

CTE Research Network Practitioner Training Modules



Using State Data to Partner With Researchers

Training Module Series #4

The work of the CTE Research Network Lead is supported by the Institute of Education Sciences at the U.S. Department of Education with funds provided under the *Carl D. Perkins Career and Technical Education Act* through Grant R305N180005 to the American Institutes for Research (AIR). The work of the Network member projects is supported by the Institute. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education

CTE Research Network



CTE | Career & Technical Education
RESEARCH NETWORK

Mission

To expand the evidence base on the impact of career and technical education (CTE) programs on student outcomes by:

- Increasing the number of CTE impact studies performed.
- Strengthening field capacity to conduct and use rigorous CTE research.

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Practitioner Training Modules

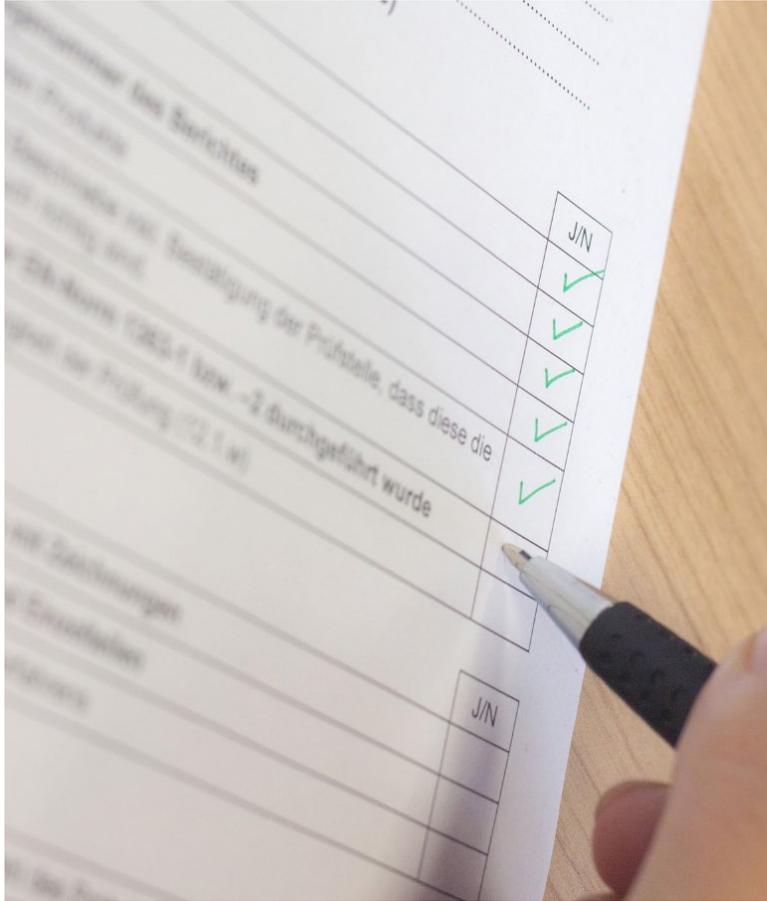
This series of six modules is designed to support CTE educators in learning more about data and research.

1. Understanding CTE data and why it matters
2. Using data and research to improve CTE programs
3. CTE program evaluation: Why it matters to practitioners
- 4. Using state data to partner with researchers**
5. Using research to design your CTE program for equity
6. How to communicate about your CTE program using research



