



Leveraging Data to Achieve Inclusive Career Pathways



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Facilitators

Icebreaker

- **30 seconds:** Reflect on one challenge your site is currently experiencing with equity and inclusivity
- **5 minutes:** Introduce/reconnect with the folks at your table and share your challenge with your table
- **1 minute:** What are some of the challenges that came up at your tables?

- **30 seconds:** On a new sticky note, share what you hope to gain from this session
- **2 minutes:** Share with your table while we collect the sticky notes

Agenda

- Objectives and Community Agreements
- Overview of Achieving Inclusive CTE Goal-Setting Tool
- Leveraging the tool in alignment with Equity Analyses
- Demonstration of using the tools
- Looking Ahead and Closeout

Objectives

Convening Objectives

- Foster stronger connections:
Cultivate and strengthen relationships within the NSRN community
- Bridge research and practice:
Facilitate focused discussions and problem-solving
- Establish a vision for sustaining impact: Collaborate with leaders and experts

Session Objectives

- Engage in cross-site sharing of data challenges and goals
- Learn how to leverage existing data and equity analyses to support the use of the Achieving Inclusive CTE Goal-Setting Tool
- Support sites' Year 4 Action Planning for closing equity gaps in career pathways

Community Agreements

Commitments we agree to each time we engage

- No questions are too small
- We take care of ourselves and each other
- We value the knowledge and experiences of everyone in the room
- Allow individuals to be themselves



