



Data Quality Institute 2017 Conference

Cross-state Collaboration to Improve CTE Performance Accountability

November 16-17, 2017

Beyond the Core Indicators: Using Data to Support Work-Based Learning

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Massachusetts WBL Practices

- In MA, Work-Based Learning (WBL) is promoted in a number of contexts:
 - Programs across the state supported by the state's intermediary system known as School-to-Career Connecting Activities (CA)
 - WBL is integrated into high school CTE programs, e.g. cooperative education
 - Locally developed high school courses designed to offer students experiential learning and career exploration (SCS codes)

Leading Data System Supporting Massachusetts WBL Practices

- MA Career Ready (MACR) Database, serving primarily the CA network
- Designed to capture:
 - Work site/employer & supervisor
 - Relevant industry
 - Sponsoring program
 - Location, schedule, pay if applicable, etc.
 - Job duties and responsibilities
 - Skills required and skill assessment

Connecting Activities Scale

- Supports a state-wide system of CA intermediaries
- Leverages an approx. \$3 million state investment
- 16 workforce regions partner with about half of the state's 400 high schools
- Several hundred staff across that network (most funded by high schools) support student WBL

Key Data Collection Tool: “MA Work-Based Learning Plan”

- Provides structure and depth to work-based learning experiences
- Identifies the skills to be focused on in the specific work experience, both employability skills and workplace specific skills
- Provides a structured approach to skill assessment
- Encourages reflection about short-term and long-term goals

System Data Captured by the MA WBLP

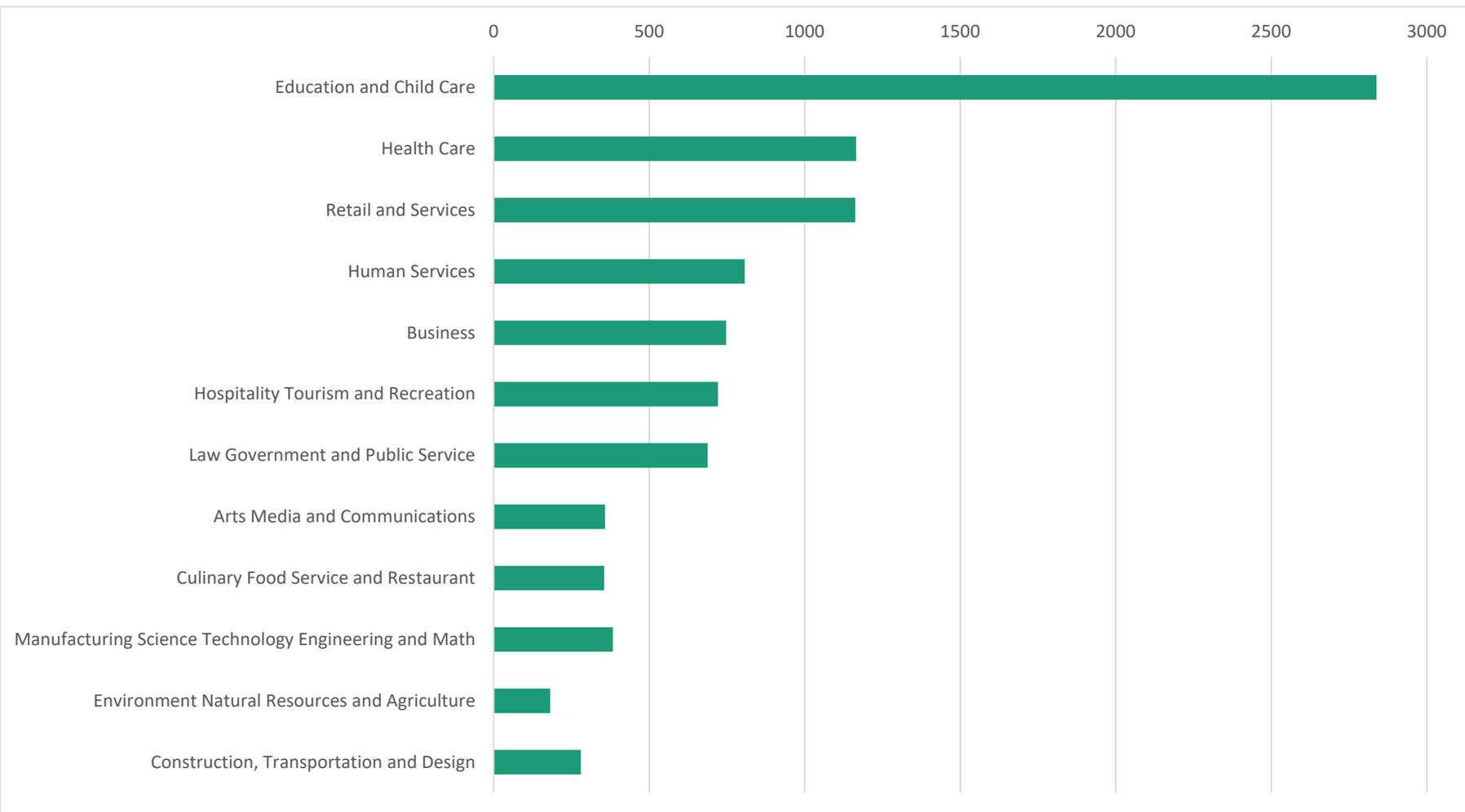
- Skill gain at the student, program, region and state level
- Skills most frequently evaluated
- Employers and industries that are hosting placements
- Private sector employer wages paid to students for WBL

