

OCTAE-DATE Liaisons

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Host

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The Next Steps Work Group (NSWG) call was held on May 18, from 2:00 to 3:00 pm EDT.

OCTAE Updates | DATE Staff

Dr. Sharon Miller, director of the Office of Career, Technical, and Adult Education (OCTAE), Division of Adult and Technical Education (DATE), and John Haigh and Allison Hill, liaisons for DATE shared the following announcements:

1) Assistant Secretary for OCTAE

No one has been officially named assistant secretary for OCTAE. An announcement will be made when official news can be shared.

2) Upcoming Federal Budget

Federal investment in career and technical education (CTE) may decrease in Fiscal Year 2018, but no official announcement has been released. Many additional steps lie between the proposed presidential budget and the implemented budget. OCTAE will continue to advocate on behalf of CTE to keep it at the forefront of this administration's priorities.

3) Reauthorization Update

Revised legislation for the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* was voted out of the House Education and Workforce Committee on May 17. It now moves to the House floor for a vote. One amendment, regarding the use of dual and concurrent enrollment, was accepted and added to the legislation. Be sure to note any accountability questions you have and could share with your NSWG colleagues.

4) 2017 Budget

DATE is still working to get the estimated allocations out. DATE staff members are currently reviewing state plan revisions and performance levels and awaiting receipt of budget figures. Process revisions and grant awards will be communicated to states on July 1. Additionally, the 2016 budget may be revised; states affected by those changes will be contacted by Ed Smith and team members from DATE's Program Administration team.

5) Acknowledgements

Allison acknowledged the 2016–17 NSWG Planning Team members for their work selecting and providing input on call topics for both the secondary and postsecondary levels. The 2016–17 Planning Team comprised Katie Graham (Nebraska), Luke Rhine (Delaware), Bobby Sanborn (Tennessee), Mike Tinsley (Tennessee), and Bob Witchger (North Carolina).

6) 2017–18 NSWG Planning Team

If you are interested in serving on the 2017–18 NSWG Planning Team, please contact Allison (allison.hill@ed.gov) or Steve Klein (sklein@rti.org), and they will provide information on the roles, responsibilities, and time commitments. A formal invitation will be sent out in the summer.

7) 2017 Data Quality Institute (DQI)

The 2017 DQI has been scheduled for November 16–17 at the Maritime Institute near Baltimore, Maryland. Allison invited call participants to share potential topics. If interested in presenting, contact Jay Savage (jay.savage@ed.gov), Allison, or Steve. Further information on the event will be posted.

8) Technical Assistance (TA) to States

Applications for the next round of TA to States projects will be accepted starting in August. This support is funded by OCTAE to improve states' use of CTE data systems. A webinar featuring previous TA to States projects and information on the award will take place later this summer. The Perkins Collaborative Resource Network (PCRN) website is being redesigned to make resources and findings more accessible.

9) Certification Data Exchange Report

The Certification Data Exchange Report, summarizing three years of TA to States work, will be available this summer.

The Common Education Data Standards (CEDS) and CTE: Update on the Draft Version 7 Standards and Their Implications for Accountability | Duane Brown (AEM Education Services)

Steve introduced Duane Brown, deputy director of CEDS at AEM Educational Services. Duane shared background information on CEDS, updates made in Version 7, and a new opportunity for CEDS.

What is CEDS?

Duane provided a brief overview of CEDS, explaining that it is sponsored by the National Center for Education Statistics and builds off community experience and data to develop a common vocabulary for education data. CEDS has over 1,500 defined elements inclusive of preschool to workforce. It also offers tools to support states in aligning their data definitions with those in CEDS.

What is new in Version 7?

Changes to CEDS are driven by stakeholders, based on feedback and identified areas of interest or need. Version 7, which will be released in July, will have 53 new and detailed definitions for Individualized Education Plan/Program participation elements; 24 credential transparency elements; 12 elements from the Integrated Postsecondary Education Data System finance

survey; 6 elements from the Postsecondary Electronic Standards Council; and 4 Open Badges.

What is happening with CEDS?

Some states have been applying CEDS definitions for their data administration and use. The Center for the Integration of IDEA Data has created a tool called Generate, based on the P20W CEDS Normalized Data Schema, which can be used to create data reports at the state level. Three states are currently installing the database, and seven more plan to install it by 2019.

If you would like more information about these systems or about CEDS Version 7, please contact Duane at Duane.Brown@AEMCorp.com or visit the CEDS webpage: <https://ceds.ed.gov>.

Career Pathways and CTE: Strategies for Aligning State Data Systems to Provide Comprehensive, Longitudinal Program Data | Rich McKeon (CCSSO) and Danielle Mezera (DCM Consulting)

Steve transitioned the call to career pathways and provided the *Workforce Innovation and Opportunity Act (WIOA)* definition of a career pathways system. He introduced Rich McKeon, program director for career readiness at the Council for Chief State School Officers (CCSSO) and Danielle Mezera, former state CTE director for Tennessee and consultant at DCM Consulting for the New Skills for Youth (NSFY) project.

Rich began by showing a map of the United States overlaid with postsecondary attainment rates by state, demonstrating that a great deal of work still must be done in developing career pathways. CCSSO heard this from its chiefs and in 2014 started the Task Force on Career Readiness with the goal of creating tangible options for increasing career readiness on a state level. These options include forming partnerships with the employer community, setting a higher bar for quality and credential attainment in career preparation programs, and using accountability systems to prioritize and make career readiness matter.

