NSWG Call Summary

NEXT STEPS WORK GROUP

September 5, 2013

2013–14 NSWG Planning Team

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Host

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The September 5 meeting started at 1:00 PM EDT.

Welcome | Steve Klein

Facilitator Steve Klein welcomed everyone and gave directions for locating conference materials online (http://cte.ed.gov/newsandevents/).

Dial-in numbers for future meetings will not be listed on the website due to the sensitive issues that are at times discussed and to allow time for those on the line to engage in discussions. Call-in numbers will be shared via email. Directors will be in charge of authorizing staff to attend meetings.

Open Space and Updates | John Haigh

John Haigh gave the following updates:

- State training for the Consolidated Annual Report (CAR) will take place on September 24 and 26. Note: There is a new specification for state institutions' required use of funds for students with disabilities and incarcerated youth.

- CEDS request for comments on version 4 are due September 20 (https://ceds.ed.gov/).

- There are several new items on the NCES website (https://nces.ed.gov): a brochure describing NAEP; What Works Clearinghouse reviews on early childhood education; and several new federal register notices.

- OVAE is planning to align its Data Quality Institute with the NACTEI meeting, May 6–8, 2014, in Louisville. Send potential agenda topics to Marie Buker by October 31, 2013.

- An email was sent out to NSWG members containing a template that could be used to ask states to identify best practices or activities related to accountability. The idea

would be for states to voluntarily contribute examples that might be shared with others. One option would be to post information on PCRN to foster state collaboration and networking. Send feedback on the idea and information for topical areas that could be included to John Haigh.

Advancing CTE in Career Pathways | Mary Clagett, *Jobs for the Future*

Steve Klein introduced the call presenters, drawing attention to the considerable amount of work that is currently under way nationally to build career pathway systems and metrics. He noted that this work has implications for CTE accountability and that OVAE is currently sponsoring two initiatives to align CTE programs of study (POS) and adult education programs with career pathways system development efforts.

Mary Clagett presented on the work of the *Advancing CTE in Career Pathways* initiative, noting that the Administration is supporting efforts to upgrade worker skills to address the needs of high-demand industries and occupations. To underscore this point, she referenced the 2012 joint letter from the U.S. Departments of Education, Labor, and Health and Human Services, which calls for promoting "career pathways approaches as a promising strategy to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers."

She noted that six key elements to design career pathways systems have been identified and referenced the 10 essential components that states

are consulting to build POS within CTE. She said that project work under the *Advancing CTE in Career Pathways* is intended to support states in aligning their CTE POS with their statewide career pathways development efforts.

The project is nearing completion of its first year of implementation. Five states were selected in January: Colorado, Kansas, Massachusetts, Minnesota, and Oregon. States have primarily focused on careers in manufacturing, aviation, healthcare, and IT. Anticipated outcomes include the following:

- Alignment of state programs and policies;

- Improved alignment of education and training programs to address industry needs;

- Expansion of opportunities for youth and adults; and

- Programs sustainability and scaling.

States are paired with experienced coaches and provided individualized technical assistance. Teams participate in quarterly meetings, network virtually with one another, and have access to subject matter experts. The goal is to establish high-quality, comprehensive career pathway systems that integrate POS in these five states and make the lessons learned through this work available to all states.

The Technical Assistance model used in the project integrates the POS and career pathways framework. It includes six elements:

- **#1 Build Cross System Partnerships:** Cross system partnerships are between multiple programs, agencies, and stakeholders, including employers. This entails securing agreements on commitments, common visions, and goals as the system changes.

- **#2 Engage and Align Employers:** System development is aligned with employer needs and designed to engage employers. Work seeks to encourage employers to invest time and resources to support development of career pathways systems.

- **#3 Program Design:** Coursework and services are sequenced, nonduplicative, accelerated, lead to industry-recognized credentials, certificates and degrees, and employment in high-demand careers. Programs also offer counseling and promote dual and co-enrollment.

- **#4 Policies and Programs:** Necessary policy changes are identified and initiated to support system development.

- **#5 Data and Accountability:** Cross-system data and measurement systems are established.

- **#6 Funding, Sustainability, and Scale:** Funds for maintaining and growing pathways are solicited and existing resources leveraged.

A second phase of the project will build off a collaboration between the Department of Education and Department of Transportation. An application for state participation will be released next week to invite three states to participate in career pathways and POS alignment in transportation—with a focus on highway construction and related occupations.

Mary responded to questions from participants, abbreviated below:

Q: Are there any minimum qualifications to participate in Phase II?

A: Emphasis will be on recruiting states that
- o have experience in developing rigorous POS;
- o have developed work in career pathways;
- o are working on job training support services projects that focus on highway construction workforce development efforts; and
- o demonstrate cross-agency work experience (between education and transportation).

Q: Does the project model have any skilled manpower below a B.A. or B.S. degree?

A: The graphic (see PowerPoint slide 9 "A Visual Interpretation of Comprehensive Career Pathways Systems") is evolving as we work. Middle-skilled jobs going into the advanced skill level do cross the two lines of the bachelor's and associate's

degree. A recent study shows that a person with a bachelor's degree makes less than someone with an associate's degree or certificate in a high-demand technical field. We recognize that people have a greater chance of being in the advanced skilled area if their degree is in a more technical field. The framework is an evolving model—the arrow in the middle is trying to show the acceleration that can occur with dual-enrollment. We need to make it clear that it is high-demand certificates and credentials that will bring people into the high skilled area.

Performance Metrics for Career Pathways | Neil Ridley, *Center for Law and Social Policy*

Steve introduced Neil Ridley, who is working with the *Alliance for Quality Career Pathways*, a voluntary 10-state initiative that aims to develop criteria for high-quality career pathways and metrics to assess their outcomes.

