

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 10, 2011

2011–12 NSWG Planning Team

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NSWG Call Host

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The November 10 meeting convened at 2:00 PM EST with a welcome from the host and an overview of the agenda.

Open Space: Introduction of the 2011–12 NSWG Planning Team

The NSWG planning team meets prior to the quarterly calls to determine discussion topics and develop the agenda, with input from the larger NSWG. The planning team consists of secondary, postsecondary, and programs of study co-chairs, as well as Jay Savage and John Haigh from OVAE-DATE and Jim Schoelkopf from MPR. The planning team co-chairs introduced themselves to the larger group and spoke about their CTE and Perkins accountability role within their state.

Randy Dean is serving as the postsecondary co-chair for 2011–12. Randy is Director of Grant Management at the Office of Technical Education, Technical College System of Georgia. Georgia is a 50% secondary/50% postsecondary Perkins split state, with the Department of Education managing their half of the Perkins funds.

Dan Smith is the secondary co-chair. He is the Supervisor of the Center for Postsecondary Success at the Minnesota Department of Education, where he supervises secondary career and technical education. Minnesota distributes CTE funds through a consortium model. The state maintains secondary and postsecondary data systems. They are trying to bridge the two systems, but run into privacy issues. Minnesota draws on multiple data sets for Perkins data collection.

Robin Utz-Harris is the Programs of Study co-chair. Robin is the CTE Assistant Director at the Kansas State Department of Education, where she oversees the RPOS implementation grant. Kansas is also a 50% secondary/50% postsecondary Perkins split state.

Open Space: Request for Virtual DQI Topics

The virtual DQI is tentatively scheduled to be held in the summer or fall 2012. If there are topics you would like to see on the agenda, please send them to Jay Savage or Jim Schoelkopf.

OVAE-DATE Updates | OVAE-DATE Staff

- The virtual Fiscal Management Institute (FMI) will be held in spring 2012.
- John Haigh introduced the State Perkins Accountability Congress (SPAC). OVAE-DATE is in the process of selecting members of a 40-person design team for the project. DATE held a kickoff webinar on November 3. The design team will meet in mid December through a two-day webinar. Design team members will review Department recommendations on participation performance indicators and progress measures.
- Hopefully states have begun to input data into the CAR for their 2010 submission. MPR is currently in the process of updating the CAR for future submissions, which will include some new features.
- EDEN/EDFacts is open and available for states to submit their secondary CTE data with the exception of 5S1-Placement, which is reported through the CAR. Postsecondary data is reported through the CAR.
- The Department is going to rebid the contract for the National Research Center for CTE (NRCCTE). Interested parties are invited to participate in a webinar on Dec. 1, 2011, at 1:00 p.m. ET.

SLDS P-20/W Best Practices Conference | Sharon Enright (OH)

Sharon Enright serves as the NSWG's point of contact for SLDS, Common Education Data Standards (CEDs), and EDEN/EDFacts.

Sharon described CTE-related workshops at the SLDS P-20W Best Practice Conference, held November 14–16. An agenda is available in the NSWG briefcase at:

https://zimbra.mprinc.com...20Briefcase/Nov_2011_NSWG. The conference began with a one-hour

session on Monday evening that was an opportunity to receive assistance from the federal SLDS support team.

Tuesday's sessions addressed educational sector issues (see agenda), including a session on CTE involvement and return on investment within SLDS governance. This session was designed to gain support within states for participating on state governing boards. Sharon and Julie Eddy (CO) facilitated a roundtable discussion on including CTE data in SLDSs. The discussion was intended to reach out to those who do not understand CTE data very well. Sharon also highlighted CTE during Tuesday afternoon's session on the Workforce Data Quality Campaign.

Wednesday's sessions focused on cross-sector linkages, including an update on CEDs.

The NSWG call briefcase also includes a paper by Pradeep Kotamraju, NRCCTE, titled "Why an SLDS would make it Easier to Measure the Return on Investment of Career and Technical Education." Pradeep had hoped to present the paper at the conference but was unable to do so.

CEDs | Sharon Enright (OH)

The NSWG briefcase includes an October 31 memo on the Common Education Data Standards (CEDs) Version 2 Final Draft for public comment.

Sharon reviewed the CEDs Version 2 First Draft in August. There were a number of ways CEDs could be improved to represent CTE data. Many of the

suggestions CTE stakeholders proposed were incorporated into the second draft. There is currently another opportunity to submit comments, which are due by November 28.

