

Introduction to Maryland's Career and Technical Education Perkins V Data Dashboards

Webinar





Nicassia Belton, Ed.D.

Director of Data and Accountability for
Career Programs

Nicassia.Belton@Maryland.gov

410-767-0186

Webinar Outcomes

By the end of the webinar participants will have:

- Obtained an overview of the data published on the MDCTEDATA.org website.
- Received information on the newest data available on Maryland's CTE Trend Analysis and Labor Market Dashboards.
- Reviewed data points and metrics used in CTE Trend Analysis and Labor Market Dashboard reporting.
- Shared in demonstration on how to use Maryland's CTE Trend Analysis and Labor Market Dashboards.
- Received information for follow up questions and/or technical guidance.

MDCTEDATA.ORG Website

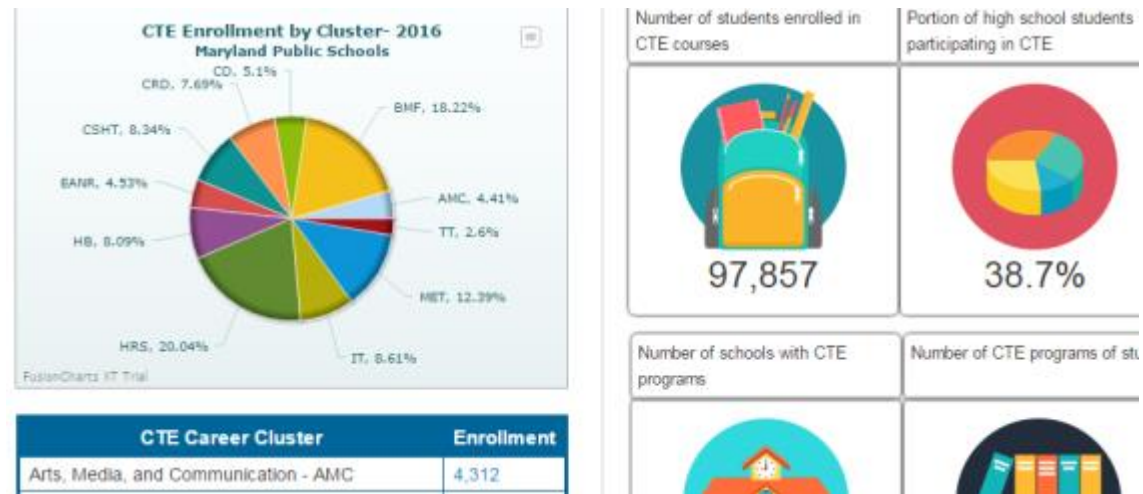


The MDCTEDATA.ORG website provides data on Career and Technical Education programs of study in Maryland.



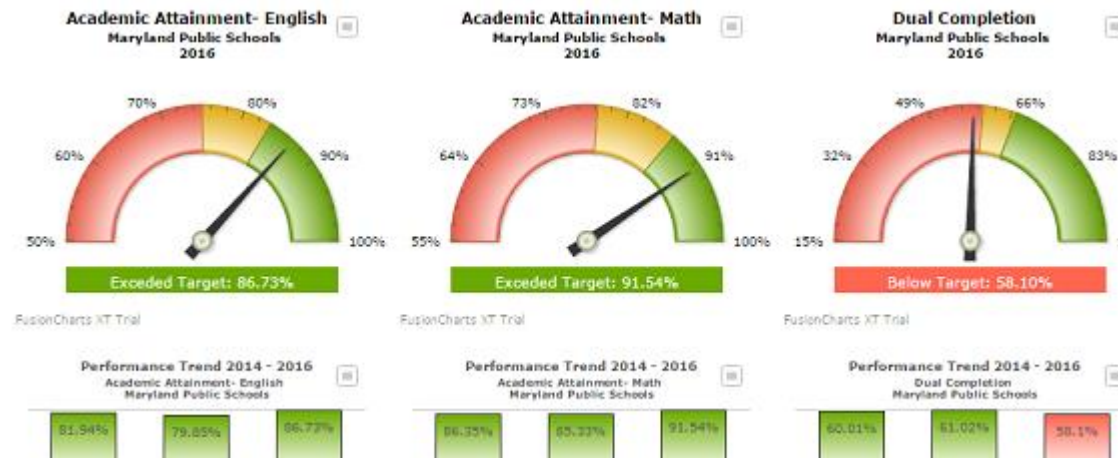
Division of Career and College Readiness
Office of Leadership Development and School Improvement

CTE Enrollment Dashboards



The MDCTEDATA.ORG website maintains CTE enrollment dashboards.

