

STATEWIDE FORUM ON NEW JERSEY'S EDUCATION TO EARNINGS DATA SYSTEM

On December 1 and 2, 2016, a wide range of national and state experts and policymakers as well as New Jersey K-12 educators, postsecondary educators, workforce development and labor representatives, civic and nonprofit organizations, legislators, business leaders, members of the philanthropic community, and researchers convened to take part in a forum that marked the public launch of New Jersey's P20W State Longitudinal Data System. All materials presented at the forum can be found **here**.



The forum provided an opportunity for panelists from seven states and multiple national organizations to share experiences about their P20W data systems, and offered key insights and suggestions as New Jersey implements its own system. In addition to the presentations of panelists from across the nation, the audience heard from New Jersey officials on how the data system was developed, and from legislators and school administrators on how the system will be useful to their work.

Rachel Zinn, Director of the Workforce Data Quality Campaign, provided a keynote address in which she spoke about the critical return on investment for social programs the data provides, allowing states to make more effective and efficient decisions. She also spoke about the progress and perils of state longitudinal data systems. In her discussion, Ms. Zinn provided the chart on page 2, which maps some of the information gaps in state data systems, as well as some of the challenges to filling these gaps. Ultimately, her presentation highlighted the many benefits of state longitudinal data systems while discussing the areas for growth.

POSTSECONDARY DATA

Records that measure student access, progress, success, and affordability through higher education.



WORKFORCE PROGRAM DATA

Data on participants (demographics, services received, credentials attained) in programs designed to help workers build skills and find employment.



EMPLOYMENT DATA

Information about the employee, the employer, and wages.



CHALLENGES TO FILLING GAPS

LEGAL

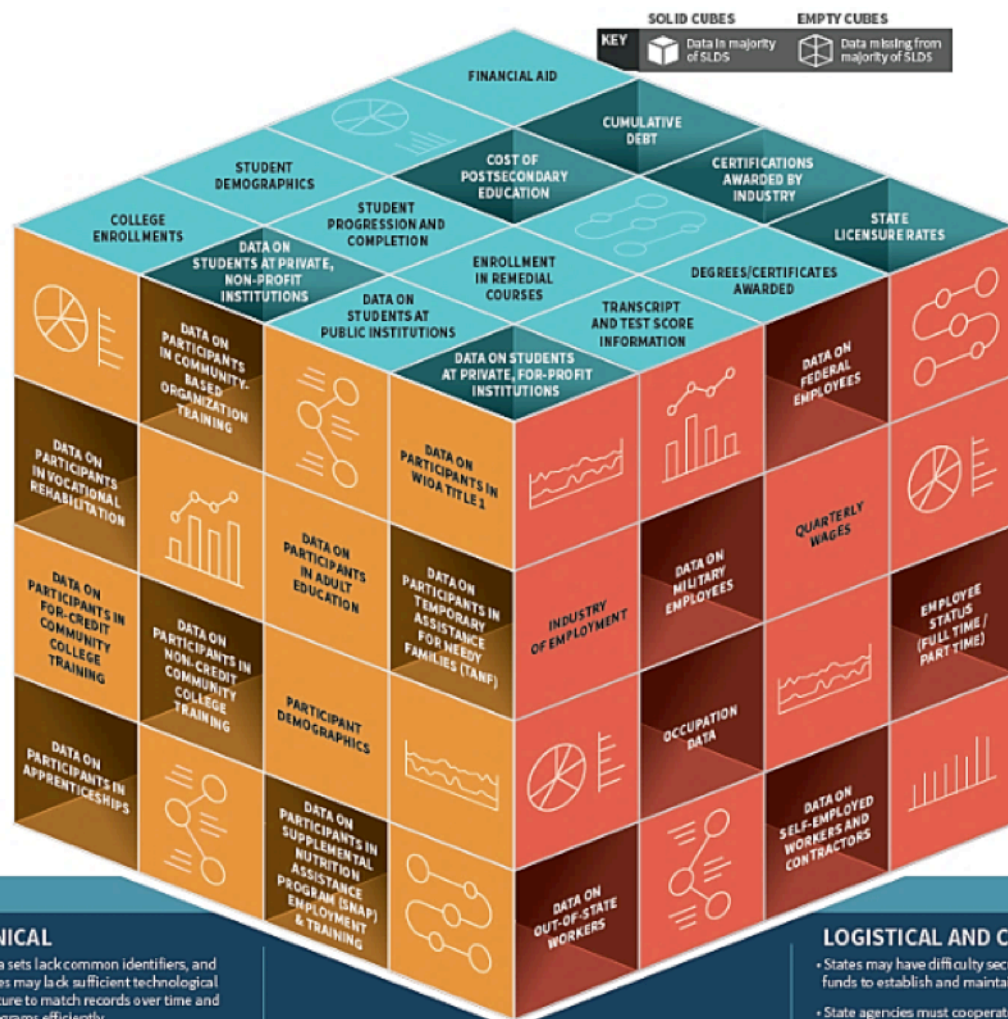
- Multiple state and federal laws and regulations restrict access to and usage of education and employment data.

