NSWG Call Summary

NEXT STEPS WORK GROUP

OCTAE-DATE Liaisons

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Host

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The February 12, 2015, NSWG call began at 2:00 PM EST.

Welcome | *Steve Klein*

Facilitator Steve Klein reviewed the call agenda and reminded participants that all materials referenced during the call can be accessed on the Perkins Collaborative Resource Network (PCRN) website cte.ed.gov/newsandevents. Call topics identified by the NSWG planning team for the 2014–2015 program year also are posted.

OCTAE Updates | *John Haigh*

John Haigh provided the following updates:

- State Regional Accountability Specialists will be contacting states between now and May to conduct pre-negotiations on 2016 targets.

- The State Plan portal will be open February 23, 2015, through April 1, 2015.
  - State Plan Training for Directors is Friday, February 13, 2015, at 11am. Information is available on PCRN.
  - Please note any changes to your state plan on the cover page.

- New state directors' meeting with office hours is scheduled for April 7, 2015.

- The fall Data Quality Initiative (DQI) is tentatively scheduled for October 27–29, 2015, in Baltimore, Maryland. There will be two themes: *Data Sharing* and *Strategies for Linking Reporting with the Workforce Innovation and Opportunity Act (WIOA) legislation*.

- Technical assistance to states is moving along. A group is looking at industry certification and three states are getting consulting support.

- Andrala Walker is leaving OCTAE to go to Health and Human Services. OCTAE will temporarily reassign her states. New assignments will be provided in the near future.

- Upcoming OCTAE monitoring visits: Louisiana in March, Kansas in April, Colorado in May, and New Mexico in September.

- The Data Review Board at the Department has established new requirements on how data are to be reported. Small cell sizes included in tables will now need to be suppressed. OCTAE has up to now posted raw data on the PCRN. Going forward, the data posted on the PCRN will need to match the data included in reports. This may affect how information is posted on PCRN in the future.

- The Spring NACTEI Conference is scheduled for May 11–14, 2015, in San Antonio, Texas, at the Westin Riverwalk.
  - The conference is aimed at state and local Perkins grant administrators and accountability specialists. Anyone in state or district offices are welcome.
  - Refer to www.NACTEI.org or contact NACTEI President Dennis Fiscus for more information (dennis.fiscus@azed.gov).
  - It will include three work group discussions, Perkins 101 and 202, and a presentation from John Haigh.
  - There will be no DQI at the NACTEI conference. OCTAE will send two federal staffers to attend and present at the event.

NSWG Participant Survey

Steve Klein shared results of the NSWG participant survey. Data were collected from participants between December 2014 and January 2015.

Twenty-four individuals responded. Participants reported liking OCTAE updates, hearing from each other, having the opportunity to ask questions, and hearing from experts in the field. Participants appreciated the schedule, timing, and ease of accessing the call.

Participants suggested that the calls include more information from OCTAE and requested additional opportunities to ask OCTAE questions, to hear from all states, and to have options for using their computer to access the meeting audio.

Representatives from School Codes for the Exchange of Data (SCED) were invited to the February call in response to requests to hear more from experts in the field. Polling features may be incorporated in the future to allow for state input on a given topic. For this February meeting, participants were given a choice between using their phone or computer to access the call audio.

Update on representation of CTE in Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)

Lee Rabbit, SCED Working Group Chair, and Tom Purwin, National Forum on Education Statistics Chair, presented on behalf of SCED. SCED is a voluntary common classification system that includes elements and attributes that identify basic course information.

SCED was developed by the National Forum on Education Statistics (nces.ed.gov/forum) and was developed by a working group of 150 representatives from State and Local Education Agencies (SEAs and LEAs) as well as federal staff with interests in education data. SEA and LEA members are appointed by the Chief Officer of each state.

SCED Version 3.0 is available on the forum website along with a guide to SCED that explains codes and identifiers, as well as optional attributes. See http://nces.ed.gov/forum/sced.asp.

Representatives from the Association for Career and Technical Education (ACTE), the National Association of State Directors in Career and Technical Education Consortium (NASDCTEc), and OCTAE provided valuable suggestions for updating many source codes. SCED Version 3.0 incorporates CTE codes that span multiple SCED subject areas. Group course codes are based on career clusters. There are optional attributes that correspond to the National Career Clusters Framework. For more information about the National Career Clusters Framework, refer to http://www.careertech.org/career-clusters.

The working group is currently planning the next revision, which is a comprehensive update of all SCED codes. The release is expected summer 2016.

Q: How do we share this information and who are the best contacts?

A: All information is on the forum website. The website includes downloadable files and a forum guide. Contact Ghedam Bairu (ghedam.bairu@ed.gov) for more information.

Q: Is SCED aligned with national CTE curriculum, such as the National Center for Construction Education and Research (NCCER) curriculum and testing?

