Improving Collaboration, Data Collection, and Support Under Perkins V

Technical Assistance to Louisiana 2020–2021

Facilitated by RTI International

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Background

Recommendations

Research

- Comprehensive local needs assessment (CLNA) structure and resources
- Collaboration across secondary and postsecondary education
- Data support and use
- Data Dashboard examples
- Special populations data and support
In 2020–21, the Louisiana Community and Technical College System and the Louisiana Department Education received support from RTI International through the National Perkins Reporting System: Technical Assistance to States Program.

As part of this support, RTI conducted the following activities:

- Held meetings with staff to understand needs, determine a path for support, and review findings.
- Provided example templates, tools, and guidance from over 15 states.
- Conducted interviews with two Perkins Regional Consortium Coordinators and state career and technical education (CTE) staff in three states.
Key Questions

**CLNA**
- What are the components of comprehensive local needs assessment (CLNA), particularly for postsecondary education?
- How do secondary and postsecondary education collaborate when their application timelines differ?

**Data**
- How do states manage data sharing for CLNAs in cases where legislation restricts data sharing?
- How do states support the use of a growth mindset and data-driven decision making?

**Special Populations**
- At the postsecondary level, what strategies do states use to identify special populations?
- What are innovative strategies to recruit and engage special populations in CTE?
Roadmap for Technical Assistance

**Explore**
- Understand Louisiana’s needs and concerns
- Examine practices in other states
- Select comparable states

**Activities:** Share and read materials from other states

**Learn**
- Understand promising state and local strategies
- Talk with regional staff about their approaches to collaboration
- Identify options for enhancement

**Activities:** Speak with state and local leaders about promising practices, and reflect on best strategies

**Create**
- Share example CLNA resources and templates
- Provide a summary of promising practices for regional collaboration
- Outline recommended actions to support special populations identification

**Activities:** Review deliverables and discuss implications
Recommendations for Louisiana

- **Create a joint timeline for the CLNA with key dates** - Currently, submission processes are separate for secondary and postsecondary education. A shared document with dates for data collection, data releases, and CLNA submissions may help synchronize conversations at the local level about when to meet and what conversations can or should happen at different points of the year.

- **Provide guidelines or models for regional partnerships and data sharing** - For example, share highlights of how successful collaborations began or create space for regions to troubleshoot collaboration struggles with each other.

- **Explore platforms for statewide or regional collaboration** - Several regions are developing virtual spaces for communication and information sharing. To promote inter-regional connections, identify a statewide platform for local education agencies (LEAs) to discuss needs and pose questions and/or identify regional platforms that might serve as a model for others.

- **Develop an exemplary CLNA using state-level data** - This example may serve as a model for LEAs to see how secondary, postsecondary, and labor market data may be combined to identify needs and priorities.

- **Build ongoing data training opportunities, with an emphasis on Strengthening Career and Technical Education for the 21st Century Act (Perkins V) definitions and performance metrics** - The training may be targeted at newer staff, LEAs identified as needing support through risk monitoring, or to all LEAs interested in improving their understanding of Perkins V and how to use available data for planning. The support may be through prerecorded webinars and/or customized assistance.
Developing a Structure for CLNA Submissions

• Several states built CLNA templates on their existing grant management platforms.
  ▪ Pennsylvania and Texas (p29–33) built needs assessment forms into their eGrants portals.
  ▪ Wisconsin similarly built the assessment in its federal grant portal.

• Other states, such as New Mexico, developed an online submission option for regional consortia representatives to submit the CLNA on behalf of multiple LEAs.
Some States Use Distinct Secondary and Postsecondary CLNA Templates and Processes

According to Advance CTE, at least 29 states require the **same** template for both secondary and postsecondary CLNA. Examples of states using **different** template for postsecondary are as follows:

