# Module 1: Understanding Career and Technical Education Data and Why It Matters

**Activity Handouts**

**Authors:**

**Marjorie Cohen**

**Steve Klein**

**Cherise Moore**

**Reviewers:**

**Pradeep Kotamraju, PhD**

**Linda Romano**

**Lyn Velle**

## Module 1 Activity Handouts

### Activity 1: Opening Self-Reflection

**Purpose**: This 5-minute exercise asks you to consider how you might use high-quality CTE data and research to educate people about the benefits of your site programming.[[1]](#footnote-2) If you are working with other team members, partner to create a combined list.

**Directions:** Although CTE can serve as a powerful instructional tool, the benefits of contextualized learning are not widely understood in the education community. Think about the negative perceptions that people hold toward CTE at your site. What types of information might you use to change people’s attitudes? List two to three ideas for each group identified.

1. Students:
   * Blank area to fill in
   * Blank area to fill in
   * Blank area to fill in
2. Parents:
   * Blank area to fill in
   * Blank area to fill in
   * Blank area to fill in
3. Academic instructors:
   * Blank area to fill in
   * Blank area to fill in
   * Blank area to fill in
4. Site administrators:
   * Blank area to fill in
   * Blank area to fill in
   * Blank area to fill in
5. Other:
   * Blank area to fill in
   * Blank area to fill in
   * Blank area to fill in

### Activity 2: Identifying What Exists

**Purpose**: This 5-minute exercise will help you identify the types of data your program could already have, or is collecting, to assess CTE program operations and outcomes.[[2]](#footnote-3) If you are working with other team members, partner to create a combined list.

**Directions:** Think about how CTE programs are offered within your site and the students who participate. Take 5 minutes to write down a list of the types of data that might exist at your site and who you might consult with to learn more about them.

|  |  |  |
| --- | --- | --- |
| Types of Data | Why Is This Useful? | Who to Consult |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |
| Blank area to fill in | Blank area to fill in | Blank area to fill in |

### Activity 3: Closing Self-Reflection

**Purpose**: This 10-minute concluding exercise will help you think about how you might apply the information contained within this module to improve your use of data and research.[[3]](#footnote-4)

**Directions:**

1. What is a problem you currently face in delivering CTE programming in your site?

Blank area to fill in

1. Write a research question that you would like to answer to help address this problem.

Blank area to fill in

1. What type of research would you need to conduct in order to address it? Circle all that apply.

**Type of Research Research Method**

*Qualitative Descriptive*

*Quantitative Correlational*

*Causal*

1. Facilitator note: If doing this activity with a group, consider making this a 10-minute think-pair-share, with individuals taking 5 minutes to brainstorm and 5 minutes to share with another person. This can help to identify the range of possible uses for CTE data and research within a given site. [↑](#footnote-ref-2)
2. Facilitator note: If doing this activity with a group, consider making this a 15-minute think-pair-share, with individuals taking 5 minutes to brainstorm and 5 minutes to share with another person. As a concluding activity, ask each group to identify three data elements and record them on a flipchart, with each group offering new ideas. This will help specify a list of data elements that might exist within a given site. [↑](#footnote-ref-3)
3. Facilitator note: If doing this activity with a group, consider making this a 20-minute activity, working in pairs for 15 minutes to identify a challenge and complete the worksheet. Then, using a report-out, ask individuals to talk about their experience. This exercise can help individuals gain confidence in performing their own review of the online research. [↑](#footnote-ref-4)