

Next Steps Work Group

Agenda

2:00	Welcome and Overview of Call	Steve Klein
2:05	Open Space & Updates: <ul style="list-style-type: none">▪ OCTAE-DATE updates	OCTAE-DATE Staff
2:10	Back by Popular Demand: Follow-up with Data Quality Institute Session Presenters	Shailah Stewart Massachusetts Department of Elementary and Secondary Education and Bobby Sanborn Tennessee Department of Education
2:30	You've Got the Data. Now What?: Considerations in Using CTE Data to Improve Programs	Diane Salazar and Dale Fowler Texas Education Agency
2:55	Closing	OCTAE-DATE Staff
3:00	Adjourn	

Next Steps Work Group

Back by Popular Demand: Follow-up with Data Quality Institute Presenters

Presenters:

Massachusetts Department of

Elementary and Secondary Education: Shailah Stewart, Coordinator, High School Pathway Development

Tennessee Department of Education: Bobby Sanborn, Executive Director, Divisional Finance and Reporting



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

*Shailah Stewart, Coordinator, High School Pathway Development, Massachusetts
Department of Elementary and Secondary Education*

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

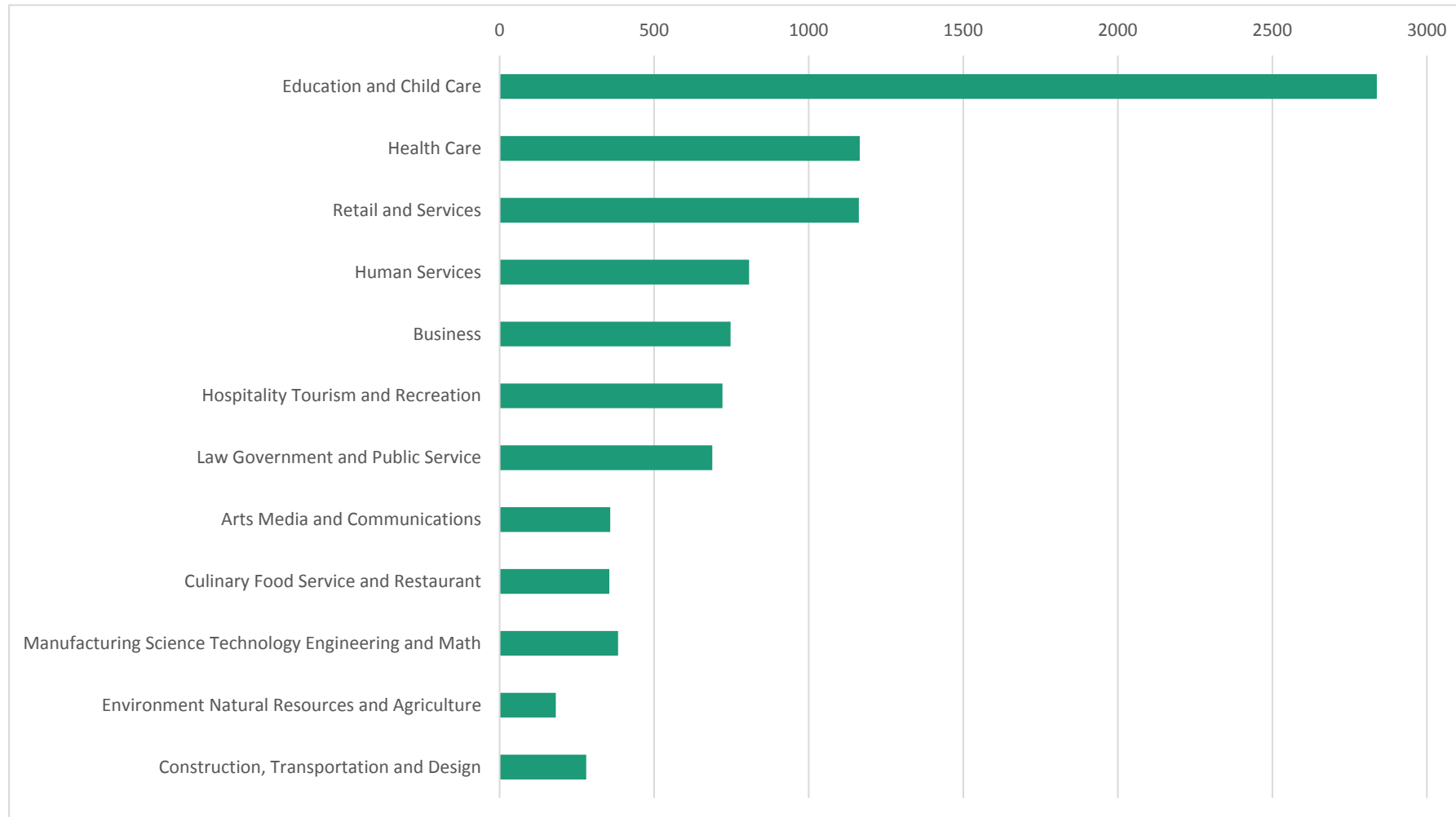
- Skill gain at the student, program, region and state level
- Skills most frequently evaluated
- Employers and industries that are hosting placements
- Private sector employer wages paid to students for WBL