CCSSO also works on career readiness through engagement in the NSFY initiative, funded by the

JPMorgan Chase Foundation, which began in 2015. During Phase I of the project, 44 states applied for 25 grants of \$100,000 to use in establishing cross-sector, in-state teams supported by an external coaching staff. These cross-sector teams are made up of representatives from K–12 and postsecondary education, workforce development boards, employers and local leaders, and in some instances state agencies extending up to the governor’s office. Each state awardee completed a needs analysis and a three-year action plan and provided evidence of progress toward developing strong career pathways. These states are referred to as the Career Readiness Network states.

Phase I states then competed to be a part of Phase II, where 10 states would receive \$2 million grants (disbursed over three years) to continue their coaching support, hold convenings of cross-sector teams, and participate in webinars and affinity groups. The 10 states are Delaware, Kentucky, Louisiana, Massachusetts, Nevada, Ohio, Oklahoma, Tennessee, Rhode Island, and Wisconsin.

The NSFY program has six key objectives:

- 1) Create demand-driven, employer-led processes
- 2) Establish rigorous and quality career pathways for all
- 3) Employ career-focused accountability systems
- 4) Support the creation of scaled pathways that culminate in credentials
- 5) Intentionally align state and federal funding streams
- 6) Ensure cross-institutional alignment

Those interested in engaging with CCSSO’s programs and resources related to career readiness may subscribe to the “Opportunities and Options” monthly newsletter, look at the Learning That Works Resource Center, attend webinars in the Career Readiness Network webinar series, or contact CCSSO’s career readiness team directly.

Rich handed the call over to Danielle for an overview of data used to assess career pathways.

Since *Perkins IV* was last reauthorized in 2006, the landscape of data collected for accountability indicators has changed due to the reauthorization of other major legislation, such as *WIOA* and the *Every Student Succeeds Act*. This has led to issues of differing definitions across reporting systems, data misalignment, and a loss of reliability in data sources (e.g., self-reported data by teachers and students). The goal is to have integration of data across legislation for indicators of student opportunities around career readiness.

Data can support strategic planning for CTE programs. This means comparing common, objectively collected data points across states (“apples to apples”, rather than “apples to oranges”), adopting strategies to demonstrate state progress in ensuring student success on career pathways, and offering training on data analysis to meet strategic planning goals. Some data pillars at the K–12 level that help tell that story, objectively, include course codes, student achievement scores, and attendance, among others.

An NSWG members asked the following:

Q: Can you specify how indicators such as cohort graduation rates might be useful at the postsecondary or community college level?

A: This data point likely has a stronger application at the K–12 level to look at attainment and matriculation in postsecondary education. At the postsecondary level, it makes more sense to look at student matriculation into a program of study, completion, receipt of a credential or degree, and entry into the workforce.

Moving the Needle: Strategies for Collecting and Using Data on Special Population Students | Charlotte Gray (CERC) and Shinlan Liu (Office of Career Readiness, New Jersey Department of Education)

Steve handed the call over to Rebecca Moyer, who introduced Charlotte Gray, an education program development specialist and leader at the Career Equity Resource Center (CERC), and Shinlan Liu, a planning associate in the Office of Career

Readiness at the New Jersey Department of Education. Charlotte and Shinlan shared their efforts to identify and remedy equity gaps in CTE in New Jersey.

Charlotte began by sharing the mission statement of the New Jersey Department of Education, which states that “all children, regardless of life circumstances, graduate from high school ready for college and career.”

CERC, originally housed at Rutgers University and incorporated into the New Jersey Department of Education in 2015, provides data-driven, research-based professional development and technical assistance to institutions at the secondary and postsecondary education levels. CERC aims to increase awareness, recruitment, retention, and completion rates of special population students, thereby expanding their opportunities for skilled, high-wage, in-demand employment. CERC also looks at disproportionality of special population students in CTE programs leading to credentials and positions in the workforce. As defined in New Jersey, special populations include students with disabilities, those from economically disadvantaged families, students with limited English proficiency, and those preparing for nontraditional careers. Only students preparing for nontraditional careers are currently tracked for *Perkins IV* funding, but there has been a broader statewide effort to define special populations.

During the 2015–16 school year, 80,406 students were enrolled in CTE. Of these, 31,481 were enrolled in vocational-technical school districts, and 48,973 were enrolled in comprehensive high school districts. For certain groups of special populations (students in special education and students with limited English proficiency), the percentages of students participating in CTE, compared with those participating in high school, are roughly equivalent. However, economically disadvantaged students are more prevalent in CTE than in both types of high schools.

Districts and schools receiving professional development and technical assistance through CERC are provided program-level data for a set of

performance indicators. They also are provided enrollment data by CTE status (participants, concentrators, and completers), and student demographics (i.e., race and special population status). The goal is to make school districts aware of special population students and, in particular, economically disadvantaged students.

Using the data provided, CERC helps districts and schools address equity issues unique to their situation or develop a comprehensive equity plan. Professional development courses also are offered through CERC. The introductory course is titled “Equity 101,” with other courses offered depending on site needs and conditions.

An NSWG member asked the following:

Q: How receptive are school and district administrators to seeing the disaggregated data?

A: They are quite receptive, but that has to do with how data are delivered. The focus is on using data as a starting point for providing support to special population students. Districts and institutions want to receive training on ways to better serve special populations.

Closing Remarks | Steve Klein

Steve thanked the presenters and noted that the presentation slides are posted on the PCRN on the NSWG page. Allison expressed her thanks to the presenters and RTI and OCTAE teams for the call.

The next call is scheduled for September 14, 2017.

NEXT CALL:

September 14, 2017