There are elements in the current version that were missing in the previous draft, including CTE participant, non-traditional issue elements, and an added single parent population. This version improved the definition for displaced homemakers. Sharon continues to draft comments around using the term CTE, since vocational education is still being used in several places.

Sharon will send her comments on the revised CEDs to Jim, who will pass them along to the NSWG.

Workforce Development Data Quality Campaign | Jay Pfeiffer (MPR)

Although Jay Pfeiffer was unable to attend the meeting, Jim Schoelkopf read information about the Workforce Development Data Quality Campaign (WDQC) that he provided:

"WDQC is in its initial planning stages under the leadership of Andy Van Kluenen of the National Skills Coalition in DC. WDQC collaborates with the original DQC. WDQC is currently determining its focus and priorities for its data. This is complicated somewhat by differences in perspective. Workforce and labor programs are typically "top down" from a data perspective. Data collection and definitions are uniform across the country. Conversely, education data are "bottom-up." Data requirements are defined at the state and local levels, with a recommended common core representing cross-state data needs.

Work such as WDQC will require a serious effort to engage states. The first step will be the WDQC session at the SLDS P-20/W Best Practices Conference. Hopefully, WDQC will make a concerted effort to continuously engage states in discussions around data, as they emerge. The National Skills Coalition website has got some good pieces about

the state of the labor market, effective practices, and current legislative developments. See <http://www.nationalskillscoalition.org/about/>.”

Building a Longitudinal Data System Bridge | Discussion Kickoff: NSWG Chairs

Bridging secondary and postsecondary data systems is a topic of growing interest. The NSWG co-chairs kicked off this discussion by discussing building data bridges in their states.

Minnesota has a common student identifier, although there are different identifiers for secondary and postsecondary education. They are building opportunities to connect secondary and postsecondary data. They are also continuing work to build a system connecting higher education with Department of Employment and Economic Development data. Currently, there are no similar links at the secondary level. Minnesota is currently accesses National Student Clearinghouse data at the postsecondary level only.

In Georgia, the secondary agency manages the data, but the Technical College System is a partner. CTE data at the secondary level is not specifically included in Race to the Top. The state does have student majors at both the secondary and postsecondary level, as well as CIP codes. The Department of Labor elected not to volunteer for the SLDS, so they have to go off-system to access labor data.

Kansas is an RPOS state. They have integrated CTE data into the system instead of creating a bridge. Longitudinal data are stored in a warehouse, which allows Kansas to create data marts based upon the data they need. P-20 data marts draw on data from the National Student Clearinghouse and the Board of Regents. Kansas has a Data Request Review Board for its system, as well as an institutional review board. Their role is to process requests for data. Kansas implemented unique student ID numbers in 2005, and these are used across all program areas, including CTE, in order to longitudinally link the data. Robin recently

viewed high school feedback reports. The system can report data at the building, district, and state levels. The system in Kansas has been supported by SLDS monies.

Kansas' data are reported back to schools through an authenticated website.

A PowerPoint presentation on Kansas' SLDS presented at the SLDS P-20/W Best Practices Conference is available in the NSWG briefcase.

Jill Kroll spoke about Michigan's data system. They are implementing the SLDS in three phases. Their system is essentially a warehouse. CTE data are collected through a different portal than other data, but they are entered into the SLDS. The CTE data are matched to other state data using a student Unique Identification Code.

Iowa has a longitudinal group working with the K–12 data. CTE groups, including schools, districts, and consortia, ensure data are correct.

Several states reported that they are reviewing or using the CEDS. Kansas is intending to make sure their data standards are aligned with them. Michigan has reviewed them and provided feedback. Minnesota has adopted most of the CEDS.

Sharon noted that ESEA grant staff members are the key points of contact for the CEDS. These are the people who review the data standards necessary for No Child Left Behind. They tend not to think about CTE data accountability—one of the reasons why it has been left out in the past. The draft standards this summer were CTE's first opportunity to respond.

Meeting Wrap-up

The next call is scheduled for February 9 at 2:00 PM EST, with the same call-in information. The schedule is posted on PCRN at: <http://cte.ed.gov/>. In the future, upcoming NSWG call materials that have been previously posted in the NSWG briefcase will be moved and accessed on PCRN.