TECHNICAL

- Some data sets lack common identifiers, and some states may lack sufficient technological infrastructure to match records over time and across programs efficiently.

LOGISTICAL AND CAPACITY

- States may have difficulty securing funds to establish and maintain data systems.
- State agencies must cooperate, build trust, and share data to handle data at scale.



Day 1, Panel 1

Using Administrative Data, Analytic Techniques, and Technology to Explain Education Outcomes, Connect Job Seekers to Work, and Attract New Businesses

Moderator: William Mabe, Heldrich Center, Rutgers University



MISSISSIPPI STATE UNIVERSITY
NATIONAL STRATEGIC PLANNING
& ANALYSIS RESEARCH CENTER

Domenico “Mimmo” Parisi
NSPARC/Mississippi State University

Mississippi urged states to provide data that are actionable; data must be presented in a way that provides immediate, ready-to-share facts. Mississippi develops many tools that are “powered by” its SLDS to present information. One main tool is the Lifetracks system displaying aggregate data at each stage from early childhood to the workforce. Another powerful resource utilizing the SLDS is the My MDES system, which allows businesses to research the workforce in specific regions when contemplating a move. This site is particularly helpful when officials are negotiating with employers to move to the state, showing them that they have the labor force necessary for that business.

The screenshot displays the My MDES (Mississippi Department of Employment Security) website. The header includes the logo, navigation links (Home, My Profile, Candidate Search, Manage Openings, Unemployment Tax, Resources), and user status (Welcome, Sample Employer, Log Out). A sidebar on the right shows 'Applications Pending' and 'Open Positions' counts. The main content area is titled 'Job Candidate Search' and features a search form with fields for 'Job Title/Keywords' (filled with 'Welders, Cutters, Solderers, and Brazers'), 'At Least: Associate's Degree', and 'Within 25 miles of' (filled with '39759'). Below the search form is a 'Job Candidate Locations' map showing a heatmap of Starkville, MS. To the right of the map is a table of search results.

Miles	Location	Education	Experience
0	STARKVILLE, MS #733686	Bachelor's Diploma or Degree	Inspectors, Toolers, Sorters, ... Loading Machine Operators, Und... Welders, Cutters, Solderers, s...
0	Starkville, MS #1247662	Bachelor's Diploma or Degree	Welders, Cutters, Solderers, s...
0	Starkville, MS #217154	Associate's Diploma or Degree	First-Line Supervisors of Prod... Heavy and Tractor-Trailer Trac... Painters, construction and mai... Printing Press Operators Shipping, Receiving, and Traff... Structural Iron and Steel Work... Structural Metal Fabricators s... Welders, Cutters, Solderers, s... Welding, Soldering, and Brach...
0	Starkville, MS #1213445	Master's Diploma or Degree	Agricultural equipment operato... Electrical and Electronics Rep... General and Operations Manag... Lathe and Turning Machine Tool... Milling and Planing Machine Se... Social science research assist... Structural Metal Fabricators s... Teachers and Instructors, All... Welders, Cutters, Solderers, s...
0	Starkville, MS #1057804	Associate's Diploma or Degree	Helpers—Electricians Hoist and Winch Operators Installation, Maintenance, and... Maintenance and Repair Workers...