The Importance and Value of Leveraging Data to Achieve Equity

NEW SKILLS READY NETWORK

Boston,
Massachusetts



Columbus,
Ohio



Dallas,
Texas



Denver,
Colorado



Indianapolis,
Indiana

Nashville,
Tennessee



Key Priorities



Strengthening the alignment and rigor of career pathways



Designing, implementing, and scaling real-world work experiences



Building seamless transitions to support postsecondary success



Closing equity gaps

Partners



SECONDARY
K-12 DISTRICT



POSTSECONDARY
2-YEAR



POSTSECONDARY
4-YEAR



POSTSECONDARY
TECHNICAL COLLEGE



LOCAL WORKFORCE
DEVELOPMENT AGENCY
CHAMBER, ECONOMIC DEVELOPMENT



STATE CTE DIRECTOR
OR LIASON



STATE K-12 AND HIGHER EDUCATION
AGENCIES



STATE WORKFORCE
AGENCY

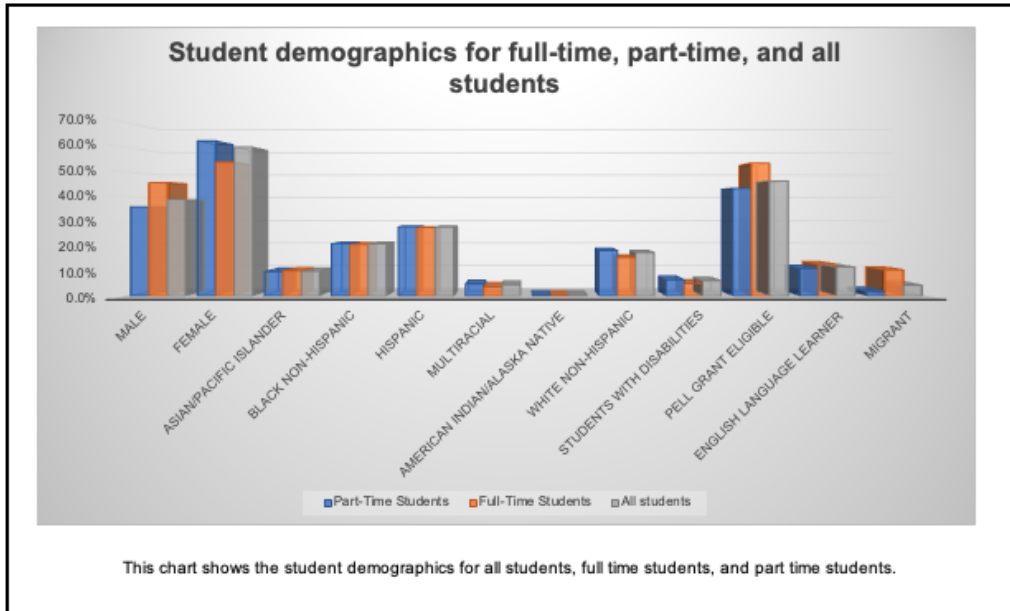


LOCAL FOUNDATION
PHILANTHROPY



LOCAL CITY GOVERNMENT
OFFICIAL

Resources in the *New Skills* Network



ADVANCE CTE
State Leaders Connecting Learning to Work

NEW SKILLS
READY NETWORK

Achieving Inclusive CTE
GOAL-SETTING TOOL

20-21

21-22

22-23

23-24

24-25

Year 2

NSRN Fall
Convening
Site Visit
NSRN Spring
Convening
JPMC Impact
Report

Year 4

NSRN Fall
Convening
Site Visit
NSRN Spring
Convening
JPMC Impact
Report

Year 1

Grant
Announcement
Media Kick-Off
Needs Assessment
NSRN Spring
Convening
JPMC Impact
Report

Year 3

NSRN Fall
Convening
Site Visit
NSRN Spring
Convening
Equity Analysis
JPMC Impact
Report

Year 5

NSRN Fall
Convening
Site Visit
NSRN Spring
Convening
Final Data
Collection
Final Report



Achieving Inclusive CTE Goal-Setting Tool

Overview

Purpose: Achieving Inclusive CTE

- Designed to help users assess and improve representativeness across three categories of indicators
 - access to career pathways, success within career pathways and career pathway post-program outcomes
- Considers 11 indicators for learner groups across gender, race and ethnicity and key special populations
 - learners with disabilities, economically disadvantaged learners, English learners and migrant learners

Design Principles: Achieving Inclusive CTE

- Draws on existing data from federal, state or local reporting efforts
- Adaptable to state and local contexts across K-12, postsecondary and adult systems
- Assesses representativeness of each learner group compared to representativeness in the community
- Multiple metrics
- Values program and pathways quality
- Forward looking
- Dashboard is easy to interpret

Supporting the Field and *New Skills ready network* Career Pathways