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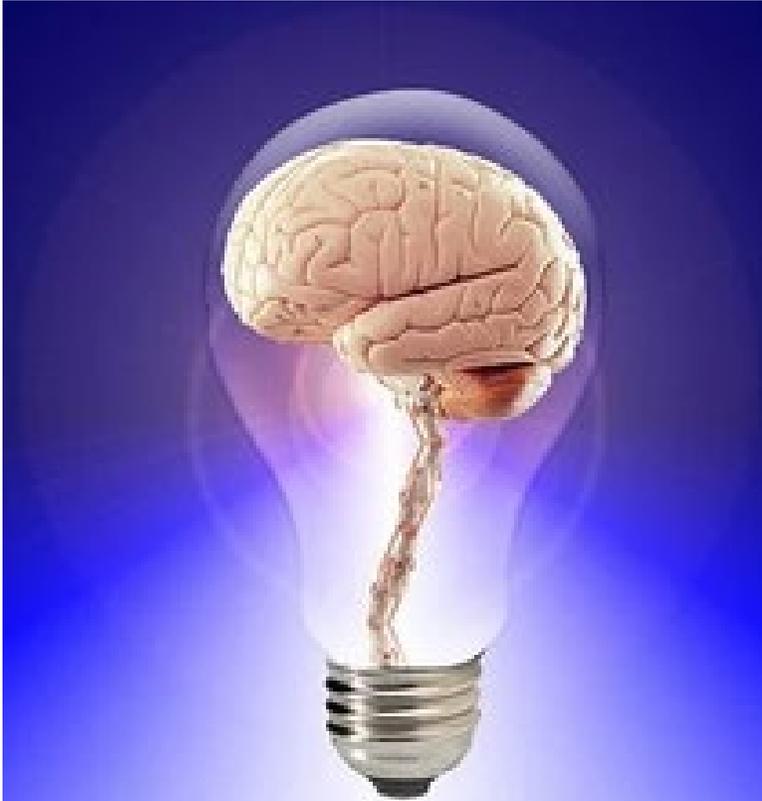
Module Contents



- Defining Key Terminology
- State Education Data
 - State accountability systems
 - Statewide Longitudinal Data System (SLDS)
 - CTE data systems
 - **Activity:** *Using state data systems*
 - Data reporting under *Perkins V*
 - Compliance versus improvement
 - Common Education Data Standards (CEDS)
- Partnering With Researchers
 - Value
 - Protecting student privacy
- Closing Reflection and Resources

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Objectives



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Upon completing this module, you will understand:

- Why states should consider partnering with researchers
- How to include CTE data in accountability systems and state longitudinal data systems
- How states can partner with researchers
- Real-world examples that showcase how research partnerships can work and the benefits they confer

Module Instructions



This module includes processes, activities, and tools you can use to drive change at your site.

Before you begin, we recommend downloading and printing the activity worksheets to help contextualize your viewing.

Activity 1: Opening Self-Reflection



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Why might it be useful to integrate CTE data into your state education data system?

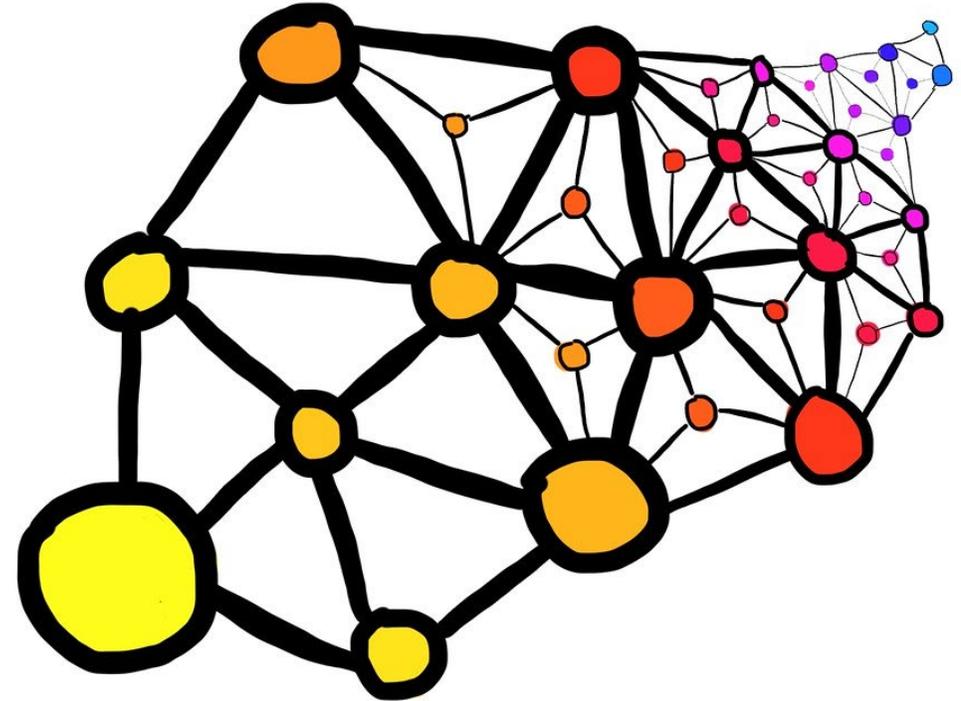
- Answer the questions included in Self-Reflection Activity 1 Worksheet.
- Restart the module when you have completed the worksheet.

