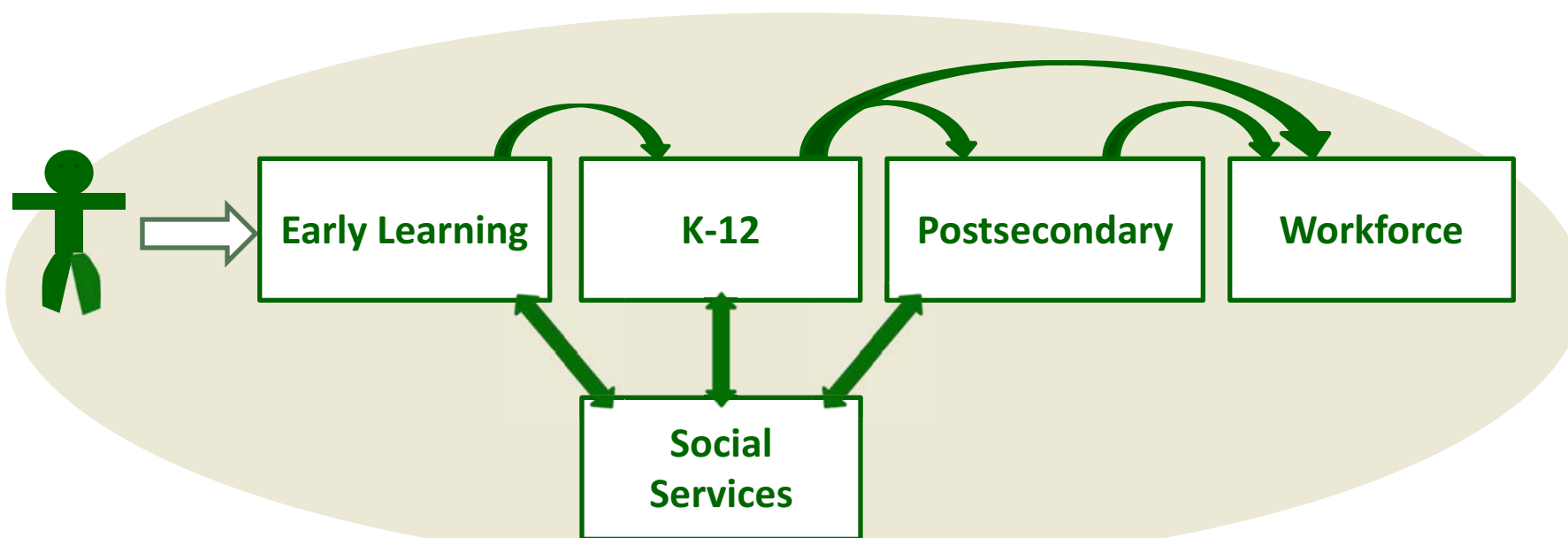
A topographic map of Washington state, showing terrain features like mountains and rivers. The map is rendered in shades of brown and tan, with white lines indicating elevation and water bodies. The state's outline is clearly visible against the white background.

# **Washington's Education Research & Data Center (ERDC)**

Carol B. Jenner  
SHEEO/NCES Network Conference  
May 2009

# Possibilities: Data Spanning the Sectors



- Early Learning**
- State-supported early learning programs
  - Head Start
  - State funded child care

- Social Services**
- TANF
  - Basic Food
  - Foster Care
  - Medicaid

- K-12**
- Graduation
  - ELL
  - Assessment
  - Income
  - <more>

- Postsecondary**
- Public Institutions
  - Apprenticeships
  - National Student Clearinghouse
  - Private Institutions

- Workforce**
- Employment
  - Earnings History

## To Address Topics Such As:

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Influence of high school course-taking patterns on postsecondary completion.

Progress of adult learners entering postsecondary education after age 30.

Workforce participation by enrolled students (K-12 and postsecondary).

Postsecondary enrollment swirl patterns.

Workforce history for those who leave postsecondary education with significant credits but no degree or certificate.

# And Answer Questions Such As:

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At what rate do high school graduates (or dropouts) attend Washington higher education institutions within one year of leaving high school? Two years?

What degrees and majors are pursued by students entering directly from high school? Are they different from those transferring from community colleges?

What are completion rates and time to degree for various categories of students? Is receipt of financial aid related to time to degree?

