



Integrating Adult Education, Career Technical Education, and Workforce Data into CEDS

Overview of the Common Education Data Standards

The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W (early learning through postsecondary and workforce) institutions and sectors. While education institutions across the P-20W environment use many different data standards to meet information needs, there are certain data we all need to be able to understand, compare, and exchange in an accurate, timely, and consistent manner. For these, we need a shared vocabulary for education data—that is, we need common education data standards.

The need for a common vocabulary stems from the changing nature of how education data are being used. No longer is data being used by states, districts, and other programs solely for compliance, but also to increase student outcomes, identify and share successful teaching practices and create new relationships among stakeholders. Local and state education agencies, as well as many higher education institutions and early learning programs, are improving their data capabilities and implementing longitudinal data systems. These systems securely follow students from early education through the workforce, and facilitate the disaggregation, reporting and analyses of longitudinal data. This allows states, districts, schools, and teachers to make data-driven decisions to improve student learning, as well as facilitate research to increase student performance and close achievement gaps.

CEDS Adult Education, Career Technical Education, and Workforce Elements

Longitudinal data systems have advanced rapidly in many states in recent years, and states are seeking ways to integrate adult education, career technical education (CTE), and workforce information into these systems. The CEDS elements in these areas are designed to assist states in following students' movement through the education and workforce systems. In 2013, data elements for adult education, CTE, and workforce were introduced in CEDS, with additional elements developed in 2014. Stakeholders from the three fields helped to develop the data elements by identifying key policy and research questions and reviewing federal reporting requirements. CEDS Version 4 contains 148 elements that address adult education, CTE, or workforce.

Benefits of Adult Education, CTE, and Workforce Elements

The addition of CEDS adult education, CTE, and workforce elements will assist users with:

- **Federal reporting requirements.** The CEDS adult education and CTE data elements were developed to support states' federal reporting requirements under the National Reporting System (NRS) for Adult Education and the Carl D. Perkins Career Technical Education Act of 2006 (Perkins IV). For example, CEDS adult

education elements can be used to report on student demographics and program enrollment and to track educational functioning level gains. Likewise, the CTE data elements address CTE participants and concentrators and their program completion and employment placement rates.

- **Analysis of research and policy questions.** In combination with elements from other domains — including K-12 and postsecondary education — the CEDS adult education, CTE, and workforce elements were developed to support a variety of important use cases, including career pathways participation, work-based learning opportunities, reentry education programming, and transitions to postsecondary education and employment.

Using CEDS Adult Education, CTE, and Workforce Elements in the Field

States are already using adult education, CTE, and workforce data elements in their SLDS. For example:

- The **Colorado Community College System** recently underwent a stakeholder engagement process to identify priorities and potential uses for integrating CTE data into the state’s SLDS and compared its current CTE elements to existing and planned SLDS elements, federal and state reporting requirements, and national data initiatives, including CEDS.
- The **Rhode Island Adult Education Professional Development Center** is designing the Lifelong Learning Portal, an application that will allow adult users to access real-time information about adult education and training services in the state.
- The **Virginia’s Office of Adult Education and Literacy** recently commissioned an adult education research study using the Virginia Longitudinal Data System data, which will evaluate the impact of the statewide Career Pathways PluggedIn project.

Summary of Elements

Adult Education	Career Technical Education	Workforce
The CEDS domain that includes information about programs that help adults get the basic skills they need to be productive workers, family members, and citizens — and information about the adults served by these programs.	The CEDS domain that includes information about Career and Technical Education programs as defined by Perkins IV, and information about the students served by these programs.	The CEDS domain that includes data about a person’s participation in a workforce and employment development program and employment and earnings data matched between education and workforce data sources.
Elements include information on: <ul style="list-style-type: none"> - Adult education students - Adult education staff - Adult education providers - Course sections 	Elements include information on: <ul style="list-style-type: none"> - CTE students - CTE staff - Programs - Courses - Course sections 	Elements include information on: <ul style="list-style-type: none"> - Workforce program participants - Workforce programs - Quarterly employment records

For more information

For more information on the Common Education Data Standards (CEDS), to explore the standards, or interact with any of the associated tools, please visit <https://ceds.ed.gov>.