

Building Capacity of CTE Stakeholders to Use Data for Effective Decision Making Data Quality Campaign Actions 8 – 10

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Data Quality Campaign

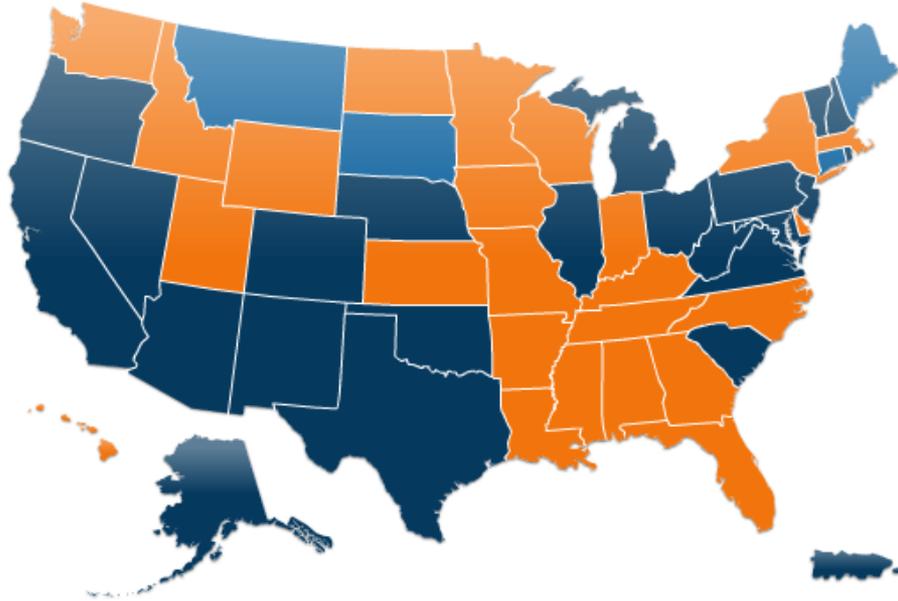
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States Have Made Significant Progress Building SLDS