CTE Performance Dashboards



The MDCTEDATA.ORG website also maintains CTE performance dashboards.



Division of Career and College Readiness
Office of Leadership Development and School Improvement

CTE Trend Analysis Dashboards



Data Table

YEAR Cluster	2017			2018		
	% Race CTE Students in Cluster	% Race CTE Students in LSS	Enrollment Equity-Race	% Race CTE Students in Cluster	% Race CTE Students in LSS	Enrollment Equity-Race
Arts, Media, and Communication						
American Indian				0.4%	0.4%	
Asian	2.7%	3.4%	0.7%	1.7%	3.5%	
Black	17.4%	25.7%	8.4%	14.8%	24.1%	
Hispanic	9.8%	11.0%	1.2%	11.4%	11.1%	
Multi Race	5.4%	5.4%	0.1%	6.6%	5.3%	
Pacific Islander	0.5%	0.2%	0.4%	0.4%	0.2%	
White	64.1%	53.8%	10.3%	64.6%	53.3%	
Business Management and Finance						
American Indian	0.5%	0.5%	0.0%	0.4%	0.4%	
Asian	4.1%	3.1%	0.7%	4.1%	3.5%	

Trend Table

Blank cells indicate numbers for student group were less than 10.

Access and Equity Trends for Students of Different Races

Cluster	2017	2018	2019
Arts, Media, and Communication			
American Indian		✓	✓
Asian	✓	✓	✓
Black	!	!	!
Hispanic	✓	✓	✓
Multi Race	✓	✓	✓

Access and Equity Race Trend Key:
 A green checkmark indicates that the race disparity is less than 5%, a yellow exclamation point indicates that the disparity is between 5% - 10%, and a red "x" indicates that the disparity is more than or equal to 10%.

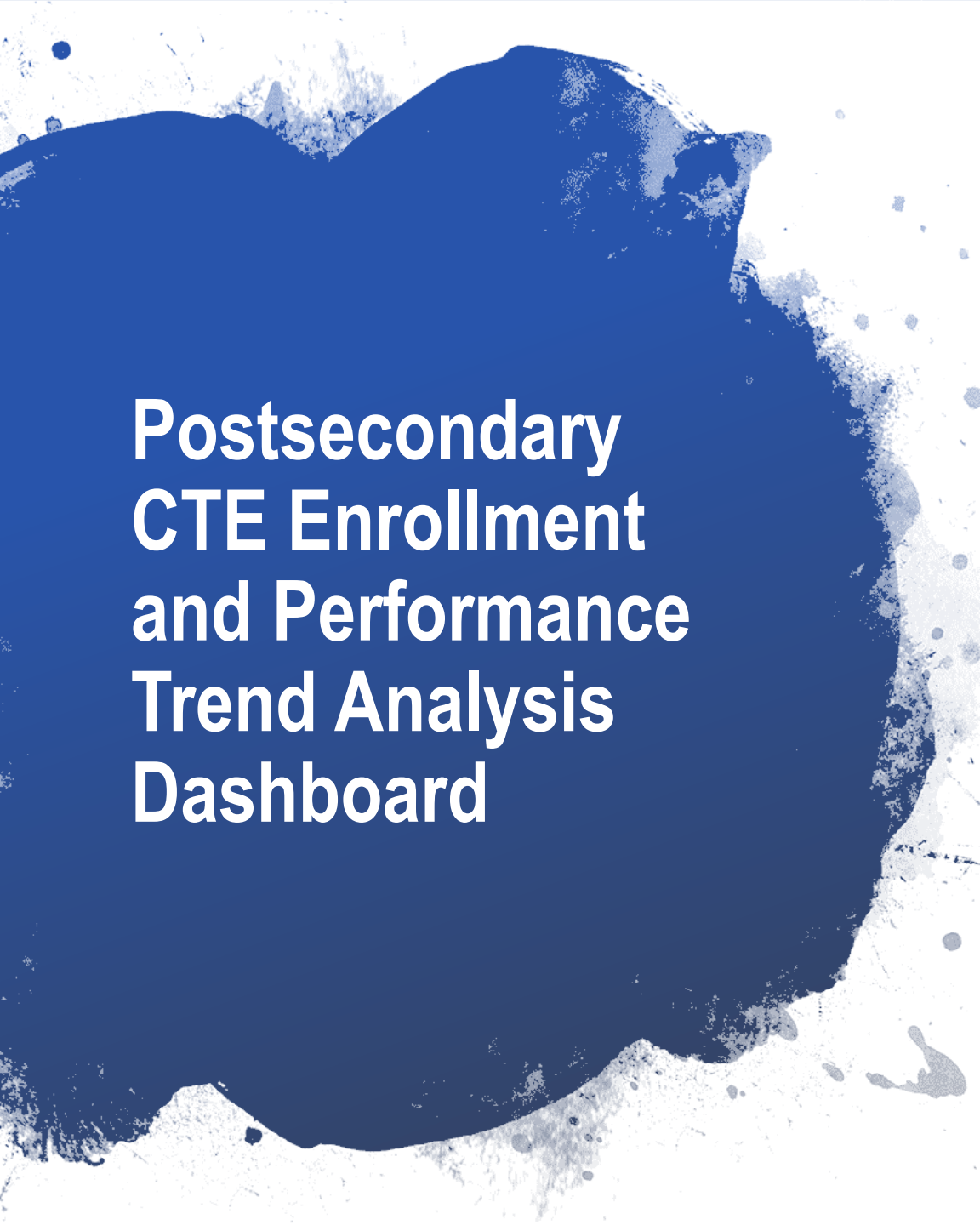
CTE Enrollment and Performance Trend Analysis Dashboards are now available to the public



