

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>

August 2, 2012

2012–13 NSWG Planning Team

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NSWG Call Host

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The August 2 meeting convened at 2:00 PM ET.

2012–13 NSWG Orientation and Participant Roles | Denise Garland, OVAE-DATE Staff

Jim Schoelkopf, the call host, welcomed participants to the first Next Steps Work Group (NSWG) call for 2012–13 and introduced the group's purpose to those new to the calls. The NSWG is an outreach activity of the Division of Academic and Technical Education (DATE) focusing on *Perkins IV* administration, as well as more general CTE accountability issues. The purpose of the NSWG group is three-fold, as outlined in the *2012–13 Orientation and Participant Roles* document on the Perkins Collaborative Resource Network (PCRN) website (http://cte.ed.gov/docs/NSWG/2012-2013_NSWG.pdf). Its purposes are to

1. serve as a communication tool between the Department and the States;
2. identify key areas of state interest and concerns around accountability issues; and
3. provide a forum for further inspection of ideas and recommendations.

A schedule of 2012–13 calls is available on the PCRN website.

Jim introduced the NSWG planning team for the 2012–13 year. Dan Smith (MN) and Randy Dean (GA) will continue to serve as the secondary and postsecondary representatives, respectively. Additionally, Sharon Enright (OH) will continue to represent State Longitudinal Data Systems (SLDS) and the Common Education Data Standards (CEDS) work on the calls, with Pat Mikos (MD) serving as her alternate.

NSWG Focus on Networking and Sharing of Practices | Denise Garland, OVAE-DATE Staff

As the NSWG begins the 2012–13 year, the Planning Team recognizes that there has been a lot of state CTE staff turnover on the calls. The NSWG call has a focus of state networking and sharing of effective CTE/*Perkins* accountability practices. State staff is invited to share their practices in the coming year. If you are fairly new to the calls, please review the NSWG orientation document on the PCRN website.

OVAE-DATE Updates | OVAE-DATE Staff

Denise Garland, the OVAE liaison to the NSWG for 2012–13, provided an overview of the orientation document and updates from DATE.

The State Perkins Accountability Congress (SPAC) Design Team meeting will be held in Washington, DC on August 9–10. The SPAC is a one-year effort to develop recommendations to the Department for student definitions and measurement of core indicators of *Perkins* performance.

OVAE-DATE released the *Investing in America's Future: A Blueprint for Transforming Career and Technical Education* report in April. Assistant Secretary Dann-Messier's office and the DATE management team are working with the Blueprint as a living document. To provide comments on the Blueprint, visit the following ED blog post related to the document:

<http://www.ed.gov/blog/2012/07/students-provide-feedback-on-eds-blueprint-for-transforming-cte/>.

DATE is exploring providing technical assistance to states virtually for conferences, meetings, and perhaps monitoring visits. In May, OVAE-DATE

conducted a virtual monitoring visit with Kentucky. However, the DATE staff recognizes that there are times when virtual circumstances may not work.

The fiscal year 2013 monitoring schedule will be posted on PCRN in the next few weeks.

Denise briefly addressed the Department's granting of NCLB flexibility waivers. As of July 19, the District of Columbia and 32 states have received a waiver, and five states are under review for a waiver.

Denise reminded NSWG call participants of the *OVAE Connection* newsletter. The *OVAE Connection* newsletter is available on PCRN by linking from the main page.

The Perkins Consolidated Annual Report (CAR) data submission process will remain the same for the upcoming reporting period. However, OVAE will be beta testing the new CAR in the coming months. If you are interested in participating in beta testing, please e-mail Sharon Head at Sharon.Head@ed.gov.

Finally, the National Career Pathways Network Conference will take place October 17–19 in Richmond, Virginia at the Richmond Convention Center. Please visit <http://www.ncpn.info/2012-ncpn-conf.php> for further information.

Common Education Data Standards (CEDS) Work Groups | Sharon Enright, Jay Pfeiffer, Laura Rasmussen

Data collection in CTE, adult education, and workforce is getting more attention in the larger education arena with a focus on how to better standardize data among various data collections. As described on the CEDS initiative's website (<http://ceds.ed.gov>), "The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange and comparison of

data across institutions and sectors." CTE, adult education, and workforce stakeholders are currently involved in the development of the third version of the CEDS.

Sharon Enright, Jay Pfeiffer, and Laura Rasmussen presented on the work of the CTE, adult education, and workforce CEDS work groups. Each group began its work in May 2012 and submitted initial recommendations. The work groups then presented these recommendations to the CEDS key stakeholder group on June 25–26. Each work group is responding to the key stakeholder group comments and will submit revisions for an initial public comment period in September. Following the public comment period, the workgroups will again revise their data standards based on public comments received. Following an additional stakeholder review, final revisions will take place in November and December. The third version of the CEDS will be released publically in January 2013. Presenters encouraged NSWG participants to take part in the September public comment period.

