

CTE 6070 Prioritizing Funding Using Data from Program Evaluation (Assignment 5)
Advanced Formative Assessment: Data Literacy and Use of Data to Develop Supportive
Environments

Alignment

Alignment to National Standards

This assignment aligns with the following Missouri Leadership Development Standards:

Visionary Leadership (#3 & 4):

- Understands how multiple sources of data connected to a mission, vision and core values.
- Knows the importance of utilizing employment trends and forecasting data to improve and expand Career & Technical Education (CTE) programming.

Instructional Leader (#5):

- Knows, uses, and understands multiple strategies for analyzing data to inform the instructional process.

Managerial Leader (#9)

- Utilizes CCQI to develop, evaluate, expand, and improve local CTE programs, including CTSOs and business/industry/workforce partnerships.

Relational Leadership (#3):

- Understands how to build positive relationships in support of student learning and well-being.

How Alignment is Assured

Alignment to standards is identified for students on the course syllabus. This assignment specifically provides an opportunity for current and future CTE administrators to explore secondary and postsecondary issues specific to his or her interest. It includes research, identifying best practices and/or trends, and implementing findings into CTE programs.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

This is a formative assessment for ensuring leaders have data literacy skills. Students are required to use the CCQI and other valuation tools to develop their own program evaluation. The students choose their criterion and evaluation scales relevant to their program(s).

Details of Assessment Administration

The CTE 6070 course is a required course, often taken as the second CTE administrator certification course. The course is offered online and students have access to the assignment materials from the beginning of the semester. All students in the course are required to complete this assignment.

How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates' abilities.

Evidence and Analysis

Directions Delivered to Candidates

See attached assignment sheet.

Evaluation Instrument

See attached assignment sheet.

Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by CTE administrators to assure content validity.

Presentation of Data

CTE 6070 - Program Evaluation	Assignment 5		
	Mean M	Standard Deviation SD	
Spring 2020 (n=16)	100.00	0.00	
Spring 2021 (n=14)	100.00	0.00	
Spring 2022 (n=14)	100.00	0.00	
Overall Average (N=44)	100.00	0.00	

Analysis and Interpretation

This formative assessment data was collected and analyzed for the Spring semesters of 2020, 2021, and 2022. Overall the students did very well on this formative assessment. In 2020, n = 16 students completed the assignment. The mean score was 100 with a SD of 0.00. In 2021, n=14 students completed the assignment. The mean score was 100 with a SD of 0.00. The final year, 2022, n=14 students completed the assessment. The mean score was 100 with a SD of 0.00. Over the three year period, n=44 students completed the assignment with a mean score of 100 and a SD of 0.00.

Continuous Improvement

Focus Area(s)

Collecting and evaluating data to help make programmatic decisions is an essential component of CTE administrators decision making process. Developing clear criterion and goals to meet these criterion allows CTE administrators a valid, consistent, and unbiased process to make informed decisions regarding funding and programs.

We collect student course evaluation feedback as well solicit qualitative feedback at the end of each course to make updates each year.

Reading and Responding Assignment 5

Reading and responding assignment 5 is focused on determining priority for allocating funds to programs/instructors. As a building leader, and especially a CTE building leader, you have to prioritize the allocation of funding to your programs/instructors. A Rubric/Scoring Guide can help you, by using data, determine program needs for improvement and frankly worthiness of receiving funding. For this assignment, I would like for you to once again use the Missouri DESE CCQI document included in the folder. I also uploaded a program evaluation that I developed several years ago to help me rate the effectiveness of my programs and determine the worthiness of receiving funds. You should see some similarities between the two, but my document is easier to follow and requires data.

After reviewing the CCQI document and my program evaluation, I want you to develop your criteria for a program evaluation to use at your school. For example, the first criterion on the program evaluation I uploaded for you is student enrollment. I don't want you to put down all the rating information and evidence language, just the criteria or area to be assessed. Please list at least six criteria that you would use to help determine program effectiveness and worthiness for funding. Give a short rationale (the why) for each of the six areas.