

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>

February 7, 2013

2012–13 NSWG Planning Team

Secondary

Dan Smith

Minnesota Department of Education
dan.smith@state.mn.us
651-582-8330

Postsecondary

Randy Dean

Technical College System of Georgia
rdean@tcsge.edu
404-679-1668

CEDS-SLDS

Pat Mikos

Maryland State Department of Education
pmikos@msde.state.md.us
410-767-0186

OVAE Contact

Marie Buker

OVAE-Division of Academic and Technical Education (DATE)
marie.buker@ed.gov
202-245-6720

NSWG Call Host

Jim Schoelkopf

MPR Associates, Inc.
jschoelkopf@mprinc.com
503-428-5673

The February 7 meeting convened at 2:00 PM EST. Following an overview of the agenda by facilitator Jim Schoelkopf, OVAE-DATE staff updated the group on a number of national initiatives.

Request for V-DQI Session Topics | Jim Schoelkopf

Jim asked call participants to suggest session topics related to the use of CTE data for program evaluation they would like addressed at the next virtual data quality institute (V-DQI), which will take place in June 2013. Please e-mail suggestions to Jim Schoelkopf (jschoelkopf@mprinc.com), Allison Hill (allison.hill@ed.gov), or John Haigh (john.haigh@ed.gov).

John Haigh indicated that the program evaluation focus during the V-DQI could provide a nice platform for states to share how they approach CTE program evaluation and the role data play. CTE program evaluation is a component of the annual *Perkins* CAR narrative and information shared might be helpful in *Perkins* reauthorization discussions.

OVAE-DATE Updates | John Haigh and OVAE Staff

John provided a number of updates and announcements:

- The 2011–12 CAR reporting cycle has closed with some states receiving reporting extensions. OVAE will be downloading submitted secondary ED Facts data to the CAR later this week. The RAS team will review data for their states and may contact states if they have follow-up questions.
- *Perkins* State Plan submission training has been scheduled for February 13 and 14 with

an AM session and a PM session scheduled each day (four opportunities for the training). A notification of the trainings has been sent to the state CTE director.

- Along with *Perkins* State Plan updates, states will be negotiating 2013–14 performance levels.
- There is no firm date for the release of 2013–14 *Perkins* state allocations. OVAE contacts on *Perkins* state allocations are Edward Smith (edward.smith@ed.gov) and Andy Johnson (andrew.johnson@ed.gov).
- Final development is nearing completion for a new CAR reporting platform and PIMS (*Perkins* Information Management System), which is an internal OVAE system that can pull data from formula and discretionary *Perkins* programs.
- John reminded participants of the Spring State CTE Directors' meeting on April 15–17 at the Omni Shoreham Hotel in Washington, D.C. More information is available at [NASDCTEc Spring Meeting](#).

John responded to several questions from participants, which are abbreviated below:

Q: Is there specificity on the details for program evaluation?

A: *Not at this time. This may be a good group conversation on processes and format resulting in possible recommendations.*

Q: Is it appropriate to use 2012–13 *Perkins* state allocation for 2013–14 state planning?

A: Yes

Q: Since 2012–13 is the scheduled end of the current *Perkins* authorization, does OVAE have any guidance for negotiating performance levels moving forward beyond the current authorization?

A: *States are encouraged to show growth in student performance over time. The intent is to increase student performance levels.*

SLDS State Grant Priority 3: Linking Postsecondary and/or Workforce Data with State's K–12 Data System | State Representatives from Alaska and Iowa

Topic Overview

Jim S. gave a topic overview describing the intent of the SLDS State Grant Priority 3. Applicants receiving funds under this priority will demonstrate partnerships with State agencies and other entities that coordinate data from various postsecondary institutions and systems, CTE, public 4-year institutions, independent and for-profit colleges and universities, and/or data from State workforce agencies. The system should use a common set of data elements with common data standards such as the Common Education Data Standards. Data use requirements include

- K12 feedback, such as high school feedback reports, that inform secondary institutions on the success of their former students in postsecondary education and/or the workforce.
- Consumer information to assist postsecondary students in making informed choices about enrolling in postsecondary institutions.
- Postsecondary feedback reports, which include data on transfer and completion of students who leave their institutions before graduating to transfer to another institution or enter the workforce, and job placement reports to provide feedback on graduate entry into the workforce.