24 states report that they have all 10 Essential Elements

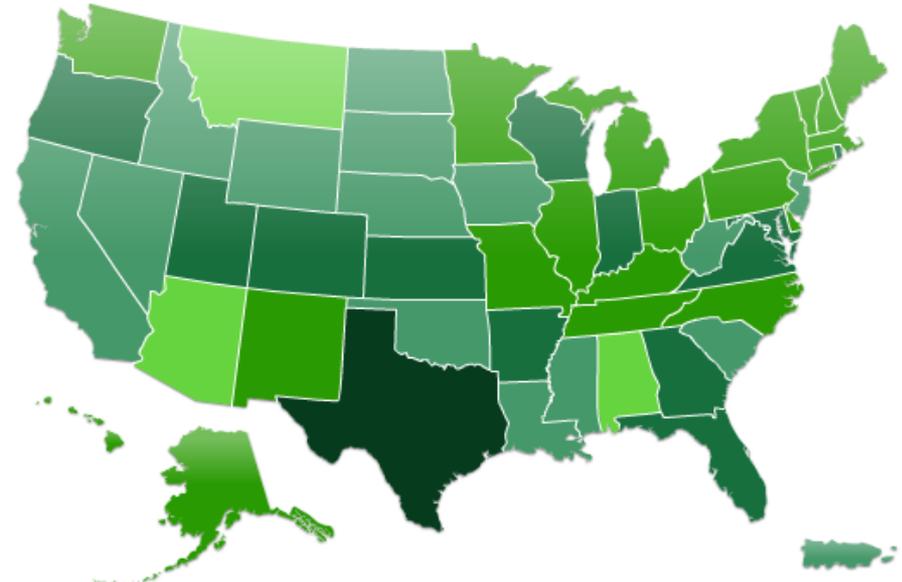
2010



0-1 2-3 4-5 6-7 8-9 10

No states have taken all 10 State Actions

2010



0-1 2-3 4-5 6-7 8-9 10

DQC 10 State Actions to Ensure Effective Data Use

Link data systems across P-20 and the workforce to answer key questions

Ensure that appropriate data can be accessed while protecting privacy

Build capacity of all stakeholders to use longitudinal data

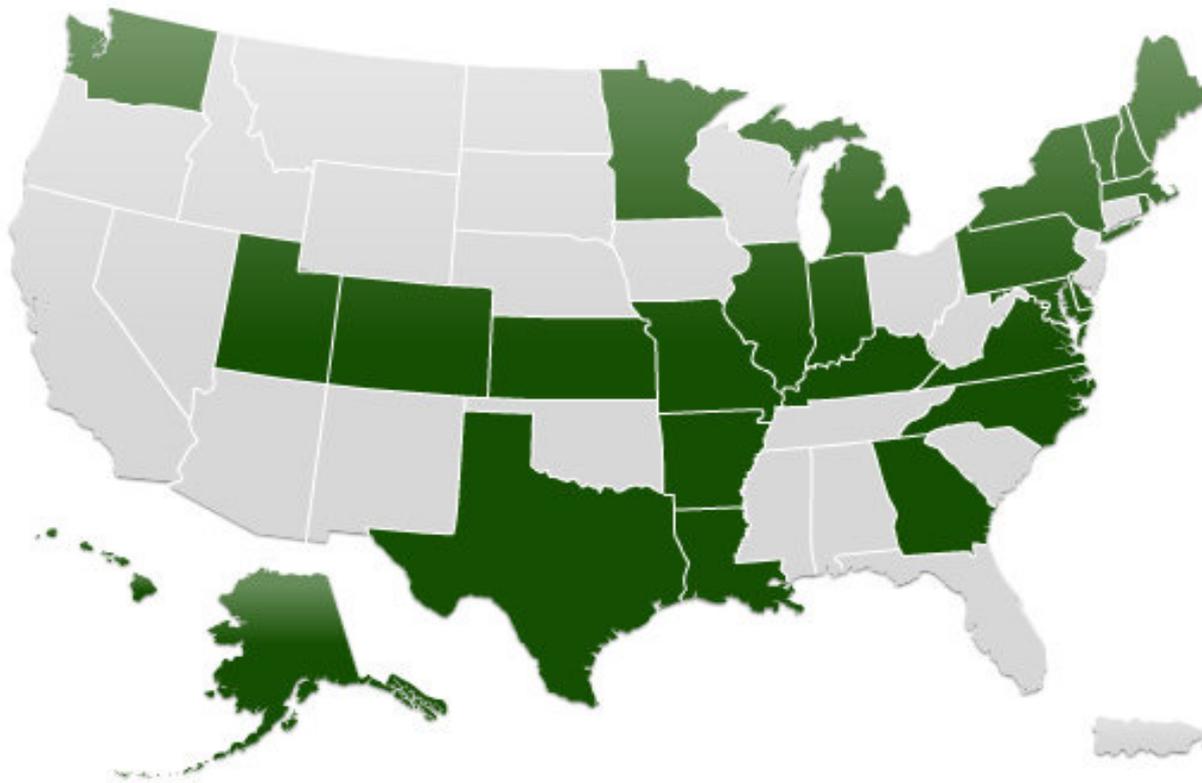
1. Link state K-12 data systems with early learning, postsecondary, workforce, and others
2. Create sustainable support for the longitudinal data system (LDS)
3. Develop governance structures to guide LDS
4. Build state data repositories
5. Provide timely role-based access to data
6. Create progress reports with student-level data for educators, students, and parents to make individual decisions
7. Create reports with longitudinal statistics to guide change at system level
8. Develop a research agenda
9. Implement policies to ensure educators know how to use data appropriately
10. Raise awareness to ensure all key stakeholders know how to access and use data

Action 8: Develop a Research Agenda

STATES WITH ACTION 8: DEVELOP A P-20/WORKFORCE RESEARCH AGENDA



■ Has Action 8



- CT
- DC
- DE
- MA
- MD
- PR
- RI

28 states have a P20/W research agenda and a process for sharing data with outside researchers

Many Models for Accessing Research Capacity

States pursue a variety of avenues for tapping into research capacity. A few examples include:

- Massachusetts: Office of Planning and Research to Close Proficiency Gaps.
- Kansas Educational Data Users Consortium: KSDE, Kansas Board of Regents, stakeholders and, universities and colleges.
- Texas Education Research Centers.
- Regional Education Laboratories (RELs).

Action 8: Continue the Conversation in Your State

- What policy questions are critical for CTE? Have you shared these questions to get them integrated into the state's shared agenda?
- What data analysis and research capacity can the CTE office share?

Key Components to Advancements Occurring in Illinois

- Collaboration.
- Culture of Evidence.
- Alignment.
- Transitions.
- Transparency.



Career and Technical Education Involvement a Key to Longitudinal Data System Development

- CTE has established relationships across levels & sectors.
- CTE has experience and expertise tracking outcomes from secondary to postsecondary education and into the workforce.
- CTE has a strong working knowledge of data agreements.
- CTE has data agreements across state boundaries (e.g., NSC, FEDES).
- CTE resources helped build the infrastructure for administrative data matching and merging.

Action 8: Collaborating to Develop a P-20 Workforce Research Agenda in Illinois

- Illinois Longitudinal Data System Legislation.
- P-20 Council.
- Longitudinal Data System Grants.
- Capitalizing on Existing and Emerging Committees and Collaborations.

Illinois Longitudinal Data System (ILDS) Legislation

- Public Act 096-0107 *IL 96th General Assembly (SB1828)*.
- July 20, 2009 – Signed. June 30, 2013 – Operational.
- State Education Authorities (SEA) retain responsibility for their sector's data – ISBE for P-12, ICCB for community colleges, & IBHE for public & private universities\colleges.
- Goal – Establish systems for SEAs to better manage, link, & analyze P-20 education data.
- <http://www.ilga.gov/legislation/publicacts/96/096-0107.htm>



ILDS Legislation Components

1. **Share Data**. Reduce data collection burden by using data submitted to the system for multiple reporting & analysis functions.
2. **Provide Student-level Data Access & Summary Reports**. Provide education officials with access to their own student-level data, summary reports, & data that can be integrated with additional data maintained outside of the system to inform education decision-making.
3. **Link Data to Instructional Management Tools**. Provide technology & tools that support instruction & collaboration among teachers across levels.
4. **Enhance High School Feedback**. Enhance & expand existing high school-to-postsecondary reporting systems to inform school & school district officials, education policymakers, & the public about public school students' performance in postsecondary education.
5. **Productivity Reporting**. Provide data reporting, analysis, & planning tools that assist with financial oversight, human resource management, & other education support functions.



