DATA & PROGRAM IMPROVEMENT

High-quality CTE programs of study collect, report and use data for continuous evaluation and program improvement, analyze labor market data for program decision-making and provide appropriate access to relevant data for instructors, staff, learners, guardians, partners and the public. Frequent data analysis and transparent communication about data will be critical in the 2020–21 school year and thereafter to identify and address the ramifications of socially distanced, remote and blended learning on all students, particularly special and underserved populations.

Key Issues to Address

- Frequently measuring learner progress
- Disaggregating data to identify equity gaps
- Developing plans to address low or declining performance levels, with particular attention to equity gaps
- Potentially revising Perkins performance measure targets or the CLNA
- Identifying shifts in labor market data and adapting programs accordingly
- Maintaining data privacy and security

Motivated by the Perkins V comprehensive local needs assessment (CLNA) and calls for greater attention to equity and access for all learners, states, districts and institutions had begun before the pandemic to identify gaps in access to and success within CTE programs. Without careful, purposeful attention to and investment in supporting underserved communities, it is likely that these gaps will only be exacerbated by socially distanced, remote and blended learning models.

Regardless of the instructional scenario used this school year, CTE leaders will need to plan for frequent evaluation of learner progress and the impact of socially distanced, remote or blended learning. This will include looking at data disaggregated by different learner groups and comparing data from this year to similar cohorts in past years, bearing in mind that 2020 data may be significantly skewed by the sudden campus closures. Real-time data from a variety of sources, including attendance and engagement, classroom and third-party assessments, stakeholder surveys and early warning systems, should be used to inform instruction and improve program delivery throughout the year. In the dynamic environment of COVID-19, timely and regular data collection and review will be more critical than ever.

In addition to this real-time progress monitoring, more formal data reporting will likely be affected by COVID-19. State and federal performance targets for future years, including those recently established under Perkins V, may need to be adapted to reflect local economic challenges and issues around testing and access to programs and supports. Perkins V secondary program quality indicators may be particularly impacted. Missing data, such as data from tests that were not administered this spring, could also affect required reporting.

CTE administrators will also need to keep up with changing labor market information to inform decision-making on which programs of study to offer, particularly in light of potential budget cuts and teacher shortages. This information should also be disseminated to instructors, career development professionals and other staff to inform career development activities. Some states may also direct programs to revisit their CLNAs to accommodate for the seismic shifts in some local and regional economies from the pandemic.

In-person Considerations

Even if campuses reopen to in-person instruction, spring closures will likely impact learner progress and program quality. Social distancing adaptations may lead to gaps in program of study access, performance and transition between learner levels and could impact performance metrics like the new Perkins V secondary program quality measures (this topic is addressed in more detail under Remote Considerations). In addition, even if students return in person, CTE programs will need access to labor market information to make decisions about which programs to sustain and which to potentially eliminate.

When it comes to collaborative data analysis, educators, advisory board members and other stakeholders may be able to gather with social distancing to work together on understanding data and identifying gaps, or they can meet remotely. These collaborative discussions should also be used to develop continuous improvement plans and address emerging issues.

CTE leaders who are responsible for area technology centers and other campuses will also need to ensure that their health monitoring processes align with the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and Children's Online Privacy Protection Rule (COPPA), and protect data generated by temperature scanners and other tools. Federal guidance on this topic can be found in the Resources, Tools and Examples section below.

Access and Equity Implications

When you are considering data reporting and program evaluation in COVID-19-impacted learning, remember the importance of disaggregating data to assess the impacts of the transition to socially distanced, remote or blended models on populations who already face inequities: low-income students, students with disabilities, English learners, learners of color and nontraditional students, among others.

Remote Considerations

Remote learning will have a significant impact on learner progress, program quality and resulting data. In particular, reporting on the new Perkins V secondary program quality indicators will be tremendously impacted by the switch to remote delivery. In the Perkins V plans that are being submitted this year, states selected one or more secondary program quality measures — work-based learning (WBL), recognized postsecondary credential attainment and/or postsecondary credit in the student's CTE program of study, plus any additional indicators the state chose to measure.