Which enables programmatic goal setting and continual improvement

State-Level FY16 Outcomes from MACR

- About 10,250 students were placed in WBL experiences.
- Close to 4,000 employers supported these placements.
- Employers invested approx. \$14 million in wages to support student internships, a 5:1 match (\$2.7 million fund)
- About 75 percent of placements utilized the Massachusetts Work-Based Learning Plan (WBLP).
- Almost half of the state's 398 public high schools were partners to CA.

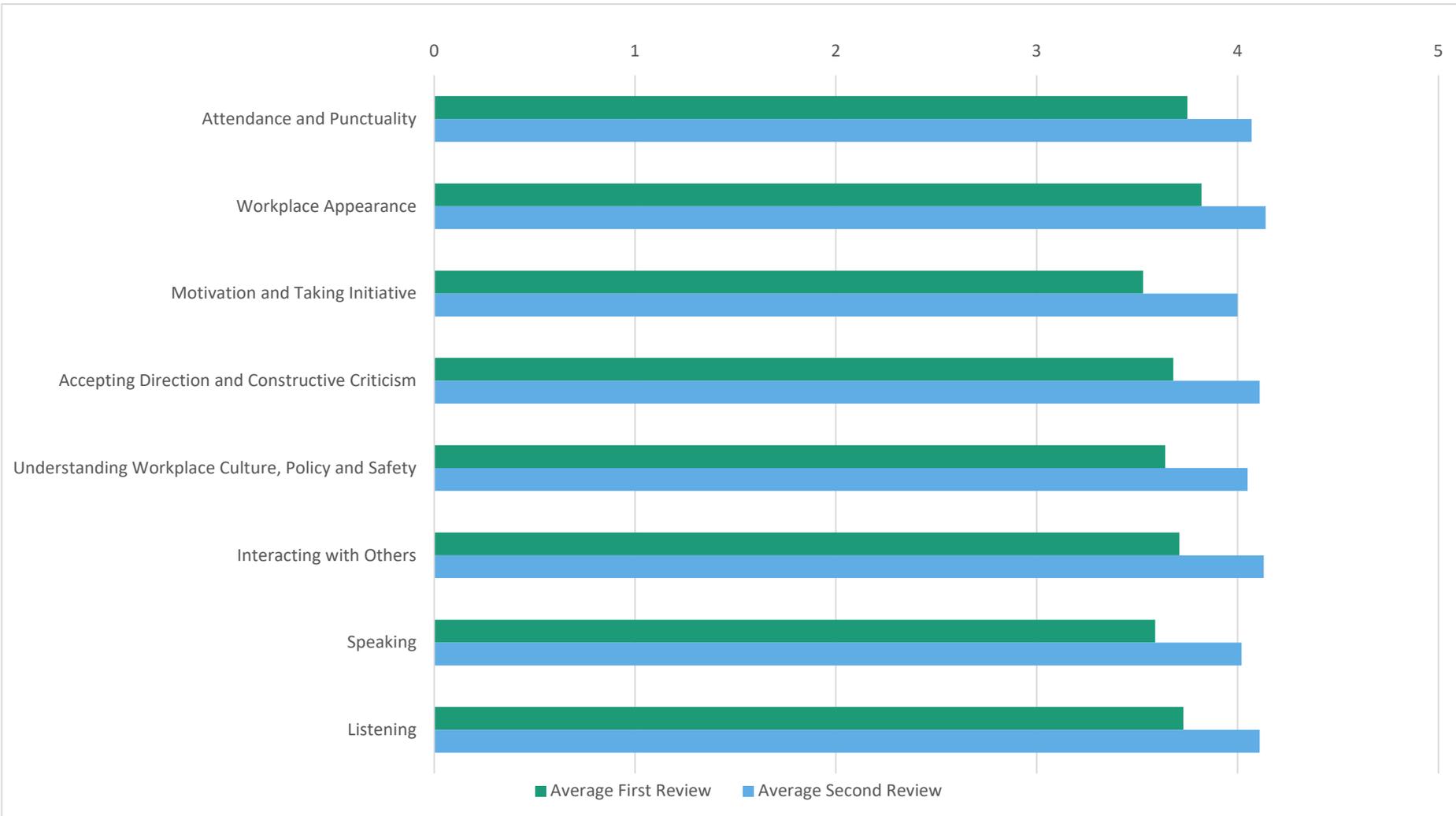
Data on Industry Spread for FY16



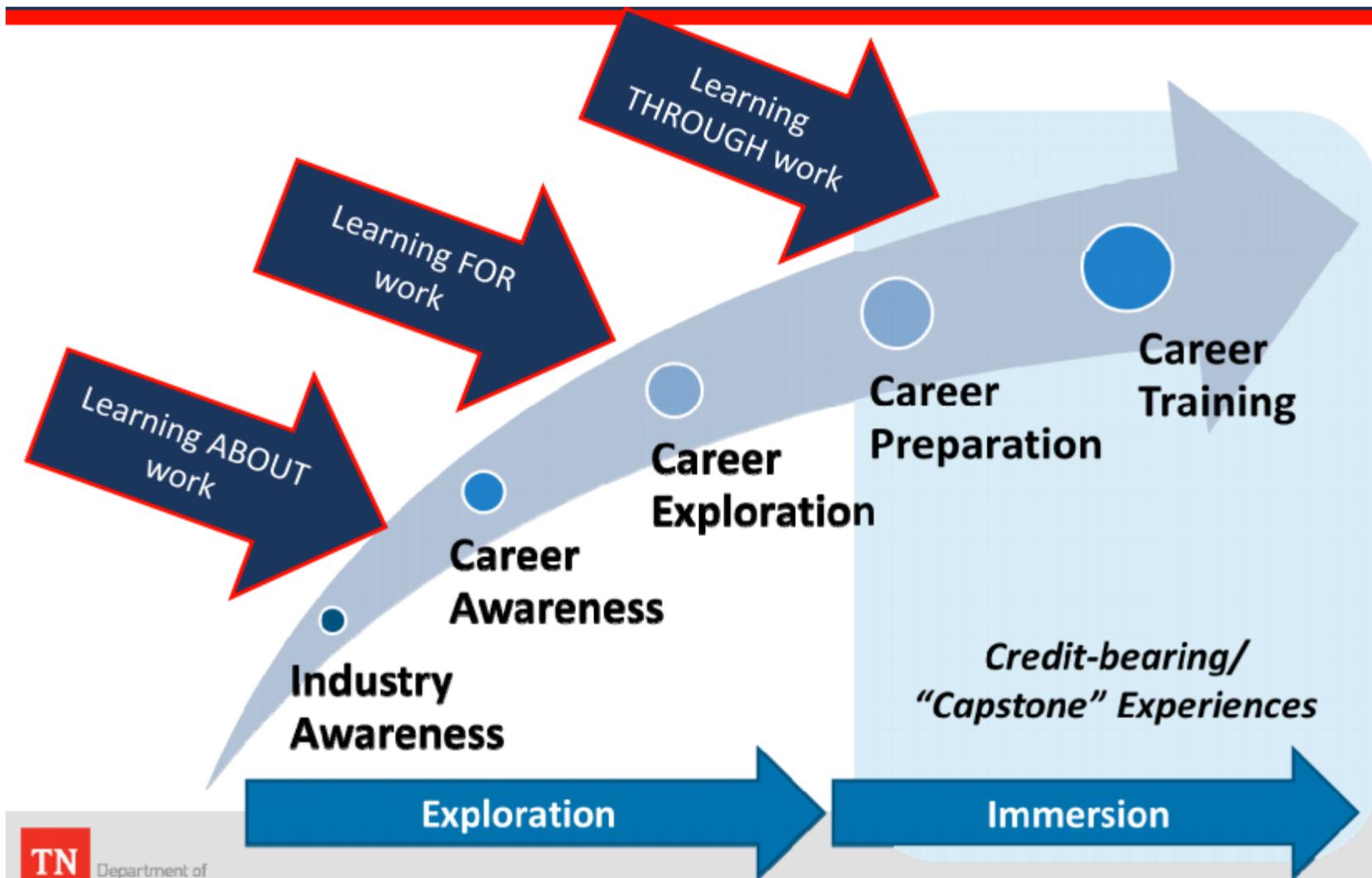
Rubric for Performance Review

- 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill
- 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill
- 3 = Competent: Demonstrates this skill; aware of the importance of this skill
- 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
- 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

Skill Gain for Employability Skills in FY16



TN WBL Practices



TN WBL Student Outcomes

- WBL must be student centered:
 - Produces a portfolio of evidence of employability skills;
 - Aligns to the student's selected area of elective focus;
 - Supports student's long-term goals and interests; and