ILDS Legislation Components

- 6. Electronic Transcripts & FAFSA Components.** Link data to student college & career planning portals, facilitate the submission of electronic transcripts & scholarship & financial aid applications, & enable the transfer of student records to schools & higher education institutions.
- 7. Establish a Public Internet Site Reporting Down to the School Level.** Provide non-confidential reports & allow queries so parents, media, & the public can access performance information by state, district, & school.
- 8. Provide Research & Reports to General Assembly** to help evaluate the effectiveness of specific programs & enable legislators to analyze educational performance within their legislative districts.
- 9. Efficiency – Draw Reporting Data from Multiple State Systems.** Allow the State Education Authorities to efficiently meet reporting requirements by drawing data for required reports from multiple state data systems.
- 10. Evaluate Teacher & Administrator Preparation Programs** using student academic growth as one component of evaluation outcomes & employment fields/employment locations/employment outcomes.



ILDS Legislation Components

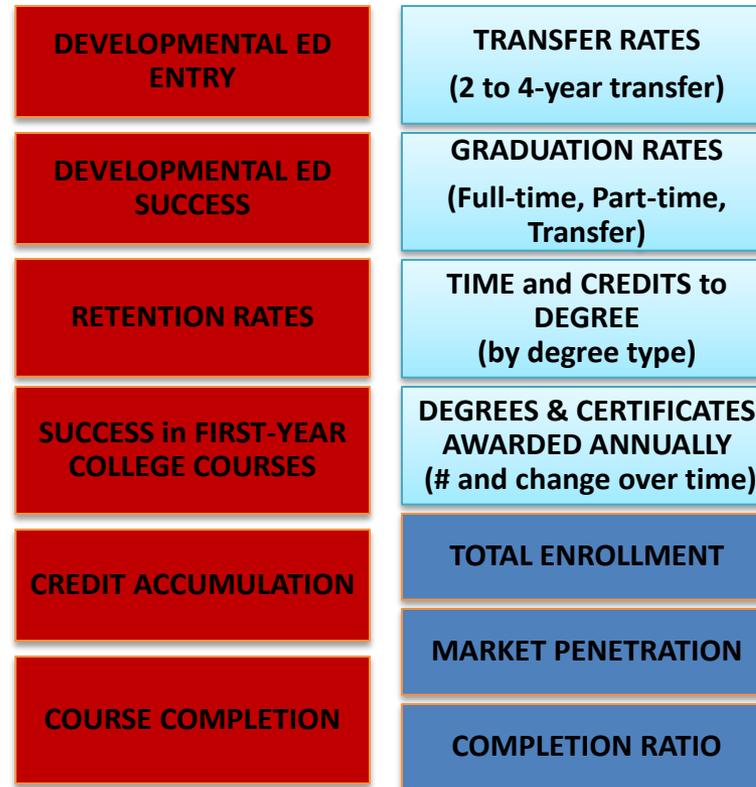
11. **Conduct Need-based Financial Aid Analysis.** Work with the Illinois Student Assistance Commission to evaluate relationships between need-based financial aid & student enrollment & success in higher education.
12. **Evaluate Health & Human Service Support Program Impacts.** Work with health & human service agencies to evaluate the relationship between education & other student & family support systems.
13. **Evaluate Employment Outcomes.** Work with employment & workforce development agencies to evaluate the relationship between education programs & outcomes & employment fields, employment locations, & employment outcomes.
14. **Convene Stakeholders** & create opportunities for input & advice in the areas of data ownership, data use, research priorities, data management, confidentiality, data access, & reporting from the system.



Illinois P-20 Council

- Mission: Develop a seamless and sustainable system of quality education and support, from birth through adulthood, that maximizes students' educational attainment, opportunities for success in the workforce and contributes to the local community.
- Goal: 60% of all Illinois residents shall attain a high quality academic degree and/or industry recognized credential by 2025.
- Improve education attainment through prevention, intervention, and reengagement.
- Develop and support effective teachers and leaders at all levels.
- Provide clear paths to careers.
- Transform education accountability.

One P-20 Council Priority = Complete College America



PROGRESS METRICS

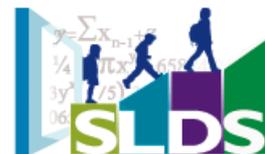
OUTCOME METRICS

CONTEXT METRICS

<http://www.completecollege.org/>

Illinois SLDS Expansion Grant Community College Components

- Expand Career and Technical Education internet reporting:
 - Postsecondary Perkins Core Performance Measures.
 - Career Pathways\Partnerships for College and Career Success Measures.
- Enhance Performance Accountability internet reporting – potential projects include:
 - Complete College America.
 - Concurrent Enrollment, Transfer, Retention, Completion, etc.
 - Dual Credit Instruction.
 - On-line Instruction.
 - Remedial\Developmental Instruction.
 - AACC’s Voluntary Framework of Accountability Measures.
 - Achieving the Dream Measures, etc.
- Transfer Data – Seek to make out-of-state & Illinois non-public transfer information available to more education & workforce agencies – National Student Clearinghouse.
- Employment & Earnings Data – Seek to make employment & earnings data available to more education & workforce agencies – Unemployment Insurance Wage Records.
- Acquire Resources – hardware, software, and assistance to support transparency initiatives.
- Conduct Additional Research on topics of importance to the community college system.
- Data Collection – Collaborate with system to identify any needed additional data collection.
- Training – Provide community college SLDS related professional development.
- <http://nces.ed.gov/Programs/SLDS/state.asp?stateabbr=IL>.



Illinois Longitudinal Data System Related Committees Working on Research Agendas

- MIS, Research and Longitudinal Data Advisory Committee – Illinois Community College Board.
- Illinois' Longitudinal Data System Data Advisory Committee – Illinois State Board of Education. <http://www.isbe.state.il.us/ILDS/htmls/project.htm>
- Higher Education Consortium – Illinois Board of Higher Education.