Defining Key Terminology

What is an SLDS?

Statewide Longitudinal Data Systems, or SLDSs, are used to store and access individual student data over time. These systems may include data on:

- Preschool programming
- K–12 education
- Postsecondary education (2-year and 4-year)
- Employment data



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Common Education Data Standards (CEDDS)

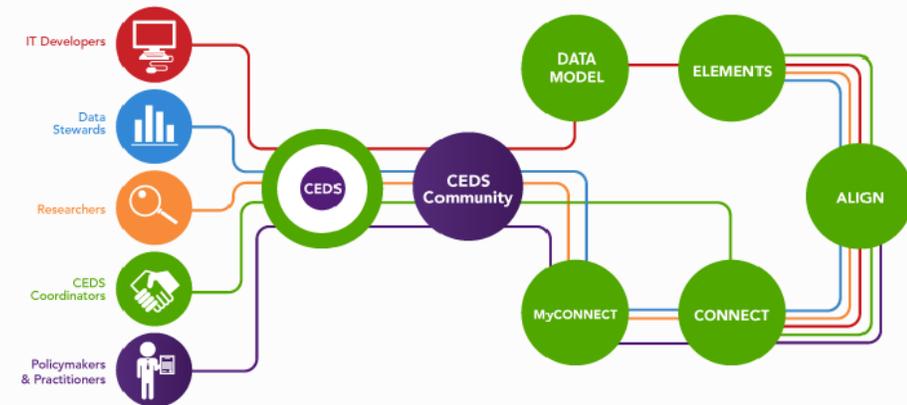
A voluntary national initiative to standardize data management across education levels and states, including:

- Common data elements and definitions
- Analytic tools to help educators understand and use data
- Metadata from other education data initiatives
- A community of stakeholders

<https://cedds.ed.gov/>

The screenshot shows the top navigation bar of the CEDDS website with links for Home, About, Elements, Data Model, Tools, Resources, and Contact Us. Below the navigation is a purple banner with the text "The CEDDS Initiative" and a "Watch Video" button. Underneath is a green box containing the following text: "CEDDS is an education data management initiative whose purpose is to streamline the understanding of data within and across P-20W institutions and sectors. The CEDDS Initiative includes a *common vocabulary*, *data models* that reflect that vocabulary, *tools* to help education stakeholders understand and use education data, an assembly of *metadata* from other education data initiatives, and a *community* of education stakeholders who discuss the uses of CEDDS and the development of the standard."

Select a CEDDS resource on the right side of the image below to explore how you can use that resource, or select a role on the left side of the image to explore how best to use CEDDS for that role's needs.



Researchers



https://live.staticflickr.com/4152/5094787374_a9359e6e07_b.jpg

When we talk about states partnering with researchers, who exactly do we mean?

- People who carry out academic or scientific research
- Often university-based
- State government-based analysts or specialists who do research as part of their jobs

State Education Data

What data are included and why?