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.

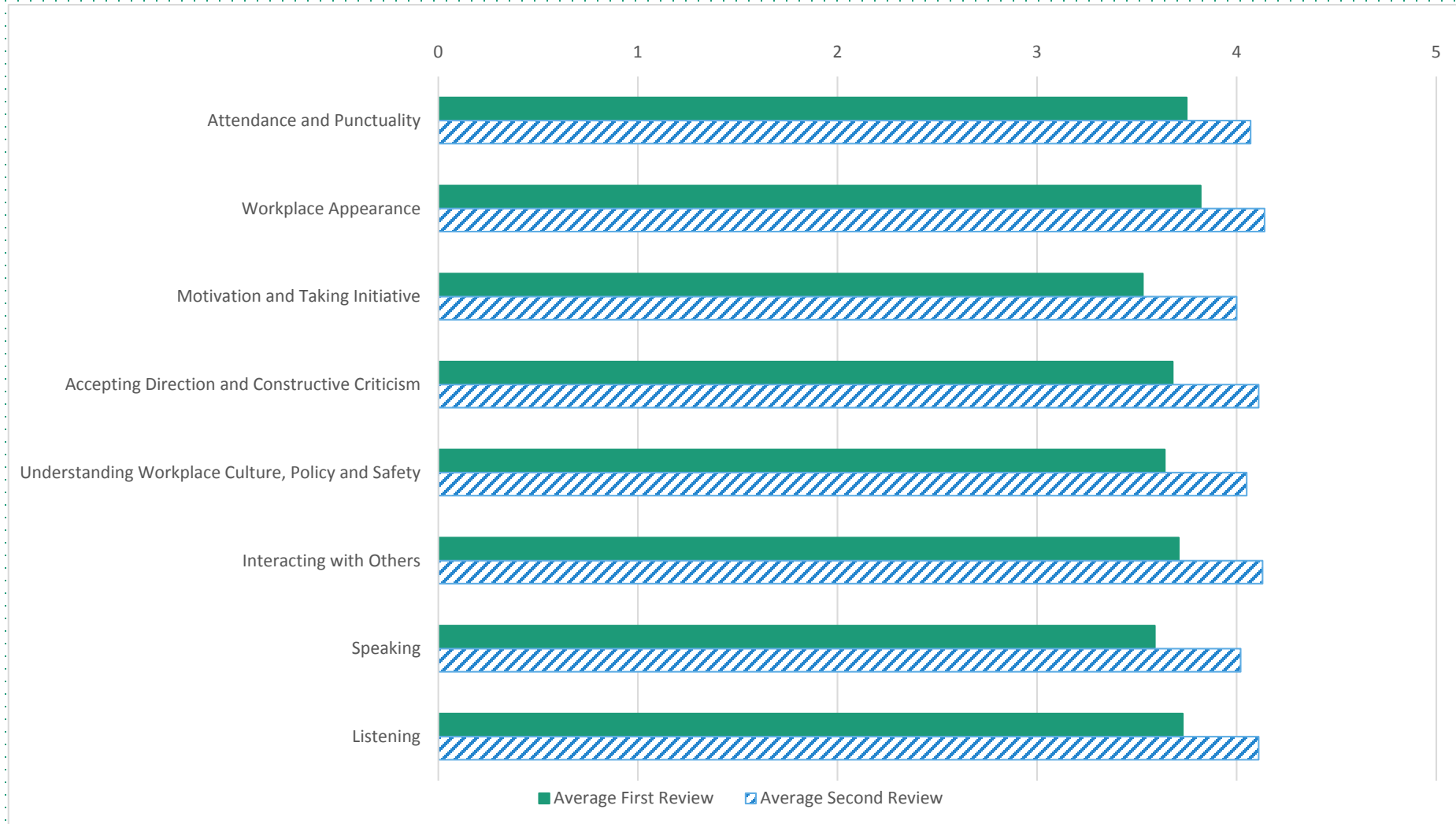
Data on Industry Spread for FY16



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



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?

Questions?

Contact Information:

- Shailah Stewart, Coordinator, High School Pathway Development, Massachusetts Department of Elementary and Secondary Education.
 - sstewart@doe.mass.edu