- Program review, approval and/or re-approval
- Civil rights monitoring (e.g., MOA)
- Equity audits within states, districts, institutions or career pathway systems
- Equity gap analyses
- Examination of equity and disaggregated student performance (Perkins V; CLNA)
- TA for access and equity gaps
- Grants focused on addressing access and equity
- PD addressing disaggregated data

Pilots and Technical Assistance

	Colorado	Indiana	Louisiana	Utah
Intended Use	Setting targets for state Perkins plan; leveraging for CLNA; building off of OGA work	Building off of OGA work; supporting CLNA; targeting a specific Perkins performance indicator	Leveraging for CLNA	Targeting a specific Perkins performance indicator and building off of OGA work
Current Progress	Providing OGA data; supporting locals with AICTE data and use of the tool	Incorporating OGA and AICTE in Equity Labs	Training local CTE leaders on the use of the tool and supporting agency alignment in data analysis	Providing training to locals in Fall 2023



Equity Gap Analysis and Achieving Inclusive CTE

Tool Alignment

Equity Gap Analysis and Achieving Inclusive CTE

Purpose of Alignment

- Effective data analysis supports equity and inclusivity efforts
- Both tools leverage similar data
- Assists with prioritization of capacity, resources and time
- Concretizes the actual number of learners needed to achieve inclusivity goals

Opportunities for Alignment

Equity Analysis

Achieving Inclusive CTE Goal-Setting Tool (AICTE)

Focus	<ul style="list-style-type: none"> ● Focus on access to, enrollment in AND performance and completion of career pathways 	
Analysis	<ul style="list-style-type: none"> ● Comparison population is the broader community 	
	<ul style="list-style-type: none"> ● Percentage-point gap analysis to understand over- and under-representation ● Reactive analysis 	<ul style="list-style-type: none"> ● Heat map AND percentage of over- and under-representation ● Numerical value of learners needing engaging, supporting and/or recruiting in CTE programs ● Reactive and proactive analysis
	<ul style="list-style-type: none"> ● Root-cause analysis to understand trends in data 	
	<ul style="list-style-type: none"> ● Filterable dashboards 	
Prioritization for Planning	<ul style="list-style-type: none"> ● Highlights specific career pathways aligned with learner groups for improvement 	<ul style="list-style-type: none"> ● Provides the opportunity to establish and track goals to achieve improvement