<table>
<thead>
<tr>
<th><strong>Texas</strong></th>
<th><strong>California</strong></th>
<th><strong>Illinois</strong></th>
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| - Each postsecondary institution completes the CLNA using an Excel analysis tool to align evidence, findings, and program goals.  
- The state provides resources tailored for postsecondary institutions. For example, stakeholder guidance includes a list of postsecondary staff roles that should be engaged.  
- Postsecondary and secondary state education agencies are each responsible for providing labor market data. | - Postsecondary institutions complete the CLNA using a template with a similar format and fields to that of secondary institutions, which differs in the amount of detail requested and the metrics to be tracked over time.  
- All CLNAs must be submitted to and approved by regional Perkins V consortia teams spanning secondary and postsecondary education. | - Postsecondary institutions must complete a CLNA biannually; secondary is required to complete the CLNA annually.  
- Postsecondary CLNA guidance includes six-month benchmarks and guidance on applying an equity lens. |
What Are Example CLNA Guides or Tools to Encourage a Data-focused Lens?
Georgia’s guidance emphasizes thinking critically about all programs, including existing programs, when setting goals.
Oregon provides tools to take a student-centered approach through an equity lens and a transition lens.
Illinois’s postsecondary template walks stakeholders through the identification of equity gaps and strategies to close gaps.

*What equity gaps were identified for students in CTE programs for high-demand sectors?*

- More specifically, what racial equity gaps were identified for students in CTE programs for high-demand sectors?

*Based on the equity gaps you identified, what CTE programs should you prioritize to develop structures, supports, and practices that improve student performance and outcomes?*

*What are some of the root causes for the equity and racial equity gaps you identified in your CTE programs? [Please identify how institutional structures, systems, resources, and practices are the root cause and refrain from focusing on perceived student deficits as the cause.]*
Massachusetts requests data-driven and data-measurable goals to encourage use of data beyond the CLNA.
Other Examples of CLNA Support

• Create guidance for each step in the CLNA process.
  ▪ Wisconsin recorded webinars on various aspects of the CLNA, from preparing for the CLNA to stakeholder engagement to CLNA reporting.
  ▪ Florida’s webinars cover different aspects of the CLNA, including a process overview and labor market alignment.
  ▪ Kentucky provides guidance on how to phase out programs not supported by CLNA evidence, including shifting those students to related pathways.

• Model data analysis and use for the CLNA.
  ▪ Delaware’s state education agency completed a CLNA using state-level data to provide LEAs as an exemplar.
  ▪ Wisconsin’s webinar on CLNA reporting walks viewers through the steps needed to complete CLNA worksheets and develop strategies.
• What level of collaboration is expected across states?
  - **One-third of states** explicitly require or encourage collaboration *above and beyond* the minimum stakeholder engagement requirements.
    - Louisiana, along with states such as Colorado, Kentucky, South Carolina, and Tennessee encourage a **regional approach** to the CLNA.
    - Some states require **joint approval** of the CLNA by both secondary and postsecondary partners.

*Source: Advance CTE Perkins V State plan summary report draft*
How do states encourage collaboration?

- Georgia provides tools to facilitate alignment, including:
  - sample timeline on when to meet throughout the year,
  - list of specific secondary stakeholders to involve, and
  - example engagement strategies.

- South Carolina’s regional groups align with workforce regions, building on existing collaboration structures.

- Kentucky’s regional groups, defined in a range of ways (e.g. group of districts, community college region, county), must meet a minimum of two times per year.

*Strategy Spotlight:* Washington’s secondary and postsecondary CLNA submission schedules are not aligned. The state encourages collaboration through existing CTE advisory boards, which have secondary and postsecondary representation.
### How Do the Local Application, CLNA, and Collaboration Opportunities Connect?

<table>
<thead>
<tr>
<th>Submission</th>
<th>CLNA Completion</th>
<th>Local Application</th>
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<tbody>
<tr>
<td><strong>Prior to local application</strong> (California, Kansas, New Hampshire, New Mexico, Virginia)</td>
<td>✓ Provides flexibility in timing of CLNA completion</td>
<td>✓ Allows for a regional submission and approval process separate from the state review</td>
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<tr>
<td><strong>At the same time as the local application</strong> (Alabama, Georgia, Ohio, Pennsylvania, Tennessee)</td>
<td>✓ Coordinates directly with preparation and submission of the local application (as a separate submission or as part of the same application)</td>
<td>✓ State approval of plans in the CLNA and local application are simultaneous</td>
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</table>
| **After local application** (Illinois) | ✓ Permits focus on aligning approved programs of study with local needs | }
CLNA Consortia Collaboration Processes

• How do states employ regional consortia to help secondary and postsecondary institutions collaborate?