State Accountability Systems



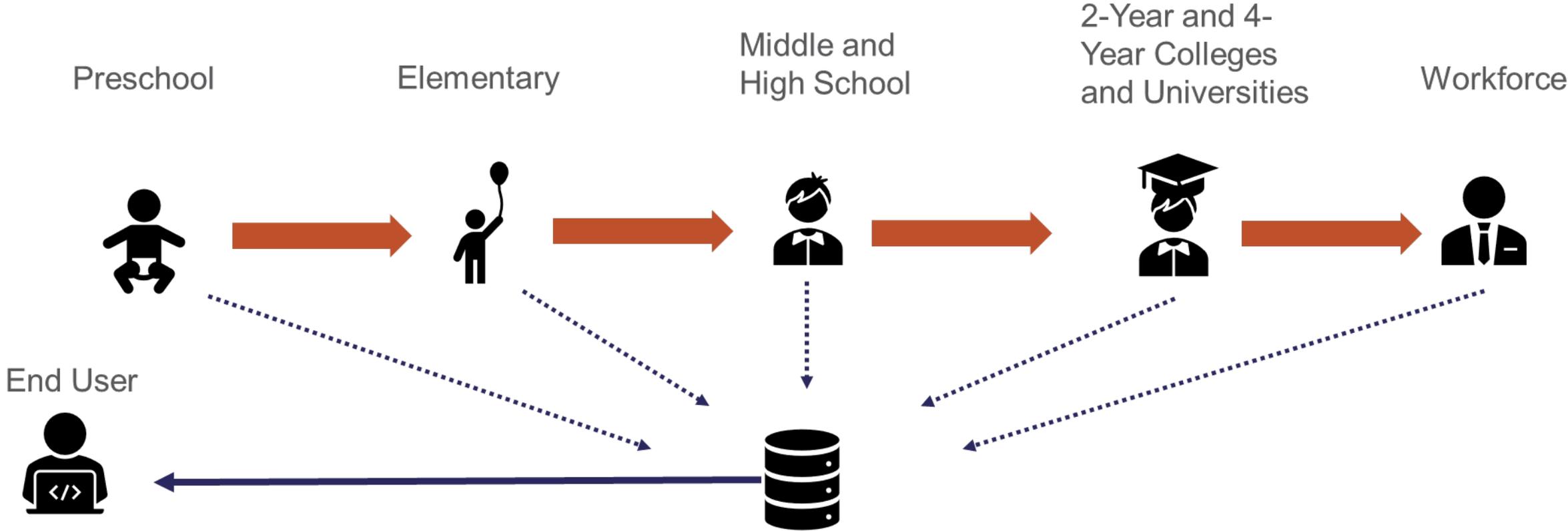
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School districts and colleges collect accountability data for a range of purposes, some of which are reported to the state education agency. These data include information on:

- Student engagement and outcomes
- Program administration
- Financial record keeping

Statewide Longitudinal Data System

A data system that incorporates student-level data spanning the preschool, K–12, and postsecondary education levels



<https://www.merriam-webster.com/dictionary/impact>

State CTE Data Systems



<https://ccsearch.creativecommons.org/photos/f4e0c8f7-b2df-4097-a083-e5b05d841d05>

States maintain data on CTE programming to comply with:

- State administrative reporting requirements
 - Inform CTE funding formulas
 - Justify equipment expenditures
 - Assess site and student performance
- Federal *Perkins V* reporting
 - Support compliance monitoring
 - Assess site and student performance

How are SLDSs maintained?



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Student data in an SLDS may be stored in a centralized or decentralized database. To access data, states must:

- Assign each student a unique identifier.
- Maintain this identifier across education levels and systems.
- Maintain a data dictionary defining data elements and coding.
- Create business rules describing how data are to be collected and analyzed.

Example: Connecticut P20 WIN



<https://www.ct.edu/p20win>

Connecticut's Preschool through 20 Workforce Information Network is used to answer research questions relating to state education programs and workforce alignment.