Sharon Enright spoke specifically to CTE data elements. The work group and stakeholders are interested in adding a technical award conferred element, which would align with the academic award element. It would include occupational licenses, industry-recognized certifications, and apprenticeship certificates.

The initial CTE recommendations relate to the non-regulatory guidance that states received when developing state plans for *Perkins IV*. Recommended measures are general for now. For example, the work group is recommending the following definition for a CTE concentrator: "A student who has met the state-defined threshold of career and technical education concentrators, as defined in the State's approved *Perkins IV* State Plan." The recommended definition for participants is similar. It is difficult to have common definitions for concentrators or participants since states have the flexibility in defining concentrators and participants and have negotiated their state's definitions with OVAE.

The nontraditional CTE elements are still a challenge and a work in progress. The CTE group hopes to make further revisions in subsequent versions that reflect consistent definitions for concentrators, participants, and nontraditional measures.

CTE stakeholders contributed to the second version of the SCEDS in 2011, while the workforce and adult education work groups are new to the CEDS development process. Jay Pfeiffer briefed NSWG members on the workforce data. The workforce data efforts are intended to link employment and earnings data to demographic and education data (i.e., gender, age, course information, and course completion records). The group's recommendations complement the workforce data already in the CEDS.

Employment data include elements related to the start date and the end date of a reference quarter. Another element focuses on employment after exit from education. It includes student completion, as well as non-completion. Elements related to earnings include the quarterly amount students receive in a reference quarter. Program-level indicators include workforce participation while student enrolled and workforce program participation. With respect to workforce programs, the work group still needs to review definitions for participants, enrollment, and completion.

The workforce group recommends providing information about employment by industry. Wage records may indicate people are employed in multiple industries. Data sources include administrative data from the Federal Employment Data Exchange System (FEDES), the Wage Record Interchange System V2 (WRIS2), and state-specific unemployment insurance data. There are multiple recommended indicators of job stability and mobility. The work group has also included an element for data sources, which is not yet completely developed. For example, follow-up surveys are part of the data collection process, yet there is a lot of work to be done to define rigor and consistency.

Laura Rasmussen presented on the adult education work group. The group is working to align the National Reporting System (NRS), which is the federal accountability system for adult education, and the CEDS, as well as to identify gaps between the two. The group reviewed existing elements with relevance to adult education, such as transition to postsecondary education, and suggested they could be mapped to the NRS. The group also proposed new elements designed to assist state data systems.

The work groups are beneficial because they provide the opportunity to review data elements in CTE, adult education, and the workforce and create common language for data elements.

SCED Secondary Course Classification Update | Sharon Enright

The Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) is a taxonomy of secondary courses that includes course descriptions. It is designed to facilitate record exchanges between secondary and postsecondary institutions and facilitate longitudinal data collection.

Sharon Enright is involved in CTE work on the SCED course classification system. This work aligns well with the CEDS efforts to standardize data. The SCED is similar to the Classification of Instructional Programs (CIP) codes used at the postsecondary level. Unlike CIP codes, the secondary school course classification system has not been widely adopted. Wide-scale adoption would enable course offering comparisons, facilitate electronic transcript use, and support state longitudinal data system development. It would also encourage the interoperability between data systems by ensuring common definitions. Finally, the adoption of the SCED system would assist with research, including transcript study.

On July 8, Sharon was invited to a meeting on SCED revisions at the National Center for Educa-

tion Statistics (NCES) as a representative of the CTE community. She gave a presentation on CTE and the 16 Career Clusters. Sharon appreciates the inclusion of CTE in the SCED revisions process. Her state, Ohio, had previously reviewed the SCED system and found that the existing system did not specifically identify CTE content. Consequently, Ohio chose not to adopt the SCED codes at that time.

The American Association of Family and Consumer Sciences (FCS) was also invited to participate in and present at the July 8 meeting. The organization has already submitted recommendations for revisions to the SCED.

CTE course content is revised more frequently than other courses because it is responsive to industry needs. Both the Association for Career and Technical Education (ACTE) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc) have expressed interest in assisting with the project. Additionally, John Haigh and Robin Utz at OVAE have expressed support for project work.

There are tentative plans to form 16 work groups, one for each cluster, with 6–8 volunteers representing local and state education agencies. The timeline is not definite, since there is no concrete deadline from NCES. If you are interested in knowing more about this project, a CTE SCED webinar orientation is planned in partnership with ACTE and NASDCTEc. Specific webinar information will be forwarded to the NSWG distribution list and posted to PCRN when available.

Meeting Wrap-up

The next call is scheduled for November 1 at 2:00 PM.

NEXT CALL:

November 1, 2012

2:00–3:00 P.M. EST

Call Number:

888-751-0624

Access Code: 442772