Model A  
(California)

Individual LEAs complete the CLNA  
CLNAs are reviewed by a regional consortia for alignment  
State education agency receives a summary of the approved LEA CLNAs in the local application

Model B  
(Michigan, New Jersey, New Mexico, Ohio)

Individual LEAs complete part of the CLNA  
LEAs jointly set regional goals and complete the final parts of the CLNA  
State education agency reviews the completed LEA CLNA, including local and regional goals
• Louisiana state staff requested copies of example strategies, guides, and templates to support regional synergy and collaboration on the CLNA.

• RTI provided a zip file called “CLNA Regional Resources” containing 15 resources from nine states, such as example documentation, guides, and templates.
Common Elements of State Approaches to Support Regional CLNA Collaboration

• **Identification of a regional facilitator** – One or more staff members are formally designated as regional leaders whose responsibilities include planning regional meetings and summarizing notes. These staff may be employed locally or at the state level.

• **Prework to complete ahead of the meeting** – LEA and Institution of Higher Education staff are tasked with data analysis and worksheets to complete about their local needs prior to the meeting with other stakeholders to discuss shared needs.

• **Focus regional discussions on shared labor market needs** – Workforce needs often transcend school boundaries and require a regional focus; this contrasts with program quality components such as student performance levels that are often specific to an LEA. State documentation suggests focusing on regional labor market data in the collaborative meetings and using that data to jointly plan ways to align with regional workforce needs.

• **Collectively identify strategies and create regional accountability** – By the end of the regional meeting, stakeholders should identify strategies for each area of the CLNA, prioritize those strategies, and identify who should take the lead on each strategy. All stakeholders should sign off on the regional aspects of the plan.
Strategy Spotlight: Colorado’s Support on Stakeholder Meeting Norms

• Colorado provides guidance to regions on how to conduct a regional partnership meeting.

• The guidance outlines
  ▪ facilitator responsibilities;
  ▪ stakeholder expectations;
  ▪ sample agenda, worksheets, and materials;
  ▪ suggested approach to summarize findings;
  ▪ inclusion of “exit ticket summaries” for stakeholders to complete; and
  ▪ guidelines on developing a final results document.
Strategy Spotlight: CLNA Collaboration in Ohio

• In Ohio, strict privacy laws govern state agency data sharing and the linking of student records.

• The state relies on the Ohio Education Research Center, housed at a state university, to
  ▪ maintain the Ohio state longitudinal data system (SLDS);
  ▪ conduct reporting and analysis; and
  ▪ manage all dashboards connecting secondary, postsecondary, and/or workforce data.

• State education agencies provide data separately to secondary and postsecondary institutions.
  ▪ Secondary and postsecondary share reports during regional planning meetings.

Ohio Department of Education provides secondary institutions with the following:
• Federal performance indicators disaggregated by subgroups and special populations by fiscal year
• CTE enrollment by fiscal year
• State, regional, and local labor market data report including in-demand jobs, key local employers, and the skills and certifications desired
• Ohio Work-Based Learning Planning Map

Ohio Department of Higher Education provides postsecondary institutions with the following:
• Federal performance indicators, including subgroups and special populations by fiscal year
• CTE enrollment by fiscal year
• State, regional, and county (local) labor market data
• Advance CTE offers ideas for the state’s role in fostering collaboration:
  ▪ Share communication on the purpose.
  ▪ Develop guidance on who and how to engage, as well as how often.
  ▪ Provide contact lists.
  ▪ Incentivize collaboration.

