

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>

May 2, 2013

2012–13 NSWG Planning Team

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NSWG Call Host

Steve Klein

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The May 2 meeting convened at 2:00 PM EST. Following a welcome and an overview of the agenda by facilitator Steve Klein, OVAE-DATE staff provided department updates, and a panel of presenters including state and Department representatives discussed the future of career and technical education (CTE) data reporting by reviewing current initiatives to improve reporting.

Welcome | Steve Klein

Steve welcomed call participants and directed those on computers to the PCRN website (<http://cte.ed.gov/newsandevents/>) where they could find links to all of the meeting materials referenced on the call.

OVAE-DATE Updates | John Haigh

John's update included the following:

- State allocation letters from Ed Smith (edward.smith@ed.gov) will be sent out soon.
- John presented CTE data at the Spring State CTE Directors' meeting on April 15–17 at the Omni Shoreham Hotel in Washington, DC.
- Updates to the CAR narrative include a question asking how states have evaluated their CTE program. Training on the new CAR is anticipated for late August or early September.
- The Data Quality Institute is scheduled for June 27–28. The major objective focuses on looking at outcomes and trends and implementing changes that are key to ensuring that states have quality programs for their students.

- John mentioned that sessions for the DQI will most likely feature a mix of guest speakers, state meetings, and webinars.

The Future of CTE Data Reporting | John Haigh, Lisa Hudson, Sharon Enright, and State Representatives from Nebraska and Kansas

Before introducing the guest presenters, Steve acknowledged and thanked Dan Smith, Randy Dean, and Pat Mikos for serving as the planning team for the agenda. Dan explained that the team framed the agenda around the challenges of ensuring that all students graduate college career ready and the growing role that data play in addressing these challenges. Agenda topics were selected to ground participants in activities emerging since the passage of *Perkins IV*, and included attention to the following:

- **Data Quality:** Since *Perkins IV* passed, state staff have been working to refine how CTE data are collected and used. This has been a slow, difficult, and at times frustrating process; however, we now have better data and movement toward more consistent definitions. Work of the SPAC and our experiences over the past six years have helped surface issues affecting data collection and strategies for improving consistency.
- **Alignment:** Recent federal and state policy and developments are changing how we view systems measurement. Movement toward statewide career pathways, generally, and CTE programs of study, in particular, focus on following students as they transition across

education levels and from education to work. Our longstanding attention to preparing students for both college and careers has positioned the CTE field to address longitudinal issues that are only now getting attention in the education mainstream.

- **Data Systems:** The infusion of federal resources to promote statewide longitudinal data systems (SLDS) will allow CTE administrators to track students as they transition from secondary to postsecondary education and into work. New systems also allow for more robust analyses, since they offer access to student data within transcript records. Introduction of centralized data warehouses, such as the National Student Clearinghouse (NSC) and the Federal Employment Data Exchange System (FEDES) are changing how we track out-of-state students. Efforts also are underway to pilot data exchanges between industry certification organizations and to link education and workforce records.
- **Common Standards:** These focus globally on establishing common expectations within education. This is manifested in instruction with the common core standards and common technical core. With respect to data, we see this with the Common Education Data Standards (CEDs) and the revision of CTE courses in the School Codes for the Exchange of Data (SCED).

National Data and the Picture It Presents | John Haigh

John provided slides listing secondary and postsecondary CTE student participation data (http://cte.ed.gov/docs/NSWG/National_Data_Picture_Synopsis.pdf). These slides included several highlights:

- Student CTE participation rates have decreased over the past five years.
- Participation rates have increased for Hispanic and Native Hawaiian students, as well as for students in a new category—Two or More Races.
- The nontraditional completion rate indicator for both secondary and postsecondary is problematic.

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

Q – How many states are in sanctions with regard to *Perkins IV* measures?

R – John doesn't think any states are sanctioned. He continued to explain that states missing indicators for continuous years are considered in corrective action. (At the end of the call, John added that 15 states are currently with "conditions," most because of only 1 indicator.)

Q – With the new multi-race category, is there any trend that could be misinterpreted (i.e., increase or decrease in certain categories) because students are merely shifting categories?

R – Yes, the shift to the new category is causing a decrease in other ethnicities (with exception of Native Hawaiian); however, decreases in secondary and (to a lesser degree) postsecondary are across the board, regardless of ethnicity (again, with exception of Native Hawaiian and Native American).

CEDS Update | Matt Hastings, NE

Matt provided an overview of CEDS and discussed its importance relative to CTE. He explained that the CEDS framework grows in importance with the emergence of SLDS and other education databases.

