 PM <i>AUDITORIUM</i>	<p>Using Multistate Education and Workforce Data to Improve Program Outcomes</p> <p>The Workforce Data Quality Campaign (WDQC) and the Western Interstate Commission for Higher Education (WICHE) are developing a shared understanding of key questions from state workforce leaders that can best be answered utilizing multistate education and workforce data. This presentation provides a background on the work of the inter-state collaborative to identify a research agenda that accounts for inter-state mobility and informs workforce development policy and program improvement.</p> <p>Presenters</p> <ul style="list-style-type: none"> • Patrick Lane, Project Manager, WICHE • Rachel Zinn, Director, WDQC
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2:40–2:55 PM	<p>Virtual Office Break</p>
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2:55–4:30 PM <i>A307</i> <i>Classroom 3</i> <i>Bridge Room</i>	<p>Collaboration Roundtables</p> <p>States meet in facilitated, small groups to explore promising strategies and common challenges relating to a given topic area. They identify collaborative solutions and produce a flip chart posting that summarizes their breakout discussions. Topics include the following:</p>
SESSION 1: 2:55–3:40 PM	<p><i>Choosing the Metrics</i></p> <ul style="list-style-type: none"> • Aligning <i>WIOA</i> and <i>Perkins IV</i>: Exploring options for state designations and measures • Developing long-term measures of stable job placement after postsecondary education • Options for updating the Career Cluster framework-Standard Occupational Classification codes crosswalks • Assessing CTE teacher quality: Options and approaches
TRANSITION: 3:40–3:45 PM	
SESSION 2: 3:45–4:30 PM	<p><i>Sourcing the Data</i></p> <ul style="list-style-type: none"> • Assessing third-party credential awards • Strategies for assessing work-based learning experiences • Tracking the outcomes of dual credit / concurrent enrollment programs <p><i>Using and Presenting Information</i></p> <ul style="list-style-type: none"> • Approaches for sharing data between state agencies (and what to share with the public) • Strategies for analyzing and using disaggregated subpopulation data to close achievement gaps • Using labor market data to drive program approval
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4:30–4:35 PM	<p>Transition</p>
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4:35–4:45 PM <i>AUDITORIUM</i>	<p>OCTAE/DATE Closing</p> <p>Review of the day, identification of issues for consideration, and overview of Day 2 activities.</p>

Strand III: Using and Presenting Information

Time	Sessions
8:30–8:45 AM <i>AUDITORIUM</i>	<p>Day 2 Opening</p> <p>Presenters</p> <ul style="list-style-type: none"> • John Haigh, Branch Chief, DATE • Sharon Lee Miller, Director, DATE
8:45–9:45 AM <i>AUDITORIUM</i>	<p>The Importance of Sharing Career and Technical Education Data: The What and Why</p> <p>Update on federal education and workforce initiatives, along with OCTAE’s ongoing national activities work. A question and answer period follows.</p> <p>Presenter</p> <ul style="list-style-type: none"> • Johan Uvin, Deputy Assistant Secretary Delegated the Authority of Assistant Secretary, OCTAE
9:45–9:55 AM	Transition
9:55–10:40 AM	<p>Expert Presentations</p> <p>This session features presentations by subject matter experts drawn from federal agencies, states, and outside groups. State representatives select one of the three breakout sessions to learn more about national efforts and promising state practices to use and present data on student and program performance. Please select one of the following breakout session options:</p>
<p>Breakout Session 1 <i>Bridge Room</i> 9:55–10:40 AM</p>	<p>Data Dashboards: State Examples</p> <p>States have been developing CTE dashboards and reports to share state data with district and school-level staff. Staff from Florida, Maryland, and New Mexico speak about their efforts to develop feedback reports to share CTE data with the field.</p> <p>Presenters</p> <ul style="list-style-type: none"> • Amy Albee, Director, State and Federal Initiatives; Tara McLarnon, Director, Research and Evaluation, Florida Department of Education • Pat Mikos, Program Manager, Maryland Department of Education • Elaine Perea, Deputy Director, New Mexico Public Education Department
<p>Breakout Session 1 <i>Classroom 3</i> 9:55–10:40 AM</p>	<p>Professional Development to Support Educators in Addressing Special Population Needs</p> <p>The Career and Technical Special Populations (CTSP) Center at Texas A&M AgriLife Extension Service provides professional development to assist CTE teachers in serving students with special needs. The CTSP Center uses data collected from its teacher participants to determine training requirements, evaluate satisfaction, and gauge knowledge gain. Based on the data trends, professional development modules and toolkits addressing special populations’ issues are developed and disseminated through face-to-face and online systems to middle and high school CTE teachers. This session offers participants an overview of the CTSP Center’s program with a particular focus on data usage.</p> <p>Presenter</p> <ul style="list-style-type: none"> • Lakshmi Mahadevan, Assistant Professor, Texas A&M AgriLife Extension Service

