

NSWG Conference Call – May 2, 2013 – Sharon Enright

CTE and Secondary School Course Code Classification System: School Codes for the Exchange of Data (SCED) – <http://nces.ed.gov/pubs2007/2007341.pdf>

Review of the SCED

Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)

presents a taxonomy and course descriptions for secondary education. The system is intended to help schools and education agencies maintain longitudinal information about students' coursework in an efficient, standardized format that facilitates the exchange of records as students transfer from one school to another, or to postsecondary education. A common classification system for secondary school courses can achieve the following:

- Enable comparison of course offerings among districts and states;
- Facilitate the use of electronic student transcripts;
- Support longitudinal student information systems;
- Encourage interoperability of student information and other data management systems by providing a standard for education software designers and vendors;
- Reduce the cost and burden of transcript studies; and
- Encourage the use of coursetaking information in research and evaluation of student outcomes.

Many states (approximately 35) have adopted the SCED course codes for use their state longitudinal data systems. The SCED course codes are a good fit for some states, but not all.

National Center for Education Statistics and the SCED

- The SCED is now a product of the **National Forum on Education Statistics** (the **Forum**, <http://nces.ed.gov/forum/>).
 - The Forum is a voluntary, democratic, participative, and cooperative federal-state-local body with a mission to develop and recommend strategies for building education data systems that will support local, state, and national efforts to improve public and private education throughout the United States.
 - The Forum has a SCED committee to give recommendations to NCES.
- NCES has maintained two different secondary course coding systems – the SCED and the Classification of Secondary School Courses (CSSC, <http://nces.ed.gov/surveys/hst/courses.asp>), which has been used to classify courses transcribed from the high school transcript. The 6-digit CSSC codes are closely aligned with the CIP codes, whereas the 5-digit SCED codes are not.
- Maintaining two secondary course coding systems has been problematic for SEAs, LEAs and others. A couple of months ago, NCES determined that it needs to combine the two secondary course coding systems into one system. This is a big undertaking.
- The current SCED is published as a handbook, in PDF format. The unified secondary course coding system will be an online interactive product, similar in design to the Common Education Data Standards (CEDs) website (<https://ceds.ed.gov>).

CTE and the SCED Revision

- In July 2012, the CTE community was invited to submit recommendations for CTE changes in the SCED – I was invited to represent the CTE community.
- The CTE SCED Leadership Team was formed:
 - Association of Career and Technical Education (ACTE) – Alisha Hyslop and Catherine Imperator.
 - National Association of State Directors of Career and Technical Education (NASDCTEC) – Dean Folkers (now with the Nebraska Dept. of Education).
 - Office of Vocational and Adult Education (OVAE) – Robin Utz.
 - Ohio Department of Education – Sharon Enright (now retired).
- Sixteen “Career Cluster” work groups were formed (with a designated chair) – Volunteers represented SEAs and LEAs from many states. Thanks to many of you who served as volunteers.
- We also coordinated with the Family and Consumer Sciences National Coalition.
- Recommendations of CTE courses for 16 Career Clusters were submitted to the NCES and the Forum SCED Committee.
- The Forum SCED Committee reviewed the recommendations.
- Review documents were sent to the states – these reviews are still in process. We hope you are participating in these reviews.
- Final decisions about CTE courses from NCES and the Forum SCED Committee are forthcoming.