Division of Career and College Readiness
 Office of Leadership Development and School Improvement

Secondary CTE Enrollment and Performance Trend Analysis Dashboard

- Enrollment data disaggregated **by student group** (gender, race, and special populations) over the past three years for each local school system **by cluster level**.
- Performance data for all Perkins V Federal accountability indicators **by student group** (gender, race, and special populations) and **by cluster level** for the past three years for each local school system.



Postsecondary CTE Enrollment and Performance Trend Analysis Dashboard

- Enrollment data disaggregated **by student group** (gender, race, and special populations) over the past three years for each community college **by cluster level**.
- Performance data for all Perkins V Federal accountability indicators **by student group** (gender, race, and special populations) and **by cluster level** for the past three years for each community college.

Special Populations

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth/adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- **Out-of-workforce individuals;**
- English learners;
- **Migrant**
- **Homeless individuals described in section 725 of the *McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)*;**
- **Youth who are in, or have aged out of, the foster care system; and**
- **Youth with a parent who is a member of the armed forces and is on active duty.**

Students groups newly introduced with Perkins V have been bolded.






CTE Trend Analysis Dashboards

Six tabs outline several categories of data on CTE Trend Analysis Dashboards:

- CTE Enrollment by Race
- CTE Enrollment by Gender
- CTE Enrollment by Special Population
- CTE Access and Equity Trends by Special Population
- CTE Performance by Race
- CTE Performance by Gender and Special Population

CTE Enrollment Access and Equity Trend Table by Race

Statistical disparity is the difference between the cluster's subgroup percentage and the subgroup's percentage within all CTE enrollments.

	Green = less than 5% disparity
	Yellow = from 5% to 10%
	Red = greater than or equal to 10%

CTE Enrollment Access and Equity Trend Table by Gender

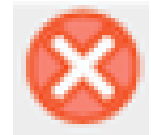
Statistical disparity is the difference between the cluster's subgroup percentage and the subgroup's percentage within all CTE enrollments.



Green = less than 10% disparity



Yellow = from 10% to 20%



Red = greater than or equal to 20%

CTE Enrollment Access and Equity Trend Table by Special Population – Economically Disadvantaged

Statistical disparity is the difference between the cluster's subgroup percentage and the subgroup's percentage within all CTE enrollments.



Green = less than 5% disparity



Yellow = from 5% to 10%



Red = greater than or equal
to 10%

CTE Enrollment Access and Equity Trend Table by Special Population – English Learners and Student with Disabilities

Statistical disparity is the difference between the cluster's subgroup percentage and the subgroup's percentage within all CTE enrollments.



