National Education Statistics Agenda Committee (NESAC)
Meeting Summary
Monday, July 22, 2024
Morning Session

NESAC Committee Kickoff

NESAC Chair Adrian Peoples, Delaware Department of Education, and NESAC Vice Chair Will Goodman, Boise School District (ID), welcomed members to the meeting and led the group in introductions. Adrian briefly reviewed major activities and discussions from the 2023 NESAC meeting and reviewed the 2024 meeting agenda.

Opening Session Followup Breakout Discussions: Revised Standards for Federal Data on Race and Ethnicity

NESAC members split into two groups to discuss revisions to the U.S. Office of Management and Budget's Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity (SPD 15),[1] and the implications for state and local education agency (SEA and LEA) data collections. Members then reconvened to share the outcomes of their group discussions. Discussion focused on the following topics:

- Weighing the benefits and drawbacks of a phased-in approach to changing data collections compared to changing collections all at once.
- Considering changes to staff data collections and reports in addition to student data collections and reports.
- Coordinating with vendors to ensure that changes to data systems made to accommodate one state's implementation of the revised standards do not affect other states.
- Ensuring that SEAs and LEAs do not focus solely on updates to student information systems (SISs), but also consider other systems, especially those that are not exclusively used by education agencies and may not implement the revised standards at the same time as the education sector.
- Aggregating data in alignment with the U.S. Department of Education (ED) and managing write-in data.
- Thinking beyond data collection to consider the impact of the revisions on data reports. Any reports that include disaggregated data by subgroup will be affected.
- Presenting and communicating data and any changes to stakeholders accurately.
- Providing opt-out codes that capture when families or individuals choose not to provide racial/ethnic information could be more beneficial than the current practice of assigning a race/ethnicity code.
- Addressing equity issues in reaching all students and families; for example, those without access to technology who cannot easily fill out online registration forms.

[1] https://www.federalregister.gov/documents/2024/03/29/2024-06469/revisions-to-ombs-statistical-policy-directive-no-15-standards-for-maintaining-collecting-and

Questions remain around how much variance in implementing the new collection will be allowed for federal agencies. Additionally, LEAs need resources to provide translations of new reporting forms.

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Afternoon Session

Forum Projects

Joint Session Followup: Forum Working Groups

Will facilitated a group discussion on two topics presented during the panel presentation on Forum working groups.

- Student Mobility Data Working Group:
  - Members discussed the intersection of virtual learning and student mobility. Sometimes a student will leave an LEA but still attend classes virtually; this raises questions about which LEA is responsible for the student. The rules and laws governing district responsibility for funding virtual students vary by state.
  - Some LEAs watch for frequent student enrollment changes to ensure that these students remain academically on track and receive the support they need; it may be useful to watch also for frequent address changes to identify students who move frequently.
  - LEAs have reduced the number of letters that are mailed to families in favor of electronic communication. However, physical letters can be useful for helping LEAs know when students have changed addresses.
  - SEAs and LEAs strive to understand student mobility to ensure that students are accounted for and that they receive the services and support they need.
- Educator Workforce Data Working Group:
  - Members discussed staffing strategies, such as allowing students to register for classes before creating staffing assignments to ensure that agencies are staffing the courses that students want.
  - Some agencies align educator licenses with the Forum's School Courses for the Exchange of Data (SCED) codes to optimize the assignment of qualified teachers.
  - The *Forum Guide to Facility Information Management: A Resource for State and Local Education Agencies* (https://nces.ed.gov/forum/pub_2018156.asp) provides information on how to measure school facility utilization and enrollment capacity, which can be helpful when making decisions related to staffing.

Race and Ethnicity Data Standards: Challenges and Opportunities

Adrian and Will continued the discussion about the revised standards for federal data on race and ethnicity. NESAC members engaged in tabletop discussions focused on questions posed by the Forum's Race/Ethnicity Data Working Group.

- *How will your collections be affected by implementation of the detailed categories? What concerns do you have?*
  - NESAC members suggested that agencies should communicate with data system vendors early and often to ensure that they are ready to make the changes necessary to collect and report the revised data.