Alaska

Helen Mehrkens (helen.mehrkens@alaska.gov), Alaska Department of Education, introduced Kerry Thomas (kerry.thomas@alaska.gov), who is with the Alaska Commission on Postsecondary Education and is Alaska's Project Manager, to present Alaska's SLDS state grant implementation approach. A set of PowerPoint slides were distributed to NSWG call participants in advance of the call. The PowerPoint slides cover the detail of Kerry's presentation. The slides are also posted with NSWG call materials on PCRN at [February NSWG Call Materials](#).

Kerry emphasized the following points during the Alaska presentation:

- Governance is critical and deliberate planning for implementation will support sustainability.
- Alaska has an advantage in linking data because of their state's ability to access social security numbers (SSNs). Because of Alaska's Permanent Fund Dividend, 95 percent of the state's citizens with a SSN can be accessed through existing state databases.
- When asked about benefits to agency partners, the response indicated there was no expectation of specific benefits to the partners. However, there is an identified need by the partners to improve cross-sector data analysis. There is partner consensus that cross-sector data analysis is vital to Alaska and is supported by the Governor.

Iowa

Tom Cooley (tom.cooley@iowa.gov) and Trudie Percy (trudie.percy@iowa.gov) with the Iowa Department of Education, Bureau of Adult, Career, and Community College Education, presented Iowa's SLDS state grant implementation approach.

Trudie began with giving a background on Iowa's approach to their SLDS implementation beginning with a 2009 state SLDS grant, which has a singular focus on P12. The 2012 state SLDS grant will build

on early efforts and expand the reach of Iowa's SLDS.

The intent of the current grant project is to access career pathway student outcomes across sectors, including P12, CTE, community colleges, public universities, and workforce.

Trudie described the strategic goals of this Iowa joint effort, which are defined explicitly in the Grant Proposal Narrative as follows:

1. Build P-20W SLDS including data from PK-12, community colleges, regent universities, and workforce.
2. Provide systematic feedback loops to multiple stakeholder groups including LEAs, AEAs, Department of Education staff, program staff at Iowa Regent Universities, and Iowa workforce partners.
3. Establish feedback loops to identify successful districts based on PK-12, postsecondary, and employment measures.
4. Deliver reporting systems to align postsecondary outcomes and assist consumers in their choices and planning for postsecondary education.
5. Deliver reporting systems to evaluate ROI for publically funded workforce training programs and to assist consumers in aligning their career goals with their training options.
6. Build a metrics-driven culture among stakeholders in which analysis and application of outcome data is not only integrated into policy and planning, but is also a part of everyday business across enterprises. Provide high-value training, data literacy, and reports to stakeholders.

Trudie described a Venn diagram that has been developed to show the relationship each stakeholder has to each other and the overall SLDS in Iowa. A copy of the Venn diagram is included with the February NSWG meeting materials, which are posted on PCRN.

Unlike Alaska, Iowa does not have ready access to SSNs and is working on other data linking strategies. Iowa does have a unique student identification number for P12, but this number is unique to P12 alone. An approach currently being used in Iowa is the use of probability matching using the data fields of first name, middle initial, last name, and date of birth to match P12 student records with other sectors. Consideration is being given to the use of probability software such as Link Plus.

Trudie shared three areas of concern for all partners in the grant project:

- Building trust among partners and across sectors,
- Determining where the data is housed, and
- Security for each partner's data.

Addressing these three areas is ongoing work and is necessary to sustain a strong partnership among all participants.

Meeting Wrap-up

Jim Schoelkopf thanked the Alaska and Iowa presenters for their contribution to the meeting and reminded meeting participants to submit V-DQI session topic ideas to John Haigh at OVAE.

The next NSWG call is scheduled for 2:00 PM on May 2, 2013.

NEXT CALL:

May 2, 2013

2:00–3:00 PM EST

Call Number:

888-751-0624

Access Code: 442772