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

Comments must be submitted to NCES by November 28, 2011 in order to be considered for the Version 2 release in January 2012.

> Review for Career and Technical Education – Sharon Enright (Ohio)
> - Comments and suggestions on K12 Data Standards – 40 Comments Submitted November 21, 2011 (http://nces.ed.gov/programs/ceds/version2/finaldraft.asp)
>   Select "Version 2 – Final Draft"

NOTE: Of nearly 550 comments submitted in the first round of the CEDS Version 2 Draft comment period (for comment period ending in August, 2011), 47% of those comments were CTE comments. Our voices are being heard!

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 (SLDSs). 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.

- *NEW* **CTE data elements** were added in this Version 2 FINAL Draft (this is a GOOD thing). They need to be reviewed for accuracy. Some of the new CTE elements are confusing, overlapping, redundant, so must be cleaned up. Please note that the FINAL Draft contains many new elements, so is much lengthier.
- Some of the existing CEDS *non-CTE* **data elements** contain terminology in the element names, definitions and/or code set that need to be updated (e.g., "vocational" to "career and technical").
- Some elements are not aligned with Perkins IV (passed in 2006).
- Some of CTE data needs are not yet represented at all, so need to be added.

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CEDS – Version 2 Final Draft – K12 Data Standards – Comments and Suggestions (Sharon Enright, Ohio)

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 and technical education.
Suggestions:
> Element Name – Change to "Honors Type" or "Academic and Career and Technical Honors Type"
> Code Set – Add these codes
> - State- or industry-recognized certificate or license
> - National Technical Honor Society [Alternatively, change 01986 to "Honor society (including National Technical Honor Society)"]
>
> Please note that many students are awarded postsecondary scholarships for their excellence in career and technical education, particularly if they have won state and national competitions via the Career and Technical Student Organizations (e.g., SkillsUSA, FFA, DECA, BPA, FCCLA, HOSA).

NEW **Element: Additional Credit Type Awarded**
Suggestions:
> Code Set – Revise
> - "Vocational" – Change to "Career and Technical"

NEW **Element: Assessment Academic Subject**
Comments: A comparable element is needed for career-technical education.
Suggestions:
> New Element Name – "Assessment Career-Technical Program"

New Definition – The description of the technical content or career cluster being evaluated. (Or something similar).

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

ALTERNATIVE – Change Element Name to "Assessment Academic and Career and Technical Subject"; and add the CTE codes as listed.

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   (For example, In Ohio and other states, high school students who pass particular state CTE assessments or industry certification/licensure assessments qualify to earn postsecondary credit.)

Element: Assessment Reporting Method
Comments: Unclear about the Code Set:
- **03480 "Workplace readiness score"** – Is this intended to capture common CTE assessment reporting methods, such as state CTE assessment, state certification/licensure assessment and industry credentialing assessment reporting methods? Some additional clarification would help.

NEW Element: Assessment Type
Comments: Code set needs to be expanded to include career and technical education assessment type.
Suggestions: Code Set – Add these codes
- State career and technical assessment – RATIONALE: Some states have developed state CTE assessments for a variety of CTE programs. An emerging use of these is that students passing these assessments may qualify to earn postsecondary credit for articulated high school/ postsecondary courses.
- State or industry credentialing assessment – RATIONALE: Many CTE programs are based on State or industry standards, and have an associated assessment that may result in a State certificate/license (e.g., state cosmetology license) or an industry credential (e.g., Air Conditioning and Refrigeration Institute (ARI) Certificate of Completion, by the *Partnership for Air Conditioning, Heating, Refrigeration Accreditation (PAHRA)*).

UPDATED Element: Career and Technical Education Completer
Comments: This updated element is better, but still needs slight revisions.

Suggestions: Definition – Revise

Change as indicated: An indication of a student who reached a state-defined threshold of ~~vocational~~ career and technical education and who attained a ~~night~~ <u>high</u> school diploma or its recognized state equivalent of GED.

Revise definition language:
- "vocational" – delete this word
- "night" – change to "high"

UPDATED **Element: Career and Technical Education Concentrator**
Comments: This updated element is better, but still needs another revision.
Suggestions: Definition – Revise

Change as indicated: A student who enrolled in a threshold level of ~~vocational~~ <u>career and technical</u> education.

Revise definition language:
- Change "vocational" to "career and technical"

NEW **Element: Career and Technical Education Participant**
Comments: Thank you for adding this element for CTE. Definition looks good.