Neil described the project and referenced a background paper that provides details on work to date (http://cte.ed.gov/docs/NSWG/CLASP-AQCP-Metrics-Feb-2013.pdf). The data framework addresses two areas:

- Area 1: Criteria and indicators that are meant to define high-quality career pathways systems (e.g., teachers, effective partnerships at all levels, structural elements).

- Area 2: A set of shared performance metrics for measuring the success of career pathways systems at the state and regional levels.

Neil discussed the landscape of performance metrics. Most current measures tend to focus and apply to individual programs and funding streams to capture the progress of individuals. Career pathways metrics are meant to complement what is already being used and to apply to a range of programs and funding streams. They are intended to capture the progression of students across various educational settings (e.g., the success of individuals moving from adult education to college).

Metrics are meant to have various potential uses for program improvement at the institutional and local level; others are more useful for accountability purposes. Neil described three sets of metrics included in the recently released Beta Framework:

- Labor outcome
  o Employment, retention
  o Earnings

- Pathway education and training outcomes
  o Credential attainment

- Interim measures
  o Progress made (e.g., educational level gain)
  o Milestones

Neil stated that the Beta Framework has undergone preliminary review with a state working group that met several times, an advisory group, and other workforce groups. Indicators and metrics are to be field tested by December 2013 in the 10 Alliance states. States will then be able to give feedback on their capacity to gather data and on the utility and value to different programs. Version 1.0 will be released in spring 2014.

Neil concluded his presentation with several reasons to pay attention to the Alliance work. First, the project intends to come up with a consistent set of metrics to show the value of career pathways systems in states and regions. The work being done with CTE and the state is likely to inform program improvement and accountability measures in CTE and other programs. Second, the interim measures are a new approach and may be particularly useful for CTE and AE programs. Finally, the work aspires to create more consistent data and pathways and to make the case for further investment in career pathways programs.

Neil responded to questions from participants, abbreviated below:

Q: Where are the metrics?

A: The Beta Framework is available for download with registration, and feedback on the framework is appreciated. The link for the site is http://www.clasp.org/postsecondary/pages?id=0029.

Q: Do all participating states have SLDS?

A: Yes, but not all states have achieved the same level of data development/connectivity. In the next part of this work, we will see the different capabilities of states to collect the data.

Q: Can you tell us how states were selected for participation?

A: The Alliance is a coalition of the willing. The project has required work on the part of state teams (composed of representatives of many different agencies). Participating states also had experience implementing career pathway systems through other funding sources.

State Experiences in *Advancing CTE in Career Pathways Initiative* | Connie Beene, *Kansas*

Connie offered her team's perspective on the CTE project being implemented in Kansas, referencing an online document shared on PCRN (http://cte.ed.gov/docs/NSWG/Kansas_Employer_Engagement_Initiative_Option_2.pdf).

The focus of Kansas work is employer engagement. The team selected goals that fit with its workforce development efforts, including the need to engage employers and the timing of their engagement. She observed that while it is good for employers to be engaged, when a large group of students graduate, the market can become flooded. If employers were engaged earlier to share information on their needs, some students might be steered toward employment in a different area.

More specifically, the project has focused on the timing and enhancing of employer engagement and diversifying and combining efforts of multiple advisory committees, which are often reaching out to businesses, workforce development teams, and others at the same time. The team hopes to combine efforts and to create a cohesive pipeline from secondary to postsecondary education.

The first step in the project was convening a pilot team with a panel of employers, community and technical college representatives, secondary representatives, postsecondary, and economic development representatives. The Board of Regents had already brainstormed ideas and sought feedback on the current methods and expanded future potential of engaging employers.

The posted document is a working draft and will be updated as more information becomes available. The document lists different levels of recognition for employers and offers opportunities for their engagement. Its aim is to make it easy for employers to get involved and to provide a differentiated context for their engagement. Over time, it is expected that the levels of employer engagement might stay the same, but opportunities to engage should increase.

Connie responded to questions from participants, abbreviated below:

Q: Could you say something about what Kansas has done around accountability and data systems through the project?

A: Kansas is piloting a project called *Outcome Metrics*. It seeks to reward college and technical college programs that produce a higher number of credentialed graduates in fields with higher salaries. Colleges that volunteer will need to enhance their data, their accountability systems, and their student follow-up.

The Kansas Department of Education is also working to collect and share data to create a one-stop shop. The ultimate goal is to know how students are performing and what happens when they leave to enter the workforce. Kansas is working on data-sharing agreements so students can be followed through employment.

Q: What would your Kansas Department of Commerce Skills Pledge look like?

A: It was an initiative of Governor Brownback and can be found on the Kansas Commerce website (http://www.kansascommerce.com/forms.aspx?FID

=109). The pledge has businesses agree to hire credentialed workers, and many have done so. We have found that there was no follow-up to further engage employers.

Now that we have an approach to engage employers we need to answer the "so what?" and see what they get in return. They have a certificate that they can display, and we are considering other ways to recognize employers, such as getting first pick to interview credentialed students and graduates.

Wrap-Up | Steve Klein

Steve shared a question from a participant about the timing of the upcoming, in-person DQI. John shared that OVAE is still working with NACTEI to plan the event, with the possibility of the DQI occurring on the last day of the NACTEI meeting.

Steve noted that the topic of the next NSWG call is *Using Education Dashboards in CTE: Examples from Selected States*. This call will be structured as a webinar. Steve asked NSWG members to contact him if they had any examples of dashboards their states are using that they would like to share.

The next NSWG call is scheduled for 2:00 PM EST on November 21, 2013.

NEXT CALL:

November 21, 2013
2:00–3:00 PM EST