Equity Analysis and Achieving Inclusive CTE

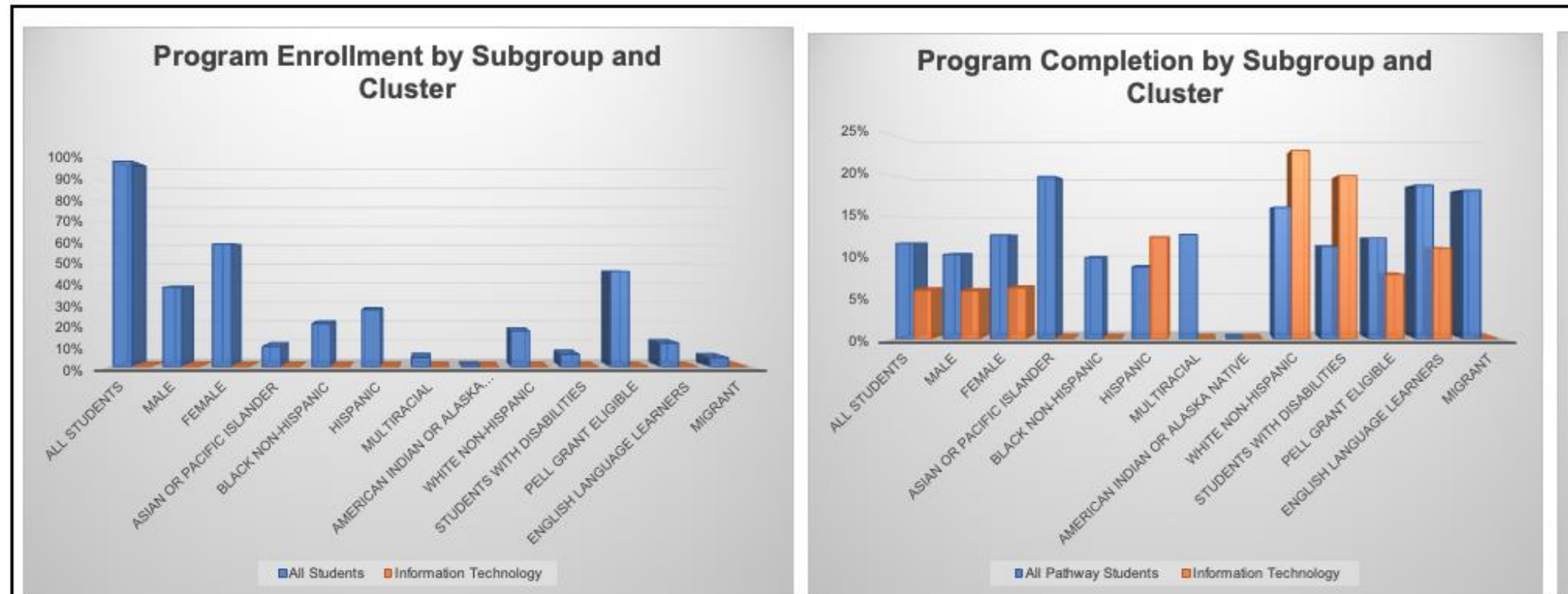
Demonstration

Stage 1: Review Equity Analysis Dashboards

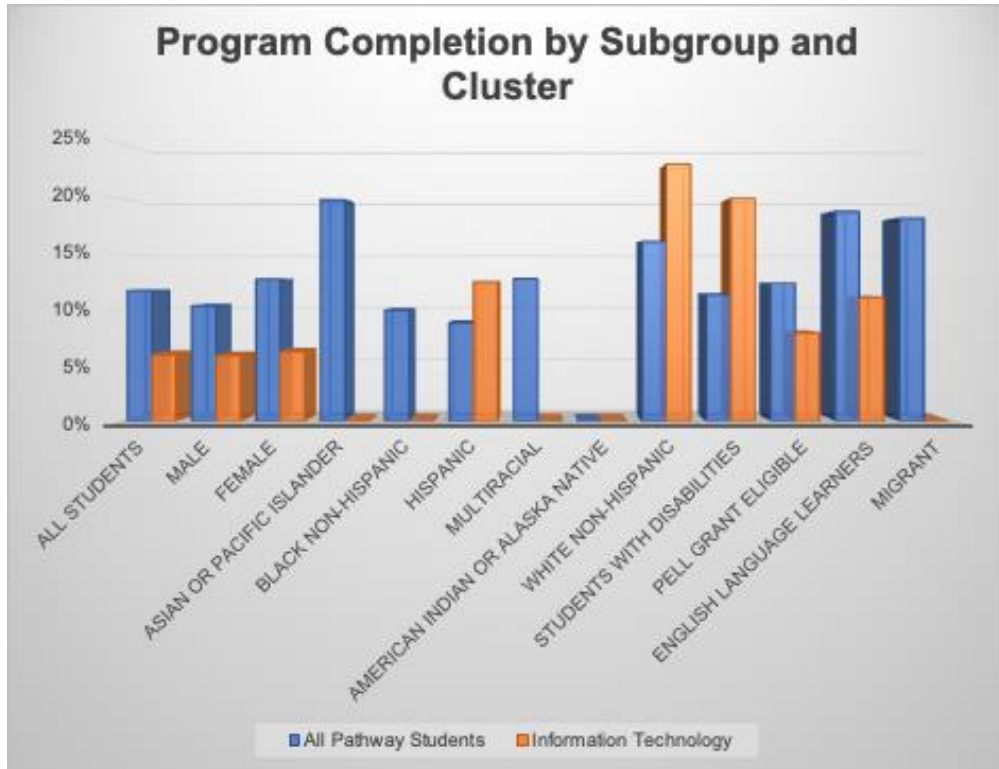
A B C D E F G H I J K

The charts below can be adjusted to show data from any Career Cluster by clicking on the menu cells (highlighted in gray) and choosing the desired Career Cluster. These charts reflect the information entered in sheets 1-6.

Choose Career Cluster from Menu: **Information Technology**



Stage 2: Identify Equity Gaps



Who	English Language Learners/Latinx Learners
What (DIRECTION & DEGREE)	Are under-represented by ~6 percentage points
Where	In the Information Technology program
When	In the 2018-19 academic year