Source: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity (p. 7–8).
Modes for Asynchronous Collaboration

- Social media
- Discussion forums
- Surveys
- Small group meetings
- Advisory panels or teams
- Email correspondence
- Prerecorded videos
- Social media
Promoting Data-driven Decision Making

**Improve understanding of data**
- Statewide strategic plan for data literacy (Oregon)
- Annual trainings (Massachusetts, North Carolina)
- Guidance and technical assistance (Florida, Maryland)

**Improve ability to analyze data**
- Develop practitioner-oriented dashboards (Alaska, Colorado)
- Data office hours (North Carolina, Wisconsin)
- Tools and resources addressing specific aspects of data use (Massachusetts, North Carolina)
Strategy Spotlight: North Carolina Secondary CTE (slide 1)

• Annual weeklong CTE data conference

• Local CTE Directors complete two yearlong stages of data training:
  ▪ Level 1: Perkins V indicators, their meaning, and how to identify and address performance gaps
  ▪ Level 2: How to use data for programmatic decisions and to communicate with stakeholders

• Directors engage in networking and information sharing via an online professional learning community.

• CTE teachers are encouraged to complete a three-course training.

• Team of nine regional staff support CTE implementation and data collection through means such as professional development
Strategy Spotlight: North Carolina Secondary CTE (slide 2)

Data-focused networking

Regional mentors

Monthly coffee chats

Collaboration stations
• Promising Practices
  ✓ Leverage data-focused networking to communicate data questions and needs.
  ✓ Offer virtual trainings to allow cross-region collaboration and increase number of staff who may participate.
  ✓ Include professional development into criteria for risk-based monitoring to encourage participation in trainings.
Strategy Spotlight: Maryland CTE Consortia (slide 1)

- Webinars instruct local CTE Directors, educators, students, and parents on how to use the state CTE data dashboard.

- Teams of regional staff support CTE implementation and data collection through means such as professional development.
  - State and regional staff identify needs based on dashboard metrics and tailor technical assistance to each LEA.
  - State may facilitate data trainings and discussions between secondary and postsecondary staff, as needed.

- The state education agency created Data Detectives activities and data dashboard webinars, a set of online tutorials that provide staff the opportunity to asynchronously learn about and understand how to use the CTE data dashboard.
Strategy Spotlight: Maryland CTE Consortia (slide 2)

• Promising Practices
  ✓ Organize professional development at the regional level to enhance collaboration and customize offerings.
  ✓ Provide targeted technical assistance at the regional level as needs arise.
Other Strategies for Data Training and Support

**Florida**
- Resources with FAQs on data elements
- Webinars targeted at data training for adult or postsecondary CTE program staff
- Training focused on specific accountability requirements, like the process CLNA (see [CLNA slides](#) for more details)

**Kentucky**
- Data-driven process to identify LEAs for customized support through continuous improvement visits
- Consultants working for the state provide technical assistance to teachers on how to meet performance goals
- Training documents and conferences targeted at new CTE coordinators

**Minnesota**
- Targeted support and resources for local CTE leaders, including regional consortium coordinators as well as new LEA CTE directors
- Monthly webinars for all CTE partners, with presentations by subject matter experts and state staff
- Live inventory of national and local training events

**Oregon**
- Statewide data literacy plan (published as Appendix H in the state Perkins V plan) includes technical assistance on Perkins V definitions, data submission, and data reporting among other areas
- Resources such as Perkins V data definition sheets, data reporting schedule, data database graphic, and ideas for improving data quality
• The Data Quality Campaign created infographics depicting how teachers and principals might use data in practice.

• The CTE Research Network offers training modules on how and why to use CTE data.

• The National Alliance for Partnerships in Equity offers a guide on implementing asset-based thinking in the CLNA.

• Advance CTE’s Beyond the Numbers guide highlights ways to help users interpret data:
  - Summarize data points using visualizations.
  - Embed context and definitions in data tools.
  - Use reporting tools to direct users to additional data sources and to act.
How Does This Translate to the CLNA and a Growth Mindset?
Providing Data Access and Guides

Commonly, states’ CLNA guidance includes a list of data sources

Guide listing data points in each data source as well as what questions those data points can answer (Georgia)

Many states provide questions to guide data analysis and interpretation in each CLNA section

Guide with questions to ask and instructions for how to analyze performance indicators (Massachusetts)
Questions to use an equity lens (Illinois, Oregon)

States also directly provide data

Performance data report(s) (California, Illinois, Maryland, Ohio)
Crosswalk between data report and CLNA (California, Ohio)
Forms or templates with prepopulated data (Delaware)
Providing Regional Workforce Data

- Kansas developed a labor market tool to examine data for each region.
- Colorado created regional reports using Emsi data.
- South Carolina’s community profiles are aligned with Perkins V regions.
Providing Data Analysis Tools

- **Root cause analysis** is commonly encouraged through training and guidance.

