

OCTAE-DATE Liaisons

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The Next Steps Work Group (NSWG) call was held on February 1, 2018, from 2 to 3 pm EST.

OCTAE Updates | DATE Staff

Allison Hill from the Office of Career, Technical, and Adult Education (OCTAE), Division of Adult and Technical Education (DATE) shared the following announcements:

1) Career and Technical Education (CTE) Month

In addition to Black History Month, February is also CTE Month. This year's theme is "Celebrate Today, Own Tomorrow." OCTAE will be marking this occasion by tweeting, blogging, and posting information on social media using the hashtag #CTEMonth to highlight the work of students, teachers, and administrators across the country.

2) New resources around the *Every Student Succeeds Act*, *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)*, and the *Workforce Innovations and Opportunity Act*

In December, the College and Career Readiness and Success Center hosted a webinar to share information and resources from its project to code intersections between these pieces of legislation. The resources include a recorded webinar, summary brief, workbook, and an interactive online tool for identifying specific language across Acts. Access resources at <https://ccrcenter.org>.

3) Consolidated Annual Report update

OCTAE's Regional Accountability Specialists are now reviewing states' Consolidated Annual Report submissions. States will be receiving questions on their data submissions that will need to be addressed. OCTAE also has completed its State Plan trainings, which are designed to help states

understand the process they will need to follow to update their State Plans. States will be able to submit State Plans soon. Ed Smith will send out information regarding when submissions are open.

Back by Popular Demand: Follow-up with Data Quality Institute Presenters | Shailah Stewart (Massachusetts Department of Elementary and Secondary Education) and Bobby Sanborn (Tennessee Department of Education)

Rebecca Moyer introduced Shailah Stewart, Coordinator of High School Pathway Development for the Massachusetts Department of Elementary and Secondary Education, and Bobby Sanborn, Executive Director of Divisional Finance and Reporting for the Division of College, Career, and Technical Education at the Tennessee Department of Education. Shailah gave a brief overview of the presentation, noting that the slides pertain mostly to practices and processes in Massachusetts. Bobby provided commentary on parallel and different processes offered in Tennessee.

Shailah began with an overview of the Massachusetts Career Ready (MACR) Database, which stores data on work-based learning (WBL). WBL programs in Massachusetts are offered in three ways: through the state School-to-Work Connecting Activities network; integrated into CTE programs; and as locally-driven WBL within high schools. The MACR database captures Connecting Activities data, such as worksite and industry information, sponsoring program, logistical information, duties and responsibilities of the student, and required skills and skill assessments. Connecting Activities is a statewide program that has helped create partnerships between the 16 workforce regions and about half of the state's high schools. It is funded through a \$3 million state

budget investment. Data on students' WBL experiences are collected using the Massachusetts Work-based Learning Plan (WBLP) which provides structure to WBL experiences, identifies necessary skills (employability and technical skills), provides an opportunity to assess skills, and encourages reflection on student and program goals. The MACR database stores the information collected by the WBLP and provides data on skill gain at the student, program, region, and state levels; most frequently evaluated skills; employers and industries hosting placements; and wages paid to students for WBL placements. This data helps with programmatic goal setting and the continual improvement process.

Bobby weighed in on the parallels between the Massachusetts system and the system used in Tennessee, which incorporates data from personalized learning plans collected by WBL coordinators at the school site. Information on these plans include long-term goals for skills development, workplace safety, and placements. The state is moving toward an online WBL portal that will allow for improved data. As it was in Massachusetts, the goal is to collect and store data in a centralized manner to inform continuous program improvement.

Shailah provided additional data on Massachusetts' state-level outcomes regarding the spread of schools and employers participating and using the WBLP. The use of the WBLP is not mandated by the state, and only 75 percent of current placements use the WBLP (the remaining employer partners use their own forms of data reporting). The close to 4,000 employers who partner to provide WBL experiences invested about \$14 million in wages for WBL-placed students. Bobby shared that Tennessee has a mandate that requires a WBL coordinator to be in a district if students are enrolling in and completing WBL courses for credit. Additionally, all WBL students must complete a personalized learning plan, unless they are completing a WBL opportunity not tied to coursework or credit hours.

Shailah shared a slide on the fiscal year 2016 industry spread for WBL participants in Massachusetts, noting that most students participated in WBL experiences in education and child care. Along with health care and retail, these are the industries that are most willing and culturally able to attract and accommodate younger employees. As a state, Massachusetts is working to emphasize science, technology, engineering, and mathematics (STEM) placements, and they use data collected through the WBLP to advocate for more opportunities.

Massachusetts uses a rubric for skill gain analysis that students and employers can use to objectively evaluate progress from start to finish of a WBL placement, using a 1–5, asset-based scale. For reported skill gain, students typically enter with a skill level rated between 3 and a 4 (i.e., between competent and proficient) and exit with a 4 rating (i.e., proficient). Shailah remarked that this shows that either students are coming in with very high skills and leaving with similar skills or employers are having difficulties objectively using the rubric to evaluate students' initial skills and progress made.

