INSIGHT TO IMPACT DASHBOARD

Initial Employment
Data Dashboard Protocol

Data Overview

? Essential Questions
- In which LEAs and schools/campuses are our professional certification candidates first employed and are they employed in their certification area?

📄 Dashboard Pages
- Candidate Employment
- Certifications and Employment
- Candidate Details

Data Description
Local Education Agencies and individual campuses at which professional certification candidates are first employed, retention of candidates within their first year of certification, what roles they serve in, characteristics of the candidates employed/not employed, and certification type.

⚑ Why These Data Matter:
The *Initial Employment* dashboard offers key insights into our completers' transitions into employment within their certification areas, illustrating the alignment of our programs with the market demands of districts and schools. By identifying where our candidates secure positions, we can refine our recruitment strategies and district partnerships to better meet these needs. This enables us to continuously adapt our programming, improving the employability and effectiveness of our graduates.

Data Considerations:
- **Certification Year** — The dashboard visualizations utilize data from state, district, and educator preparation programs that are both collected and submitted. These visualizations adhere to the reporting timelines corresponding to the specific stakeholder population (e.g., Certification Years corresponds to the Accountability System for Educator Preparation (ASEP) Report - Includes candidates designated as *Enrolled*, *Other Enrolled*, or *Finishers/Completers* between September 1st and August 31st of that certification year).
- **Certification Role** — The certification area of the Candidate *Finishers/Completers* shown is based solely on their initial certification area (e.g., Counselor, Principal) in the relevant ASEP reporting year.

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Protocol Description

Recommended Participants

- EPP Leadership (Dean, Directors, Department Chairs, Assessment Team)
- Certification Officer
- Faculty/Teacher Educators
- Course Leaders and/or Instructors
- District and/or Campus Leaders

## Recommended Time & Frequency

- 90-120 minutes
- One time per year

Examples of How this Dashboard's Data Could be Leveraged

- Make periodic, proactive, assessments of how a program contributes to the leadership of schools and the district.
- Use initial employment rates by certification role and year alongside geographic employment data to refine educator preparation programs and align them with district needs.
- Analyze disaggregate data to identify certification trends and create initiatives that improve outcomes, particularly in leadership and high-demand roles within districts.
- Examine retention rates in relation to certification levels and types to develop targeted support and development programs that encourage long-term retention of professionals.
- Evaluate the effectiveness of recruitment, preparation, and placement practices by matching initial employment with district needs (e.g. certification area completers aligned to district rate of vacancy in aligned role(s), employment role aligned to certification area, etc.), facilitating strategic partnerships between educator preparation programs and districts.

Protocol: Initial Employment Dashboard

Frame › Describe › Plan
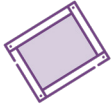
Frame

Occurs before reviewing the data to orient stakeholders and focus the analysis.

Guiding Questions (discuss and answer all that are applicable)
- What are we trying to understand and do with these data?
- What do you expect to see in the data? Are there any assumptions or biases that need to be named?
- What decisions can these data help us make?

Example:

From this dashboard, our program is trying to determine how many of our professional certificate candidates end up employed in Texas districts and in which districts and campuses. Because most of the coursework is face-to-face and candidates typically come to us from having worked in districts in our region, we expect to see initial employment in many of the same districts where those candidates are already employed. We think these data will help us identify patterns of districts in which candidates are most likely to be employed in the district in which they complete their field-based practicum and/or clinical experience/supervision. This will give us insights on where we may need to strengthen partnerships and/or adjust placements. Other interests for this dashboard are:

- *In which professional role certification areas do we observe the highest initial employment rates within the districts within our region, and which certification areas exhibit the lowest rates?*
- *In what specific campus-based roles are our professional role certification candidates employed? Do they find initial employment in positions that align with their certified areas? If not, what specific campus-based roles are they hired for instead?*

Your framing...

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Protocol: Initial Employment Dashboard

Frame › Describe › Plan

Describe

Occurs during the data review to make meaning of the data and support decision-making.

Guiding Questions (discuss and answer all that are applicable)
- What do you see in the data?
- Are there trends, outliers, correlations, etc.?
- What do the data suggest?

Example:
The data reveal that out of our 27 certified candidates who completed the program last year and who work in our largest partnering district, Bluebonnet ISD, only 12 are employed in a role aligned with their certification area. This indicates a 44.4% employment rate in their certification area within Bluebonnet ISD. A closer look at race and certification type shows a mixed landscape: white candidates have a higher employment rate in their certification area compared to their black or Hispanic counterparts. It is also evident that a substantial number of candidates are employed in roles other than their certified area, with those with a principal certificate most likely to serve in a Reading Specialist role. This could suggest that there are fewer principal/assistant principal positions than the number of candidates that desire this certification/we are preparing. These data may also suggest a desire from Reading Specialists to move into other leadership roles.

The concentration of our candidates in Bluebonnet ISD is not equal across all schools, suggesting potential preferences or opportunities that could be further explored for recruitment. Additionally, we observe a more considerable number of educators placed in elementary schools compared to middle and high schools. This may reflect demand patterns within Bluebonnet ISD, a focus of our certification programs and/or reputation, and/or our recruitment/selection practices.

Your description...

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Plan

Occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.

Guiding Questions (discuss and answer all that are applicable)
- Based on these data, what should we do next?
- What are the specifics (timelines, resources, limitations. etc.) of our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?

Example:

In light of the data indicating a 44.4% employment rate within certification areas for our recent program completers in Bluebonnet ISD, we need to develop a plan alongside our district partners that ensures there is a strong alignment between the needs/demands for roles in schools, the professional certification areas we are recruiting for, and that there is close communication between our program staff, the district, and the candidate regarding opportunities available in their district/ surrounding districts to leverage their certification in the role desired/prepared for (e.g. Principal).

To begin, we'll establish a deeper partnership with Bluebonnet ISD, arranging strategic meetings aimed at understanding and aligning with their hiring requirements, especially for leadership roles that our Principal completers aspire to fill. Concurrently, an internal review of our principal certification program will be undertaken to ensure it reflects the actual demand and opportunities within the district, especially considering the high number of Principal Certificate completers serving in Reading Specialist roles.

Additionally, an analysis of employment distributions across schools will guide targeted recruitment and may influence our marketing strategies, potentially highlighting the success of our candidates in elementary education to attract district interest, but also focusing on middle- and high- school-level leadership.

We will allocate funds from our current budget. We will gauge our effectiveness with both qualitative (feedback from program participants and district partners) and quantitative metrics (changes in certification area enrollment/completion and employment rates). Quarterly reviews in our leadership meetings will be implemented as progress checks, allowing for adjustments that are responsive to stakeholder input and evolving needs.

Building off of the partnership meetings implemented by our educator preparation program, we will discuss needs, progress, and mutually beneficial strategies during our governance meetings with Bluebonnet ISD. We aim to not only improve initial employment alignment but also the overall value and impact of our professional role certification programs.

Your plan...