

**NCES Common Education Data Standards (CEDS) – Draft of Version 2 Standards**

[http://nces.ed.gov/programs/ceds/version2/k12\\_elements.asp](http://nces.ed.gov/programs/ceds/version2/k12_elements.asp)

**Comments due by August 15**

Review for Career and Technical Education – Comments and suggestions submitted by Sharon Enright (Ohio) – July 22, 2011

States may look to the CEDS as a resource to determine data elements that should/could be in their state consolidated data systems (for data collection) and state longitudinal data systems (SLDS). The potential of CEDS is that it could help drive consistency of data across states. For CEDS to be more aligned with CTE data needs, some changes must be made.

- Some of the existing CEDS CTE data elements need to be revised. Terminology may need to be updated (“vocational” to “career-technical”). Some elements are not aligned with Perkins IV (passed in 2006).
- Some of CTE data needs are not represented at all, so need to be added.
- There are a few things that should be deleted.

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**CEDS 2.0 Draft Standards Elements – Comments and Suggestions**

**Element: Academic Honors Type**

**Comments:** The term “Academic” is often equated with the core academic subjects (e.g., English/language arts, mathematics, science, social studies, foreign languages), to the exclusion of career-technical education.

**Suggestions:**

Title – Change this to “Academic and Career-Technical Honors Type”

Code Set – Add these codes

- State- or industry-recognized certificate or license
- National Technical Honor Society
- (Others?)

Please note that many students are awarded postsecondary scholarships for their excellence in career-technical education, particularly if they have won state and national competitions via the Career-Technical Student Organizations.

**NEW Element: Accountability Report Title**

**Comments:** Is this an open-ended response element? I am unsure what this might mean for career-technical education (CTE). Some secondary CTE data is reported to the U.S. Dept. of Education in the Perkins CTE Consolidated Annual Report (CAR). The majority of secondary CTE data is reported via EDEN/EDFacts.

**NEW Element: Assessment Academic Subject**

**Comments:** A comparable element is needed for career-technical education.

**Suggestions:**

New Title – “Assessment Career-Technical Program”

New Definition – The description of the technical content or career cluster being evaluated

New Code Set –

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training

- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

**NEW Element: Assessment Purpose**

**Comments:** Code set needs to be expanded to include career-technical education assessment purposes.

**Suggestions:** Code Set – Add these codes

- Obtain a state- or industry-recognized certificate or license
- Obtain postsecondary credit for the course

**Element: Assessment Reporting Method**

**Comments:** Code set needs to be expanded to include career-technical education assessment reporting methods.

**Suggestions:** Code Set – Add these codes

- State credentialing entity benchmark
- Industry credentialing entity benchmark

**NEW Element: Assessment Type**

**Comments:** Code set needs to be expanded to include career-technical education assessment type.

**Suggestions:** Code Set – Add these codes

- State career-technical assessment
- State credentialing assessment
- Industry credentialing assessment

**Element: Career and Technical Education Completer**

**Comments:** This definition is out-dated, as it uses the term “vocational education.” Also, “CTE Completer” is not a student for which CTE is accountable for per the 2006 Perkins IV legislation. Many states do not define this group of students at this time. Minimally, the terminology needs to be updated. Better yet, this definition needs to be vetted with CTE stakeholders.

**Suggestions:** Definition – Revise

Change “vocational education” to “career-technical education”

**Element: Career and Technical Education Concentrator**

**Comments:** This definition has been updated, as it uses the term “CTE” rather than “vocational education.” This definition is aligned with 2007 non-regulatory guidance provided by the U.S. Dept. of Education, Office of Vocational and Adult Education. This definition may or may not hold up as states will be engaged in developing a common definition used by all states.

Additionally, a NEW element is needed to capture CTE Participant. The 2006 Perkins IV legislation identifies this population of students that CTE is accountable for. A definition needs to be developed, one that is vetted with CTE stakeholders.

**Suggestion:** ADD New Element

**NEW Element: Career and Technical Education Participant**

A possible description is: “A secondary student who has earned credit in a CTE program area.”

**Element: Course Level Characteristic**

**Comments:** Code set needs to be expanded to include career-technical education course level characteristics.

**Suggestions:** Code Set – Add these codes

- Career-technical general course
- Career-technical dual-credit course (course qualifies for high school and postsecondary credit)

**Element: Credit Type Earned**

**Comments:** Code set option “Vocational credit” needs updated terminology. Also, I don’t understand what “Converted occupational experience credit” means for secondary students (it seems this would be more applicable to adult students).

**Suggestion:** Code Set – Revise

- 00597 “Vocational credit” – Change to “Career-technical credit”

**NEW Element: CTE Graduation Rate Inclusion**

**Comments:** This is definitely new. We need more information, to better understand this. Is this to help CTE know which students to include in the CTE graduation rate for Perkins calculations and reporting, based on which CTE Concentrators were included in the state’s ESEA graduation rate calculation?

**NEW Element: Displaced Homemaker Indicator**

**Comments:** This element is definitely for CTE, as it is identified as a student subgroup in the 2006 Perkins IV legislation. A definition of “displaced homemakers” should be provided, as very few people understand this student population. Many states do not collect displaced homemaker data on secondary students, as it is so difficult to understand and make such a determination for a high school student. This element is much more suitable to adult students.

There are two other Perkins special populations groups that are not found in CEDS – new elements should be added for these.

**Suggestion:** ADD New Elements

**NEW Element: Single Parents, Including Single Pregnant Women**

A description needs to be developed, something along these lines: “A student who, at some time during the school year, is either a pregnant female student who is unmarried; or a male or female student who is unmarried or legally separated from a spouse and has a minor child or children.”