Participating state agencies include:

- Office of Early Childhood
- State Department of Education
- Board of Regents for Higher Education
- University of Connecticut
- Connecticut Conference of Independent Colleges
- Department of Labor
- Office of Policy and Management

Activity 2: Using State Data Systems



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How might state data be used to answer questions you have about CTE in your state?

- Answer the questions included in the Activity 2 Worksheet.
- Restart the module when you have completed the worksheet.

Data Reporting Under *Perkins V*

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)



Perkins Data Explorer | Published Reports

Perkins Data Explorer

Generate custom Perkins enrollment and performance reports. Select an option below to get started.

- CTE PARTICIPANT ENROLLMENT DATA**
See enrollment results for selected sub-populations by education level.
- CTE CONCENTRATOR ENROLLMENT DATA**
See enrollment results for selected student populations by career cluster.
- PERFORMANCE DATA**
Explore state performance on core indicators by selected student characteristics and education level.
- FINAL AGREED UPON PERFORMANCE LEVELS**
Download Final Agreed Upon Performance Levels (FAUPLs) by state.

WELCOME
Perkins Data Explorer lets you quickly create custom reports using data reported in the Consolidated Annual Report (CAR).

Contact Us | Privacy Policy

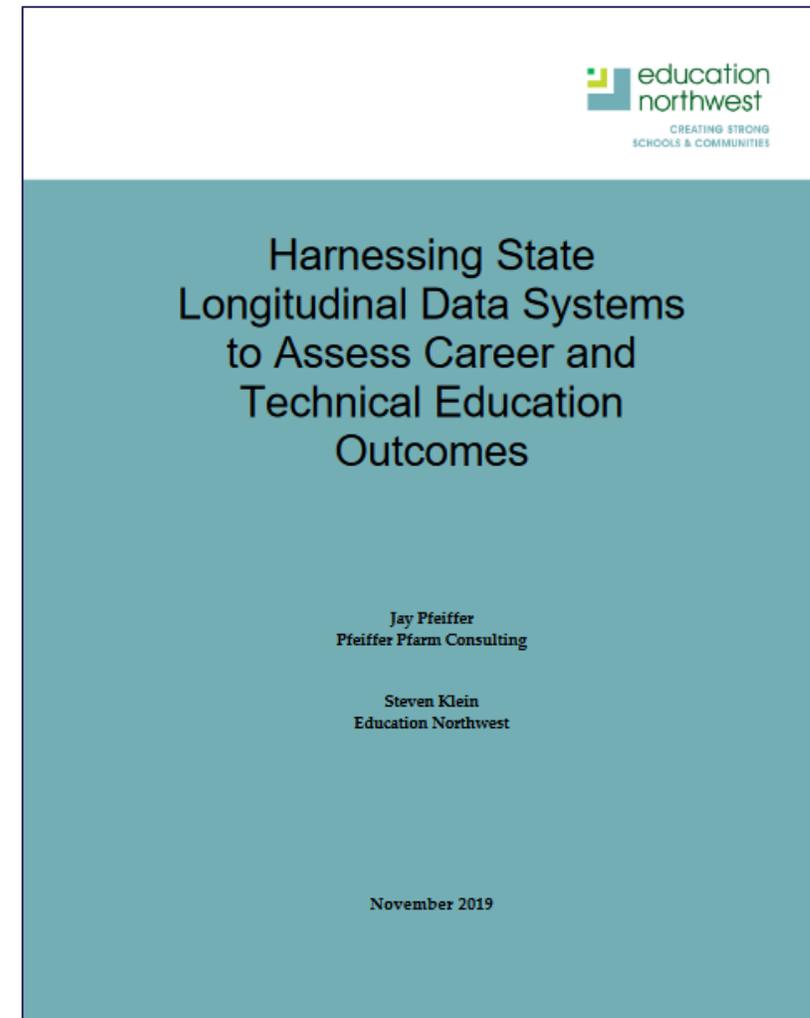
Federal legislation requires that state administrators collect data on CTE programs and practices.