Although their coordinating board was eliminated and they do not have a formal SLDS system, organizations throughout California continue to share data. They combine data from four siloed educational data sources (CDE, CCC, CSU, and UC) with wage data to show workforce outcomes for higher education. California utilizes many online tools to display outcome data for graduates, including CCC Salary Surfer, CCC College Wage Tracker, and CTE Launchboard. The system classified certain CTE course takers who did not complete a program as “skills builders.” In doing so, they are able to determine the real earnings value of completing one or two courses.

Median Earnings Change

+13.4%

N=83,002

Disciplines with the highest enrollment

Median % Change

Total N

Administration of Justice	7.7%	9,299
Child Development/Early Care and Education	15.7%	7,027
Accounting	20.8%	6,788
Police Academy	7.8%	6,258
Office Technology/Office Computer Applications	16.6%	3,399
Fire Technology	12.5%	3,307
Business and Commerce, General	25.4%	2,951
Emergency Medical Services	30.0%	2,871
Business Management	17.6%	2,812
Information Technology, General	18.4%	2,264



Tiffany Smith
Employment and Training Administration
U.S. Department of Labor

Tiffany Smith provided the audience with important background information on the Workforce Innovation and Opportunity Act (WIOA) and how it relates to data integration. The vision of the new system is that the needs of business and workers drive workforce solutions, One-Stop Career Centers provide services to job seekers and employers and focus on continuous improvement, and the workforce system supports strong regional economies and plays an active role in workforce development. Across the system, continuous improvement is supported through evaluation and data-driven decision making. The new Workforce Integrated Performance System (WIPS) launched on October 1, and allows states to submit an individual record file while automatically generating uniform quarterly/annual reports and performing common edit checks and validation rules to ensure accurate and consistent information.

The U.S. Department of Labor provides regular webinars covering WIOA topics in its WIOA Wednesday series at www.workforcegps.org/events.

Day 1, Panel 2

Establishing Useful and Effective Integrated Data Systems and Partnerships at the State Level

Moderator: Jeffrey Stoller, New Jersey Department of Labor and Workforce Development



Kate Akers
Kentucky Center for Education and
Workforce Statistics

KCEWS started in 2012 to expand the work of the Kentucky P-20 Data Collaborative. Through legislation, it has the authority to collect and link data to provide reports and statistical data about education and workforce efforts in the state to policymakers, agencies, and the general public. KCEWS developed strong working relationships with its legislature by scheduling regular meetings with legislators during which it provides reports of longitudinal data split by legislative district. In addition to regular reports to the legislature and government agencies, KCEWS produces annual reports for each school district, the Kentucky High School Feedback Report. It produces two versions, one for college-going rates, and one for college success statistics of those students.

Kentucky High School Feedback Report on College Going **High School Graduating Class of 2014**

Adair County School District

The Kentucky High School Feedback Report is produced by the Kentucky Center for Education and Workforce Statistics utilizing data from the Kentucky Longitudinal Data System (KLDS), which includes data from the Kentucky Department of Education, Kentucky Council on Postsecondary Education, and the Kentucky Higher Education Assistance Authority. This report provides the most complete and accurate data about college going that exists for this district. It follows students who graduated from public high schools in 2013-14 and were enrolled in a college or university during the 2014-15 academic year.

A. Overall, how do 2013-14 graduates from this district compare to others in Kentucky?

In order to ensure the confidentiality of individuals, some data items have been redacted.
Redacted data are represented by an asterisk (*).