CEDS is an initiative of the National Center for Education Statistics (NCES) to provide a roadmap for comparative analysis and exchange of educational data in a consistent manner. As such, CEDS is developing a shared vocabulary for education data. Information on this and other CEDS activities can be found on the CEDS website (<https://ceds.ed.gov/>).

The first version of CEDS in 2010 did not include a CTE connection, but subsequent versions have. Version 4.0 is currently in the works and includes a CTE working group. The current version is on the CEDS website.

SCED Update | Sharon Enright

Sharon provided an update on SCED work. Her complete notes can be found at http://cte.ed.gov/docs/NSWG/NSWG_SCED_Presentation_Materials.pdf.

SCED is a common classification system for secondary school courses that enables comparison of course offerings across states. Approximately 25 states are using SCED in their SLDS. Currently SCED is not well aligned with the Classification of Secondary Schools Courses (CSSC), another coding taxonomy for high school courses, but NCES is hoping to merge the two systems.

The CTE community has been invited to submit recommendations to the next SCED revision. A CTE SCED leadership team has submitted CTE courses in 16 career clusters for consideration.

Current SCED codes can be found at <http://nces.ed.gov/pubs2007/2007341.pdf>, and CTE's collaborative work with SCED can be viewed at <https://www.acteonline.org/sced/#.UXIBecqg2Ik>.

GEMEnA Update | Lisa Hudson

Lisa explained that in 2009, there was a meeting in DC of federal agencies, institutions of higher education (IHEs), and others interested in workforce labor market issues. A key finding at the meeting was that there was not enough information available to develop plans for addressing labor market issues. The meeting resulted in the formation of an Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA), with representatives from NCES, the U.S. Bureau of Labor, the U.S. Census Bureau, the Office of Management and Budget, the National Science Foundation, and other groups interested in exploring the links between education and workforce development.

GEMEnA identified four strands of missing information that could inform the labor market:

- Credentials received outside of the education system, such as industry certifications and professional licenses.
- Postsecondary education certifications.
- Non-credit courses adults take to build skills without receiving an official certificate.
- How adults build and document their work skills.

GEMEnA recommended that by using existing federal surveys and including additional questions on education, training, and certifications, they could

- Get counts on how many adults have currently undocumented certifications, licenses, degrees, etc.

- Obtain richer, more detailed information on an individual's personal portfolio of skill development and training—what, where, cost, benefits, etc.

More details on Lisa's discussion are at http://cte.ed.gov/docs/NSWG/GEMEnA_Presentation_Materials.pdf. More on GEMEnA is on the project website (<http://nces.ed.gov/surveys/gemena>).

Certification Data Exchange Project | John Haigh

John explained that the purpose of the data exchange program is to expand and improve data exchange between industry certification organizations and state longitudinal data systems. He referred listeners to the ACTE website (<https://www.acteonline.org/general.aspx?id=688#.UXICzMqg2lk>) for more information on the project.

The project recognizes the growing need for both CTE and industry to understand and document the certifications and licensures that adults seek and receive in the workplace. Six states participated in the first round of testing of the feasibility of the project, and currently more states are being recruited for round two (http://cte.ed.gov/docs/NSWG/State_Certification_Project_Invitation_Round2_Final.pdf).

A concept paper explaining the project can be found at http://cte.ed.gov/docs/NSWG/Proposed_Road_Map_for_Establishing_National_Exchange_Clearinghouse_6-30-12.pdf.

NEXT CALL:

August 1, 2013

2:00–3:00 PM EST

Call Number:

866-249-5279

Access Code: 986803

Rigorous Programs of Study Data | Lisa Beck, KS

Lisa presented her state's perspective on trying to collect performance data. A specific challenge in Kansas has been that, in year three of the data collection, the state changed the structure of the reporting system. Her project had to adjust its data collection protocols to accommodate the changes.

Lisa also cited issues with the difference between the pathway codes and CIP codes for specific courses. The state has been successful in tracking students if they attend a public postsecondary institution, and hope that using NSC data will help track students in private IHEs.

The link for the Programs of Study Grants is <http://cte.ed.gov/nationalinitiatives/rposgrants.cfm>.

Wrap-Up | Steve Klein

In wrapping up the meeting, Steve invited comments from the participants. It was noted that the agenda was very compact and focused on information dissemination. In the future, the working group should consider looking at individual topics for deeper discussions.

Another general comment addressed course titles. There is rich data on competencies of individuals; however, with data relative to courses, course titles do not necessarily reflect course content. This is especially a problem with electives where course titles don't convey much information.

With the end of the discussion, Steve requested suggestions for topics for future meetings.

The next NSWG call is scheduled for 2:00 PM on August 1, 2013.