Bobby shared an overview of the second part of the presentation from the Data Quality Institute (DQI). It focused on having participants plan backward to determine what data they want to share and brainstorm how they should be collected. Tennessee began this process by looking at the student outcomes they wanted to see and how growth could be demonstrated. After that, they began to create student-centered metrics to track this growth as well as participation by career cluster. When it came to a system for collecting data, they looked for a commercial product but decided to create their own portal to gather this data. The state can now use the system to output data to create reports and visualizations showing the data it wants to report. At the DQI, Shailah and Bobby's presentation featured a brainstorming activity in which participants could start thinking about what outcomes they would like to see; the activity started attendees down the backwards planning process.

A question-and-answer session followed.

Q: Did you create the portal from the ground up, or is it a part of your existing data system?

A: In Massachusetts, it was created from the ground up. The state is about to begin a process of improving the system and linking it to other state databases. In Tennessee, it was also created from the ground up, but the state did look and see if anything existed that would fit the outcomes it wanted to measure. Once it determined it wanted something custom, its in-house IT department created a simple portal to collect the necessary data.

Q: How has the data gathered through this system been used for program improvement?

A: In Massachusetts, the 16 awardees set goals regarding outcomes and evaluate these goals on a yearly basis. Those not meeting goals receive coaching and technical assistance to work toward improvement. In Tennessee, this process has allowed for improved training and professional development for WBL coordinators and professional learning communities. The state also looks at placement numbers in different regions, using area-based and career cluster-based data, which is used to set goals and do hot-cold spot analysis to find gaps and address them.

Additional questions for Shailah and Bobby can be sent to stewart@doe.mass.edu and bobby.sanborn@tn.gov.

You've Got the Data. Now What?: Considerations in Using CTE Data to Improve Programs | John Haigh (OCTAE), Diane Salazar and Dale Fowler (Texas Education Agency)

OCTAE's John Haigh introduced the second call topic. John reflected on information that has been submitted by states through the Consolidated Annual Report and emphasized the importance of using data to improve programs. For example, he suggested that states may wish to look at their ability to report data on programs of study and career pathways, as there are often barriers to reporting these via state longitudinal data systems.

John then introduced Diane Salazar, Director of CTE, and Dale Fowler, Statewide CTE Coordinator, both of the Texas Education Agency. They shared information about their use of CTE data to conduct a statewide evaluation of CTE programs. The desire to undertake a statewide evaluation of CTE has been one of Diane's priorities since taking the position of Director of CTE three years ago. One of her goals has been to assess baseline performance levels for all districts across all measures as well as sites' needs, strengths, and weaknesses. This work has been years in the making: Texas received technical assistance from OCTAE beginning fall 2016, which helped shape the design of the request for proposal for third-party evaluators, which was released in fall 2017.

Texas has over 12,000 districts and charters and over 1 million students participating in CTE each academic year, with an increase of 8 percent between 2012 and 2017. Texas already completes some evaluation through the *Perkins IV* performance measures, a performance-based monitoring analysis system, and *Perkins IV* performance effectiveness report. This will be a much more in-depth evaluation, with the goal of improving how it meets the required uses of *Perkins IV* funding and program improvement.

Diane then introduced Dale to speak about the evaluation project itself. This evaluation will be a comprehensive look at CTE in Texas, which is a state priority. This evaluation is a two-year project, with an optional third year extension. In year one, evaluators will complete a policy and literature review; analyze student attainment, programs offered, and students served; review data on metrics of CTE program quality; identify programs producing high-quality CTE training; and issue an interim report. In the second year, evaluators will conduct site visits to individual schools and collect program data from students and instructors, which will be used to identify barriers and facilitators for building, maintaining, adapting, and expanding high-quality CTE programs. They will also compile a final evaluation report.

The optional third year would continue longitudinal work, especially with the recent change in graduation requirements related to CTE through Foundation High School, a graduation program for Texas high schools. This program has five endorsements and CTE plays a large role in these. Diane reviewed a graphic showing the Public Services Endorsement as an example featuring health science. This graphic showed how career clusters, career cluster pathways, and programs of study all work together within this system.

A question-and-answer session followed.

Q: Are you thinking about some kind of pretest or pre-evaluation to go with your post-evaluation of your programs? What impact will teachers have on effect size or program change at the secondary or postsecondary level on outcomes?

A: Research partners will begin gathering data on progress already made and programs already in place. They are also hoping to provide mentoring for new teachers and will use a measure of self-efficacy to determine if teachers have what they need to do their jobs.

Additional questions can be sent to Diane and Dale at diane.salazar@tea.texas.gov and dale.fowler@tea.texas.gov.

Closing Remarks | Rebecca Moyer

To conclude the call, Rebecca asked OCTAE for any additional updates. Allison Hill thanked the presenters, and turned the call back. Rebecca then introduced the topics for the next NSWG call, and thanked presenters and participants for joining.

The next NSWG call will be held on April 12, 2018.

NEXT CALL:

April 12, 2018