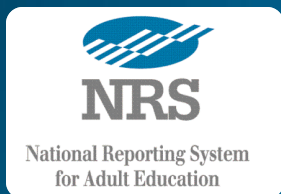


North Dakota's Longitudinal Data System

May 21, 2014



How It Began

- ▶ The Department of Commerce was the ‘new kid on the block’
 - In determining workforce needs, questions were asked as to specific numbers, occupations, etc.
 - While other state agencies may have contributing data, Dept. of Commerce made them think about how they knew what they knew.
- ▶ The infrastructure, need and vision to work together was already in place
 - Because ND is a small state, partners have to work together – no one would dare say “no”.
 - Based on mutual need.
- ▶ Governor support and legislative law
 - Gave the vision of state LDS validity as to its need and purpose.
 - Putting it into law allowed the state LDS to continue despite partner and stakeholder authority and relationship.
 - The purpose of state LDS truly is an easy sell.



Rolling Out the System

- ▶ Began in 2007 as NDCC 15.1-02-18
 - Executive Steering Committee, several teams (Ad Ed in both K-12 and Workforce teams)
- ▶ State level partners:
 - Information Technology Department
 - Department of Public Instruction
 - North Dakota University System
 - Department of Commerce
 - Department of Career and Technical Education
 - Job Service ND
 - Department of Health
 - Department of Human Service



Adult Ed as Part of the LDS

- ▶ Adult Ed was part of the 3rd (of 5) phase of the roll out because of what information they could give Commerce about job-ready people and people who could be made job ready with minimal education / experience.
 - This gave Adult Ed time to figure out what they needed in terms of NRS data.
- ▶ People understand the important role of Adult Education as a second chance at higher education and employment beyond entry level.



How North Dakota State LDS Works

- ▶ Now have all 5 phases rolled out.
- ▶ State LDS (ITD) is the “gate keepers”.
 1. Using SSN, Adult Ed runs their students against state LDS data quarterly for data match on employment, retention of employment, and post-secondary.
 2. They send file with matches for manual input (but working with LACES so that state LDS gets info directly from LACES, run the data, and then import it back to LACES).
- ▶ Beyond basic data match for federal program requirements (need to know), what secondary data gets run is determined by “nice to know” or “need to know”?
 - What can be done if you know the answer to this question – so what?
 - Adult Ed tries to focus on ‘need to know’ so we can funnel it for partners’ needs
 - I.E., Do GED students in post secondary require as many and same remedial or developmental courses as non-GED students?
- ▶ Challenge: with many sister cities on borders, need MOU with surrounding states to capture data on students who cross state borders.



The Supports in Place

- ▶ State legislation
- ▶ Federal reporting requirements
- ▶ Mutual trust between the parties involved
- ▶ History of successful data uses
 - Labor
 - Education
 - Employment



How We Use Our Data

- ▶ Data match easy process
 - Demand for follow up by local programs is now less
- ▶ Data is substantiated
 - There is fidelity, accuracy to the system
 - Can look easily at performance indicators
- ▶ Statewide planning for both infrastructure and meeting labor needs
- ▶ Show program and partner success
 - Avoids duplication of effort, programs



Our Greatest Challenge

- ▶ Staying within FERPA rules
 - Sometimes can't give programs info because of small numbers.
 - Especially problematic for small, rural programs.
 - Planning ahead becomes a challenge.



Our Best Tips

- ▶ It's all about relationships, establishing mutual need and trust
- ▶ Playing nice – sharing data
- ▶ Need to be able and willing to find challenges and how to re-build to fix errors
- ▶ Constantly connect with others – make yourself valuable
 - We had everything drawn out on paper and then looked at what boxes/lines we could erase.

Contact Information

Valerie Fischer

Director of Adult Education

ND Department of Public Instruction

701.328.4138

E-mail: vfischer@nd.gov