NSWG Call Summary

NEXT STEPS WORK GROUP

Office of Career, Technical, and Adult Education
Division of Academic and Technical Education
Accountability and Performance Branch
Perkins Collaborative Resource Network
http://cte.ed.gov

OCTAE-DATE Liaisons

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Host

Steve Klein
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The Next Steps Work Group (NSWG) call was held on May 19, 2016, from 2:00 to 3:00 PM EDT.

Welcome | *Steve Klein*

Facilitator Steve Klein began the call by reviewing the agenda and reminding callers that all referenced materials can be accessed on the Perkins Collaborative Resource Network (PCRN) website, located at http://cte.ed.gov/accountability/next-steps-work-group.

OCTAE Updates | *DATE staff*

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

1) Advance CTE Spring Meeting

The 2016 Spring Meeting will be held May 23–25 at the Marriott Wardman Park, Washington, DC. OCTAE staff will:

- *Host office hours*: state teams may sign up to meet with their Regional Accountability Specialist (RAS), Program Administration Liaison, and fiscal staff.

- *Provide updates:* information will be shared on current and upcoming OCTAE-DATE activities and accountability data.

2) Grant Awards

- Awards will be issued on July 1, along with letters of condition relating to performance and accountability.
- States should follow the instructions in the correspondence and contact their RAS for specific questions/concerns, guidance, and technical assistance.

3) Data Quality Institute (DQI)

- The DQI will be held October 26–27, 2016, near Baltimore in Linthicum Heights, Maryland, at The Conference Center at the Maritime Institute.
- A "save the date" has been placed on the PCRN website: http://cte.ed.gov/cal/2016-data-quality-institute.
- This year's planners are Jay Savage and John Haigh of OCTAE-DATE and Steve Klein of RTI International. Contact Jay or John if you have questions or suggestions for meeting topics.

4) *Perkins* Reauthorization

- On **Tuesday, May 17**, the full Committee on Education and Workforce held a *Perkins* reauthorization hearing, "Helping Students Succeed by Strengthening the *Carl D. Perkins Career and Technical Education Act.*"
- There is speculation and hope for a bipartisan bill this year. Those attending the Advance CTE Spring Meeting will hear updates from congressional staffers regarding reauthorization.
- A statement by the committee chairman, the Honorable John Kline may be viewed at http://edworkforce.house.gov/news/documentsingle.aspx?DocumentID=400690. Witness statements also may be viewed at http://edworkforce.house.gov/calendar/eventsingle.aspx?EventID=400663.

5) State Plans

- The state plan submission period has closed.
- RASs will continue to work with states to review state plan revisions pertaining to performance and accountability and negotiate

Final Agreed Upon Performance Levels agreements.

- The RASs work with State Plan Portal Coordinator, Denise Garland, to work through portal issues. Please direct any question or concerns to your RAS.

6) National Association for Career and Technical Education Information

- Annual conference was held May 9–12 in Savannah, Georgia.
- The conference was attended by OCTAE-DATE colleagues Sharon Head and John Haigh, with John receiving the annual J.D. Lee award for outstanding service to the career and technical education (CTE) community.

Updated *Perkins* and *WIOA* Reporting Requirements | *Sharon Miller, DATE Director*

Sharon Miller, DATE Director, provided an overview of recent changes to the state plan revision budgets for grant awards for program year 10. Memoranda and letters to states regarding anticipated changes in reporting can be found on the front page of the PCRN Web page under "Quick Links." States are encouraged to work with their *Perkins* Program Administration Liaison or RAS.

Creating a Risk-Based Assessment for *Perkins* Monitoring in Iowa | *Fidelis Ubadigbo, Education Consultant, Iowa Department of Education*

Dr. Fidelis Ubadigbo discussed Iowa's risk-based assessments for monitoring CTE programs. He shared that Iowa has developed a new tool for monitoring secondary and postsecondary CTE for quality improvement, compliance with state and federal *Perkins* requirements, and for decision-making. He shared a slide deck describing the tool, which is posted on the PCRN website in the May call materials referenced above.

