

# 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<sup>st</sup> and 2<sup>nd</sup> Rounds (FY06 and FY07)

- Build new data systems (or refine existing ones), expedite the collection and reporting of individually identifiable K12 students

## 3<sup>rd</sup> and 4<sup>th</sup> Round (FY09)

- Connect K12 and other systems (PreK, postsecondary, workforce, or student-teacher linkages)

## 5<sup>th</sup> Round (FY12)

- Connect two data systems (K12, PreK, postsecondary, workforce)

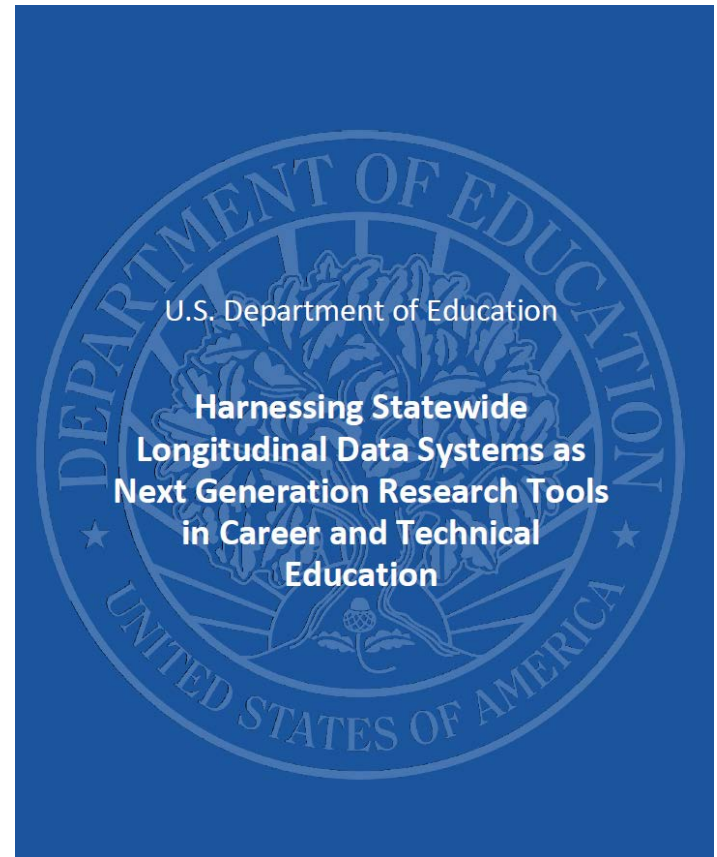
# Current Grant Status

## 6<sup>th</sup> 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

Student Characteristics	Student Engagement	Student Success	Student Identity
Gender	Course taking/transcript data	<b>Secondary</b>	Anonymous identifier
Date of Birth	CTE participant	Postsecondary credit awarded in high school	First, middle, last name
Race/Ethnicity	CTE concentrator	Industry certifications, credentials, licensure	Date of birth
Individual with disabilities	CTE POS participant	Standard high school diploma recipient	Gender
Economically disadvantaged	CTE POS concentrator	<b>Postsecondary</b>	Social Security number
Foster child		Continuation of secondary POS	Location
Individual preparing for nontraditional field		Eligibility for, and enrollment in, developmental education course work	
Single parent		Successful completion of developmental education course work	
Single pregnant woman		Enrollment in credit course work upon completion of developmental education	
Displaced homemaker		Industry certifications, credentials, licensure	
Limited English proficiency		<b>Employment and Earnings</b>	
		Employment status	
		Wages and earnings	
	Employment retention		



# 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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