    - Disclosure avoidance is important to ensure the privacy of student data.
    - Revisions to collections will cause a burden for LEAs, especially those that do not re-register students each year.
- *What kind of longitudinal issues could arise from these revisions?*
    - There may be issues with determining whether data should be collected immediately on all students or just new students—a phased approach could lead to data comparability problems.
    - Changes will impact research; agencies will need a crosswalk or other way of linking data between the old and new categories.
    - Agencies may need to store two datasets to do parallel collections.
- *What differences do you foresee in how these revisions and their implications will need to be communicated to different stakeholder groups?*
    - Agencies are thinking about how to scaffold a communications strategy to ensure that information reaches all stakeholders in a timely manner. Communications materials from ED and other federal agencies would help SEAs and LEAs explain the purpose and scope of the changes.
    - The importance of outreach to parents cannot be overstated. SEAs and LEAs will need to consider how best to communicate with parents and to answer questions about why these data matter, what the changes mean to individual families, and how the data can benefit students.
    - Agencies can employ a "train the trainer" approach and train major stakeholders who can in turn train others. Agencies benefit from keeping key stakeholders informed early and often, even when plans are not completely solidified.
    - SEAs and LEAs would benefit from federal transparency around timelines for implementing the new standards, especially when timelines for different agencies vary. There may need to be translations between data collections done by different agencies if some still are using old standards while others have transferred to new standards. This is especially important for SEAs and LEAs that share data between agencies, such as data sharing between K-12 and health and human services (HHS) agencies.
- *What toolkit resources should the Forum's Race/Ethnicity Data Working Group consider developing to help SEAs and LEAs?*
    - A short, bulleted form of the key information and requirements in SPD 15, written in plain language.
    - An implementation timeline template for LEAs that includes time for meeting early with vendors that will need to update their systems.
    - A short video explaining the reasons for the changes, especially for parents.
    - Links to federal documents, including timeline documents from other agencies that interact with education agencies.

Using SCED to Address Teacher Shortages

Susan Williams, Virginia Department of Education (VADOE), provided NESAC members with an overview of the Forum's SCED, discussed how SCED contributes to the VADOE staffing reports, and provided a demonstration of a build-a-table tool that employs SCED to help users customize reports on staff vacancies.

Susan explained that SCED is a voluntary, common classification system for school courses from preschool to high school that is used for many different purposes by SEAs and LEAs. SCED also is used in the National Center for Education Statistics (NCES) transcript studies. SCED is based on a 5-digit course code, but additional elements can be added to provide more information about a course. SCED is customizable, and states including Virginia have added elements called attributes to capture state-required information about courses. Susan discussed the Forum's annual SCED update process and the many tools the Forum SCED Working Group has developed to help SCED users.

Susan reported that in Virginia, a joint legislative action in research committee was tasked with researching teacher shortages. The committee's recommendations led to the streamlining of existing data collections via the creation of the Positions and Exits Collection (PEC) (https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/positions-and-exits-collection). The collection aligns with SCED by using SCED subsections as position descriptions for teaching positions. The SCED subsections can be found in the SCED Finder tab labeled Browse by Subject Codes (https://nces.ed.gov/scedfinder/Home/Browse). Data from the PEC are used in the Staffing and Vacancy Report, which offers a self-service tool where users can build their own tables to explore vacancies. The data can be used to identify staffing shortages by endorsement (subject) area, geographic region, or school division. Susan demonstrated different uses of the tool; for example, how it can show information on the number of students being taught by long-term substitutes. NESAC members engaged Susan in a discussion of the many uses of the tool and potential future enhancements, such as data visualizations and longitudinal analysis of vacancies.

Tuesday, July 23, 2024
Morning Session

Joint Session Followup: Cybersecurity in Education Agencies

Adrian and Will facilitated a discussion following the cybersecurity presentation by Steven Hernandez, ED, and Will. Members appreciated Steven's aim to prepare them and their agencies to counter cybersecurity threats and shared the following key takeaways that they will bring back to their agencies:

- SEAs and LEAs across the country are facing similar threats and can benefit from working collaboratively to address challenges and develop solutions. NESAC members highlighted the benefits of existing regional collaborative efforts.
- Drills that allow staff to practice implementing agency policies and procedures in response to different cybersecurity incidents, such as phishing attempts or data breaches, are effective for staff training.
- Legitimate emails sometimes are mistaken for phishing emails and therefore are ignored. It is important to have follow-up communication channels for important information.
- Non-digital backups are useful when systems are offline. NESAC members noted that it is useful to have policies printed out and to have radios available in the case of communications issues.
- An inventory of devices connected to an agency's network or system along with the dates of software updates can help to identify and mitigate vulnerabilities. Information

technology (IT) departments can reconcile these inventories with the agency's budget department to ensure that all connected devices are accounted for, and that the agency is not paying for outdated or unused technology.
- The use of multi-factor authentication (MFA) is a best practice.
- Passkeys increasingly are taking the place of passwords.