The tool consists of the following six risk domains for consideration in assessing CTE programs:

1) Administration
2) Special Populations
3) Fiscal
4) Accountability
5) Program of Study
6) Local Applications

Each domain consists of a subset of areas that are identified for monitoring. For example, the Administration domain includes seven areas, including topics such as local and required activities; program funding and structure; and program development, implementation, and improvement.

After reviewing the topics comprising each domain, Fidelis provided a flowchart that detailed the process the state follows in determining a risk range. This includes steps to identify organizational objectives, determine major risks and risk factors, and develop a data collection questionnaire and instrument. He then went into detail with the Administration risk domain to show how a risk assessment is made using a Likert scale rating system to determine the level of importance of various *Perkins Act* directives, such as possible sources of evidence to support a particular rating. A copy of this tool was emailed to NSWG members following the call.

The presentation concluded with a description of how a risk matrix was developed to assist local programs in determining the level of risk they faced, the potential risk impact, and the likelihood that a problem would arise.

Telling the Story: Strategies for Using State CTE Data to Communicate with Policymakers, Educators, and Students | *Katie Graham, Specialist, Nebraska Department of Education, Career Education*

Annually, OCTAE sponsors a "Support the States" effort to deliver technical assistance to states in

addressing an identified data need. Katie Graham discussed the ways in which the Nebraska Department of Education has, to date, sought to disseminate and display data that will be useful to stakeholders (teachers, employers, students, parents, legislators, and administrators).

During her presentation, Katie referred to a PowerPoint slide deck, posted on the PCRN website in the May call materials, which detailed strategies the state is considering to (1) disaggregate and analyze data to augment state tools, and (2) explore different approaches for sharing data, including new technology platforms.

In order to address these goals and shift away from using data for accountability to providing data for instructional support, RTI worked with the Nebraska Department of Education to do the following:

1) *Identify strategies* for targeting resources to different consumers of CTE data. These include such things as holding internal staff brainstorming sessions, soliciting input from data users at state meetings, or seating an advisory group to provide feedback.

2) *Move from sharing data to offering insights* by putting a face on the data, such as by using photographs of students in conjunction with figures and tables, offering data headlines that summarize the main findings, and creating "pick menus" to allow users to perform their own analyses.

3) *Disaggregate data* to allow local providers to unpack statewide statistics so that they can assess their own performance. This may include reporting data by career cluster or student subpopulations and enabling districts and colleges to compare their performance with other sites with related characteristics.

4) *Simplify user access to information* by considering strategies for redesigning state CTE websites to make information more interactive and user friendly. Marketing and communications is an art, and states should

consider working with experts who understand both website design and CTE to improve user experiences.

Katie concluded her presentation by answering questions from NSWG members.

Questions and Answers

Q: *Where do insights come from? Are they populated automatically?*

A: State staff members reviewed data and created insights based on their analysis. This text was not automatically populated.

Q: *How do you accommodate mobile devices?*

A: Nebraska has hired a contractor to redesign its entire Department of Education website, which will in turn make the CTE website better (because the CTE website is nested within the Department of Education website). The contractor will also make the website accessible on different types of devices, including mobile.

Q: *Where can states go to access resources?*

A: A report summarizing project work will be posted in spring 2016.

Q: *What platform is used to design all of this in this format? What web platform is used to generate customized reports, etc.?*

A: The information shared on the call is not yet posted on the state site. Call participants shared that there are different software tools, such as a product called Tableau, which can be used to create graphics.

Q: *What data have users found useful?*

A: Katie reported that data were most useful when they were disaggregated into categories of interest to local providers, such as individual CTE career clusters, and when they included the denominator of students, which provided for a sense of scale. These data are actionable because district or college staff can identify the relative performance of different CTE programs, as

well as how subpopulations of students are performing.

Closing Remarks | *Steve Klein*

Steve ended the call at 3:00 pm EDT and thanked everyone for participating. The next call is scheduled for September 8, 2016.

NEXT CALL:

September 8, 2016