Next Steps Work Group

You've Got the Data: Now What?: Considerations in Using CTE Data to Improve Programs

Presenters:

Texas Education Agency:

Diane Salazar, State Director, Career and
Technical Education

Dale Fowler, Program Coordinator, Career
and Technical Education



Use of Data in CTE

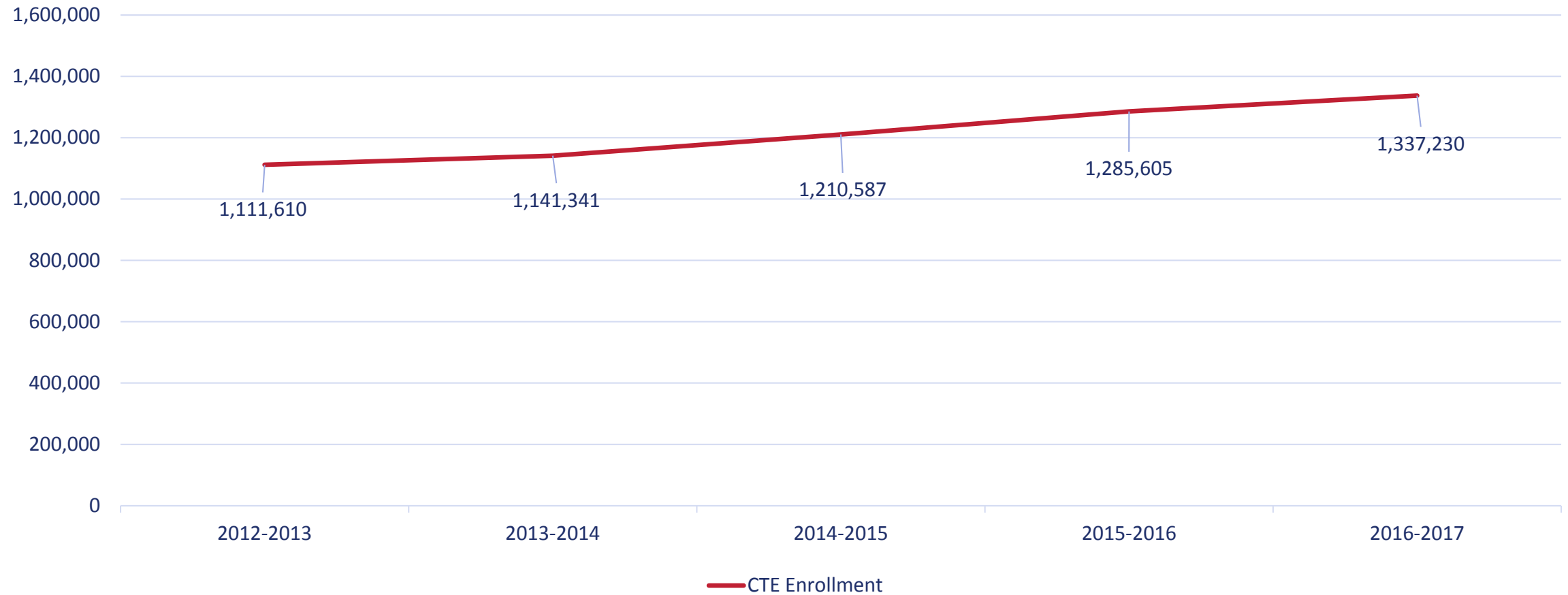
Diane Salazar, Director of CTE
Dale Fowler, CTE Coordinator
Texas Education Agency
January 11, 2018