Illinois Longitudinal Data System Related Committees Working on Research Agendas

- State Interagency Workforce Data Workgroup (WDQI).
 - Department of Commerce & Community Affairs (WIA Title I).
 - Department of Employment Security (UI).
 - Illinois Community College Board (Postsecondary Perkins, Adult Education & Community Colleges).
 - Illinois State Board of Education (Secondary Perkins, SLDS & P-12).
 - Illinois Board of Higher Education (Public Universities, Non-Public Universities & Colleges).
- Chicago Area Workforce Data Partners Workgroup.
 - Chicago Jobs Council, Chicago Metropolitan Agency for Planning (CMAP), Northern Illinois University Center for Governmental Studies PURE Project, Women Employed, and provider community.
 - State Education and Workforce Agencies.
 - Developing complimentary data tools and products.
 - Information sharing on initiatives and promising practices.
 - Identifying collaborative projects.



Selected Illinois Postsecondary Collaborations

- Illinois Education Research Council – Teacher & Administrator Preparation; High School Class of 2002 & 2003 tracking. P-20 Research. <http://ierc.siue.edu/>
- Northern Illinois University Center for Governmental Studies – Workforce Outcomes – Expertise with UI Wage Records & FEDES; Economic Impact Studies; GIS; Analytical Data Tools. <http://www.cgsniu.org/>
- Southern Illinois University Carbondale – Hosted Illinois Shared Enrollment & Graduation Consortium Files; Assisted with Community College Feedback Reports & High School to College Success Reports. <http://iseg.siu.edu/>
- Southern Illinois University Edwardsville – Census Data – Index of Need for Adult Education Funding. <http://www.siue.edu/business/econfin/>
- University of Illinois Office of Community College Research & Leadership – Pathways to Results and evaluation components for various projects (e.g. College and Career Readiness). <http://occrl.illinois.edu/>
- Western Illinois University Center for the Application of Information Technologies (CAIT) – Adult Education and Family Literacy data system support and professional development (e.g., GEDi, DAISI).
- Women Employed (Advocacy Group) – Bridge Programs for Low Skilled Adults and Complete College America Summer 2011 statewide event. <http://www.womenemployed.org/>
- Illinois Collaborative for Education Policy Research – Emerging group consisting of SIU-E's Illinois Education Research Council (IERC); University of Chicago's Consortium on Chicago School Research (CCSR); Illinois State Universities' Center for the Study of Education Policy (CSEP); NIU Interactive Report Card; the University of Illinois at Chicago; and the University of Illinois at Urbana-Champaign.

Illinois Community College Board – Parke

Initial Illinois Topical Research Agenda

- **Teacher and Leadership Preparation, Development and Support** – Researching, developing and refining systems that prepare, recruit, and retain highly effective teachers and school leaders. Using research to model and create new teacher preparation and professional development methods that help to provide highly qualified teachers in high needs schools and eliminate teacher shortages in areas such as special education, early childhood, math & science, and language & literacy.
- **College, Career and Workforce Readiness** – Assessing education and employment outcomes with respect to the alignment of individual, organizational, and public policy goals, expectations and processes. Studying strategies that facilitate transition to college and careers and prepare students for employment, including closing leaks in the P-20 pipeline that reduce access and impede student transition, particularly for students at risk for non-completion.
- **School and District Turnaround** – Researching and evaluating strategies for substantially improving student achievement and other critical outcomes, including developing and refining organizational, instructional, and assessment processes in chronically underperforming schools and districts.
- **Assessment and Management for Learning** – Evaluating performance management systems that utilize formative and summative assessment, student records, and other school data to inform teachers and leaders and target curriculum, instruction, and additional interventions in ways that enhance student learning outcomes.
- **Equitable Outcomes in Math, Science, and Literacy** – Researching and evaluating innovative approaches to teaching math and science, including STEM education, and language and literacy. Examining how particular academic pathways and supplemental services can enhance positive outcomes for traditionally low achieving student groups. <http://forum.illinois.edu/content/core-priorities-illinois-research-agenda>