NEW **Element: Career and Technical Education Students Preparing for Nontraditional Fields**
Comments: Thank you for attempting to respond to our need to identify CTE Nontraditional Participants. I do not understand the distinction among these three NEW elements:
- **Career and Technical Education Students Preparing for Nontraditional Fields** (An indication that the CTE student is preparing for a nontraditional fields [those where one gender comprises less than 25 percent of the individuals employed in those occupations or fields of work].)
- **Career Technical Education Representation Status** (An indication of whether CTE participants were members of an underrepresented gender group.)
- **Non-traditional Program Enrollee Status** (An indication that the student who is enrolled in a non-traditional program is a members of the underrepresented gender group.)

For CTE accountability purposes, we need to identify CTE Nontraditional Participants for two purposes:
1. To calculate performance results for the Perkins CTE "Nontraditional Participation" metric. For this, we need to determine:

   CTE Participants of an underrepresented gender group enrolled in Nontraditional CTE Programs (Numerator)
   CTE Participants enrolled in Nontraditional CTE Programs (Denominator)
2. To identify which students are in the Perkins CTE Special Populations category of "Individuals preparing for nontraditional fields". This is generally "CTE Participants of an underrepresented gender group enrolled in Nontraditional CTE Programs."

Additionally, I do not understand the differences in the *Related Entities and Categories* among these three – two are "K-12->K-12 Student"; and one is "K-12->School"

MISSING:
We must also calculate performance results for the Perkins CTE "Nontraditional Completion" metric. I do not see "CTE Nontraditional Completers" represented in CEDS. For this, we need to determine:

   CTE concentrators of an underrepresented gender group who completed Nontraditional CTE Programs (Numerator)
   CTE concentrators who completed Nontraditional CTE Programs (Denominator)

NEW **Element: Career Technical Education Representation Status**

Comments: See comment I submitted for "Career and Technical Education Students Preparing for Nontraditional Fields".

Element: Course Level Characteristic
Comments: Code set should be expanded to include career and technical education course level characteristics.
Suggestions: Code Set – Add these codes
- Career and technical education general course
- Career and technical education 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 and Technical credit"

NEW **Element: CTE Graduation Rate Inclusion**
Comments: A little more clarity is needed. Is this to identify CTE concentrators in the state's ESEA cohort (e.g., 9th grade cohort) graduation rate calculation? Are these students to be included in the "corresponding" Perkins CTE graduation rate?

NEW **Element: Displaced Homemaker Indicator**
Comments: This definition is much improved – thank you.
Suggestion: Element Name – Add "CTE" to the name of this element: "CTE Displaced Homemaker Indicator" (or something similar).

NEW **Element: Enrollment in Postsecondary Award Type**
Comments: More clarity about this element is needed. Does this refer to K-12 students who are dual-enrolled in postsecondary education?

UPDATED **Element: Exit/Withdrawal Type**
Comments: Code 03501, "Completed a state-recognized vocational education program"
Suggestion: Code Set – Either Delete or Revise:
- 03501 Change "vocational" to "career and technical"

NEW **Element: Graduation Rate Survey Indicator**
Comments: "Degree" is generally a postsecondary term. "Diploma" is generally a more appropriate term for K-12.
Suggestion: Definition – Revise:
- Change "degree" to "diploma."

UPDATED **Element: High School Diploma Type**
Comments: Update "vocational" terminology.
Suggestion: Code Set – Revise:
- 00819 Change "vocational" to "career and technical."
Question: Do any states recognize a "Vocational certificate" as a type of high school diploma? If not, consider deleting this code.

NEW **Element: Highest Level of Education Completed**

Comments: Definition – The term "individual" is unclear. Is this referring to students? Staff? Both students and staff? It is hard to determine the appropriateness of some of the codes without knowing this.
Suggestion: Code Set – Revise:
- 00819   Change "vocational" to "career and technical."

Element: Honors Description
Comments: The definition highlights "academic distinctions." Students also earn career and technical distinctions. For example, some students leave high school with a State or industry-recognized credential that makes them highly employable. And some students leave high school with a number of career and technical postsecondary credits.
 Suggestion: Definition – Revise:
- Change "academic distinctions" to "academic and career and technical distinctions."

NEW **Element: Level of Specialization**
Comments: If this applies to students (instead of, or in addition to, applying to staff), this element might be used for identifying a K-12 student's career and technical education program of concentration.
Regarding the Code Set: Will descriptions be developed for "Major" and "Minor?" How will these differ from "Area of Emphasis?"
It is important to collect data on a student's CTE program of concentration, as we need to be able to drill down to the "CTE program of concentration" level to determine student performance in each CTE program. Would "Area of Emphasis" be the appropriate code for identifying a student's CTE program of concentration? Perhaps a new code should be added: "CTE Program of Concentration"
Since "CTE Program of Concentration" is important to know for CTE, should a new element be added for this purpose?