A: While SCED didn't add construction courses in Version 3.0, many were added in Version 2.0. These additions were not aligned with NCCER but the working group took suggestions from states and added construction codes based on feedback received. SCED will consider integrating more tiered courses with increasing rigor that is common in CTE courses (e.g., Construction 1, 2, and 3) in the next version.

Technical Skills Assessments (TSAs)—State Measurement Issues and Data Collection Experiences | *Montana*

Lyle Courtnage, Montana University System, described his state's development of a TSA with the help of NOCTI. This assessment is an end-of-session assessment that gauges what students have learned in several high school courses. It is a one-time test that can lead to dual credits for students.

OCTAE encourages states to address 10 components included in the Programs of Study Design Framework that support the development and implementation of programs of study, including college and career readiness, credit transfer agreements, and technical skills assessment. These components drove the construction TSA work in Montana (for more information about the Framework, see http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm).

While the TSA development process was expected to take 90 days, it took approximately 18 months. Key to this process in Montana was high quality secondary, postsecondary, and industry subject matter experts (SMEs) to add their expertise to TSA development.

NOCTI laid out a specific process, including eight steps for developing the assessment. Montana spent the bulk of the time on the first half of the process. The SMEs worked to develop standards and competencies—several hundred before narrowing them down and developing items and performance jobs for a pilot assessment. The second half of the process included analyzing pilot results, establishing benchmarks, reviewing and incorporating edits, and finalizing the assessment.

Assessments are broken into two parts: knowledge and performance. The knowledge section is a multiple choice test, scored online. Students receive scores immediately. The performance section is manually scored as the student demonstrates skills and an evaluator tracks this performance on a score sheet and inputs the scores into a NOCTI software program. Reports are returned from NOCTI in about a week and these data are included in the Montana Consolidated Annual Report (CAR) report.

For more information about NOCTI TSA development (existing and customized), see http://www.nocti.org/Blueprint.cfm.

Technical Skills Assessments—State Measurement Issues and Data Collection Experiences | *Arizona*

In 2007, after reauthorization of Perkins IV, Arizona passed legislation that emphasized industry and validated end-of-program assessment. Arizona approached this challenge by creating their own TSA. To support test development, Arizona created four levels of decision-making bodies:

1. *Occupation-specific committees*, composed of incumbent workers, determine standards and measurement criteria for CTE programs.

2. *Teams of secondary and postsecondary educators and industry professionals,* drawn from the field, assemble to develop test items related to the standards and measurement criteria.

3. *A Stakeholders Committee*, represented by program instructors and administrators, provides input and support for determining the logistics of the assessment.

4. *The Arizona Quality Commission*, composed mainly of business and industry leaders, with additional members from government, education, labor, and other key organizations, works with the business community to provide students with certificates and transcripts detailing their skill attainment.

There are currently 58 TSAs for 72 programs. Testing results are regularly evaluated to assess each testing item.

Students have two opportunities for assessment: a practice and a final exam. In spring 2014, 1,300

took the practice test and 21,000 students took the final. In fall 2014, over 24,000 students took the practice test and about 2,000 took the final (this difference is likely due to timing in the program: few students are completing their programs in the fall). Assessments are scored online and students receive immediate results.

Contact Jan Brite (602-542-5282 or jan.brite@azed.gov) for student pass rates (unavailable at the time of the presentation) or other information.

OCTAE update regarding TSAs: John reported that in this year's CAR there were some reporting issues. This will probably be a topic at the next DQI. States are encouraged to think about how best to collect TSA data and report it to OCTAE.

Assessing Student Participation and Outcomes in Programs Nontraditional for Their Gender | *Open Forum*

Steve engaged participants in a discussion around the challenges they face in assessing outcomes for students in programs that lead to occupations that are nontraditional for their gender. Given that there is no shortage of information on the topic (a search on PCRN comes back with 993 results) call participants were asked:

- How do states go about collecting information around this topic?

- Does reporting on the nontraditional indicator present challenges and, if so, what can be done to improve the situation?

- Are any states approaching the collection or reporting of data in new or different ways?

Participants suggested that the issue with this indicator may be less about gathering data than an inability of states to meet targets. Programs are marketing and doing what they can to attract nontraditional students, who seem to be disinterested.

One participant posited that states may not be prioritizing an increase in nontraditional students

because those students are making decisions based on what they want to do and not on their gender. This participant would prefer to see Perkins funds target other special populations.

There also may be some issues in measurement. For example, if programs are successful in marketing nontraditional coursework they may see an increase in the number of both nontraditional and traditional students. Therefore, increases in nontraditional student enrollments do not appear because both the numerator and denominator are increasing in the measure.

Since nontraditional students are identified based on the composition of the field, as the distribution of careers move nationally, some formerly unbalanced occupations may fall off the nontraditional list. This means that states may no longer get credit for their successes if they no longer include these careers in their reporting.

Wrap-up | *Steve Klein*

Steve ended the call and reminded participants that all call materials will be posted on PCRN. Steve and John thanked everyone for their participation. The next call is scheduled for May 21, 2015.

NEXT CALL:

May 21, 2015