**NEW Element: CTE Students Preparing for Nontraditional Fields**

A description needs to be developed, something along these lines: “Nontraditional fields are those where one gender comprises less than 25 percent of the individuals employed in those occupations or fields of work.

- Female nontraditional occupations – Less than 25 percent of individuals employed are female
- Male nontraditional occupations – Less than 25 percent of the individuals employed and male”

**Element: Entry/Grade Level**

**Comments:** Is there a definition for Grade 13? Perhaps there should there be a “transition from high school” type of designation for students with disabilities. IEPs may specify a transition plan for students to remain in high school even though they have met all graduation requirements. Many students enroll in CTE programs at this time, to get work skills and job coaching.

**NEW Element: Evaluation Outcome**

**Comments:** More information is needed. These elements may be useful for CTE, especially for state- and industry-recognized assessments used in credentialing processes.

**NEW Element: Evaluation Scale**

**Comments:** More information is needed. These elements may be useful for CTE, especially for state- and industry-recognized assessments used in credentialing processes.

**NEW Element: Evaluation Score or Rating**

**Comments:** More information is needed. These elements may be useful for CTE, especially for state- and industry-recognized assessments used in credentialing processes.

**NEW Element: Evaluation System**

**Comments:** More information is needed. These elements may be useful for CTE, especially for state- and industry-recognized assessments used in credentialing processes.

**Element: Exit/Withdrawal Type**

**Comments:** Code 03501, “Completed a state-recognized vocational education program” – I do not understand the reason(s) for this option. A student who completes a state-recognized CTE program should not legitimately be able to withdraw for this reason. Rather, the student should withdraw from school for another reason, such as transferred to another educational institution, graduated, expelled, dropped out, etc.

**Suggestion:** Code Set – Delete:

- 03501 Completed a state-recognized vocational education program

**Element: Grade Level When (Course) Taken**

**Comments:** Is there a definition for Grade 13? Perhaps there should be a “transition from high school” type of designation for students with disabilities. IEPs may specify a transition plan for students to remain in high school even though they have met all graduation requirements. Many students enroll in CTE programs at this time, to get work skills and job coaching.

**Element: Grade Level When Assessed**

**Comments:** Is there a definition for Grade 13? Perhaps there should be a “transition from high school” type of designation for students with disabilities. IEPs may specify a transition plan for students to remain in high school even though they have met all graduation requirements. Many students enroll in CTE programs at this time, to get work skills and job coaching.

**Element: Grades Offered**

**Comments:** Is there a definition for Grade 13? Perhaps there should be a “transition from high school” type of designation for students with disabilities. IEPs may specify a transition plan for students to remain in high school even though they have met all graduation requirements. Many students enroll in CTE programs at this time, to get work skills and job coaching.

**UPDATED Element: High School Diploma Type**

**Comments:** Code 00819, “Vocational certificate” – I do not understand the reason(s) for this option. Is this even a viable option now? Or is this a hold-over from an earlier era?

**Suggestion:** Code Set – Delete:

- 00819 Vocational certificate

**Element: Level for which Designed**

**Comments:** Is there a definition for Grade 13? Perhaps there should be a “transition from high school” type of designation for students with disabilities. IEPs may specify a transition plan for students to remain in high school even though they have met all graduation requirements. Many students enroll in CTE programs at this time, to get work skills and job coaching.

**Element: Magnet/Special Program Emphasis School**

**Comments:** There are many schools that have emphasize career-technical programming.

**Suggestion:** Definition – Add “career-technical programming” (or something similar) in the “e.g.” section.

**Element: Program Type**

**Comments:** Code 04906, “Vocational education” – Update this terminology to “Career-technical education.”

**Suggestion:** Code Set – Revise

- 04906 “Vocational education” – Change to “Career-technical education”

**NEW Element: School Level**

**Comments:** Many states have career and technical education institutions. Many of these serve both high school students and adult students. How might these institutions be classified?

**Element: School Type**

**Comments:** “Vocational” – Update this terminology

**Suggestion:** Code Set – Revise

- “Vocational” – Change to “Career-technical” – in Code and in three of the descriptions
- Since many career-technical schools serve not only high school-aged students, but also serve adult students, this suggestion is made:  
“Vocational/Technical school” – Change to “Career-Technical School”  
A school that focuses primarily on providing formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students (ADD “and adults”) who have opted to develop or expand their employment opportunities.

**Element: Secondary Course Level**

**Comments:** Another indicator of course rigor is whether the course qualifies for postsecondary credit, in addition to high school credit.

**Suggestion:** Code Set – Add option

- D Dual-credit course [Different terminology could be used, but the intent of this option should not be changed.

**Element: Secondary Course Subject Area**

**Comments:** Twelve of the major subject areas represent CTE, and these do not align with the national CTE career clusters. We are aware that these align with the NCES *Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED), so we recommend the same changes for the SCED. Some course subject areas should be revised and some new ones should be added.

**Suggestion:** Code Set – Revise 12 and Add 4 so the code set reflects the 16 CTE career clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science

Hospitality and Tourism  
Human Services  
Information Technology  
Law, Public Safety, Corrections and Security  
Manufacturing  
Marketing  
Science, Technology, Engineering and Mathematics  
Transportation, Distribution and Logistics

**NEW Element: Shared Time Indicator**

**Comments:** It is good to add this indicator. Many students who enroll in a CTE program are enrolled in two different educational institutions. They will enroll in CTE courses at one educational institution, and enroll in other courses at another education institution. “Vocational” terminology needs to be updated.

**Suggestion:** Definition – Revise:

“Vocational/technical” – Change to “Career-technical”

**NEW Element: Title I Instructional Services**

**Comments:** “Vocational” – Update this terminology

**Suggestion:** Code Set – Revise:

“VCTE Vocational/Career” – Change to “CTE Career-Technical”