Oregon P20-Workforce Workgroup

CORE SYSTEM

Oregon University System



Oregon Department of Education



Community Colleges Workforce Development

Oregon Employment Department

Teacher Standards and Practices Commission

Action 9: Build Educator Capacity

STATES WITH ACTION 9: PROMOTE EDUCATOR PROFESSIONAL DEVELOPMENT AND CREDENTIALING



■ Has Action 9



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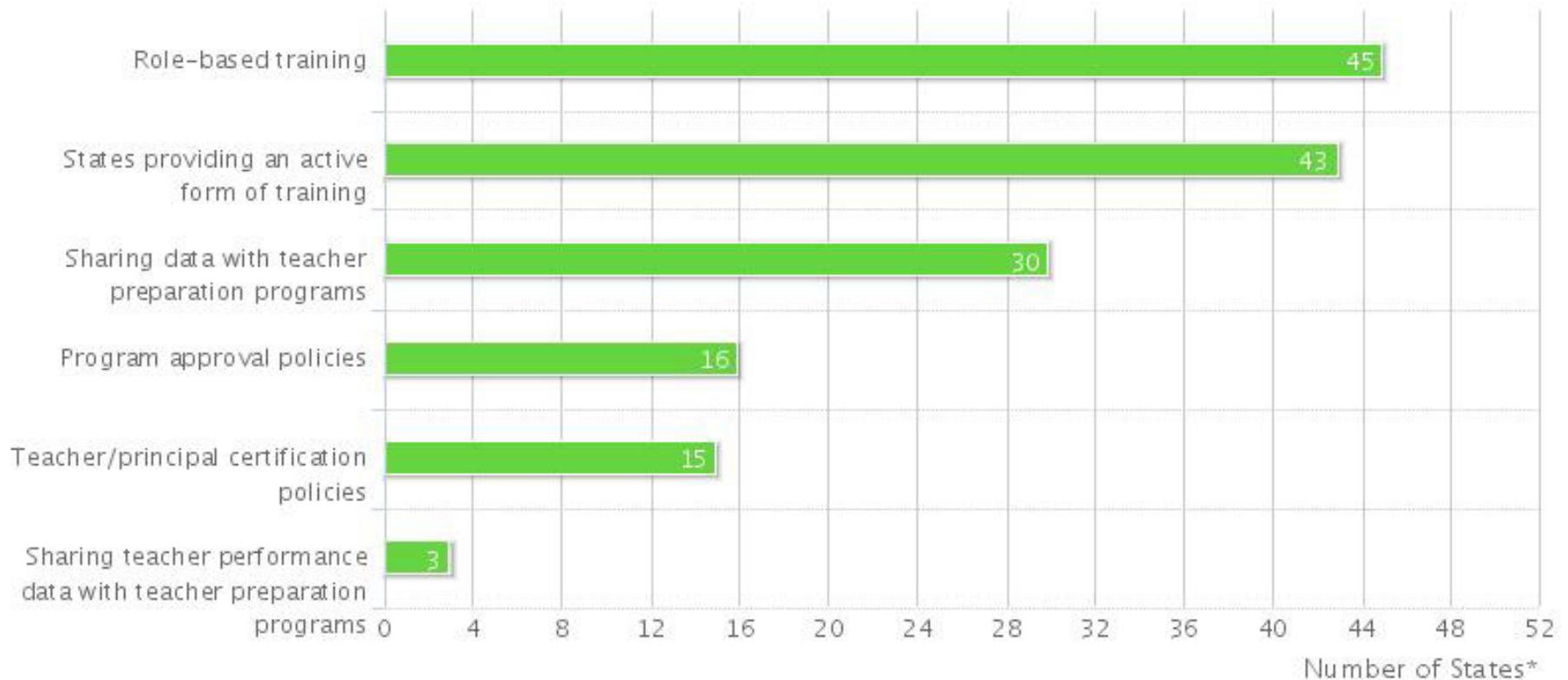
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1 state has taken all of the steps to build educator capacity to use data

Action 9: Steps States Must Take to Build Capacity of Educators

How States Are Building Educator Capacity to Use Data



Action 9: Continue the Conversation in Your State

- What data do CTE educators need to improve their practice? Have these needs been communicated?
- What support have CTE educators received to build their capacity to utilize data?
- How are candidates for CTE certification prepared to use data in their instruction?

Selected Professional Development Components

- DePaul University – Coordinating a key component of SLDS capacity building.
- Illinois Learning and Performance Management System – Building data infrastructure for a knowledge management system and developing a user community.
- Illinois Collaborative for Education Policy Research – Interested in collaborating to offer professional development around data usage.
- Cal-PASS – California’s data driven improvement initiative.
- Potential role for professional associations or national groups such as the Association for Institutional Research (AIR) or the Integrated Postsecondary Education Data Systems (IPEDS).

Illinois Capacity Building DePaul University

- DePaul University is providing SLDS related technical assistance to Illinois private universities and colleges who have not had experience submitting data to statewide systems.
- Establishing a Technical Advisory Group.
- Creating 3 or 4 Regional Technical Assistance Teams across the state to provide direct on site assistance.
- Identifying priority needs and developing a training & support program for these institutions.
- Creating Special Assistance Grants for institutions with high need for technical help with data system development or usage.

Illinois Learning and Performance Management System (LPMS)

- Enable and empower revolutionary improvements in Illinois educational and workforce systems by integrating new technologies that are accessible, affordable, and scalable.
- Provides for mechanical needs that empower development, construction, and implementation of new database resources as well as providing value-added services for existing ones. Build on the successes of the IlliniCloud <http://www.illinicloud.org/> and the Illinois Interactive Report Card (IIRC) <http://iirc.niu.edu/>. A “power user” learning community is expected to emerge.
- Aligned with National Education Technology Plan. <http://www.ed.gov/technology/netp-2010>
- National Center for Supercomputing authored Illinois’ May 2011 plan in conjunction with a multiagency, cross sector workgroup.
- Illinois P-12 & workforce agencies sponsored the project.

SOURCE: Learning Performance Management System Workshop Report

Illinois Learning and Performance Management System Core Components

Cloud Computing Infrastructure	Provide the foundational infrastructure that enable common core components to be created and used, empowering education institutions and agencies to leverage shared resource for: hardware consolidation through virtualization; access to centrally managed middleware services; and leveraging common managed database services.
Data Integration and Reporting Platform	Enable districts to integrate data across multiple state and local systems, as well as e-learning systems, through a common, standards-based data and applications infrastructure.
Software as a Service Application	Provide applications to ensure all districts have easy access to cost-effective, high quality instructional tools and assessments.
Collaboration Features	Provide a series of communication and collaboration tools that allow educators and learners to connect with open-collaborative, professional learning communities.

SOURCE: Illinois Learning Performance Management System Workshop Report

Cal-PASS Promising Practice from California

- **What is it?** Cal-PASS collects, analyzes and shares student data in order to track performance and improve success from elementary school through university.
- **Who is Involved?** Over 6,800 California elementary schools, high schools, community colleges, colleges and universities.
- **What Questions can it help address?**
 - How do my students do when they leave here?
 - Were they well prepared?
 - Are adjustments in curriculum necessary to improve their preparation?
 - How many got degrees?
 - What did they get degrees in?
 - How long did it take?

