

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>

November 1, 2012

2012–13 NSWG Planning Team

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NSWG Call Host

Jim Schoelkopf

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The November 1 meeting convened at 2:00 PM EST. Following an overview of the agenda by facilitator Jim Schoelkopf, Sharon Enright updated the group on a number of national initiatives.

EDFacts Update | Sharon Enright

The EDFacts SY 2011–12 file specifications are available online at <http://www2.ed.gov/about/inits/ed/edfacts/sy-11-12-nonxml.html>. Note that CTE *Type of Placement v8.1* is a new file specification.

EDFacts requires states to report secondary data for *Type of Placement* in four placement sub-categories: advanced training, employment, military service, and postsecondary education. It may be difficult for some states to report the categories for postsecondary education and advanced training separately because they are not requested for reporting separately in the current CAR. States may need to report all students in one of the EDFacts categories, such as postsecondary training. Those collecting apprenticeship data may consider reporting these students in the advanced training subcategory.

John Haigh said OVAE is working to provide more definition within the subcategories and will offer further information when it is available.

Common Education Data Standards (CEDS) V3 Update | Sharon Enright

The CEDS Stakeholder Group accepted the CTE workgroup's recommendations, which were then offered for public comment during the comment period that concluded in August. The CTE feedback was generally positive but included a few comments for consideration.

The CTE workgroup reconvened on October 15 to develop responses to the comments. One recommendation of the CTE workgroup was to delete the

CTE Completer data element. Based on comments from the public review, the workgroup decided to maintain the *CTE Completer* element because some states still use it.

The workgroup recommended removing a CTE-specific *Program Type* element, since it is not unique to just CTE and CTE can be added to the element's option set. Likewise, the *Additional Credit Type* awarded element is not unique to CTE. One of the element options identifies CTE as an additional type of course credit. However, the options do not allow for CTE courses in which students earn joint CTE and academic credit, such as an engineering course in which students earn math and CTE credit. The CTE workgroup deferred work on this element until the CEDS V4 revision process.

While the workgroup recommended developing a new *Work-based Learning Opportunities* data element, it tabled this recommendation for CEDS V4 because it will require more time and work than available in the current CEDS V3 development cycle.

Lastly, the group recommended renaming the *Technical Award Conferred* element (a new element for CEDS V3) to *Professional or Technical Credential Conferred*. The new name will better represent the element's intent.

Secondary School Codes for the Exchange of Data (SCED) | Sharon Enright

Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), a publication from the National Center for Education Statistics (NCES), is being updated. While many states use SCED course codes in their state longitudinal data systems, the CTE codes do not adequately represent CTE.

OVAE, ACTE, and NASDCTEc are jointly sponsoring a national SCED CTE revision project, *CTE Courses: Creating Commonality with SCED*. Currently, 16 volunteer work groups are being formed to update and align CTE course names and definitions for each of the Career Clusters™. Family and consumer sciences also has a work group. The project will kick off with a webinar on November 6. The work groups' recommendations must be submitted to NCES by December 31. For further information, please visit http://cte.ed.gov/nationalinitiatives/cte_courses.cfm on the PCRN website or <https://www.acteonline.org/content.aspx?id=18105&terms=SCED> on the ACTE website.

SLDS Best Practices Conference | Sharon Enright

The conference was canceled due to Hurricane Sandy. Sharon was slated to give a presentation with David Stevens and Ting Zhang, *An Expansive View of SLDS Sources of Decision-Relevant Value: Toward a Robust Portfolio of Human Capital Development Measures*. The presentation was to focus on CTE as a case for determining the robustness of a state's P-20/W SLDS. The presentation outline and accompanying robustness test are available on PCRN with the November NSWG call materials at <http://cte.ed.gov/newsandevents/>.

OVAE-DATE Updates | John Haigh and Denise Garland, OVAE

John asked call participants to consider whether they would like to add two additional NSWG calls for the 2012–13 year, for a total of six calls.

