Data Dissemination Strategies for Career and Technical Education in Nebraska
Technical Assistance to States Project

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NSWG
NEXT STEPS WORKGROUP
Overview

- Background of Technical Assistance to the States Project
- Why NE needed the assistance
- RTI’s recommendations
- Current discussions and steps forward
GOALS

1. Propose new ways of disaggregating and analyzing data to augment state tools.

2. Explore differing approaches for sharing data, including new technology platforms.
APPROACH

UNDERSTAND DIFFERENT TARGET USERS FOR CTE DATA

SHIFT FROM DATA TO INSIGHTS

CTE DATA STRATEGY

EXPLORE MESSAGING + COMMUNICATION OPTIONS FOR DIFFERENT USERS
Users of CTE data will have differing needs and require differing types of information.
TAILOR THE MESSAGE: Solicit input from intended users

Strategies

• Create a project workspace for state staff to brainstorm
• Perform a competitive analysis of other state websites
• Review website analytics of existing site to identify most visited pages
• Interview potential user groups
• Host listening sessions at statewide meetings
• Convene a website redesign taskforce of representative stakeholders
ACCOMMODATE CHOICE: Offer information in differing formats

- Recognize people process information in different ways
- Support users in finding their preferred way of looking at data
- Be prepared to accommodate different user platforms (e.g., desktop, tablet, mobile device)
DATA → INSIGHTS: Put a face on the data

FROM: PURE DATA

FLOWCHART: SHIFT FROM DATA TO INSIGHTS

TO: INSIGHTS BASED ON DATA + DIFFERENT LAYERS OF INFORMATION

More than half of females completed a CTE program preparing them for employment in a field nontraditional for their gender.

Special education youth recorded the lowest completion rates.

Native Americans posted the highest rate of completion.

Data analytics should tell a meaningful story that engages and educates users.
ACTIONABLE: Analysis must produce meaningful data

ESU 1 Report Card

ESU 1 by Performance Indicator (3S1) and Student Demographics

Provide measurement outcomes disaggregated by populations to support comparisons
CUSTOMIZATION: Empower users to design their own reports

- Pick screen of multiple variables
- Users select their own variables of interest
- Data can be at varying levels, state, district, school, or program
DISTRICTS LIKE ME: Provide a context for interpreting data

Select comparison districts by:

- Name

- Characteristics
  - District size (enrollment)
  - Socioeconomic status
  - Urbanicity
  - Student demographics

Secondary School Completion - Performance by Gender

- Wayne Community Schools
- Madison Public Schools
- Lincoln Public Schools
- Brady Public Schools

[Graph showing secondary school completion performance by gender for each district]
WHAT’S IN A METRIC?: Unpack the data to identify relatively high performers

<table>
<thead>
<tr>
<th>Measure 1S1: Academic Attainment</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Performance</th>
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<td>14</td>
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<td>Hospitality and Tourism Human Services</td>
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- Performance by CTE program
- Data can be at varying levels, state, district, or school
PERFORMANCE BY PROGRAM: Help users to see their relative efficacy

- Control for indicators and programs
- Allow for comparisons to statewide average and to other districts offering programs
Disaggregating data – Making it Actionable!

### Nebraska Department of Education

#### Omaha Public Schools

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### Nebraska Career Education Model

- **NEBRASKA CAREER EDUCATION MODEL**
  - **CORE ACADEMICS**
  - **VISUAL ARTS, MEDIA, AND DESIGN**
  - **ENVIRONMENTAL AND NATURAL RESOURCES**
  - **HEALTH SCIENCES**
  - **HUMAN SERVICES**
  - **INFORMATION TECHNOLOGY**
  - **LAW, PUBLIC SAFETY, SECURITY, AND CORRECTIONS**
  - **MANUFACTURING**
  - **MARKETING**
  - **SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)**
  - **TRANSPORTATION, DISTRIBUTION, WAREHOUSING, AND LOGISTICS**
Disaggregating data – Making it Actionable!

Provide measurement outcomes disaggregated by populations to support comparisons

<table>
<thead>
<tr>
<th>Grade</th>
<th>T</th>
<th>M</th>
<th>F</th>
<th>Special Populations</th>
<th>Race/Ethnicity</th>
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**351 Secondary School Completion (Grade Level 12)**

<table>
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<tr>
<th>Grade</th>
<th>T</th>
<th>M</th>
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<th>Race/Ethnicity</th>
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<td>528</td>
<td>719</td>
<td>17</td>
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</table>
The ethnicities of Career Education students nearly reflect the state's overall ethnic makeup.
WHAT WE’RE CONTINUING TO DISCUSS

• Our website
• Districts are hungry for disaggregated and actionable data – and we have it!
  • Best Practices
• Data → Insights is the key
  • We still need to accommodate choice when presenting our data
• We still need to solicit input from our users
• Customization and “Districts Like Me”
• Re-thinking the “why”
Questions?