SOURCE: Cal-PASS <http://www.cal-pass.org/default.aspx>

Cal-PASS Promising Practice from California

- **What is Involved?** Data agreement. Provide data once a year.
- Institutions designate a representative to gather and access data.
- Student transcript information, such as courses, grades, and outcomes.
- Participants have access to student data 24/7. M-F technical assistance.

- **What About Privacy?** Students' social security numbers are encrypted.
- Access to data is restricted to personnel working directly on the project.
- For schools that do not collect a SSN, another unique identifier is used.

- **Who Benefits?** Students are better prepared & more likely to succeed.
- Faculty can track their students' progression & align curriculum as needed.
- Institutions receive more prepared students who achieve greater outcomes.

SOURCE: Cal-PASS <http://www.cal-pass.org/default.aspx>

Consider a National Project to Certify Skills

- National Approach Would Maximize Portability.
- Earned Degree Status.
- Work Experience.
- Assessments.
- Mentoring Process.
- Combinations.
- Others.

Oregon Direct Access to Achievement Data (DATA) Project

Partners:

- Education Enterprise Steering Committee
- Oregon Association of Education Service Districts
- Oregon School Boards Association
- Confederation of Oregon School Administrators
- Oregon University System

Oregon Direct Access to Achievement Data (DATA) Project

Year 1 2007–2008	We listened to the field
Year 2 2008–2009	We trained teams – a lot of teams
Year 3 2009–2010	We planned for the future
Year 4 2010–2011	We are expanding our training and evaluating our results

Oregon DATA Project Data Team Training

What evidence to collect and use?

What data are essential for continuous improvement?

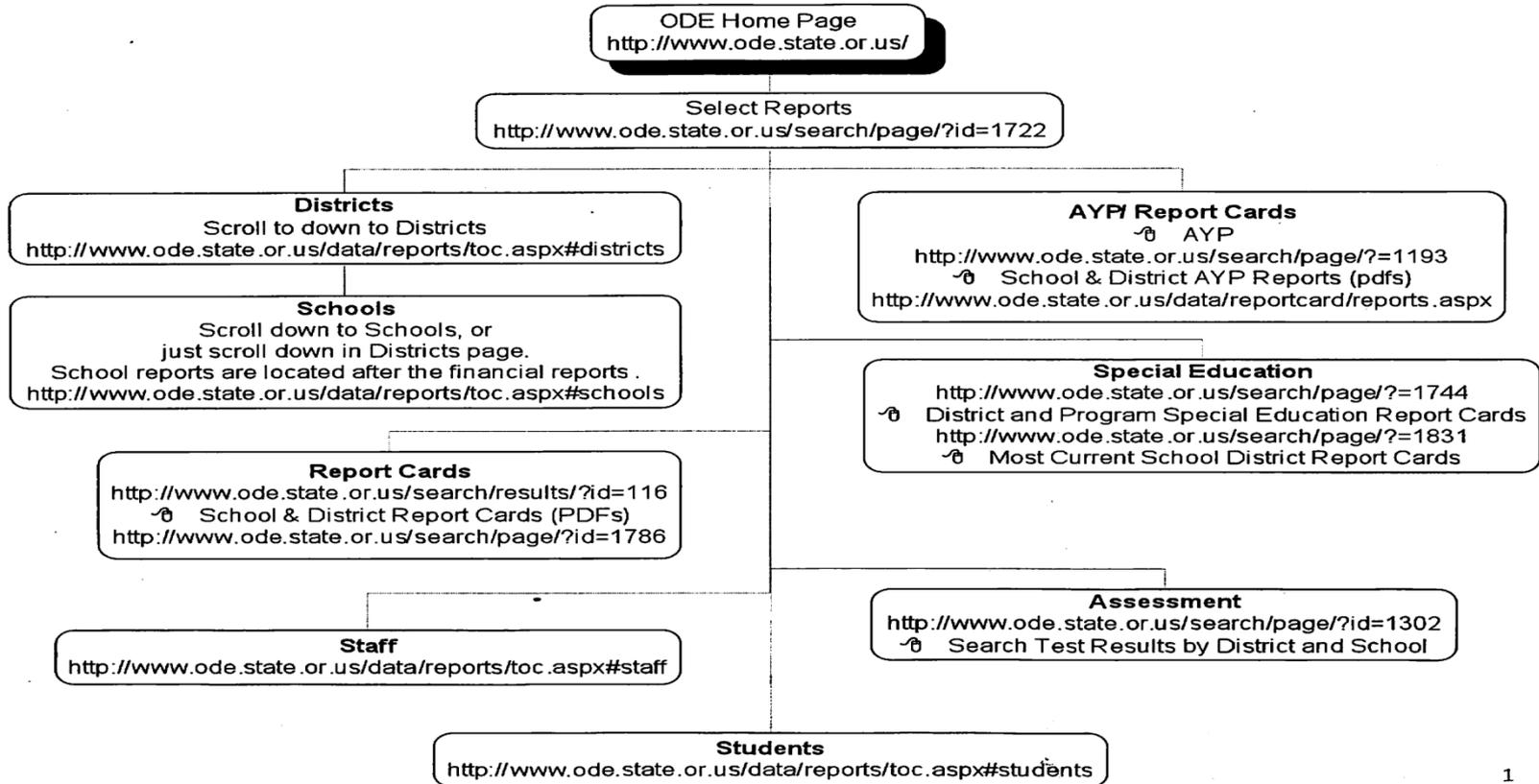
Where can you find assessment data?