- States leverage tools developed for other initiatives (e.g., *Every Student Succeeds Act*, school improvement.)
  - *Massachusetts* created data analysis tools to schools needing improvement assistance and makes them available for the *Perkins V CLNAs*.

- North Carolina provides gap analysis statistics alongside other performance metrics as a tool to move beyond benchmarks in school planning.
To inform development of Louisiana’s new secondary CTE dashboard, RTI provided examples of dashboards across states.
Examples of User-friendly CTE Data Dashboards
The **Tennessee Career Pathways Dashboard** allows users to explore postsecondary credentials by career cluster, pathway, region, and district.
The Texas Education Agency created a **Texas CTE State Dashboard** to show career cluster level information, with the intention of adding regional breakdowns in the future.
Pittsburgh Public Schools supplies a tool to create industry-recognized credential attainment visualizations by special population status and explore trends over time.

### Students Earning a Credential by Industry Credential Type

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<tbody>
<tr>
<td>Articulated Ladder</td>
<td>22</td>
<td>56</td>
<td>46</td>
</tr>
<tr>
<td>BLS Healthcare Provider</td>
<td>46</td>
<td>88</td>
<td>76</td>
</tr>
<tr>
<td>Mobile Ladder</td>
<td>11</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Motor Oil Certification</td>
<td>28</td>
<td>46</td>
<td>94</td>
</tr>
<tr>
<td>OSHA Certification - Construction</td>
<td>50</td>
<td>74</td>
<td>60</td>
</tr>
<tr>
<td>OSHA Certification - Cosmetology</td>
<td>22</td>
<td>22</td>
<td>46</td>
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<tr>
<td>OSHA Certification - Culinary</td>
<td>22</td>
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<td>46</td>
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<tr>
<td>OSHA Certification - Single and Extension Ladders</td>
<td>22</td>
<td>22</td>
<td>46</td>
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Examples of Complex, User-friendly Dashboards
Kentucky releases annual **High School Feedback Reports** and **CTE Feedback Reports**, including data on student debt and employment status, and develops a **Future Skills Report** on industries of employment to show industry need and workforce pipelines.
Ohio shares interactive graphs that overlap occupations, labor force regions, and graduate counts in related fields of study to learn where additional training is needed.
The Tennessee Board of Regents publishes on regional job outlooks for graduates using mapping to highlight the (mis)match between programming and industry needs.
Rhode Island’s RI Data Hub provides data stories and tools for users to explore data on their own.
Commonalities Across Complex Dashboards

Managed by the division housing the SLDS

Funded in part by the state
Special Populations Data Collection

• Identify community organizations serving special populations to provide data and assist in planning.

• Use existing structures to identify and validate special populations data.
  - Every state has a State Coordinator for Education of Homeless Children and Youth and a Migrant Education Coordinator.
  - Explore creative ways to use passive data collection to identify student indicators (e.g., independent student status on FAFSA for homelessness) (Colorado).
  - Add representatives with expertise in special populations to data review boards and audit processes (Montana).

• Set shared definitions for special populations at the postsecondary level (Minnesota).

Spotlight on homelessness organization partnerships and data collection:
- Kentucky’s Perkins V Steering Committee includes state and local homeless stakeholder representation.
- Washington State realigned data reporting to be more student centered and better capture the number of homeless students across the state using the Homeless Student Stability program.
Special Populations
Innovative Support Mechanisms

• California created a Perkins-funded Joint Special Populations Committee that focuses on unique student needs in secondary and postsecondary education.

• Arizona created a joint Special Populations Specialist position to monitor secondary and postsecondary data collection.

• Nebraska outlined resources and ideas to support each special population.

• Collaborations with local and national organizations that specialize in support for special populations can help create a system for identification and support.

Support for students experiencing homelessness:
- As part of the Youth Homelessness Demonstration Program, Prince George’s County homeless response teams meet with local CTE leaders regularly in Maryland to support access and success.
- The National Center for Homeless Education provides support for and data on students experiencing homelessness.