NSWG Call Summary

NEXT STEPS WORK GROUP

2013–14 NSWG Planning Team

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The June 12, 2014 call began at 2:00 PM EDT.

Welcome | *Steve Klein*

Facilitator Steve Klein welcomed everyone and reviewed the call agenda, which was designed to engage members in a discussion of topics raised by NSWG state representatives. He announced openings for two Planning Team members, one from secondary and one from postsecondary, to choose topics and keep meetings focused. Contact Steve if you are interested in volunteering.

OCTAE Updates | *Jay Savage*

Jay Savage gave the following updates:

- OCTAE is working to simplify the data submission process for *Perkins IV*. The new website should be ready in time for state data submissions this year.

- OCTAE is working with a number of groups to establish a clearinghouse to track national and state certifications awarded in CTE fields.

    o OCTAE will update states through quarterly NSWG calls.

    o OCTAE is working to create a common agreement that states can use in obtaining certification data held by third party testing providers. A pilot is under way with CompTIA and the Manufacturing Institute, and discussions are ongoing with several other testing centers to expand state access to industry certification data. The agreement will address issues associated with FERPA and Hold Harmless provisions.

- OCTAE is planning to release a printable format for the CAR and State Plan information within the next 30 days to assist states in submitting information to their state legislatures.

- Presentations from the Data Quality Institute will be posted on PCRN.

Assessing Common Core Competencies for Reading and Math in Statewide CTE Assessment Systems | *Connecticut*

Stephen Hoag described how Connecticut integrated common core competencies in math and reading into online CTE testing and teacher evaluations.

- Teacher groups joined in developing universal competencies that integrated common core math and reading standards with contextually applied CTE competencies.

- Business and industry professional groups were then given autonomy to review materials and add or subtract competencies.

    o Tests are derived from national standards, never local.

- Every teacher is evaluated based on student performance on state and national tests at all grade levels.

    o Teacher groups reported over 80 percent support for the statewide evaluation. People felt it was the best professional development in which they had ever been involved.

    o There is a concern about losing teachers and programs because of the evaluations, so teachers were prepped for the transition.

The presenter responded to questions from participants, abbreviated below:

Q: What does the timeline look like for integrating this into the curriculum for students who are in the system now?

A: The state did 14 months of prep with CTE professional organizations. We sent samples and let teachers review and comment. We put CTE teachers with math and reading teachers. We can't pilot any changes to the test, so we try to plan a year to 14 months in advance of releasing them to schools.

Q: How are you measuring the validity and reliability of the tests?

A: There are a core set of universal competencies that every program must include in instruction. The teacher groups identified universal competencies; we then turned to industry/business and gave them autonomy to add and subtract. They don't always agree but validation is important to make sure teachers are prepared and business/industry is there in the end game.

Options for Tracking Student Participation in Work-Based Learning, Including Apprenticeships | *Maryland*

Matt Koerner explained that the Maryland State Department of Education gets many questions from the legislature and community organizations about student participation in work-based learning (WBL). The state currently collects information on what is occurring, and staff is hoping to hear from other states about how they are collecting these data.

In Maryland, the Graduate Questionnaire is given to every senior within 45 days of graduation. This survey helps track WBL participation, but does not provide information about students' actual work experiences.

- Response rate on this survey was about 85 percent of the graduating class.

- The survey is moving online but in most cases is administered in hardcopy format.

The WBL Questionnaire is given to seniors participating in an organized WBL CTE program. Schools are allowed to use it in other areas. It is intended for students in a career development program or other CTE capstone work experience related to the CTE program. Employers are asked for feedback on students' progress, learning, and the areas in which they worked.

- This questionnaire had a much smaller number of responses, about 5,000–7,000 students a year, than the Graduate Questionnaire.

- After students graduate, placement information is obtained from a partnership with the Maryland Department of Labor. This does not address WBL experiences at the time of school enrollment.

The presenter responded to questions from participants, abbreviated below:

Q: What is being done with these data?

A: One example is that we had a legislator that wanted to start a high school where every student had a job with their placement fully integrated into their program. He asked for information about the success of such programs in other schools. We could answer but we couldn't say what students were doing, how many hours they were working, or how that fit into their overall high school experience. The idea of students working as part of their education seems to be coming up more frequently.

Q: What kind of capture rate are you getting on social security numbers (SSNs) and how does that help track employment?

A: We're finding a decrease in school systems' willingness to provide SSNs based on their interpretation of FERPA. We are able to capture about 2,500–3,000 numbers that weren't previously existing using the Graduate Questionnaire. In the grand scheme of 63,000 grads it's not a huge number, but it's substantial for coordinating with labor and licensing.

Q: Out of 63,000 grads how many are you able to get info on?

A: On the grad survey, last year we had 54,000–56,000 responses out of a class of a little over 60,000. From that we were able to get about 2,500–3,000 SSNs. About 43,000 were existing. That's about 70%. I'd have to look to make sure those numbers are good but they are in the ballpark.

Q: Do you think Maryland is ahead of the curve in collecting placement data?

A: At the postsecondary level in Minnesota we have information on placement of graduates through unemployment, but until recently there was a law that precluded us from sharing that information with K–12. The DOE is wiping student identifiers: we can't use SSNs now but they're working on it. Al Hague is our DOE specialist in youth apprenticeships. We have some pilots going in conjunction with industry that we paid with our *Perkins IV* funds. We followed the Wisconsin model but we have no mandates. Many of our programs do include WBL components. A challenge has been definitions of internship and apprenticeship and what that means in terms of union contracts with teachers and faculty. We are working with individual employers to identify areas of need and regional workforce information to promote internships. There is more emphasis on regional planning and how we can engage employers to make a difference in student ability to perform skills. There are pilots such as in Rochester, Minnesota, where the Chamber of Commerce is involved. There is more interest in particular industry sectors that are in need of more employees. One youth apprenticeship area is medical help. This year in planning the budget, the Chancellor added CTE for the first time. A couple of years ago we requested funds to help students with internships, which was not supported. But we're hoping to figure something out this year. Al Hague is also working on manual revision.

A: Al Hague has developed a good graphic on the spectrum of WBL. It's a nice chart that explains approaches to the uninitiated. In Iowa, our WBL is in the Economic Development Authority. Andy Wermes on staff has worked nationally on apprenticeships. In the last year, the legislature funded community colleges with $100,000 each, which connects the colleges with high schools in WBL so there is a point person at each college that organizes and connects high school students, teachers, and counselors to business. We're hoping to collect data. They will provide a metric with the number of students who have gone on to various activities. My guess is at this stage you would get more information on students on tours and visits, but less on intensive work experiences. For the first time, businesses are looking at internships as a model. I think a lot of apprenticeship work goes on outside of education, mainly in skilled trades and there is a love-hate relationship between that group and education and how to manage that resistance factor is something that we all have to work at.

A: Information on apprenticeships and internships can be found at: http://www.careeronestop.org/ .

Wrap-up | *Steve Klein*

Steve ended the call, reminding states that the 2014–15 NSWG planning team needs volunteers to help identify topics for future calls. He requested that volunteers and states with suggestions for call topics contact him at: sklein@rti.org. He reminded people that the next NSWG call is scheduled for August 14, 2014, but that the call date may change to accommodate people's summer vacation plans.

NEXT CALL:

August 14, 2014