What tools can be used to focus and analyze data?

What tools are available for classroom planning and evaluation?

Oregon DATA Project

Navigating ODE Public Data Reports



Oregon DATA Project Tools for Improving Instruction

- Data Team Training
- PLC Format – Data Team Meetings
- Toolkit for Accountability
 - Calendar, Tracker, Notes, Fidelity, Analysis, Resources
 - <https://sites.google.com/site/oregontoolkit/>

Oregon DATA Project

Good News/Bad News for CTE

- 197 School Districts in Oregon
- 123 School Districts Contract With ODP
- 30 Have 9-12 Data Team Initiatives

Oregon DATA Project

Good News/Bad News for CTE

- Network Meeting Discussions
- Professional Development Sessions
- Regular Communications
 - CTE Update, Data Newsline
- Web Reports and Resources

Oregon Secondary Teacher Licensure

➤ Teacher Standards and Practices Commission

- CTE Licensure

- Oregon Mentoring Project

➤ Teacher Licensure Programs

- Western Oregon University

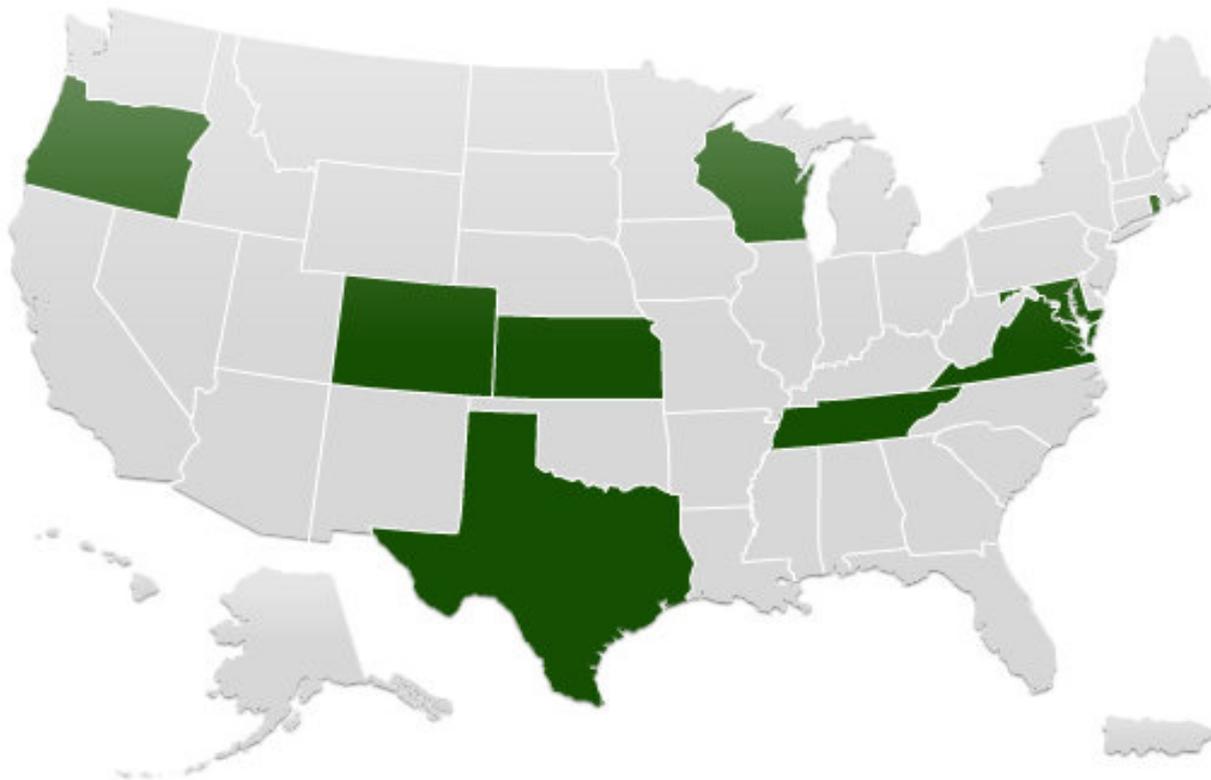
<http://www.wou.edu/provost/extprogram/careertechnical.php>

Action 10: Promote Awareness and Use

STATES WITH ACTION 10: PROMOTE STRATEGIES TO RAISE AWARENESS OF AVAILABLE DATA



■ Has Action 10



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9 states raise awareness of available data and build the capacity of all stakeholders to use the data

Getting Ahead of the Story: Proactive and Effective Communication

- With increased national attention on high-stakes uses of data states are struggling with communications.
- Tennessee SCORE's [Expect More, Achieve More](#) Campaign.
- NCES SLDS Best Practices Brief: [Stakeholder Communications](#).

Action 10: Continue the Conversation in Your State

- What strategies for communicating availability and uses of data can you suggest the state implement?
- What do you see as the greatest gaps in understanding around data use in CTE and how would you recommend addressing them?