Data Literacy

Forum Guide to Data Literacy and Online Course Planning

Adrian congratulated Allen Miedema, Northshore School District (WA), who chaired the Forum's Data Literacy Working Group, and other members of the group on the publication of the *Forum Guide to Data Literacy* (https://nces.ed.gov/forum/pub_2024079.asp). Adrian invited Alvin Larson, Meriden Board of Education (CT) (MBE), to discuss the case study his agency contributed to the new guide. MBE uses two student surveys as part of its efforts to gather whole-child data: a getting to know you survey and a school climate survey. Data from these surveys provide useful insight into students' experiences and help teachers and school staff to meet student needs. The surveys are especially useful for understanding student disengagement. MBE helps educators and school staff understand how student data, including data from the student surveys, are useful to their work. Alvin emphasized that for student surveys to be effective, staff must have an interest in the data and understand how they can benefit their work to support students.

Adrian shared that the Forum is developing a new online course based on the *Forum Guide to Data Literacy.* NESAC members discussed how different roles need different levels of literacy, and the goal of SEA and LEA data literacy efforts is to help anyone who uses SEA and LEA data to increase their level and acquire the skills they need to understand agency data.

Data Literacy Plans and Effective Data Use by Stakeholders

Adrian and Will continued the data literacy discussion by inviting members to share their agencies' data literacy plans with one another during tabletop discussions. NESAC members identified the following key takeaways from learning about other agencies' data literacy plans:

- Data literacy leads to data use.
- Agencies are considering how to provide context around data released publicly, including data requested under state open records laws.
- It is helpful when agencies offer contact information for an office or person that data users can contact for more information about publicly released data.
- Even when requests for SEA or LEA data are automated, it can be useful for data requestors to meet with the data providers to ensure that they understand the data.
- Data governance can be used to improve data literacy. For example, through data governance, agencies can set standards for the metadata that should be available with each data release. Metadata can provide critical information for understanding data, such as data definitions and information on whether data obtained from different sources are comparable.
- Agencies aim to release data with enough information that the data can be understood, but they do not aim to interpret or evaluate the data.

- Improving data literacy among SEA and LEA staff and stakeholders takes time and is a team effort; it is not the responsibility of a single individual or office.
- It can be helpful to provide data literacy training for families; for example, to explain when changes to assessment cut scores affect student achievement reports.
- SEA and LEA staff should be aware of the language used when communicating about data. Across an agency, different teams may use terminology that is specific to data science, computer programming, or education policy, which can inhibit others' understanding.

Tuesday, July 23, 2024
Afternoon Session

LEA Breakout Discussions: Artificial Intelligence (AI) in the Classroom

Will led LEA representatives from both NESAC and TECH in a discussion around classroom uses of generative AI (GenAI). Participants shared whether or not their agencies are using GenAI in the classroom and whether or not there are policies in place governing its use. NESAC and TECH LEAs provided the following insight:

- While some LEAs use GenAI tools at the classroom level, others do not. In some cases, LEAs are able to use GenAI tools approved by the SEA.
- Often, GenAI tools are provided for teacher use; few LEAs are encouraging student use of these tools. GenAI tools help teachers and administrators with tasks such as categorizing open-ended survey response items and creating data visualizations.
- Some LEAs reported that they are focused on building AI skills among teachers before considering rolling out tools for student use.
- Many LEAs still are developing policies and procedures to govern the use of GenAI tools in classrooms. In some LEAs, the use of AI tools is covered under the LEA's technology responsible use procedures for staff and students.
- Some of the key concepts LEAs include in their AI policies are
    - when the use of AI is appropriate;
    - how to use AI tools;
    - how to cite AI sources;
    - understanding bias and hallucinations in AI; and
    - AI ethics.
- LEAs discussed that one important consideration supporting the use of AI in classrooms is that this is a tool that students will use in their future careers and it benefits them to learn to use it properly.

Will then encouraged participants to think about and suggest topics for one-page handouts, checklists, and other resources the Forum's AI in Education Working Group could develop to help LEAs. NESAC and TECH members suggested

- a list of best practices for LEA and classroom use of GenAI;
- a repository or toolkit of AI-related resources; and
- a supplemental guide on AI-related ethics.

Participants also encouraged the working group to consider how frequently the guide will need to be updated to stay relevant.