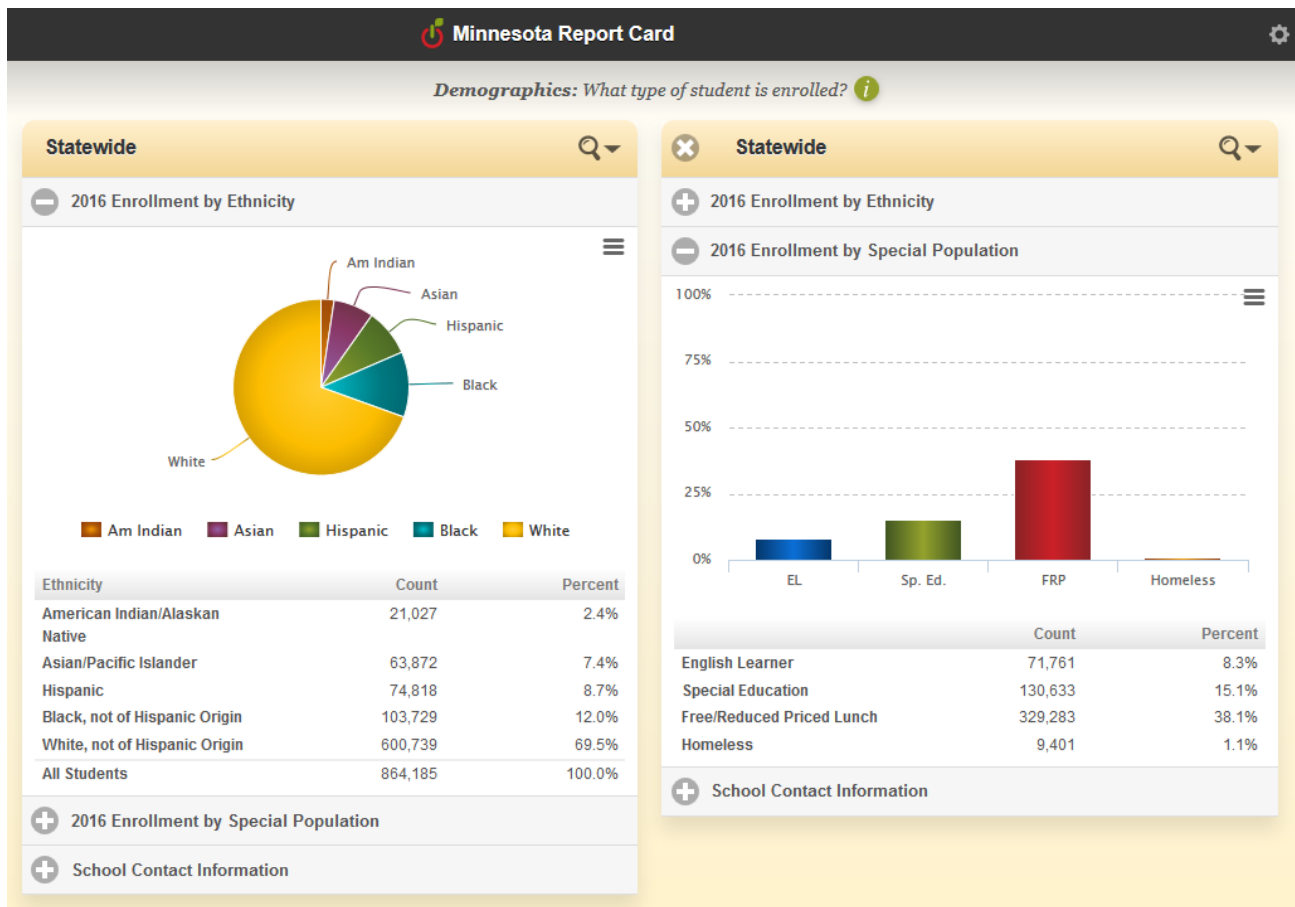
	District	Kentucky
1. Number of high school graduates	196	43,783
2. Average high school GPA	2.75	2.89
3. Percent of students in this class who were eligible for free or reduced lunch	56.1%	49.4%
4. Average junior year ACT scores for this class by subject		
a. English	17.4	18.7
b. Mathematics	18.2	19.1
c. Reading	18.4	19.7
d. Science	18.5	19.7
e. Composite	18.2	19.5
5. Percent of these graduates who enrolled in at least one Advanced Placement (AP) course	23.5%	40.7%
6. Average Kentucky Educational Excellence Scholarship (KEES) Awards earned by these graduates	\$890	\$1,136
7. Overall college-going rate for graduates from this class	60.7%	60.4%
8. Percent of graduates from this class who attended an in-state college or university	56.6%	55.4%
9. Percent of graduates from this class who attended an out-of-state college or university	4.6%	5.5%