Stage 3: Conduct a Deeper Analysis of Equity Gaps

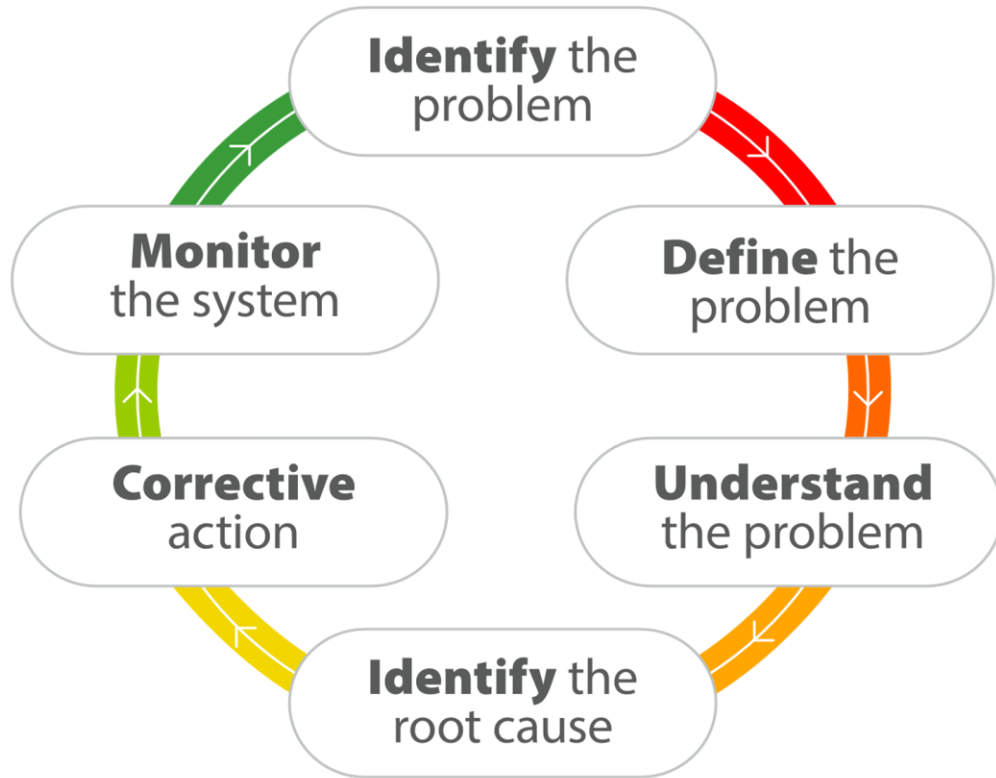
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
17																			
18	Current Representation																		
19	<i>Shown here for reference (cells B20-AH30). This is the current count of learners for each indicator expressed as a percentage.</i>																		
20		Total Population for Each Indicator	Male	Female	Asian or Pacific Islander	Asian or Pacific Islander Male	Asian or Pacific Islander Female	Black Non-Latinx	Black Non-Latinx Male	Black Non-Latinx Female	Latinx	Latinx Male	Latinx Female	Multiracial	Multiracial Male	Multiracial Female	Native American or Alaska Native	Native American or Alaska Native Male	Native American or Alaska Native Female
21	CTE Participation	33.51%	38.13%	27.69%				35.16%	46.10%	20.53%	39.63%	39.62%	39.64%	24.60%	26.81%	22.86%	10.53%	10.00%	11.11%
22	HWHD CTE Participation	26.24%	29.52%	22.11%				28.02%	36.74%	16.36%	29.04%	29.03%	29.04%	19.49%	21.74%	17.71%	10.53%	10.00%	11.11%
23	CTE Concentration	6.53%	7.55%	5.25%				7.16%	9.38%	4.20%	6.33%	6.35%	6.31%	4.47%	5.07%	4.00%	5.26%	10.00%	0.00%
24	HWHD CTE Concentration	5.14%	5.85%	4.25%				5.67%	7.44%	3.31%	4.60%	4.60%	4.60%	2.56%	2.90%	2.29%	5.26%	10.00%	0.00%
25	WBL Completion	3.77%	4.15%	3.29%				1.53%	2.00%	0.91%	2.07%	2.14%	2.00%	0.96%	1.45%	0.57%	0.00%	0.00%	0.00%
26	Advanced Coursework Completion	5.30%	5.80%	4.66%				5.38%	7.04%	3.15%	4.90%	4.92%	4.89%	3.19%	3.62%	2.86%	0.00%	0.00%	0.00%
27	Credential Completion	5.31%	6.42%	3.91%				5.38%	7.04%	3.15%	4.90%	6.24%	3.57%	3.19%	3.62%	2.86%	0.00%	0.00%	0.00%
28	Placement	6.47%	7.48%	5.20%				7.16%	9.38%	4.20%	6.33%	6.35%	6.31%	4.47%	5.07%	4.00%	5.26%	10.00%	0.00%
29	HWHD Placement	4.63%	5.16%	3.96%				4.50%	5.90%	2.62%	4.60%	4.60%	4.60%	2.56%	2.90%	2.29%	5.26%	10.00%	0.00%
30	Wages	1.22%	1.37%	1.04%				1.37%	1.80%	0.80%	1.16%	1.18%	1.14%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
31	HWHD Wages	0.98%	1.11%	0.82%				1.16%	1.52%	0.67%	0.80%	0.71%	0.89%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
32	Color Legend for Current Representation																		
33	Lowest Value (in population group)																		
34	Midpoint (in population group)																		
35	Highest Value (in population group)																		
36		ADVANCE CTE																	
37		State Leaders Connecting Learning to Work																	
38			ESG Education Strategy Group																
39			ACHIEVING GREATER IMPACT																

Review and Reflect

2 minutes: Review the 'Current Representation' on the Goals Entered by Users tab

- What do you notice about the Current Representation data?
- What can you learn from this section of the workbook?
- Share what came out of your discussion