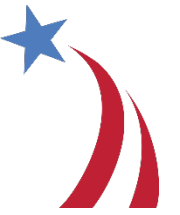




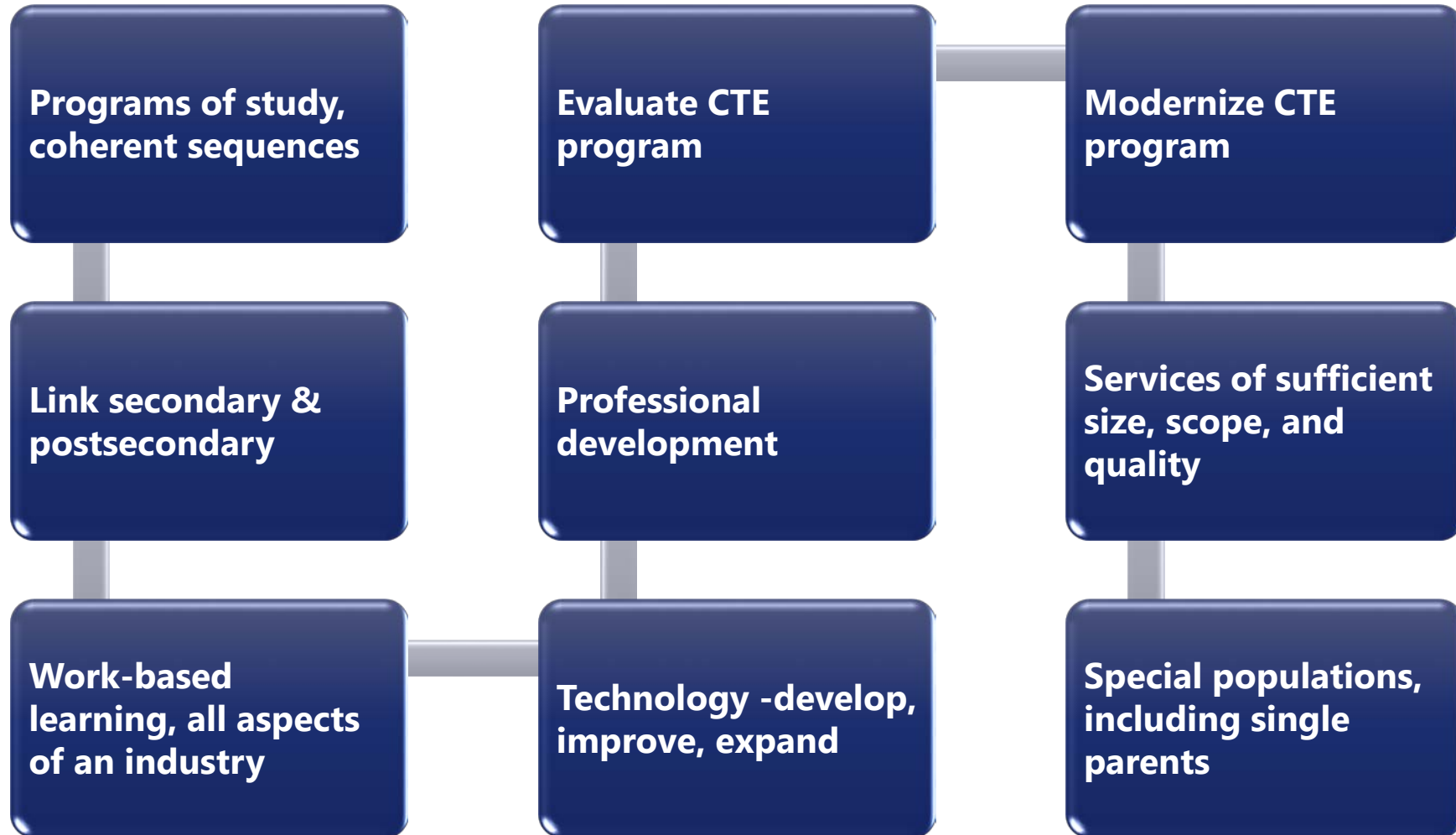
CTE Enrollment in Texas

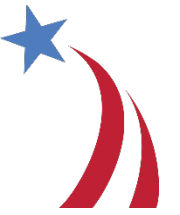
CTE Enrollment





Required Use of Perkins Funds

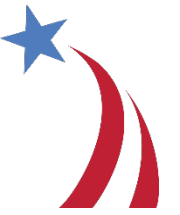




CTE Statewide Evaluation

Year One: 2017-2018

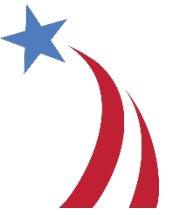
1. Complete policy and literature review
2. Conduct analysis of CTE student attainment
3. Perform analysis of CTE programs offered and students served
4. Establish CTE program quality metrics
5. Identify high-quality CTE programs
6. Complete interim report



CTE Statewide Evaluation

Year Two: 2018-2019

1. Select local education agencies (LEAs) for site visits
2. Identify barriers and facilitators for building, maintaining, adapting, and/or expanding high-quality CTE program
3. Complete final report and recommendations