Did students who were eligible for free- or reduced-price lunch in high school apply for financial aid?

(This list could go on and on!)

# And Study Pipeline Issues

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Traditional: 9<sup>th</sup> grade to postsecondary and workforce,  
broken out by subgroup (income, race/ethnicity,  
urban/rural, large/small high school, etc.)

High school dropout pipeline

Adult learner pipeline

TANF recipient pipeline

Postsecondary “leaver” pipeline

Teacher pipeline (by endorsement type)

It all started with

## 2005-06: Washington Learns

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Washington Learns, created and led by Governor Gregoire, conducted a top to bottom, 18-month review of Washington's entire education system, its structure and funding.

### **Subsequent legislation** (E2SSB 5843, 2007 Legislature)

- Created Department of Early Learning (DEL)
- Authorized K-12 teacher-course-student collection
- Created an "education data center" – the Education Research & Data Center

# Establishment of the ERDC

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RCW 43.41.400 defines an “education data center”

- Established in the Office of Financial Management
- Collaborates with the Legislative Evaluation and Accountability Program (LEAP) committee
- Known as the Education **Research and** Data Center
- The ERDC “shall be considered an authorized representative of the state educational agencies ... under applicable federal and state statutes for purposes of accessing and compiling student record data for research purposes.”

# The ERDC shall...

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- Conduct collaborative analyses of early learning, K-12, and higher education programs across the P-20 sectors
- Identify data to be compiled and analyzed
- Track enrollment and outcomes through PCHEES
- Assist in developing long-range enrollment plans for higher education
- Provide research that focuses on student transitions in early learning, K-12, and postsecondary education

# Agencies shall...

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The Department of Early Learning, Superintendent of Public Instruction, Professional Educator Standards Board, State Board of Education, State Board for Community & Technical Colleges, Workforce Training & Education Coordinating Board, Higher Education Coordinating Board, public four-year institutions of higher education, and Employment Security Department

**shall work with the education data center to develop data-sharing and research agreements, consistent with applicable security and confidentiality requirements, to facilitate the work of the center.**

Private baccalaureate institutions may also participate.

# OFM Forecasting Division

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## Why in OFM Forecasting Division?

Official U.S. Census Bureau liaison for population and housing data; official state and local population estimates and projections for planning and revenue distribution

Long-term economic forecast, economic impact studies

State population survey, social service expenditure forecasts

Fiscal research

Higher education enrollment projections; **public higher education unit record enrollment data system**

Strong track record in multi-agency data coordination efforts, including linking and matching

Viewed as a neutral party

# PCHEES

## Public Centralized Higher Education Enrollment System

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Administered by Office of Financial Management (OFM)  
– basis for official state-funded FTE enrollment determinations for public four-year institutions.

Originally a compilation of summary reports submitted by the six institutions.

Moved to unit-record collection for enrollment information in 1999; MOU with institutions in place.

Longitudinal ID added by ERDC.

Outcomes data added beginning with 2005-06; enhancements in place February 2010, providing data necessary for future higher education data marts.

# Additional P-20 Data Owners

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Office of Superintendent of Public Instruction (OSPI) – K-12 and some Pre-Kindergarten programs (295 school districts)

State Board for Community and Technical Colleges (SBCTC) – 2-year system (34 institutions)

Higher Education Coordinating Board (HECB) – financial aid program data, partner (with OFM) in public 4-year student unit record data system

Employment Security Department – administers Unemployment Insurance program

# Privacy and Confidentiality

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- Privacy and confidentiality issues have been worked out with the Office of the Attorney General, and agency and legislative attorneys.
- Data-sharing and data-usage agreements have been developed (ongoing).
- Secure data transmittal procedures in place (PCHEES and ad hoc).
- Redaction policy discussions have been initiated.

# Partnerships

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## **Data-Sharing Agreements in place:**

- Office of Superintendent of Public Instruction (OSPI)
- State Board for Community & Technical Colleges (SBCTC)
- Public Baccalaureate Institutions
- Higher Education Coordinating Board (HECB)
- Employment Security Department
- Department of Social and Health Services (DSHS)
- Private Institutions (in progress, selected projects)

## **Other Partner Agencies:**

- Department of Early Learning
- Professional Educator Standards Board
- State Board of Education
- Workforce Training & Education Coordinating Board

# Data Development

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Established Education Data Sharing and Linking Advisory Group with representatives from all agencies providing data.