- a. Comprehensive Local Needs Assessment
 - i. Guide local program application
 - ii. Assess site performance
- b. Performance Indicators
 - i. Annual assessment of state and site outcomes
- c. State Plan Updates
 - i. Narrative summaries of grant usage
 - ii. Updates

<https://perkins.ed.gov/pims/DataExplorer>

How can CTE data be incorporated into state data systems?

- Compliance example: Work-based learning
- Did the student participate in an internship, apprenticeship, or off-site work experience at any point during high school?
 - Yes
 - No



<https://educationnorthwest.org/sites/default/files/resources/harnessing-slds.pdf>

How can CTE data be incorporated into state data systems?

Research and improvement example: Work-based learning



- Did the student participate in any of the following types of work experiences at any point during high school? Check all that apply:
 - Paid or unpaid internship
 - Youth apprenticeship
 - Registered apprenticeship
 - Clinical experience
 - On-the-job training
 - Work experience program
 - Other (specify):

Partnering With Researchers

Why collaborate?

Partnering With Researchers: Benefits

State CTE administrators may benefit from partnering with researchers by:

- Creating an evidence base
 - Conducting rigorous research
 - Producing targeted analyses
- Demonstrating program support
 - Showing value to the state
 - Sharing the return on investment
- Using the research to inform policy makers with information to support their decision making



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Partnering With Researchers: Benefits



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- State CTE administrators may benefit from partnering with researchers by:
- Learning what works
 - Identifying high-value programs
 - Scaling promising practices
- Identifying new possibilities
 - Exploring research options
 - Learning from best practice

Finding Research Partners

State administrators should be proactive in partnering with researchers to evaluate programming. Options include:

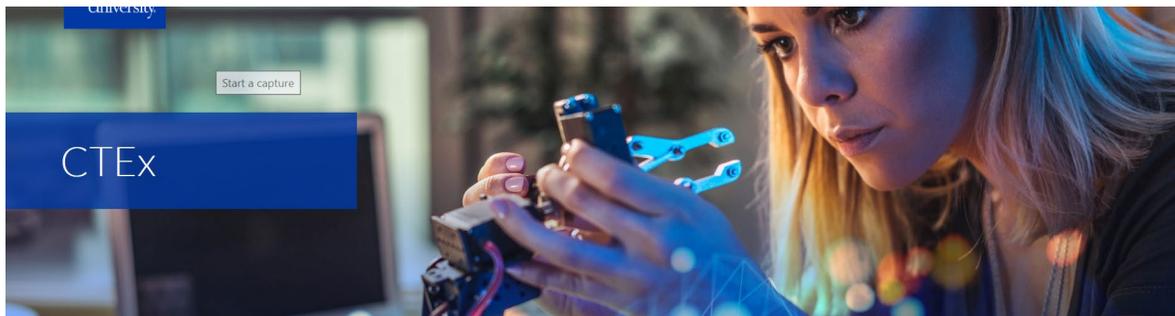
- Creating a research request portal
- Partnering with state colleges and universities
- Collaborating with professional associations
- Contacting the CTE Research Network
- Providing professional development to staff
- Hiring experienced researchers



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Real-World Partnerships: CTE_x

The Career & Technical Education Policy Exchange (CTE_x) is a collaboration between **Georgia State University** and government agencies in Massachusetts, Michigan, and Tennessee, and several key researchers to advance data-driven policy development.