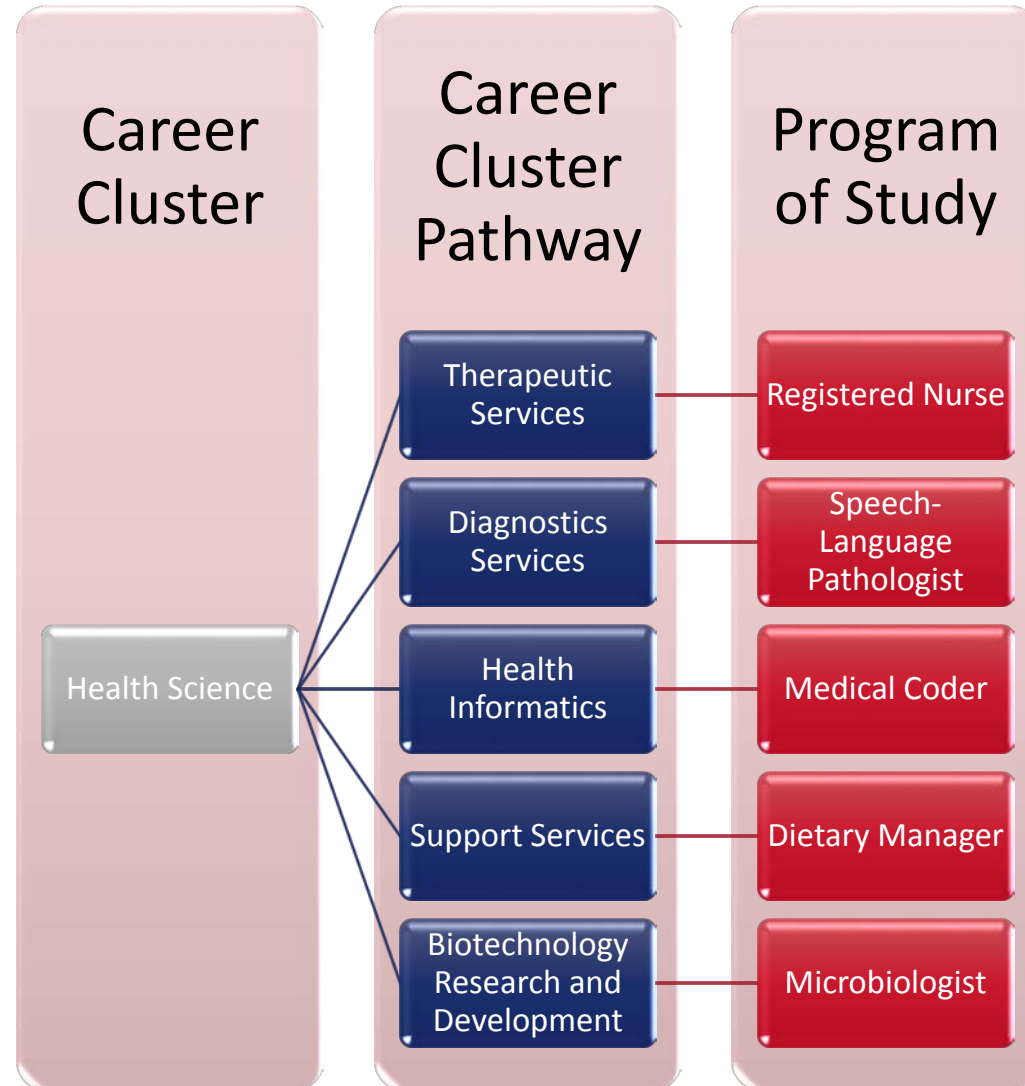
CTE Statewide Evaluation

Year Three: 2019-2020

1. Possible extension year
2. Continuation of longitudinal work-especially important with first impact of recent graduation requirements changes related to CTE found in Foundation High School
3. Continued best practices/programs highlighting



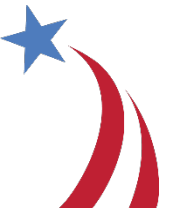
Public Services Endorsement





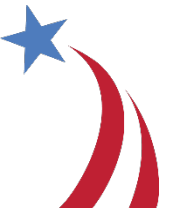
Evaluation Project Outcomes

1. TEA will have a quantified analysis of existing CTE programs across the state, as well as targeted qualitative and quantitative analysis of a subset of high-quality programs
2. TEA, public school districts, charter schools, and other stakeholders will have a better understanding of high-quality CTE programs, as measured by a sample survey of 10% of relevant educators



Evaluation Project Outcomes

1. All LEAs will have their data evaluated, as applicable, from the P-20/Workforce Data Repository accessed by the Contractor.
2. The resulting published reports will be made available in August 2018 and August 2019 to 100% of stakeholders in the state.



Questions?

TEXAS  **CTE**



Copyright © Texas Education Agency, 2017.

These Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email:

copyrights@tea.state.tx.us.

Next Steps Work Group

- Next call: April 12, 2018
 - Topics:
 - Reauthorization Preparation: What's New: Indicator Definitions, Populations, and Constructions Under the *Strengthening Career and Technical Education for the 21st Century Act*
 - Feel My Pain: Group Support for Common Issues to NSWG Members