

# NSWG Call Summary

NEXT STEPS WORK GROUP

Office of Vocational and Adult Education  
Division of Academic and Technical Education  
Accountability and Performance Branch  
Perkins Collaborative Resource  
Network (PCRN) | <http://cte.ed.gov>

**April 12, 2012**

## 2011–12 NSWG Planning Team

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### NSWG Call Host

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The April 12 meeting convened at 2:00 PM EST with a welcome from the host and an overview of the agenda.

## Open Space: Suggested State Networking Topics for the 2012 Virtual Data Quality Institute | Jim Schoelkopf

The Virtual Data Quality Institute (V-DQI) is scheduled for June 6–7. The V-DQI will include concurrent state networking discussions via conference calls on topics pertinent to the Institute's theme: state longitudinal data system implementation. Jim asked the group for questions for use during the state networking discussions. What would participants like to know about similarly-sized states' implementation of SLDS and CTE involvement? Please e-mail suggestions to Jim or a member of the NSWG planning team.

## OVAE-DATE Updates | OVAE-DATE Staff

An OVAE calendar of conferences and activities scheduled for this year was sent to NSWG members. The calendar is posted with NSWG call materials on PCRN.

The calendar includes:

- The National Alliance for Partnerships in Equity (NAPE) meeting scheduled for April 16–19 in Arlington, Virginia.
- The next SPAC Design Team webinar scheduled for April 26.
- The Virtual Financial Management Institute (V-FMI) scheduled for May 10–11, with registration available on April 14. A link to information on the V-FMI will be sent to state directors. Additionally, look for information on PCRN. The next NSWG call was scheduled

for May 10, which conflicts with the V-FMI. The call will likely be rescheduled for May 24.

- The NACTEI meeting, taking place in Portland, Oregon May 14–18, which will include a session on the new *Perkins* CAR system. OVAE would like as much feedback on the new CAR as possible. MPR is also working with OVAE to field-test a prototype. Feedback from the field is extremely helpful.
- Registration for the V-DQI will be available in mid-May. Additional details will follow. NSWG members have been active in planning the V-DQI. Randy Dean, Sharon Enright, and Dan Smith are serving on the V-DQI planning team.

## Update: Common Education Data Standards (CEDs) & CTE | Sharon Enright (OH)

On March 27, Sharon had a conversation with Keith Brown, the SLDS support team member assigned to work with the CTE data group. He indicated that the CTE group work will be important to the ongoing CEDs and SLDS work. The purpose of SLDS is to answer education questions relating to accountability, improvement, research, and more. The CTE field needs to determine relevant questions and then identify the data elements necessary to answer them. Data elements should be consistent across states.

Version 1 of the CEDs was released in September 2010. Sharon was disappointed that the initial version did not reflect a CTE footprint. During the comment period for the second version, the CTE community submitted hundreds of comments. An early result of this effort was that John Haigh was invited to participate in discussions as part of the CEDs Stakeholder Group. The second version

reflects roughly half of the submitted comments, and CTE has been invited to participate in the development of Version 3 from its inception.

There were only three workgroups during the development of Version 2, which met separately. Now, there are three additional cross functional workgroups. The CTE workgroup will include representatives from secondary education, postsecondary education, and the workforce. An adult literacy workgroup will cut across postsecondary and workforce. Lastly, there will be a workforce group, which will include representation from CTE. Work on Version 3 will begin soon. There are forthcoming invitations for prospective workgroup members.

### State Longitudinal Data System Implementation—A Survey of CTE Involvement | Scott Parke (IL)

Scott Parke presented results of a recent state survey on CTE involvement in SLDS. He conducted his survey in collaboration with the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc). Scott thanked Kim Green and Kara Herbertson from NASDCTEc for their work on the project.

Scott provided an overview of a five-page survey results summary (included with the call materials on PCRN). The survey had a 62 percent response rate. If you received the survey, but did not yet respond and would like to be included in updated results, please contact Scott.

The first portion of the survey results addressed administrative record matching versus surveys. Approximately one-quarter of secondary respondents and three-quarters of postsecondary respondents have access to UI wage record data for employment background reporting. Approximately one-third of postsecondary respondents have access to FEDES. Generally, those who have access to administrative data and FEDES are using them for *Perkins* CAR submission. Fewer states are using such data to examine earnings: only half of

postsecondary respondents and 10 percent of secondary respondents.

The second portion of the survey focused on tracking students from secondary to postsecondary education. Approximately 41 percent of secondary respondents and 68 percent of postsecondary respondents do so. Tech Prep encouraged these sorts of activities in the past.

SLDS provide limited support to *Perkins*, based on information from responding states. Only a handful of states are using SLDS for *Perkins* completion. Illinois used an SLDS grant for its main *Perkins* postsecondary online data system. They have repurposed the Tech Prep measures to pathway or POS metrics.

Seventeen of 31 survey respondents said they had SLDS grants. According to the SLDS site, 29 of 31 respondents received grants. This indicates a need for increased communication between CTE and the SLDS. States can find their primary SLDS state contact on the SLDS website at <http://nces.ed.gov/programs/slids/stateinfo.asp>.

The next portion of the survey looked at definitions. More than 80 percent of postsecondary respondents said their definitions of remedial education were consistent with the IPEDS definition.

Half of postsecondary respondents and three-quarters of postsecondary respondents said their definition of stackable certificates/certifications aligned with the Department of Labor definition.

All secondary and 84 percent of postsecondary respondents had a definition of dual credit that aligned with the one provided in the survey. Half of secondary respondents and most postsecondary respondents provide a count of dual credits students earn.

Approximately three-quarters of respondents' definition of workplace learning aligned with the description provided in the survey.

Potential actions or next steps include more CTE involvement in SLDS and additional secondary access to UI wage records. Postsecondary re-

spondents had fairly limited access to FEDES. If someone in your state is active in FEDES, it is possible to add partners.

The survey will be useful to the field and to OVAE as they determine next steps for *Perkins* reauthorization.

Jim asked participants how their states are incorporating CTE into SLDS efforts.

Maryland is incorporating *Perkins* measures into the SLDS as it is developed. Maryland has worked to ensure CTE has a voice at the table. There is more momentum to incorporate CTE into P-20/W data systems, both nationally and in Maryland. It is important to go beyond the minimum *Perkins* accountability measures.

There are a number of new metrics/data collection initiatives in higher education. It would be helpful if CTE was at the table during relevant discussions. There are data elements in higher education focusing on work-related certifications. This is an important area for CTE input.

Both the Maryland and Illinois data systems are federated models. In Illinois, the P-12 data system existed prior to the other pieces. CTE data are being incorporated into this initiative.

Jim asked how Illinois and Maryland would evaluate their approaches to SLDS implementation. Is it focused on compliance or data-based decision making?

Illinois is attempting to move toward a data for decision making-based system. Illinois has a consortium inclusive of all levels within their higher education system. They are trying to put system pieces together to answer usage scenarios. The system is attempting to address the big policy questions and what is important to the state.

Maryland started with data compliance, but it became clear that the system needed to expand the data system's scope.

## Meeting Wrap-up

The next call is scheduled for **May 24—note date change**—at 2:00 PM EST, with the same call-in information. The call schedule is posted on PCRN at <http://cte.ed.gov/>.

In response to a participant question regarding the schedule of future calls, the following dates have been **tentatively** set for NSWG calls:

- August 2, 2012
- November 2, 2012
- February 4, 2013
- May 2, 2013

### NEXT CALL:

**May 24, 2012**

**2:00–3:00 P.M. EST**

### Call Number:

**888-751-0624**

**Access Code: 442772**