State Longitudinal Data Systems

Updates on State Grant Activities and Implications for CTE

Next Steps Workgroup Call
February 11, 2016
The SLDS Grant Program

NCES - administered SLDS grant program
  • 2005-2015
  • $721 million total funded
  • 47 states, District of Columbia, Puerto Rico, Virgin Islands and American Samoa over 6 rounds

Goal: Connect State data systems longitudinally from early childhood education through K12, postsecondary, and workforce
Preceding Grant Competitions

1\textsuperscript{st} and 2\textsuperscript{nd} Rounds (FY06 and FY07)
- Build new data systems (or refine existing ones), expedite the collection and reporting of individually identifiable K12 students

3\textsuperscript{rd} and 4\textsuperscript{th} Round (FY09)
- Connect K12 and other systems (PreK, postsecondary, workforce, or student-teacher linkages)

5\textsuperscript{th} Round (FY12)
- Connect two data systems (K12, PreK, postsecondary, workforce)
Current Grant Status

6th Round (FY015)

- Connect one or two data categories (Financial Equity and Return on Investment, Educator Talent Management, Early Learning, College and Career, Evaluation and Research, or Instructional Support)

- $108M received by 16 grantees

- Average 4-year grant award: $6.5M
Harnessing Statewide Longitudinal Data Systems as Next Generation Research Tools in Career and Technical Education

• Prepared for the National Center for Innovation in Career and Technical Education

• Anticipated February 2016
Paper Purpose

• Identify CTE considerations in populating state SLDS systems
• Provide background to support researchers in using state data
• Detail SLDS issues that have yet to be considered through a CTE lens
Key Categories for Essential CTE Data Elements

- **Student Characteristics**
  - To determine characteristics that may impact student performance or that are accountability requirements

- **Student Engagement**
  - To identify students participating in CTE coursework, and to differentiate between casual course takers and concentrators

- **Student Success**
  - To assess student experiences, outcomes, and post-program transitions through education and workforce

- **Student Identification**
  - To link student records across state education agencies and the education and employment sectors
<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Student Engagement</th>
<th>Student Success</th>
<th>Student Identity</th>
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<tbody>
<tr>
<td>Gender</td>
<td>Course taking/transcript data</td>
<td>Secondary</td>
<td>Anonymous identifier</td>
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<tr>
<td>Date of Birth</td>
<td>CTE participant</td>
<td>Postsecondary credit awarded in high school</td>
<td>First, middle, last name</td>
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<td>Race/Ethnicity</td>
<td>CTE concentrator</td>
<td>Industry certifications, credentials, licensure</td>
<td>Date of birth</td>
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<td>Individual with disabilities</td>
<td>CTE POS participant</td>
<td>Standard high school diploma recipient</td>
<td>Gender</td>
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<td>Economically disadvantaged</td>
<td>CTE POS concentrator</td>
<td>Postsecondary</td>
<td>Social Security number</td>
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<td>Foster child</td>
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<td>Continuation of secondary POS</td>
<td>Location</td>
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<td>Individual preparing for nontraditional field</td>
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<td>Eligibility for, and enrollment in, developmental education course work</td>
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<td>Single parent</td>
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<td>Successful completion of developmental education course work</td>
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<td>Single pregnant woman</td>
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<td>Enrollment in credit course work upon completion of developmental education</td>
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<td>Displaced homemaker</td>
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<td>Industry certifications, credentials, licensure</td>
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<td>Limited English proficiency</td>
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<td><strong>Employment and Earnings</strong></td>
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<td>Employment status</td>
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<td>Wages and earnings</td>
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<td>Employment retention</td>
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January 27, 2016
Areas for Further Consideration

Supply Use Cases

- Provide CTE and SLDS interests with methodological approaches to using data
  - Address data governance issues
  - Identify policy and research questions that could be answered using the data
  - Model statistical methods for data analysis

- Researcher feedback should be disseminated to SLDS and CTE interests and integrated into system improvements
Areas for Further Consideration

Assure stakeholder engagement

• Perfect conventions to link data systems

• SLDS and CTE stakeholders and agency data owners must be included in the development and continuous refinement processes

• Establish a sense of *quid pro quo* between SLDS managers and the research community
Areas for Further Consideration

**Protect privacy while preserving access**

- Develop policies that preserve data security while providing access to data

- Consider alternatives to the long-term storage of identifiable data.
  - Restricted length of time centered on transitional events (e.g., 3-year period)
Areas for Further Consideration

Strengthen capacity to assess student transitions across education levels and into employment

• Match records with external databases, such as the Wage Record Interchange Systems and the Federal Employment Data Exchange System

• Introduce new elements to gauge the scope of student transitions

• Supplement administrative data with additional sources (e.g., surveys to capture learner beliefs)
Questions?

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