 - Demonstrates growth of the student

TN WBL Key Metrics

- If our outcomes are student-centered, then our metrics must be as well:
 - Portfolio quality and student growth measures
 - Personalized Learning Plans reflect placement alignment with student's area of elective focus
 - WBL course standard/21st Century Skill attainment
 - Students participate in WBL from all 16 CTE career clusters
 - Demographics, Attendance, and Discipline Data

TN Collecting the Data

- Personalized Learning Plans (PLPs) are a PDF where WBL Coordinators collect pertinent information on the experience:
 - Long term goals and learning objectives;
 - WBL skill development;
 - Placement information; and
 - Workplace safety and insurance
- PLPs are on site at the schools
 - Therefore, regional and statewide trends are hard to determine.
- Since the PLPs and their data are only captured in individual PDFs, we don't have an easy way to access that data.

Collecting the Data

- We did not find a good model that could capture our key metrics.
- So, we decided to create that model by creating the [WBL Portal](#).
 - Rolled out in Spring 2017
 - Initially, only captures placement information at this time
- Over time, will also import course enrollment, student/employer surveys and portfolio evidence in one application

Disseminating the Data

- We hope that in the coming years, we will be able to disseminate analyses and reports from the data captured in the portal.
- Here are some examples of simple, but effective visualizations that our division has produced in recent months:
 - Review “WBL Data Profile”
 - Review “Data Snapshot”

Individual Activity

- What is the ultimate outcome(s) that you wish to determine through your data collection?
- Therefore, what key metrics do you need to hit? What data do you wish to collect from your stakeholders?
- How would you go about collecting data (application, survey, etc)?
- Finally, how would you disseminate out the data?

Small Group Share Out

- Now that you have had a chance to make your list, share out with your small group.
- What, if any, crossover is present between the lists?
- Has anyone already collected that type of information previously? How did they do it? What was the result?

Question and Answer

- What questions do you have for us?

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Up Next...

- Lunch from 11:30-12:45
 - tickets can be purchased at the check-in/information desk from 11:45 to 12:00
- Collaboration Roundtables start at 12:45!