Stage 4: Conduct a Root Cause Analysis



What we can observe

The deeper, underlying causes we cannot see

Stage 5: Set Goals to Close the Equity Gap

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	<p>Goals Entered by User</p> <p>Enter goal percentages for each learner group for each indicator (cells C4-AH14) and for the total population for each indicator (cells B4-B14).</p> <p>If you do not have data for an indicator or a learner group, <u>leave the cells blank</u>.</p> <p>All data in row 3 is imported from the "Counts Entered by User" tab and <u>should not be changed</u>, unless you are omitting a particular learner group from the analysis.</p> <p>The current representation is provided in the table below as a reference.</p>																	
2		Total Population for Each Indicator	Male	Female	Asian or Pacific Islander	Asian or Pacific Islander Male	Asian or Pacific Islander Female	Black Non-Latinx	Black Non-Latinx Male	Black Non-Latinx Female	Latinx	Latinx Male	Latinx Female	Multiracial	Multiracial Male	Multiracial Female	Native American or Alaska Native	Native American or Alaska Native Male
3		Total Population for Each Learner Group																
4	CTE Participation																	
5	HWHD CTE Participation																	
6	CTE Concentration																	
7	HWHD CTE Concentration																	
8	WBL Completion																	
9	Advanced Coursework Completion																	
10	Credential Completion																	
11	Placement																	
12	HWHD Placement																	
13	Wages																	
14	HWHD Wages																	
15																		
16																		

Stage 5: Set Goals to Close the Equity Gap

Dashboard

Filter the Dashboard using the dropdown menu below.
Make sure your cursor is on the light blue box below to filter through the indicators.

Choose an Indicator: CTE Participation


Definition of Selected Indicator: CTE Participation or Perkins V

Most Represented Learner Groups for Chosen Indicator

Goal	Learners Needed
2,000	Goal Met
544	Goal Met
2	Goal Met
1,122	11
4,466	209

Most Under-represented Learner Groups for Chosen Indicator

Goal	Learners Needed	% Remaining	Learner Group
7	6	85.7%	Native American or Alaska Native Female
11	9	81.8%	Native American or Alaska Native
4	3	75.0%	Native American or Alaska Native Male
4	3	75.0%	Migrant Female
2,993	2,225	74.3%	Black Non-Latinx Female



Summary of Goals and Learners Needed for Chosen Indicator

Color Legend: Goal Met <= 25% 25.1% - 50% 50.1% - 75% > 75%

Percentage Points Remaining to Goal:

	Asian or Pacific Islander	Black Non-Latinx	Latinx	Multiracial	Native American or Alaska Native	White Non-Latinx	Learners with Disabilities	Economically Disadvantaged	English Learner	Migrant
Numeric Goal:	No Goal	5,245	3,364	188	11	3,213	1,529	5,144	2,041	7
Learners Needed:		2,172	1,142	111	9	1,874	753	2,008	655	4

	Male	Asian or Pacific Islander Male	Black Non-Latinx Male	Latinx Male	Multiracial Male	Native American or Alaska Native Male	White Non-Latinx Male	Learners with Disabilities Male	Economically Disadvantaged Male	English Learner Male	Migrant Male
Numeric Goal:	4,466	No Goal	2,000	1,122	55	4	1,285	714	2,744	544	2
Learners Needed:	209		Goal Met	11	18	3	482	171	235	Goal Met	Goal Met

	Female	Asian or Pacific Islander Female	Black Non-Latinx Female	Latinx Female	Multiracial Female	Native American or Alaska Native Female	White Non-Latinx Female	Learners with Disabilities Female	Economically Disadvantaged Female	English Learner Female	Migrant Female
Numeric Goal:	7,096	No Goal	2,993	2,242	140	7	1,714	611	1,371	1,634	4
Learners Needed:	4,640		2,225	1,131	100	8	1,178	378	744	803	3

Stage 5: Set Goals to Close the Equity Gap



Dashboard

Filter the Dashboard using the dropdown menu below.
 Make sure your cursor is on the light blue box below to filter through the indicators.

