**CTE Data Quality** 

This document focuses on career and technical education (CTE) data that all schools with state-approved CTE programs are required to report to the Oregon Department of Education (ODE) and which are compiled and reported to the US Department of Education (USDOE). This required CTE data does not provide all of the information needed to guide decisions about CTE program management and student achievement. CTE educators and administrators are responsible for obtaining the additional data and information necessary to support efficient program management, student achievement, and meeting the CTE performance measures.

**What is CTE Data?**

Career and technical education (CTE) data comes from numerous sources at all levels (school, district, college, region/consortium, state, national, etc.).

Examples of some of these sources include:

* All types of student assessment results
* Input from school partners in the community and work-based learning sites for CTE programs
* Comparisons of CTE student performance to that of other students
* School-collected information about what CTE students do after graduation
* Inventories of facilities and equipment
* Budgets, employer surveys, national research, and so on

These sources provide important data regarding CTE that can assist instructors and administrators.

**Importance of CTE Data**

Most of the uses of CTE data are high stakes. CTE data reported by schools and community colleges are used by ODE and Department of Community Colleges and Workforce Development (CCWD) to:

1. Report to USDOE concerning the Perkins grant performance measures (via EDFacts for secondary and the Consolidated Annual Report (CAR) for postsecondary);
2. Post information on the ODE public website;
3. Provide information for legislative requests, research, various reports and communicating the value-added of CTE programs;
4. Determine technical assistance and professional development needs;
5. Inform local and state improvement plans; and
6. Determine possible local and state CTE plan adjustments and updates.

In addition to this list, schools, districts, colleges and various individual stakeholders use CTE data in a myriad of ways. Therefore, the quality (accuracy, validity, reliability) of the data is critical. How accurate is the data that your school(s) or college report to the state?

**Where the data comes from**

Secondary career and technical education (CTE) data are gathered from three sources: the *CTE Program Update*, the *CTE Student Data* *Collection* and the *CTE Course Enrollment* C*ollection* (also known as the “Spring CTE Data Collections”).

The *CTE Program Update* must be completed in the fall and updates the database for the following spring *CTE Course Enrollment Data* collection. It updates the information concerning CTE courses and programs (course titles, credits, instructors, etc.). If not completed accurately and on time, the spring *CTE Course Enrollment Data Collection* will be plagued by errors, create submission problems, and take a great deal more time to complete.

Community college CTE data are reported initially in the college’s data system (e.g., Banner, RogueNet, Datatel, Jenzabar, etc.). The college data system transmits data to the Oregon Community College Uniform Reporting System (OCCURS). OCCURS is a collaboratively designed and maintained base of data relating to Oregon’s community colleges. OCCURS is operated and administered under the auspices of CCWD. OCCURS provides all of the community college data used by ODE for the CAR and other reporting.

Secondary and OCCURS data is also matched and augmented by data from other sources such as the National Student Clearinghouse, Department of Employment, surveys, GED records, etc.

**Improving CTE Data Quality**

The CTE data used is only as good as the data that is input at the keyboard of someone at each school and college. Fortunately, this means that the quality of the data submitted can be influenced at the local level.

The following questions/suggestions are intended to guide efforts to improve CTE data quality:

* Is there a culture that values and supports data-driven decision making in your district(s) or at your college? If not, what could you do to encourage/model such a culture?
* Who in your district(s) or at your college oversees data? Do you know each other?
* At the secondary level, the lead “data owners” and information technology managers are invited to quarterly webinar or in-person meetings of the Data Collection Committee hosted by ODE’s Office of Assessment and Information Systems (OAIS). Do all of your districts have people attending? Are they distributing information to the necessary recipients throughout the district(s)? Are you “in the loop”?
* At the community colleges, who are the Institutional Researchers (IR)? Do these people oversee CTE data for your college? If not, who does? Do you know each other?
* The Oregon Community College Council of Institutional Researchers (OCCCIR) is a statewide affiliation of community college and agency staff who are engaged in the analysis and reporting of college data for federal, state, local and internal uses. OCCCIR holds quarterly meetings. Does your college’s IR staff attend? Is pertinent information being shared to the necessary recipients at your college? Are you “in the loop”?
* Is there a data team in each district? At your college? If so, do they function as a team? If not, should a team be developed/improved/joined? Is CTE part of the data team?
* Who actually inputs data? The CTE data? Do you have a list of these people and their contact information? Can you find out who inputs data related to CTE at each school or college?
* Do all of the people involved with the reporting, collecting, and inputting of CTE data get training and know how to enter quality data? Do they get training on CTE (definitions, performance measures, uses and importance of data, etc.)? Is there a lot of turnover? Do you know when there are new people?
* Do the data people know who to contact for CTE questions? Does the CTE contact provide accurate answers related to data?

**Where Is The CTE Data Submitted/Displayed?**

Secondary:

CTE Data Collection & Reports: <http://www.ode.state.or.us/search/page/?id=1623>

Approved CTE Programs: <http://www.ode.state.or.us/data/stats/opte/>

Postsecondary:

Community College Viewbook: <http://www.ccwdwebforms.net/public/viewbookprint.aspx>

**Who Should I Contact For Questions/Technical Assistance?**

Secondary:

CTE Regional Coordinator: <http://www.ode.state.or.us/search/page/?id=887>

ODE Helpdesk: [ODE.Helpdesk@ode.state.or.us](mailto:ODE.Helpdesk@ode.state.or.us)

Postsecondary:

Perkins Grant Manager/CTE contact: <http://www.ode.state.or.us/teachlearn/pte/cteregionalcontacts.pdf>

Institutional Researcher: <http://www.socc.edu/occcir/pgs/members/index.shtml>

**Other Resources:**

ODE District Data Collection Website (login & password required): <https://district.ode.state.or.us/>

Community College Uniform Reporting System (OCCURS): <http://www.odccwd.state.or.us/OCCURS/default.aspx>