Quick Statistics

High school graduation rate (cohort)	90.4%
Percent of graduates ready for college**	50.5%
Percent of graduates ready for career**	25.0%
Percent of graduates ready for college and/or career**	57.1%
Average KEES Awards earned by these graduates	\$890
College-going rates:	
a. Overall college-going rate	60.7%
b. Eligible for free/reduced price lunch	42.7%
c. College and/or career ready**	78.6%
d. Not college and/or career ready**	36.9%
Percent of graduates attending an in-state public college or university who started college full-time	85.7%

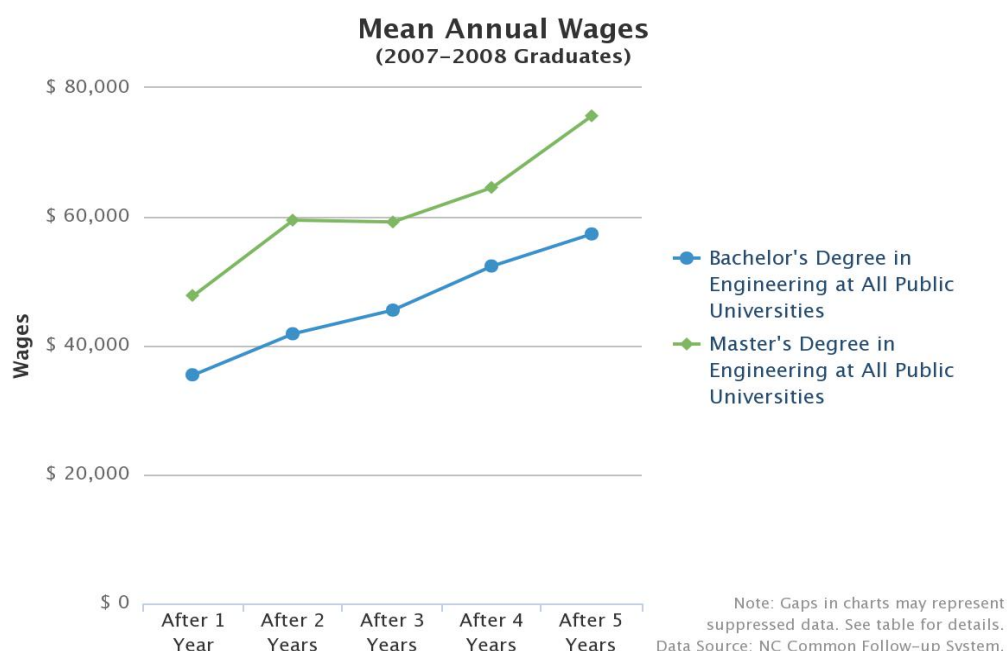
** As defined by the Kentucky Department of Education.

Minnesota is currently working to educate more organizations on how to use its data system through a train-the-trainer model called the SLEDS Network. Working with a range of stakeholders throughout the region, SLEDS staff are promoting the value of the system while teaching others how to use it for their own work. The system combines education and earnings data to also include health care licensures from the Minnesota Department of Health. Using National Student Clearhouse data, SLEDS also incorporates information for out-of-state higher education enrollments and completions. With these data, SLEDS provides an online dashboard displaying a range of data points from student demographics to teacher qualifications.