In collaboration with national and state partners, ACTE is supporting a project to improve data exchange between industry certification programs and state longitudinal data systems. In the coming year, the project will conduct a pilot on data exchange between state and industry partners, which will involve up to five states. If you are interested in participating in the pilot, please see further information under the accountability tab on PCRN.

The final SPAC Design Team webinar will take place on November 8.

OVAE will be posting the upcoming monitoring schedule on PCRN shortly.

Request for V-DQI Session Topics | Jim Schoelkopf

Jim asked call participants to consider which topics they would like addressed at the next Virtual Data Quality Institute, which will take place in June 2013. Please e-mail ideas to Jim Schoelkopf (jschoelkopf@mprinc.com), Denise Garland (denise.garland@ed.gov), or John Haigh (john.haigh@ed.gov).

RPOS Measurement Indicator Data Collection | Robin Utz, OVAE and RPOS State Representatives

OVAE RPOS Overview

Robin Utz from OVAE facilitated a conversation with *Promoting Rigorous CTE Programs of Study* grantees on their grant evaluation. The grant is funded through *Perkins* national activities funds. Participation in the project requires applicants to conduct annual evaluations to assess the constancy of LEA implementation and the effectiveness of each of the 10 POS framework components. States must use outcome data to assess progress, comparing outcomes for otherwise comparable groups of students who did and did not have access to the RPOS. The states must also collect information on seven performance measures, which are based on sections 113(b) (State Performance Measures) and 203(e) (Tech Prep Indicators of Performance and Accountability) of *Perkins*. Grantee states have selected participating LEAs that are urban, suburban, or rural to demonstrate that an RPOS can be implemented in any setting.

RPOS grant evaluation and technical assistance resources are available on PCRN with the November NSWG call materials. They include an excerpt on the evaluation requirements from the Federal Register, which is conducted by MPR Associates, Inc., and RPOS technical assistance materials.

Selected State Presentations

Martin Kollman spoke about RPOS grant implementation and evaluation in Kansas, where four LEAs are implementing the Manufacturing and Production pathway. The grant has improved data collection, enhanced collaboration among state agencies, and helped identify areas in need of improvement.

Kathy McNerney and Pat Mikos spoke about the RPOS grant in Maryland. They are working with an urban, a suburban, and a rural LEA on the Transportation, Distribution, and Logistics cluster. The state department of education worked with each district to ensure it had the capacity to collect the necessary data and to verify it was administering the RPOS' assessment: the National Automotive Student Skills Standards Assessment (NA3SA). The grant has enhanced partnerships among the three participating LEAs. Maryland has also examined data collection issues around the seven measures, specifically enrollment in postsecondary education, enrollment in postsecondary education in a field or major related to the secondary POS, and the need for developmental course work in postsecondary education. Maryland will gather additional information at the course and program levels. The biggest lesson thus far from the grant is that Maryland needs additional information in its postsecondary data systems.

Q&A and Discussion with RPOS States

Robin Utz and John Haigh followed up with questions for the state presenters. Robin noted that data on developmental education enrollment may not be consistent. For example, students who test into remedial education may delay enrollment or not enroll.

John Haigh asked how the interventions for RPOS students in each state are different from those the comparison group receives. In Maryland, RPOS instructors receive individualized professional development that addresses student reading and comprehension of program content. Maryland also plans to connect with their postsecondary partners to offer professional development for instructors. Kansas uses a technical skills assessment developed specifically for the RPOS grant, created collaboratively with secondary education, postsecondary education, and industry.

Meeting Wrap-up

Jim Schoelkopf and John Haigh thanked Sharon Enright, who is retiring in December, for all of her work on behalf of the NSWG. Sharon plans to continue to contribute to national CTE data systems projects.

The next NSWG call is scheduled for 2:00 PM on February 7, 2013.

NEXT CALL:

February 7, 2013

2:00–3:00 P.M. EST

Call Number:

888-751-0624

Access Code: 442772