Choose an Indicator: **CTE Participation**

Definition of Selected Indicator: Number of CTE participants as calculated for Perkins V

Most Represented Learner Groups for Chosen Indicator

Most Represented			
Goal	Learners Needed	% Remaining	Learner Group
2,000	Goal Met	0.0%	Black Non-Latinx Male
544	Goal Met	0.0%	English Learner Male
2	Goal Met	0.0%	Migrant Male
1,122	11	1.0%	Latinx Male
4,466	209	4.7%	Male

Most Under-represented Learner Groups for Chosen Indicator

Most Under-represented			
Goal	Learners Needed	% Remaining	Learner Group
7	6	85.7%	Native American or Alaska Native Female
11	9	81.8%	Native American or Alaska Native
4	3	75.0%	Native American or Alaska Native Male
4	3	75.0%	Migrant Female
2,993	2,225	74.3%	Black Non-Latinx Female

Stage 5: Set Goals to Close the Equity Gap

Summary of Goals and Learners Needed for Chosen Indicator

Color Legend

Percentage Points Remaining to Goal:	Goal Met	<= 25%	25.1% - 50%	50.1% - 75%	> 75%
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	Asian or Pacific Islander	Black Non-Latinx	Latinx	Multiracial	Native American or Alaska Native	White Non-Latinx	Learners with Disabilities	Economically Disadvantaged	English Learner	Migrant
Numeric Goal:	No Goal	5,245	3,364	188	11	3,213	1,529	5,144	2,041	7
Learners Needed:		2,172	1,142	111	9	1,874	753	2,008	655	4

	Male	Asian or Pacific Islander Male	Black Non-Latinx Male	Latinx Male	Multiracial Male	Native American or Alaska Native Male	White Non-Latinx Male	Learners with Disabilities Male	Economically Disadvantaged Male	English Learner Male	Migrant Male
Numeric Goal:	4,466	No Goal	2,000	1,122	55	4	1,285	714	2,744	544	2
Learners Needed:	209		Goal Met	11	18	3	482	171	235	Goal Met	Goal Met