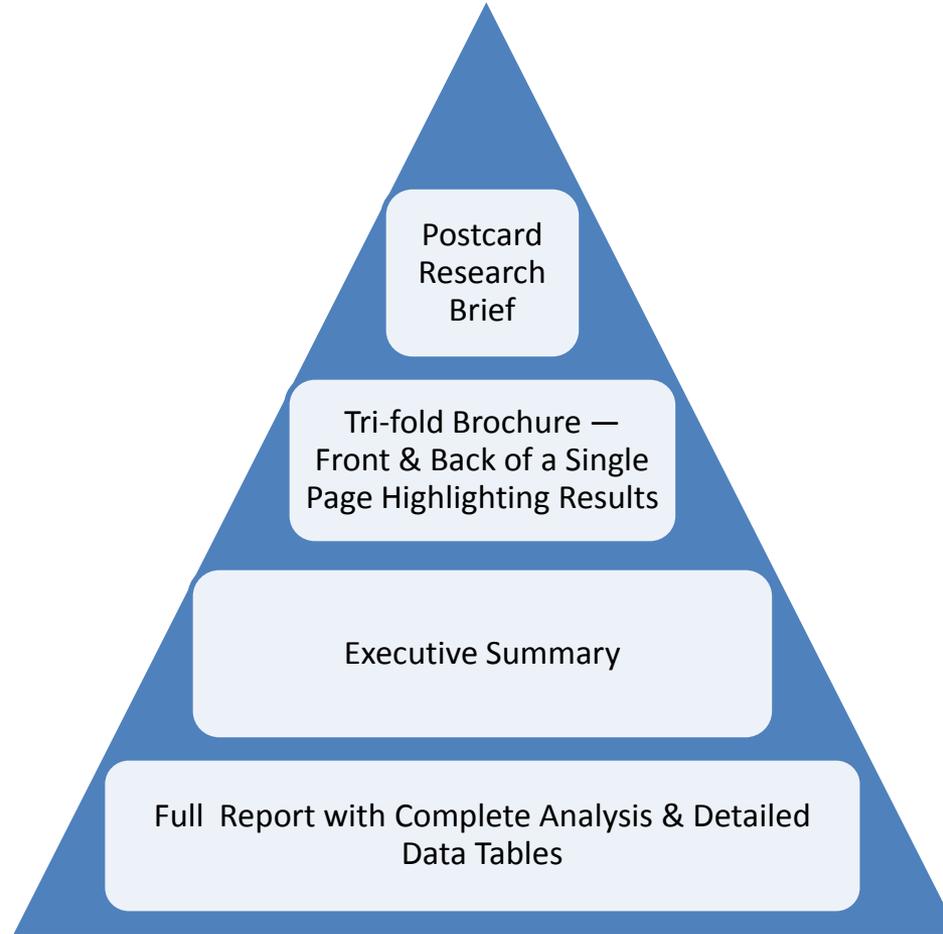
Raise Awareness of Available Data and Information

- Data access for those who need it.
- Information access for others.
- Series of standardized reports.
- Process for gathering input. – What are the most important questions from stakeholders?
- Process for prioritizing requests identified?

Raise Awareness of Available Data

- Best data elements – Those being used.
- Transparency – Publically reporting data by provider elevates the importance of that data.
- Performance Based Funding – Data used for funding is carefully prepared.

“Right Size” Deliverables Audience Needs Drive Level of Detail



Collaboratively Developing New Web Portals to Expand Access to Community College Information in Illinois

- Interactive Data & Characteristics of the Illinois Community College System (Factbook),
- Postsecondary Perkins Online Data System (PODS),
- Career Pathways\Partnerships for College and Career Success,
- Complete College America Portal (CCA) and
- Transitions and Performance (Shifting Gears) Portal.
<http://www.iccb.org/studies.reports.html>

Career and Technical Education's Accountability and Communications\Marketing Challenge

- Secretary of Education Duncan's CTE remarks (4/19/2011).
- <http://www.youtube.com/watch?v=qYn1an3v5Yc>. (paste into browser).
- CTE should make a compelling case for funding . . . or plan for more cuts.
- CTE is challenged to elevate its Rigor, Results, Relevance, & Innovativeness.
- College & Career Readiness require similar core skills.
- Heighten reading, math and science skill requirements.
- Equip students to be lifelong learners.
- Problem solving, skills to be a successful team member, & communications skills.
- Focus on high demand, high wage careers (e.g., STEM).
- Deliver stackable industry recognized certificates.
- Emphasize rigorous Programs of Study across CTE.
- Specific metrics mentioned:
 - Secondary CTE students continuing into Postsecondary.
 - Attaining at least one year of postsecondary education.
 - Entering careers in the pathway studied.
 - New minimum threshold = H.S. Diploma and at least a one year certificate or credential.

Promoting Awareness in Oregon

Telling our Story

- Legislative Support
- Business and Industry Support
- Community Support
- Funding of CTE in Secondary Schools

Promoting Awareness in Oregon CTE Data Redesign Project

➤ ALDER Project – Outcome 4

- Post collection validations
- Ensure collecting right information to answer the right questions.

➤ Reporting Redesign Phase

- What audiences exist for our CTE data?
- What type of data do they need?
- Do we have it? -or- How do we get it?
- Privacy

Promoting Awareness in Oregon

- CTE Data Website
- Public Reports
- 90% Met Reports
- Program Level Data

Promoting Awareness in Oregon

- CTE Task Force
- CTE Revitalization Grant
- Oregon School Boards Association Training

Other DQC Resources

- *State Action 9: Educator Capacity to Use Data:*
<http://dataqualitycampaign.org/resources/details/783>
- *Leveraging the Power of State Longitudinal Data Systems: Building Capacity to Turn Data into Useful Information:*
<http://dataqualitycampaign.org/resources/details/1303>
- *Data Quality Campaign Using Education Data to Make Decisions: Local, State, and National Strategies to Provide Data Access and Training to Improve Student Achievement:*
<http://dataqualitycampaign.org/events/details/289>

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