Since 1995, North Carolina has been using a Common Follow-Up System (CFS) through statute where agencies are able to share information. In 2012, legislation passed to strengthen the CFS through greater reporting and evaluation efforts. At this time, the system was moved to the Government Data Analytics Center whose mission is to transform existing data assets into an information utility for the state's policy leaders. Contributors of the CFS now include the North Carolina Department of Commerce, the North Carolina Department of Health and Human Services, North Carolina Community College System, University of North Carolina, North Carolina Department of Public Instruction, and North Carolina Department of Public Safety. Containing over 219 million program records since the mid-1990s, the CFS system is able to analyze extensive longitudinal data through reports to the legislature and contributing agencies, and the development of online dashboards (North Carolina Tower).



Day 2, Panel 1

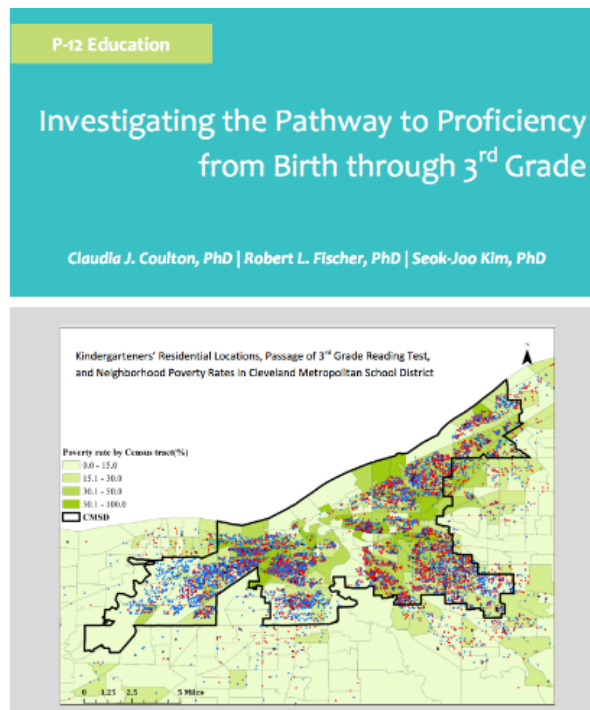
Establishing Useful and Effective Integrated Data Systems and Partnerships at the State Level: More Lessons from Leading States

Moderator: Dr. Peter Woolley, Fairleigh Dickinson University



Joshua Hawley
Ohio Education Research Center
Ohio State University

The Ohio Education Research Center, a collaboration between multiple schools at Ohio State University, has seen many successes since it began in 2011 with Race to the Top funding. Following partnership agreements with a range of other universities, the center has created a series of dashboards for the government, a research data center (Ohio Longitudinal Data Archive), completed a series of reports for different agencies, and developed a K-12 Student Dashboard. The center sets its agenda each year with each agency that is available for the whole system, and recommends others ask agencies what they want to know and organize around those requests. In a large study, the center examined students outcomes on reading and kindergarten readiness using data from a large set of student records in Cleveland, matching with health and social service data.



Since its creation in 2010, the MLDS Center has worked to quickly provide valuable data to state agencies and the public. The center underwent an independent IT security audit to test the rigor of its security practices for the data it held, gaining credibility with the public on its ability to securely maintain the system. By 2013, the center was funded in the state budget and statutorily required to provide an annual report to the governor and general assembly about the number of students who are fully enrolled in high school and in colleges. Gaining a line item budget through the state allowed the center to become more sustainable and expand to become fully operational by 2016.

Data Snapshot: Dual Enrollment Report

5,453

The number of dually
enrolled public school
12th graders in
2013-2014.

