

Indiana's Longitudinal Data System

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How It Began

- ▶ IN took part in the “Shifting Gears” Initiative in 2007
- ▶ As a result, an MOU was created between the Dept. of Ed., Dept. of Workforce Dev., Commission for Higher Ed., and Indiana Business Research Center at IU.
- ▶ The Chamber of Commerce played critical role in having something like this occur.
 - They’ve always been focused on data.



Rolling Out the System

- ▶ Early challenges
 - By nature, MOUs are tenuous.
 - The lack of formal governance and day-to-day oversight meant that IWIS regularly took a back seat to agency priorities.
 - Without dedicated staff to monitor the priorities of IWIS, the source agencies were responsible for coordinating the work on top of their regular duties.



Adult Ed as Part of the LDS

- ▶ Adult Ed data was not always been involved
 - Separate data system from other K-12 data
 - While at DOE, data integrity issues existed
- ▶ IBRC conducted a “tipping point” study, which was the first time adult ed data was dumped into IWIS
- ▶ Overhaul of Adult Ed Data in Indiana
 - Move to DWD has allowed team to access employment and wage data more easily



How Our LDS Works

- ▶ Data put into a warehouse.
- ▶ Have to request specific data.
- ▶ Was commended by Data Quality Campaign on the 2012 DQC survey for having 9 of 10 recommended characteristics.
 - Missing stable, sustained support and policies and procedures for building educator capacity for data use
 - Stable, sustained support was rectified in the 2013 and 2014 legislative sessions



The Supports We Have in Place

- ▶ State legislation
- ▶ Existing relationships between various state agencies and a shared research agenda/research questions
- ▶ Lots of training on how to input data, error checks, validations, audits, signoff requirements, and post-collection reports to ensure that data are of the highest quality possible



How We Can Now Use Our Data

- ▶ Shared vision for research agenda and key research and policy questions
- ▶ Enhancing stakeholder engagement and decision-making capabilities
 - Examples:
 - College readiness reports for high schools
 - Return on investment reports for colleges and students
 - ▶ In Adult Education, it is now easier to match cohorts on outcome measures like postsecondary transitions, entered employment, and retained employment.



Our Greatest Challenges

- ▶ Building data and reporting structures that are flexible enough meet the needs of a very wide variety of stakeholders, with competing needs and priorities
- ▶ Managing expectations (e.g., timing of report availability, types of reports based on available data)
- ▶ Building stakeholder knowledge of the system (including its limitations) and capacity to use reports effectively and efficiently
- ▶ Privacy and public concerns of “big data”



Our Best Tips

- ▶ Identify the characteristics of what you view as the ideal system:
 - What are the research questions you expect to answer?
 - Who are the key stakeholders for the system, and how will they be engaged?
 - Which agencies and what data should be included?
 - What is the appropriate governance structure for the system?
 - How will access, privacy, and security be managed?
 - Will it have dedicated staff?
- ▶ Conduct an environmental scan of the current system.
- ▶ Ensure buy in from leadership
 - Identify a champion (preferably executive–leadership level) for the system
 - Build agency–level buy–in by identifying specific benefits from the system for each agency and its stakeholders
 - Provide flexibility in legislation
 - Put legislation in place once you have an understanding of what you want it to be



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