According to a preliminary count by Advance CTE, 26 states have chosen recognized postsecondary credential attainment as their program quality indicator, 23 states have chosen WBL and 17 have chosen postsecondary credit. Several states have chosen multiple indicators, including at least one of the above and other measures such as CTE program completion or technical skill attainment. The remote setting will impact access to and delivery of industry credentials and WBL, in particular; measures of technical skill attainment and postsecondary credit will also be affected. In light of these changes, states may reassess their definitions of what will count for these measures, and local recipients may be able to modify their targets. More information on these topics can be found in the Sequencing and Articulation, Student Assessment and WBL sections. Educators, partners and stakeholders will need to meet virtually to address these issues and to analyze data and identify gaps collaboratively.

Data on virtual engagement will also be important. Districts and institutions can use their learning management systems or other virtual platforms to track the amount of time that a student is engaged online each day or class period. This data can serve as a leading indicator of other potential concerns and be used to develop continuous improvement plans. CTE educators will need to connect with IT departments and

be aware of state, district and institution data privacy and security requirements for online curriculum and assessment as this and other data are gathered.

Blended Considerations

CTE educators in the blended scenario will need to consider all of these issues, and also will need to compare data on access and performance between the in-person and remote parts of the curriculum. For instance, if students are performing differently on remote and in-person assessments that measure the same standards, that information can be used to adjust instructional practices.

Resources, Tools and Examples

- CoSN has produced a flowchart for vetting online tools for data privacy considerations.
- The Association of Test Publishers has provided guidance on data privacy and security in remote testing.
- The U.S. Department of Education has produced guidance on FERPA and coronavirus, FERPA and virtual learning resources and, with the U.S. Department of Health and Human Services, Joint Guidance on the Application of FERPA and HIPAA to Student Health Records.
- The Future of Privacy Forum has developed a number of tools for understanding education data privacy and security, including How FERPA and HIPAA Apply to Student Records During the COVID-19 Pandemic, Educator's Guide to Student Privacy, Online Learning Best Practices for Schools and Educators and COVID-19 Privacy and Data Protection Resources.

This is an excerpt from High-quality CTE: Planning for a COVID-19-impacted School Year. Access the complete guide for additional content about providing high-quality CTE programs in a COVID-19-impacted school year. **Last Update:** June 22, 2020

This document is not legal advice, nor is it an exhaustive list of every consideration or action that CTE educators may need to take for the 2020–21 school year. Readers should defer to federal, state, local and/or institution requirements and guidance. The instructional models, ideas, resources, tools and examples shared do not constitute endorsements of any products, services or strategies, as different products, services and strategies will work in different contexts. As knowledge is gained, this guide may be updated to incorporate new ideas and resources and emerging issues.

Data & Program Improvement: Key Questions to Consider

Cross-cutting Questions

- How can you use disaggregated CTE data (by special and underserved populations, including those required in Perkins V) to evaluate the quality of instruction in a COVID-19-impacted environment?
- How can you compare data to prior years to begin to identify differences in performance under new instructional models?
- How can you transparently communicate to learners and their guardians, where appropriate, about the impacts of new instructional models and plans to address those impacts?
- Where can you access current, region-specific labor market information and lists of high-skill, high-wage and in-demand occupations?
- Will your state require you to complete the next Perkins CLNA sooner than 2022, or give you the option of updating your CLNA based on new challenges?
- How will performance targets for Perkins or other state reporting be impacted by new instructional models, particularly Perkins secondary program quality indicator(s)? Will you be revising your targets or measurement approaches for any indicator(s)? Is your state shifting its guidance around data collection and reporting?
- How will you use real-time data on student engagement and performance to adjust and improve instruction?

In-person Questions

- How can instructors, staff, administrators, advisory board members and other stakeholders come together in socially distanced ways to analyze data and develop strategies in response?
- If you are responsible for any health monitoring on your campus, do your processes align with FERPA, COPPA and HIPAA? How will you protect student health data?

Remote Questions

- How can you connect with your IT department to ensure online curriculum tools protect data security and privacy?
- How can you use data on virtual engagement to improve instruction in the remote space?
- How can instructors, staff, administrators, advisory board members and other stakeholders come together remotely to analyze data and develop strategies in response?
- How can you identify the learner groups and programs that are transitioning well to remote learning and those that are struggling?

Blended Questions

- How can you compare performance data across the in-person and remote portions of the curriculum and use it to inform instruction?