SEA Breakout Discussions: AI for SEAs

Georgia and DeDe Conner, Kentucky Department of Education, provided an overview of the forthcoming *Introduction to Artificial Intelligence: A Forum Guide for State and Local Education Agencies* to the Forum's SEA members. Then they invited questions and discussion around SEAs' uses of AI, relevant policies, and ways the Forum could support SEAs in navigating AI considerations.

- **Defining AI**
  - SEA members discussed the definition of AI and how to determine which technologies are, or are not, AI. They considered the example of early warning systems (EWSs) and whether these are AI tools. One member suggested that when systems act independently, such as suggesting an element to add to the EWS, that is AI.
- **Ethics**
  - Members discussed the ethics around AI, focusing on the potential consequences of an AI system being hacked. If agencies rely on algorithms to conduct calculations and make predictions, human oversight still is needed.
  - Some members felt that SEAs have a responsibility to ensure AI benefits the educational community. One member questioned whether SEAs automatically should adopt a perspective of determining the best uses of AI, as opposed to evaluating whether they should they use AI at all.
- **AI Guidance and Policies**
  - Some states, including West Virginia, have issued guidance to LEAs on the use of AI but have not established AI policies.
  - Louisiana has developed guidance for LEAs articulating the limitations and permissible uses of AI at the teacher and student levels.
  - Some states have a strategic operations group review and provide feedback on potential AI policies.
- **Resources**
  - Members suggested the Forum could help SEAs develop guidance for their own agencies and for LEAs. One member suggested differentiating between AI in SEAs, AI in LEAs, and joint SEA/LEA AI uses.
  - DeDe suggested that as states create their policies, they could be collected as a supplemental resource for the forthcoming Forum guide.
  - The Council of Chief State School Officers (CCSSO) has developed an AI landing webpage, "CCSSO's AI Resource Hub (https://learning.ccsso.org/ccssos-artificial-intelligence-ai-resource-hub)," as a means to educate chief state school officers and chief data officers about important AI questions and considerations, and to provide strategies for embedding best practices in AI policies as they are developed. The resource hub features a collection state-generated AI initiatives, policies, and educational tools.

Analyzing and Using Geographic Data

Stephen Gervais, San Bernardino City Unified School District (CA) (SBCUSD), fulfilled NESAC members' request for more information on how agencies are using geographic data by delivering a presentation on his work in SBCUSD. Stephen began by explaining how the choices that go into map design tell a story. Geographic information systems (GIS) can provide information for LEAs to use to answer location-based questions, such as:

- Which neighborhoods have high rates of chronic absenteeism?
- Where should a family engagement center be located to support newcomer families?
- Are asthma rates higher in schools near railway lines?

Stephen then provided background on considerations that affect mapmaking, such as how administrative boundaries influence how data are summarized and shown, and the importance of considering the number of individuals represented within each administrative boundary.

Using choropleth maps[2] of SBCUSD, Stephen demonstrated the usefulness of GIS for understanding student mobility, population density, and chronic absenteeism. He also demonstrated the usefulness of hot spot analysis to provide more specific information on each of these topics, including information on how communities change over time. After discussing his district, Stephen provided maps that visualize different measures of poverty across California.

NESAC members engaged Stephen in a discussion about data literacy and mapping, including how to best teach people to read the maps. NESAC members also discussed their agencies' approaches to GIS mapping, which often is done through the SEA or a university partnership.

NESAC Committee Business

Topics from the Floor

Adrian opened the floor for members to discuss topics of interest that were not addressed during planned conversations and to suggest topics for future NESAC discussions. Members discussed

- how agencies are collecting industry certification and workforce development data;
- how data literacy can be applied to help staff such as school principals understand the data from accountability systems;
- the Common Education Data Standards (CEDS) and how CEDS can be a tool for promoting data literacy;
- the need for use cases demonstrating effective cross-agency collaboration and data exchanges, such as K-12 collaboration with HHS, early childhood, and workforce agencies;
- cross-agency coordination related to timelines for implementing the revised federal race and ethnicity standards;
- SCED uses;

[2] A choropleth map is a type of statistical thematic map that uses color corresponding with an aggregate summary of a geographic characteristic within spatial enumeration units, such as population density or per-capita income. Choropleth maps provide an easy way to visualize how a variable varies across a geographic area or show the level of variability within a region.

- LEA uses of longitudinal data systems and the inclusion of early childhood data; and
- postsecondary data dashboards.