UPDATED **Element: Magnet-Special Program Emphasis School**
Comments: Many schools are emphasizing career-technical programming. Some school districts have implemented career academies in their high schools, each high school with different career academies.
Suggestion: Definition – Revise
- In 2), add "career and technical": 2) to provide an academic, "career and technical" or social focus on a particular theme…
- Add "career academy" (or something similar) in the "e.g." section.

NEW **Element: Non-traditional Program Enrollee Status**
Comments: See comment I submitted for "Career and Technical Education Students Preparing for Nontraditional Fields".

NEW **Element: Perkins LEP Status**
Comment: Reference to "Perkins" – Please clarify that this is the Carl D. Perkins CTE definition. Some might confuse this with the Perkins federal student loan program.

NEW **Element: Pre-Post Test Indicator**
Comment: The definition specifies "academic" improvement. Students could also be pre-tested/post-tested in career and technical education subjects, to measure CTE improvement.
Suggestion: Create a similar element for CTE improvement.

NEW **Element: Pretest Results**
Comment: The definition specifies "academic" subjects, with a corresponding code set. Students could also be pretested in career and technical education subjects.
Suggestion: Create a similar element for CTE subjects, with a different code set (e.g., "Not competent in CTE competencies," "Competent in CTE competencies.")

NEW Element: **Prior to Secondary Course Identifier**
Comment 1: The definition is unclear to me. What is the purpose of this element? "Prior to" what?
Comment 2: In the code set, CTE courses are not clearly identified. There is a mixture of course naming that is very confusing for CTE, such as "Career Exploration," "Occupations," "Careers." It would help if CTE courses were clearly identified, as each CTE course is part of a sequence of courses that comprise a CTE Program, while non-CTE courses are more likely to be random electives.
Suggestion: Code Set – Revise

- Eliminate codes that are intended to identify CTE course codes, but are confusing and unclear (perhaps courses containing terminology of "Career Exploration," "Occupations," "Careers").
- Create course codes that identify CTE courses in the 16 CTE career clusters:
    − Agriculture, Food, and Natural Resources (Career and Technical Education)
    − Architecture and Construction (Career and Technical Education)
    − Arts, A/V Technology, and Communications (Career and Technical Education)
    − Business Management and Administration (Career and Technical Education)
    − Education and Training (Career and Technical Education)
    − Finance (Career and Technical Education)
    − Government and Public Administration (Career and Technical Education)
    − Health Science (Career and Technical Education)
    − Hospitality and Tourism (Career and Technical Education)
    − Human Services (Career and Technical Education)
    − Information Technology (Career and Technical Education)
    − Law, Public Safety, Corrections and Security (Career and Technical Education)
    − Manufacturing (Career and Technical Education)
    − Marketing (Career and Technical Education)
    − Science, Technology, Engineering and Mathematics (Career and Technical Education)
    − Transportation, Distribution and Logistics (Career and Technical Education)

Element: **Program Type**
Comments: Update "Vocational education" terminology to "Career and technical education." Additionally, some educational entities provide career and technical education to both secondary students and adult students (separate courses, separate teachers/instructors, separate administrators). Two separate codes could be used to distinguish these two levels.
Suggestion: Code Set – Revise

- 04906   "Vocational education" – Change to "Career and technical education (secondary level)"
- ADD NEW code: "Career and technical education (adult level)"

NEW Element: **Reporter Identification**
Comments: Definition is unclear. Was something left out of the definition?

NEW Element: **Responsible District Type**
Comment 1: Definition is not clearly written (not grammatically correct). Should it be more like, "The type of services/instruction for which the district is responsible for the student"?
Comment 2: Some districts provide CTE instruction for a student, or CTE and academic instruction, but may not be responsible for other services/instruction.

> **Example 1** – A CTE school district provides CTE instruction (and perhaps academic instruction) but may not be responsible for ESEA accountability, attendance, graduation, IEP or transportation). However, this district is responsible for CTE accountability.
>
> **Example 2** – A school district that contracts to provide CTE instruction for a student from another school district may not be responsible for ESEA accountability, attendance, graduation, IEP or transportation). However, this district is responsible for CTE accountability.

Suggestion: Code Set – Revise:

- Add a code for "Instruction," as some districts are responsible for instructing a student, but are not responsible for ESEA accountability, attendance, graduation, IEP or transportation.
- Accountability – Clarify what is meant by "Accountability." ESEA Accountability? Perhaps add other classifications of accountability, such as "CTE Accountability."

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? Can more than one code be ascribed to the institution (e.g., Secondary and Adult)?