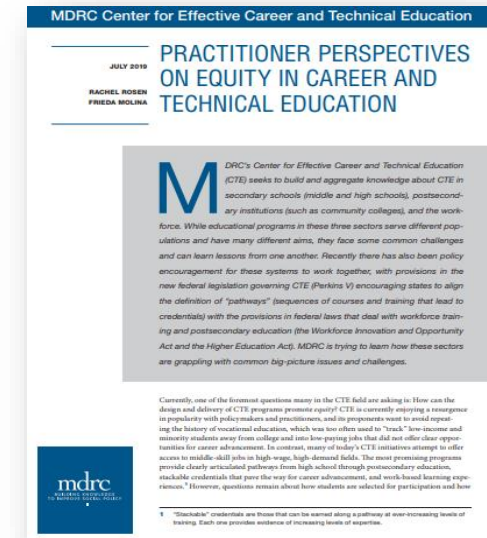
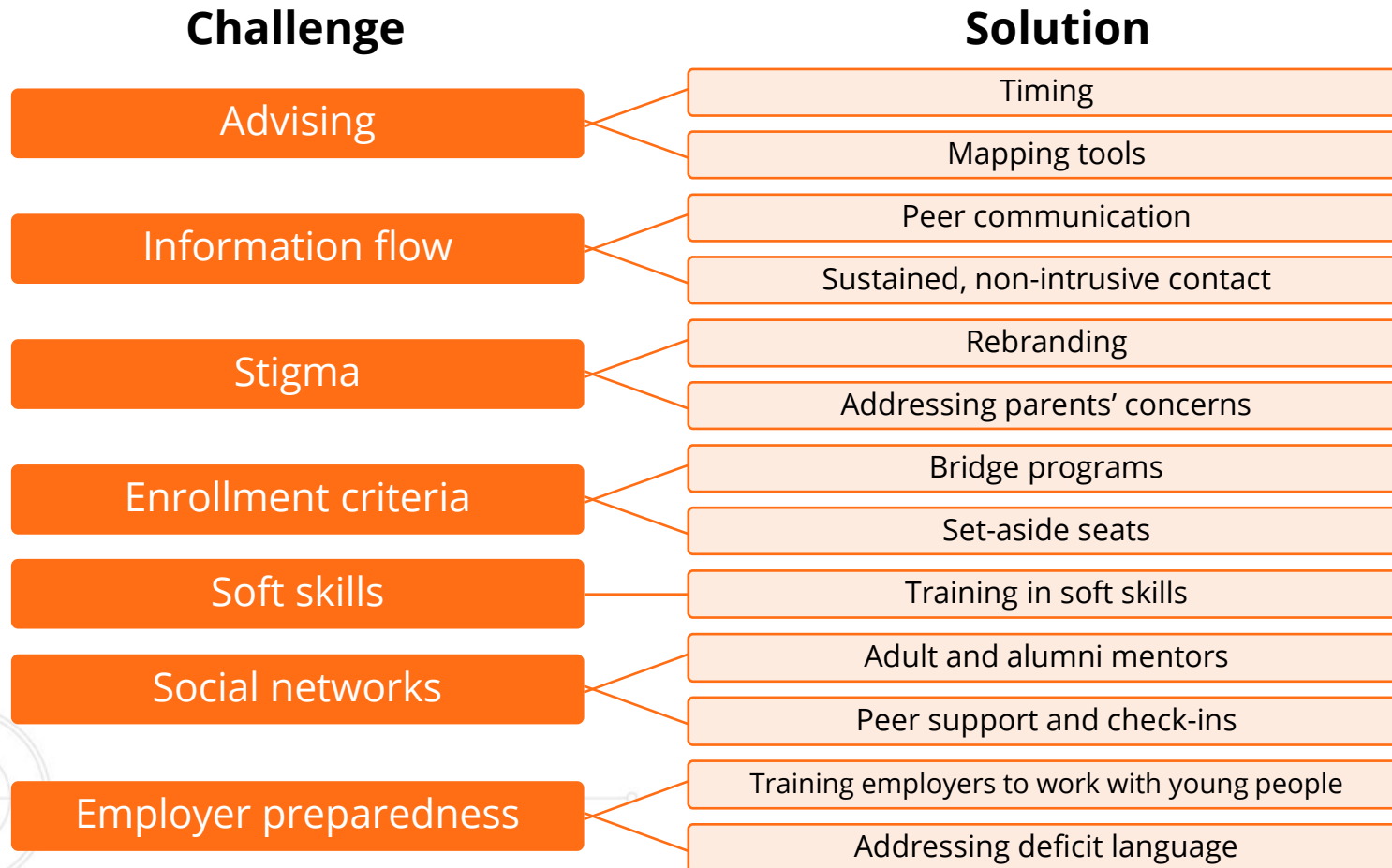
	Female	Asian or Pacific Islander Female	Black Non-Latinx Female	Latinx Female	Multiracial Female	Native American or Alaska Native Female	White Non-Latinx Female	Learners with Disabilities Female	Economically Disadvantaged Female	English Learner Female	Migrant Female
Numeric Goal:	7,096	No Goal	2,993	2,242	140	7	1,714	611	1,371	1,634	4
Learners Needed:	4,640		2,225	1,131	100	6	1,178	378	744	803	3

Review and Reflect

2 minutes: Review the Dashboard tab in the Achieving Inclusive CTE Goal-Setting Tool workbook

- What do you notice about the dashboard?
- Share what came out of your discussion.

Stage 6: Identify Evidence-Based Strategies to Close Equity Gaps



https://www.mdrc.org/sites/default/files/CTE_Equity_Brief_2019.pdf

Review and Reflect

- Recommendations from CO and IN
 - Who needs to be at the table when using the AICTE Goal-Setting Tool?
 - How is the AICTE Goal-Setting Tool applicable for the local level?
 - How do you differentiate for different contexts?
 - After using the AICTE Goal-Setting Tool, what are some new or unique goals that you have set for your NSrn site?
- What programs and/or learner groups would you consider analyzing with the Goal-Setting Tool?



Looking Ahead

Looking Ahead

Right Now

Review the handout and identify areas where you would like to drill down for further analysis

Review the Achieving Inclusive CTE Goal-Setting Tool page to review what would be required

In the Next Three to Six Months

Reach out to Advance CTE for any support using the Achieving Inclusive CTE Goal-Setting Tool

In the Next Year

Leverage the analyses to support strategic plans and action plans to support more inclusive career pathways



Thank you!

Please complete the evaluation form before you leave.

Please fill out the sign-in sheet if you would like to receive the additional guidance document.