Agency directors' group assists with prioritization.

Developed data-linking strategies and anonymization protocols.

Student data have been obtained from the K-12 system, the public baccalaureate institutions, and the community and technical college system.

Conducted a "demonstration project" linking 2005-06 12<sup>th</sup> graders with public postsecondary records.

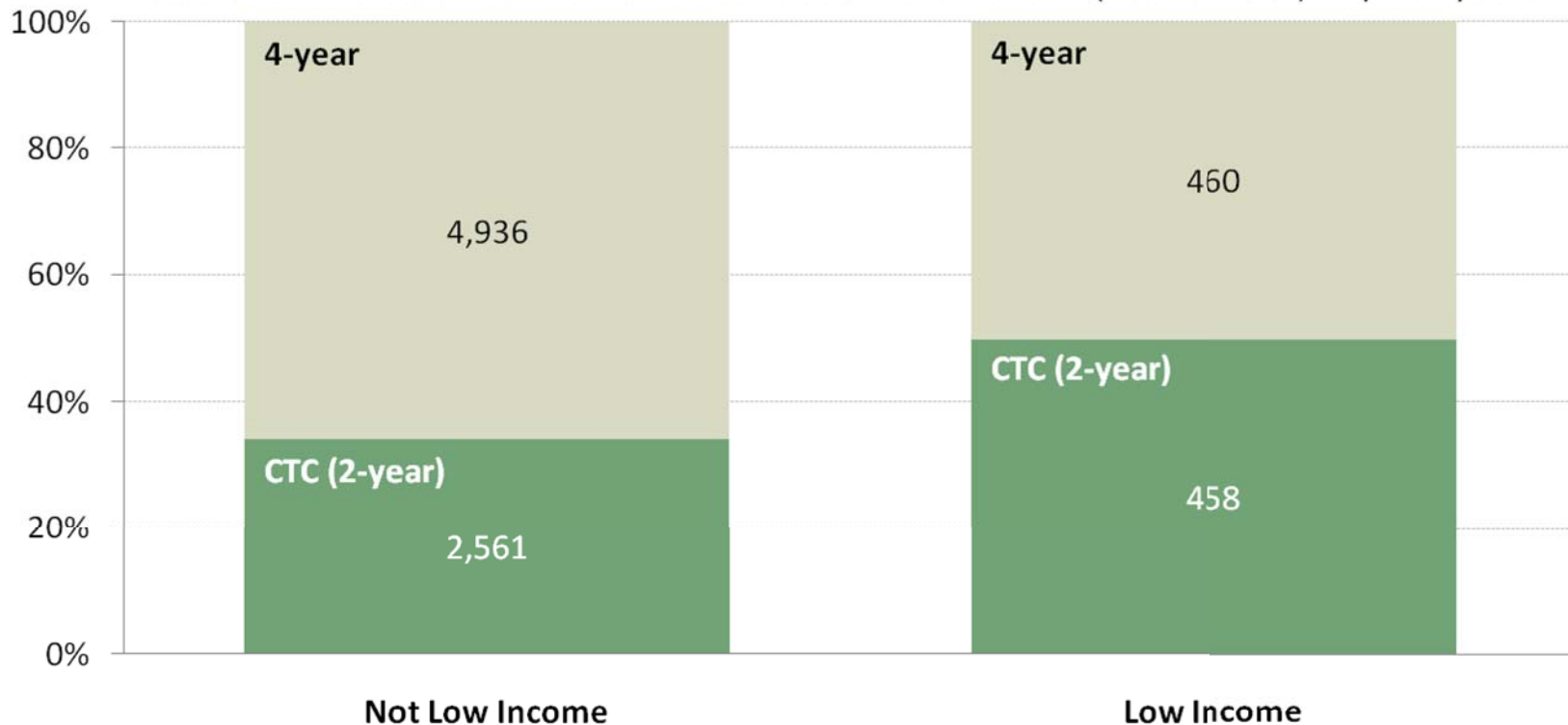
-- Example --

# Public College-Attending Patterns

## 2005-06 12th Graders Enrolled in Postsecondary Education in 2006-07

Example of linking assessment test outcomes (grades 10-12) with public postsecondary enrollment status. Students for whom assessment results were not available are not included here.