NESAC Election
Will Goodman, Boise School District (ID), was nominated as the 2024-25 NESAC chair, and Linda Roska, Texas Education Agency, was nominated as the 2024-25 NESAC vice chair.

Data Breach Tabletop Exercise
NESAC members participated in a Privacy Technical Assistance Center (PTAC) data breach response training exercise led by the PTAC director. This participant-driven discussion focused on decisions education agency teams might make in response to a hypothetical IT emergency. Topics of discussion from the exercise included the following:

- Review of data breaches in education
    - The Cybersecurity & Infrastructure Security Agency (CISA) and the Federal Bureau of Investigation (FBI) issued a joint alert about directory traversal vulnerabilities that have affected schools and other critical services.
    - In 2023, CISA and the FBI issued joint advisory about a brand of print management software that allowed actors to remotely execute malicious code without credentials.
    - The CISA report *Protecting Our Future: Cybersecurity for K-12* (https://www.cisa.gov/protecting-our-future-cybersecurity-k-12) is designed to help schools reduce their cyber risk.
    - CISA, the FBI, and the Multi-State Information Sharing and Analysis Center (MS-ISAC) issued a joint advisory about malicious cyber actors targeting K-12 schools.
- Challenges for schools include:
    - the prevalence of remote learning and working;
    - reliance on enterprise systems, partners, vendors, staff for technology; and
    - new and different attack surfaces and risks.
- NESAC members discussed their agency's security training offerings:
    - About half of NESAC's members reported that their agencies offer regular information security training.
    - Only a few NESAC members had participated in tabletop exercises in their agencies related to data breaches.
    - Approximately a quarter of NESAC members reported that their agencies provide regular phishing training, and the results often demonstrate that staff need more training.
- Members walked through the scenario content, deliberated as a group on response activities, and discussed best practices to reduce the risk of a data breach:
    - Data breaches are more than just a technology issue; they also affect communications, policy, and leadership. The Incident Response Team (IRT) composition, policy, and plans are key to a successful response.
    - Create a formal IRT policy and plan, and practice it through tabletop exercises.
    - Legal counsel is important, as is involving the cyber insurance company early in the incident response process.

    - Balance between timeliness and prudence in providing information to the public can be a challenge for agencies.
    - Increasingly, incidents that occur are outside the agency's control and in the vendor systems. Contracts and communication are key.
    - Data privacy and security awareness training should be in place for all employees at all levels within the organization.
- NESAC members also engaged in a discussion of the following topics:
    - Incident response plans should include a step to contact the agency's cyber insurance first in the event of an incident. If the insurance protocol is not followed, agencies risk invalidating their insurance.
    - NESAC members noted the importance of risk assessments before data are released; for example, when developing data agreements with HHS.
    - Incident response plans are important and dictate incident response steps.
    - When working with researchers, it is important to ensure that data are destroyed according to established agreements. Signatures attesting to the destruction can be verified in audits.
- PTAC provided the following resources to members and encouraged them to visit https://studentprivacy.ed.gov/ for more information.
    - Data Breach Response Checklist: https://studentprivacy.ed.gov/resources/data-breach-response-checklist
    - Downloadable Data Breach Training Kits: https://studentprivacy.ed.gov/resources/data-breach-response-training-kit
    - PTAC Student Privacy Training
        - Videos: https://studentprivacy.ed.gov/content/videos
        - Online Training Modules: https://studentprivacy.ed.gov/content/online-training-modules

Wednesday, July 24, 2024
Morning Session

School Level Finance Survey (SLFS) Presentation

Stephen Cornman, NCES, delivered a presentation on the SLFS. The purpose of the SLFS is to provide data to compare expenditures per pupil among schools and to examine what works. For the 2022-2024 SLFS, ED's Office for Civil Rights (OCR) is working with NCES to collect school level finance data as part of OCR's Civil Rights Data Collection (CRDC). NCES has developed an incremental action plan to assist states in providing SLFS data across four functions: instruction, student support services, instructional staff support, and school administration.

NESAC members engaged Stephen in a discussion on the importance of standard definitions across states, districts, and schools for data terms such as "current expenditures." Members also asked about efforts to inform legislators, state education leaders, and others of the importance of these data. Some agencies are concerned about the quality of per-pupil data because measures are not yet standardized around the country. For example, there can be wide discrepancies in how student support services are defined and funded. NESAC members encouraged NCES to work more closely with LEAs, and Stephen reported that they are working with state fiscal

coordinators to offer more LEA-level training. He encouraged LEAs to reach out to their state fiscal coordinators and work with them.

