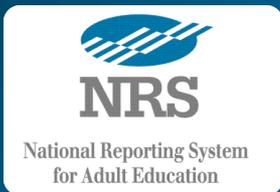


# Indiana's Longitudinal Data System

May 21, 2014



# 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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