Students who attained Mathematics Assessment Level 4 ("advanced") in prior years.



Sources: Office of the Superintendent of Public Instruction, State Board for Community & Technical Colleges, Public Centralized Higher Education Enrollment System

# In Support of TANF Administration...

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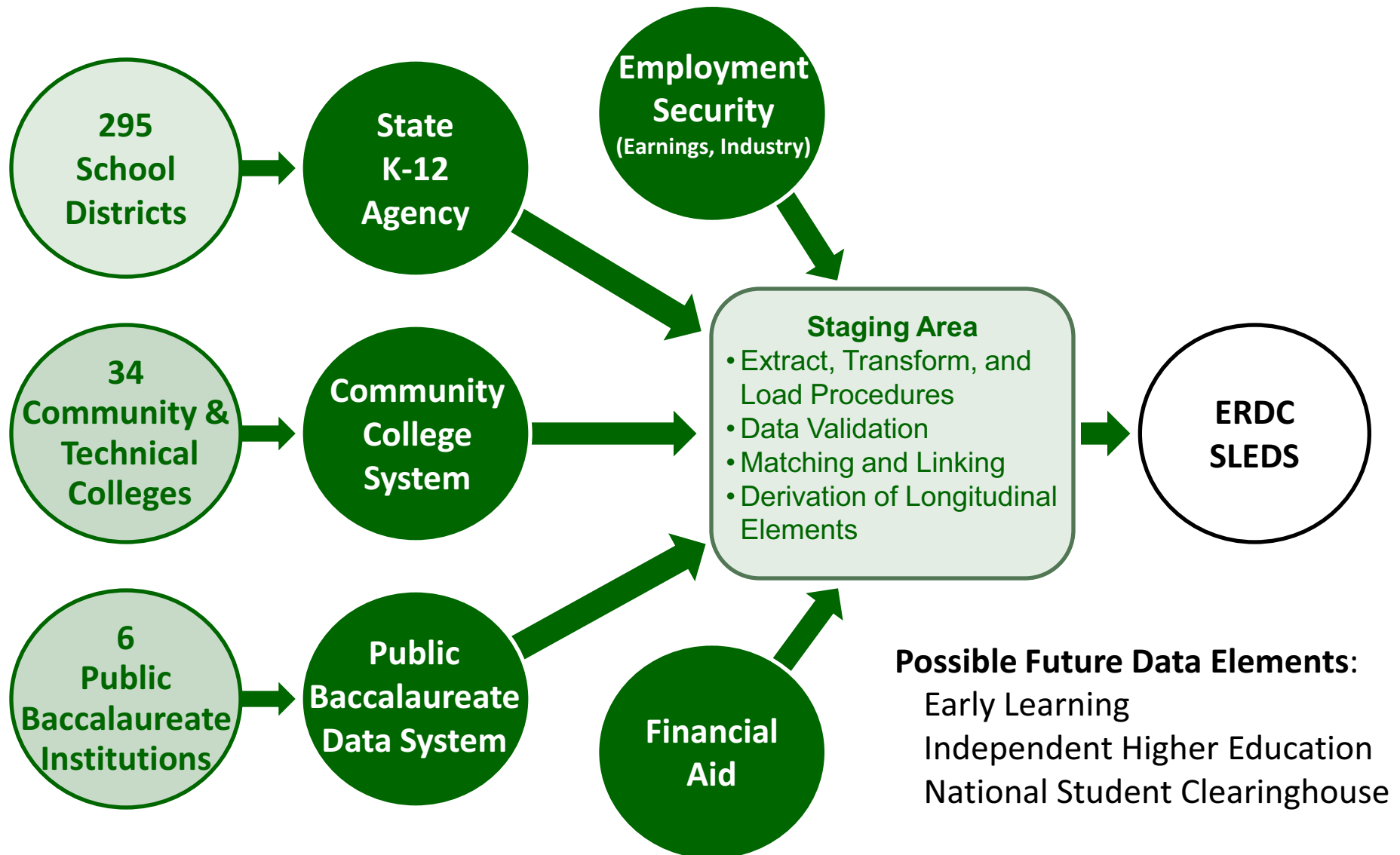
ERDC established the critical link between DSHS program data (to confirm low-income status and citizenship) and K-12 student data.

