An Expansive View of SLDS Sources of Decision-relevant Value: Toward a Robust Portfolio of Human Capital Development Measures

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CTE USE CASE—SLDS ROBUSTNESS

- At the onset of the development of the SLDS – If CTE was an EXEMPLAR use case, the concept of SYSTEM ROBUSTNESS would be ingrained.
  - Some states took CTE's data needs into consideration at the beginning.
  - Many states took a basics-only approach – "K12 + Postsecondary" – this approach does not serve CTE well.
- What will Ohio and other states gain by being expansive with the SLDS?
  - Meet accountability needs of CTE (and others).
  - Provide richer data for schools, postsecondary institutions, workforce training programs, and their stakeholders – for purposes of evaluation, improvement, more.
  - Answer critical questions for policy makers and funders.
  - Have more robust data available for research.

SLDS ROBUSTNESS TEST
To test the robustness of a state's SLDS, determine whether CTE data needs can be met:

Are K12 student data be linked to Postsecondary data (enrollment, remediation, pathway/college major, degree):
- In-state?
- Out-of-state
- Private, non-profit and for-profit institutions?

Are Adult Workforce Training student data linked to K12 and Postsecondary data:
- Public training programs?
- Private training programs?

Are Workforce–UI/Wage data linked to K12, Postsecondary and Adult Workforce Training student data:
- In-state?
- Out-of-state?
- Federal?

Are GED student data linked to:
- K12?
- Postsecondary?
- Workforce?

Are "worker credential" data be linked to K12, postsecondary and workforce data:
- Occupational licenses?
- Industry-recognized certificates?
- Apprenticeship certificates?

If the answer is "YES" to every question, then the SLDS is quite robust. If not, then CTE loses some ability to tell its story and calculate its performance metrics.

CHALLENGES FOR A BASICS-ONLY SLDS

What are the challenges to expanding a basics-only (K-12 + Postsecondary) SLDS?

- Individual Identifier – it often was not developed from the ROBUSTNESS perspective. In particular, the individual identifier often does not allow linking with workforce data.
- Benefits of having particular data fields often are not considered at all in decisions about the content and business rules for a SLDS (e.g., industry certificate/occupational license data).
- State laws and rules may limit access to individual data.
  - A few state systems cannot access student names (OH, in K12 system).
  - Many state systems cannot access SSNs.
  - Some states limit retention of student-level data to 5 years from the last enrollment, limiting long-term longitudinal studies (MD, postsecondary).

SLDS SUSTAINABILITY

We in the CTE community believe that the case for SLDS sustainability (state funding) would have been stronger if CTE had participated in the initial and ongoing design and development stages. We are on board now to help accelerate the production of deliverables that stakeholders value.

CTE and NATIONAL DATA INITIATIVES

Many national data initiatives now recognize the value of the inclusion of the CTE community:

- **Federal State Longitudinal Data System (SLDS) grant program** – CTE is now identified as an important partner in this initiative.
- **Common Education Data Standards (CEDS)** – Engaged the CTE community in the development of Version 3 (to be published in January 2013).
- **Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)** – Engaged the CTE community in the current revision process (to be published in 2013).
- **Data Quality Campaign (DQC)** – Reaching out more to the CTE community.
- **Workforce Data Quality Campaign (WDQC)** – Has engaged the CTE community from its inception.