9%

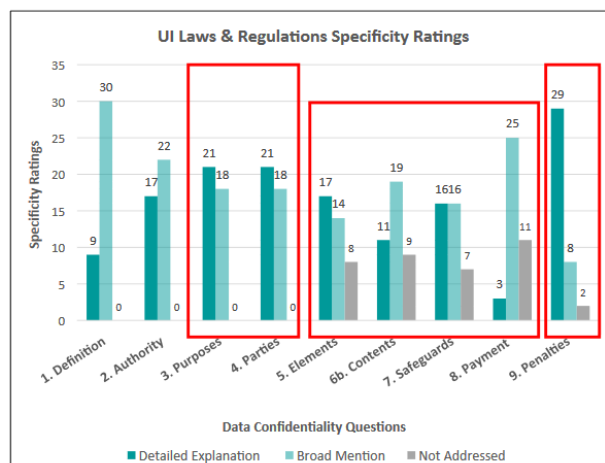
The total percent of 12th
graders who are dually
enrolled in 2013-2014.

2%

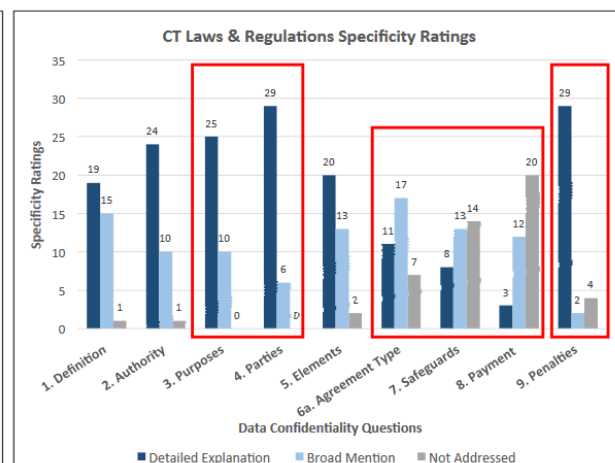
The total increase in
dual enrollment from
2012-2013.

The Center for Regional Economic Competitiveness is working to make the case for data sharing between states in a way that provides better data, access, analysis, decision making, and ultimately better outcomes. For this reason, the center started the State Data Sharing (SDS) Initiative to raise awareness of the value of administrative records and foster collaboration to improve access to data. In one study of administrative data, SDS researched federal and state corporate tax and unemployment insurance confidentiality laws and regulations to increase state knowledge of how to best protect sensitive information and allow for data sharing to support analysis. To advance data sharing, SDS suggests better educating state leaders on the value of administrative records and data sharing, revisiting antiquated state data confidentiality laws and regulations, providing more information on database security safeguards, and helping to streamline data sharing.

Key Findings: Laws & Regulations Analysis



39 Laws & Regulations



35 Laws & Regulations

Day 2, Panel 2

Using P20W Longitudinal Data and Research to Improve Public Policy, Practice, and Services in New Jersey: A Vision and Investment

Moderator: Elizabeth Garlatti, New Jersey Office of the Secretary of Higher Education



Margaret M. McMenamin, Union County College

Assemblyman Troy Singleton, Seventh Legislative District

Dennis Bone, State Employment and Training Commission

Jeffrey Swartz, Camden County Workforce Investment Board

Scott Moffitt, Morris County Vocational School District

In the final session of the data forum, Betsy Garlatti moderated a panel of five New Jersey stakeholders who discussed how the P20W SLDS will be helpful to their work. The group discussed the importance of this system in advancing their work, and responded to concerns about data security. Those familiar with the higher education system in the state discussed how we owe it to students to make outcome data accessible as they begin to research what the return on investment is from college, certain majors, and particular colleges before they apply. Assemblyman Troy Singleton discussed the importance the legislature places on the security of students' data, and how they have worked to safeguard this information in our increasingly data-driven environment. Others detailed the importance of the data in allowing them to provide better-tailored services to program participants and students. With the new data system, panelists agreed, we will be able to make outcome data more accessible to the public, and better inform decision making to better serve all residents of the state.