ERDC was uniquely situated to make the necessary matches because of established data-sharing agreements with the Office of Superintendent of Public Instruction (following RCW 43.41.400) and DSHS (OFM Forecasting analysts may access individual level DSHS data if it is for purposes of WorkFirst program administration).

Expenditure information for the programs was determined at the school or district level and then allocated proportionally according to the share of qualifying students.

# Conceptualization of SLEDS

## Statewide Longitudinal Education Data System



# K-12 Data Systems

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295 school districts submit unit record student information to OSPI

Student information longitudinally linked by state student ID (SSID) beginning with 2003-04

Collection of teacher-class-student data began Fall 2008

Comprehensive Education Data and Research System (CEDARS) in place Fall 2009

2009 IES longitudinal data system grant recipient

# K-12 Data Elements

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Student birthdate, sex, race and ethnicity, grade, school attended, expected year of graduation (high school)

Date student enrolled and exited each school attended

Free- and reduced-price lunch eligibility

Program participation (learning assistance, Title I, highly capable, transitional bilingual, and more)

Migrant status, homeless status, language spoken at home

Test scores

Courses taken, credits earned, grades (Fall 2009)

# CTC Data Elements

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Student birthdate, sex, race and ethnicity, disability status, family status, geographic origin

Economic status (need-based aid indicator)

Participation in basic skills, ESL

Level, purpose for attending, high school attended, Running Start (dual enrollment) indicator

Enrollment (hours attempted, withdrawn, earned)

Remedial education information

Course enrollment (level, subject, delivery type)

Academic progress (major, minor, GPA, award type)

# PCHEES Data Elements

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Student characteristics (birthdate, sex, race and ethnicity, geographic origin)

Level, admissions type, high school attended, Running Start indicator

Enrollment (hours attempted, withdrawn, earned)

Remedial education information

Course enrollment (level, subject, delivery type)

Academic progress (GPA, degree type, major, minor)

# Workforce Data Elements

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Data available by quarter (UI Program):

Industry of employment

Hours worked

Earnings

Plan:

Periodic refresh of workforce data  
(appropriate timespan) for all age 16+  
individuals represented in data system

Also teacher data from K-12 data system.

# Standard Products

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- Standard set of student achievement and progress reports and studies that enable improved management and policy decision-making.
- Reports to contributing agencies .
- Feedback reports to school districts, institutions.
- Report on key education indicators.
- Standardized datasets for researchers.
- Analysis of outcomes for all student groups.

# Planning for SLEDS Development

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## Areas to be addressed:

Data elements needed for research data sets and standard reports.

Data dictionary: determine data types, definitions, valid values, and data sources.

Procedures for maintaining crosswalks between SLEDS dimension data values and data values received.

Procedures for dynamically generating and downloading standard research data sets and parameterized drill-down summary reports.

Protocols for the authorized release of SLEDS-sourced research data sets.

# Other Activities

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Published a Compendium of Key Education Indicators – which will eventually be derived from P-20 longitudinal data system.

Completed a legislatively-mandated higher education per-student funding study.

Participated in working groups: K-12 data feasibility, higher education planning (multiple projects), enrollment projections for possible new branch campus.

## 2009 Legislature:

# Additional Responsibilities

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### House Bill 2261, 2009 Washington Legislature

In consultation with partner agencies, identify the critical research and policy questions and the data needed to address the questions;

Make recommendations to the legislature regarding any statutory changes or resources that would be needed to collect or improve the data;

Monitor and evaluate the education data collection systems of the ERDC partner agencies ensuring that data systems ... include data needed to answer the critical research and policy questions;

Contribute to several studies required by this bill;

Participate in a K-12 data governance group;

Work with the State Board of Education to determine the feasibility of using the new prototypical funding allocation model as a reporting tool; and

Take all actions necessary to secure federal funds to implement this act.

# Challenges

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Maintaining a focus on core mandates while responding to requests for special studies

Prioritizing our work with other agencies

Resources

**Education Research & Data Center**

State of Washington

[www.erdcenter.org](http://www.erdcenter.org)

**Office of Financial Management**

State of Washington

[www.ofm.wa.gov](http://www.ofm.wa.gov)

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