Green = less than 2.5% disparity



Yellow = from 2.5% to 5%



Red = greater than or equal to 5%

CTE Performance Target Trend Table by Race, Gender, and Special Population

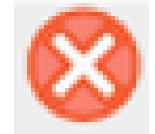
Three-year trend Performance Quality Index (PQI) by cluster, broken down by race, gender, and special populations compared to the locally agreed-upon target for each performance indicator.



Green = met target 3 years



Yellow = met target 2 years



Red = met target 1 or 0 years

CTE Labor Market Dashboards



Secondary Career and Technical Education (CTE) Programs Alignment to Labor Market

Maryland Approved Secondary CTE Programs	High Skill	High Wage	In Demand	CTE Program Alignment to Labor Market
010050 - Curriculum for Agricultural Science Education (CASE)	X	X	X	✓
010650 - Horticultural Services - CPH	X	X	X	✓
018000 - Agricultural Sciences and Operations	X	X	X	✓
030101 - Natural Resources and Conservation	X	X		✓
030150 - Environmental Studies/ Natural Resources	X	X	X	✓
100150 - Interactive Media Production	X	X	X	✓
100290 - Audiovisual Communications and Broadcast Technologies	X		X	✓
100350 - Graphic Communications (PrintED)	X			✓
110190 - Computer and Information Sciences	X	X	X	✓
110255 - Computer Science (PLTW)	X	X	X	✓
110850 - Oracle Academy - Java Programming	X	X	X	✓
110855 - Oracle Academy - Database Management	X	X	X	✓

CTE Labor Market Dashboards are now available to the public.



Division of Career and College Readiness
Office of Leadership Development and School Improvement

CTE Program Alignment to Labor Market

CTE programs of study must meet Perkins V criteria of being High-Skill, High-Wage, and/or In-Demand pertaining to the occupations for which they prepare students.



Green = meets at least one criteria



Red = meets no criteria

Secondary CTE Program and TSA Dashboards

CTE ENROLLMENT CTE PERFORMANCE CTE TREND ANALYSIS LABOR MARKET DATA **DATA RESOURCES**

Career Cluster: All
Program of Study: All

TSA Codes	Technical Skill Assessment	ADA #	College Credit	RPC	CCR	Additional Information	Related Website
021007	Institute for the Assessment of the Skills and Knowledge of Business: Entrepreneurship/ Management- NEW	1	NO	YES	YES	The A*S*K Business Institute certification assessment in Entrepreneurship/ Management measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in 1, 2 or 3 sessions.	http://www.askinstitute.org
021008	Institute for the Assessment of the Skills and Knowledge of Business: Finance- NEW	1	NO	YES	YES	The A*S*K Business Institute certification assessment in Finance measures technical skills at the occupational level and includes items which gauge factual and theoretical knowledge. This assessment consists of a written assessment that can be administered in 1, 2 or 3 sessions.	http://www.askinstitute.org

[Download data sheet](#)

ADA # Accommodations: 15 Accommodations may be available to individuals with documented disabilities pursuant to the American with Disabilities Act (ADA). NHA provides reasonable testing accommodations to candidates whose documented disabilities or other qualifying medical conditions hinder their ability to take the examination under standard conditions.

First Steps to Take to Receive Accommodations: To be considered for special accommodations, please complete the NHA Request for Accommodations Form in its entirety. Please be aware that submission of a request for an accommodation does not

Secondary CTE Program and Technical Skill Assessment (TSA) Dashboards are now available to the public.



Division of Career and College Readiness
Office of Leadership Development and School Improvement

Dashboard Questions and Error Reporting

Please access our [CTE Data Dashboards Questions and Error Reports Google Form](http://bit.ly/CTEDashboardFeedback) (<http://bit.ly/CTEDashboardFeedback>) to submit questions about the CTE data dashboards and provide feedback on any detected errors.

1. Select the appropriate data tab and enter your questions and comments about the data in question.
2. Reference to the specific table row(s) and column(s) for which you may have questions or concerns;
3. If an error has been detected, explain why you believe the data represented is in error; and
4. If possible, identify what you believe the correct data to be.

Contact Information



Nicassia Belton, Ed.D.

Director of Data and Accountability for
Career Programs

Nicassia.Belton@Maryland.gov

410-767-0186

Thank You For Participating



Division of Career and College Readiness
Office of Leadership Development and School Improvement

Career and Technical Education, Education that Works.