Element: School Type
Comments: "Vocational" – Update this terminology
Suggestion: Code Set – Revise

- Code: Change "Vocational" to "Career and Technical Education"
- Descriptions of "Regular" and "Alternative": Change "vocational/technical education" to "career and technical education"
- Description of "Career and Technical Education" code (instead of "Vocational") – Many career and technical education schools serve high school-aged students AND adult students (often serving more adult than high school students). Suggested description:
  > A school that focuses primarily on providing formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students (and often adult students) 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. For example, many CTE courses are designed as dual-credit courses, so students who meet specified criteria can earn both high school and postsecondary course credit.
Suggestion: Code Set – Add option

- D   Dual-credit course

[Different code/description 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 subject areas 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 codes 9-21 and add four codes 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 may enroll in other courses at another education institution. "Vocational/technical" terminology needs to be updated.
Suggestion: Definition – Revise:
    "Vocational/technical education" – Change to "Career and technical education"

NEW **Element: Single Parents, Including Single Pregnant Women**
Comments: Thank you for adding this element for CTE.
Suggestion: If this element might be used for other than CTE, leave element name as-is. If the intent is to limit this element to CTE students, then identify as such (e.g., "CTE Single Parents, Including Single Pregnant Women").

NEW **Element: Standardized Admission Test Type**
Comments: SAT and ACT are tests used by four-year institutions. Additional tests commonly used by two-year institutions (e.g., community colleges), should also be listed. ALTERNATIVELY – have two elements: 1) Standardized Admission Test Type for Four-Year Institutions; and 2) Standardized Admission Test Type for Two-Year Institutions.
Suggestion: Code Set – ADD:
- COMPASS_(codes for reading, writing, math)   [from ACT]
- Accuplacer_(codes for reading, writing, math)   [from College Board]

NEW **Element: Technical Preparation Program Participation Status**
Comments: Is the purpose of this element to identify "CTE Participants"? If so, I do not understand the value of this element, as there is another new element for this purpose, "Career and Technical Education Participant." If this element has another purpose (such as "student is enrolled in a CTE program"), then it should be spelled out in the description. However, please note that "CTE Participant" is how we count CTE students.

NEW **Element: Title I Instructional Services**
Comments: "Vocational" – Update this terminology
Suggestion: Code Set – Revise:
    Change "Vocational/Career" to "Career/Technical"

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> Review for Career and Technical Education – Sharon Enright (Ohio)
> - Comments and suggestions on Postsecondary Data Standards – Seven (7) Comments Submitted November 21, 2011
>   (http://nces.ed.gov/programs/ceds/version2/postsecondary_elements.asp)
>   Select "Version 2 – Final Draft"

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CEDS 2.0 Draft Standards Elements – Postsecondary Data Standards – Comments and Suggestions

UPDATED **Element: Academic Award Level Conferred**
Comments: This is limited to degrees, etc., issued by the educational institution.
MISSING: Data is also needed on whether student earned a State- or industry-recognized certificate or license, issued by a third-party, for which the institution educated/trained the student. For example, teaching license, professional health care license, welding certificate.
Suggestion: Element – Add new element:
- Student Earned State- or Industry-Recognized Certificate or License

This could be a technical or professional certificate or license.

UPDATED **Element: Dual Credit – Dual Enrollment Credits Awarded**
Comments: It is good to have this element, as some students are awarded college credits for courses taken while still enrolled in high school.

NEW **Element: First Time Postsecondary Student**
Comments: It is good to have this new element, as some students are leaving high school having already earned college credits.

UPDATED **Element: High School Diploma Type**
Comments: Update "vocational" terminology.
Suggestion: Code Set – Revise:
- 00819   Change "vocational" to "career and technical."

Question: Do any states recognize a "Vocational certificate" as a type of high school diploma? If not, consider deleting this code.

UPDATED **Element: Sex**
Comments: Sex and race/ethnicity data elements are identified.
MISSING: Special population data is needed particularly for Career-Technical Education (CTE), Carl D. Perkins legislation.
Suggestion: Element – Add these elements:
- Individuals With Disabilities
- Economically Disadvantaged
- Single Parents
- Displaced Homemakers
- Limited English Proficient

NEW **Element: Standardized Admission Test Type**

Comments: The SAT and ACT tests named are commonly used by four-year institutions. Tests used by many two-year institutions should also be named.

Suggestion: Code Set – Add:
- COMPASS college placement tests (ACT)
- ACCUPLACER college placement tests (College Board)

Alternatively – Create a new element that is for two-year institutions only.

NEW **Element: Title IV Participant and Recipient**

Comments: For federal accountability purposes, we need to identify students so we know how to count them.

MISSING: For Career-Technical Education (CTE), Carl D. Perkins legislation, we need to know whether students are "CTE Participants" and "CTE Concentrators" for CTE accountability purposes.

Suggestion: Element – Add these elements:
- CTE Participant
- CTE Concentrator