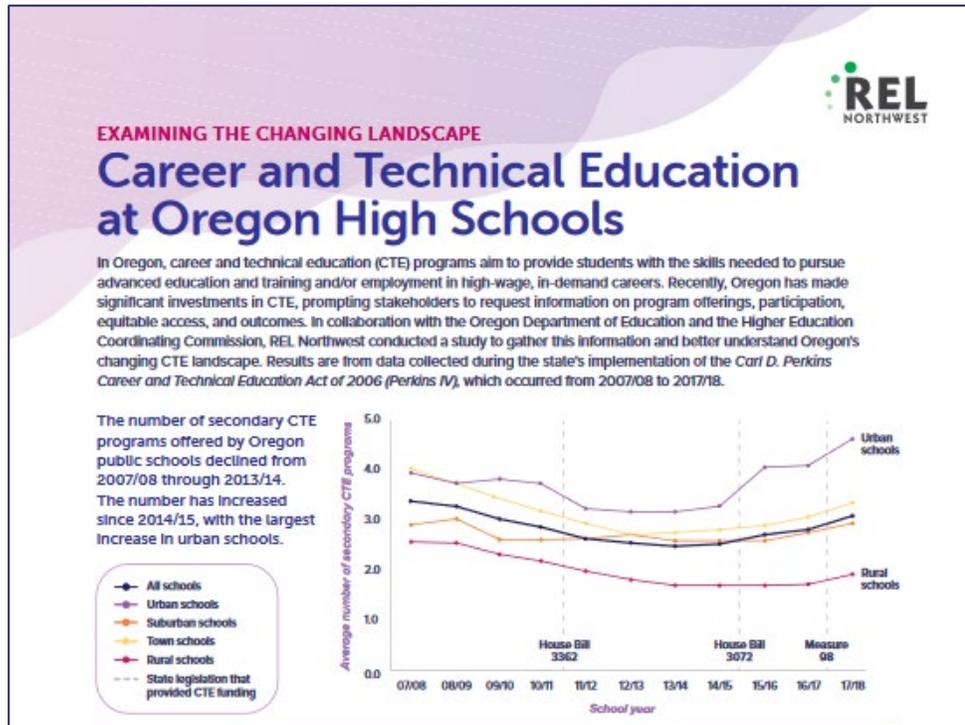
<https://gpl.gsu.edu/ctex/>

Examples of research initiatives include:

- What Makes an Effective CTE Teacher?
- College and Work After High School for Tennessee CTE Students
- CTE Access and Participation in Michigan



Real-World Partnerships



The **Oregon Department of Education** and **Regional Educational Laboratory (REL) Northwest** are collaborating to analyze state CTE course-taking data between 2006 and 2018. Analyses offer information on:

- Projected CTE concentration rates following changes in the state's threshold for credit accumulation
- Disparities in student participation and concentration in CTE programs based on student demographics
- Associations between CTE concentration and high school graduation rates
- College enrollment and annual earnings of CTE concentrators following high school

<http://blog.careertech.org/?p=16340>

Privacy Considerations

The U.S. Department of Education's **Student Privacy Policy Office (SPPO)** is responsible for the administration and enforcement of federal laws relating to the privacy of students' education records and for the provision of technical assistance on student privacy issues for the broader education community. The two main tasks of the SPPO are:

- Investigating and enforcing the federal Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records; and
- Developing policy and guidance on student privacy issues.

To learn more about the responsibilities of the SPPO, please visit:

[https://studentprivacy.ed.gov/about-us.](https://studentprivacy.ed.gov/about-us)

Closing Reflection and Resources

Activity 3: Closing Self-Reflection



<https://pixabay.com/illustrations/question-mark-question-mark-sign-1722862/>

How might you improve the usefulness of data included in your state CTE data system or SLDS?

- Answer the questions included in the Self-Reflection Activity 3 Worksheet.
- Restart the module when you have completed the worksheet.

References and Resources

Activity Handouts 1–3

Common Education Data Standards. (n.d.). <https://ceds.ed.gov/>

Connecticut's Preschool through 20 and Workforce Information Network (P20*WIN). (n.d.). <https://www.ct.edu/p20win>

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https://studentprivacy.ed.gov/sites/default/files/resource_document/file/Data%20Governance%20Checklist_0.pdf

REL Northwest. (2020). *Career and technical education in Oregon: Exploring who participates in high school and the outcomes they achieve*. <https://ies.ed.gov/ncee/edlabs/regions/northwest/news/cte-grad-rates.asp>

Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224).
<https://www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf>

Contact Information

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