**Breakout
Session 1****A307**

9:55–10:40 AM

Accessing National Data on CTE Student Participation and Outcome

NCES offers a suite of tools to support researchers, policymakers, and the public in accessing and analyzing restricted NCES data sets. Data sets include information on secondary students, contained within the Educational Longitudinal Study, and postsecondary students, contained within the Beginning Postsecondary Students Study. Using the DataLab tool, individuals may access a wealth of data on student enrollment, persistence, achievement, and labor market outcomes for students generally and for students participating in CTE in particular.

Presenter

- Stephanie Nevill, RTI International

10:40–10:55 AM

Virtual Office Break

10:55–11:40 AM

Expert Presentations (continued)

State representatives select one of the following three breakout session 2 options to attend:

**Breakout
Session 2****Bridge Room**

10:55–11:40 AM

Identifying and Remedying Equity Gaps in CTE

New Jersey has developed a model to support district and school staff in addressing equity gaps affecting CTE students. The state's approach hinges on the use of disaggregated performance data to identify the root causes underlying low performance for at-risk populations (e.g., nontraditional students, economically disadvantaged youth). Staff have created a four-course training sequence that includes an introductory course (Equity 101) to sensitize educators to potential problems and follow-up work to identify specific issues and approaches for addressing them that are grounded in the literature. Work culminates with the development of an equity implementation plan that can be sustained after state trainers leave.

Presenter

- Charlotte Gray, Education Program Development Specialist, New Jersey Department of Education

**Breakout
Session 2****A307**

10:55–11:40 AM

Using Labor Market Data to Drive CTE Program Planning

Delaware has created the Labor Market Information for Career Pathway Planning project, which is hosted on the Economic Development and Employer Planning System. The analytical tools contained within the website are used by business, education, and workforce and economic planners to assess economic health, industry performance, population trends, labor supply and demand, training resources, income characteristics, and market potential. This session shares information on the two systems and how CTE administrators may use the information provided to support program planning.

Presenters

- Les Janis, Director, Economic Development and Employer Planning System, Delaware
- George Sharpley, Chief, Delaware Department of Labor

**Breakout
Session 2****Classroom 3**

10:55–11:40 AM

Harvesting Real-Time Employment Data

States are using employment posting data to identify in-demand jobs and the credentials and certifications required of entering workers. States using these tools share the process they followed to access these data and describe how they are using the information to help structure programs. Hear about Hawaii's use of Economic Modeling Specialists International and Burning Glass and Washington State's use of WANTED Analytics and Monster to obtain workforce information.

Presenters

- Scott Murakami, Director of Workforce Development, Hawaii
- Scott Wheeler, Director of System Performance, Washington State

11:40–12:30 PM	Regional Accountability Specialist (RAS) Report Out
<i>AUDITORIUM</i>	RAS work directly with states to address issues related to <i>Perkins IV</i> data collection and reporting. This session offers states an opportunity to hear feedback from RAS on their experiences working with states and to engage in a Q&A session to discuss topical issues of importance.

12:30–1:40 PM	Lunch
<i>DINING ROOM</i>	

1:40–3:00 PM	Speed Data(ing) (<i>Room assignments will be shared</i>)
TRANSITION: 1:40–1:45 PM	States are grouped in tables of four to share the most innovative practices that they are using to identify, collect, or use data to improve CTE. States spend roughly half an hour in each pairing, having roughly 4 minutes to present their promising practices and 4 minutes to respond to table questions. A timekeeper will keep track of conversations to ensure that all states have a chance to present and respond.
PAIRING 1: 1:45–2:20 PM	
TRANSITION: 2:20–2:25 PM	
PAIRING 2: 2:25–3:00 PM	

3:00–3:05 PM	Transition
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3:05–3:30 PM	OCTAE/DATE Closing
<i>AUDITORIUM</i>	OCTAE and DATE leaders discuss outcomes of the DQI, as well as next steps in sharing information to assist states and local CTE providers in improving their collection, analysis, and use of data.