NESAC Committee Business

Forum Website Review and Discussion

Adrian and Will began the discussion by highlighting Forum dissemination activities. All Forum members are responsible for promoting and disseminating Forum products to their fellow staff and subject matter experts through relevant activities, networks, and professional meetings. Dissemination approaches members have taken include:

- requiring staff to complete one or more of the Forum's online courses;
- presenting on Forum resources at meetings, workshops, trainings, and conferences;
- posting Forum resources to their agency's website;
- referring colleagues to specific Forum resources for guidance on a particular data issue;
- disseminating Forum resources through agency newsletters and relevant email lists;
- sharing Forum resources with agency staff, agency leadership, and peer networks; and
- sharing draft resources with agency colleagues for feedback.

The Forum's Communications Subcommittee is charged with identifying and developing methods for advancing Forum communications, including dissemination activities. The subcommittee met on Sunday, July 21, to, in part, discuss how to make the Forum website more user-friendly and easier to navigate. It also reviewed new mockups to make the Forum homepage and menu bar more streamlined, interactive, and visually engaging.

NESAC members reviewed the following Forum webpages, discussed the subcommittee's recommendations, and shared their suggestions for improved navigation, organization, and discoverability:

- The Forum Publications page (https://nces.ed.gov/forum/publications.asp) provides free resources on a variety of issues that affect schools, school districts, and state education agencies. Each publication is based on extensive, objective research and the collective experience and expertise of a wide variety of education professionals.
- The Member Resources page (https://nces.ed.gov/forum/memb_res.asp) contains several online resources to help members familiarize themselves with the Forum, including the *Forum Member Handbook*, New Member Training, Member Lists, Outreach Materials, and Meeting Notes.

Recommendations from the Communications Subcommittee and feedback from the Forum standing committees meeting will inform future updates to the Forum website.

California IT in Education (CITE) Conference Report

Will attended the CITE Conference on behalf of the Forum. Will reported that most conference attendees were IT professionals, and the conference offered useful information for LEAs on topics such as using AI for personal learning. Other sessions provided helpful information on the gamification of MFA and demonstrated how LEAs can encourage staff to use MFA by offering points-based training modules. The collection of points can be tied to bonuses. Will also learned that LEAs are accommodating staff who do not want to use their personal devices for MFA by

offering them outdated and decommissioned tablets. The conference also offered insight into esports, which LEAs are tracking using different methods. While some LEAs consider esports part of an LEA's athletics offerings, other offer esports as an academic class or classes, or as a hybrid club/academic option similar to how some LEAs offer marching band.

CCSSO National Conference on Student Assessment (NCSA) Report
Allen Miedema, Northshore School District (WA), attended NCSA on behalf of the Forum. Allen attended several sessions that focused on AI, including AI use for assessment and the limitations of AI tools, noting potential bias in assessing English learner (EL) student's written work. The importance of governance (in data security, IT, and AI) and educating decision-makers also were discussed. Allen found that the prominence of SEAs in attendance influenced the tone toward LEAs, noting that the focus appeared to be prescriptive rather than supportive. Allen encouraged stronger connections and discussions between SEAs and LEAs.

Steering Committee Business/Report
Adrian reported that the Steering Committee discussed the joint sessions and meetings of the Forum's three standing committees. The Steering Committee approved a slate of nominated Forum and committee officers, which will be voted upon by the full Forum during the Closing Session.

Meeting Review/Future Planning
Adrian thanked members for their participation and led a review of the meeting and discussion of plans for future NESAC meetings.

Members shared the following suggestions for future meeting plans:

- NESAC valued the opportunities for Forum members to present to their NESAC colleagues. They encouraged the Forum to solicit discussion question and volunteers when the agenda is disseminated to members.
- Ghedam Bairu, NCES, offered to organize webinars.
- NESAC was pleased with the level of interactivity in the committee and the leaders encouragement of members getting to know one another.

Members shared the following topics for future NESAC meetings:

- Cross-agency coordination for implementing the revised federal race and ethnicity standards.
- Collecting industry certification and workforce development data.
- Cross-agency collaboration and data exchanges between agencies.
- LEA uses of longitudinal data systems and the inclusion of early childhood data.
- Postsecondary data dashboards.
- SCED uses.
- Using GIS to understand poverty.
- Applying data literacy to help staff understand accountability systems data.
- CEDS and how it can help promote data literacy.