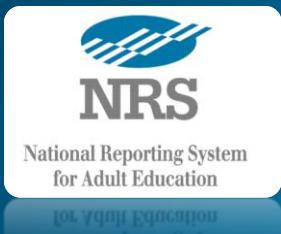


Going Longitudinal

Building An Adult Education Longitudinal Data System

Pre-Training Webinar I
May 10, 2012
American Institutes for Research



National Reporting System
for Adult Education

Goals for Summer Session

- ▶ Define a LDS, apply to adult education
- ▶ Understand the federal objectives, resources, and guidelines
- ▶ Have a sense for all states' progress on the LDS
- ▶ Describe the current P-20/W LDS in your state
- ▶ Define objectives and data elements for an AE LDS
- ▶ Develop a plan for a) developing the system and b) using the data.

Goals for this Webinar

- ▶ Define a LDS, apply to adult education
- ▶ Understand the federal objectives, resources, and guidelines
- ▶ Have a sense for all states' progress on SLDS
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Defining LDS

- ▶ The National Center for Education Statistics (NCES) defines an education longitudinal data system (LDS) as a data system that
 - collects and maintains detailed, high quality, student- and staff-level data;
 - links these data across entities and over time, providing a complete academic and performance history for each student; and
 - makes these data accessible through reporting and analysis tools.

From the Forum on Education Statistics

Longitudinal means that data on a (one) given student can be connected across years.

Think collection of videos of individual students versus snapshots (pictures) of each class.



Putting the “videos” together

- ▶ Collect data on individual students over time (e.g., site, classes, ethnicity, age, all test scores, all entry and exit dates);
- ▶ Connect all those pieces; and then
- ▶ Aggregate across students according to a set of key variables in order to analyze the impact of, and relationship between, variables.



Questions State LDS Can Answer

Longitudinal data are the only way to answer such questions as...

- ▶ Did students who passed the GED enroll and progress in community college?
- ▶ Did unemployed, low-level ESL students obtain employment? Did they enter ABE classes?
- ▶ How many ESL students obtained a GED? Did any of these students enter community college or improve their employment?

More Questions for State LDS

- ▶ What was the prior educational experience of students who entered adult secondary levels? How did they perform in high school?
- ▶ What was the employment history of adult basic education (ABE) students before they enrolled? Did they find improved employment after exit?

Key Players in State LDS

Technical Assistance and Guidance:

- ▶ Forum on Education Statistics (funded by ED)
- ▶ Data Quality Campaign (funded by foundations)

Main Drivers:

- ▶ Congress
- ▶ U.S. Department of Education (ED), Institute of Education Sciences IES
- ▶ U.S. Department of Labor
- ▶ You!

National Forum on Education Statistics

- ▶ Established by NCES
- ▶ “The Forum”
 - Has approximately 95 members (state and local education agencies)
 - Sets out to improve the collection, reporting, and use of elementary and secondary education statistics.
 - Reviews and formally votes to approve all documents prior to publication. (NCES provides final review and approval prior to publication)
 - Produced a set of four guidebooks...

Book I: What Is an LDS?

- Understanding what an LDS is (and is not)
- Appreciating the organizational steps needed to institute and effectively use an LDS
- Identifying the technical features and capabilities of an effective LDS and the additional features that can enhance the system's utility
- Recognizing the benefits of an LDS

Book II: Planning and Developing an LDS

- Engaging stakeholders
- Describing the current system
- Envisioning the desired system
- Defining needs, including data and functionality
- Gaining buy-in and funding
- Building relationships
- Writing an RFP
- Building or buying a system or components
- Transferring knowledge (e.g., from developers to staff)
- Defining and measuring success
- Refining the system

Book III: Effectively Managing LDS Data

- Defining governance structure
- Defining roles and responsibilities
- Collaborating to improve data quality and streamline operations
- Managing changes to the system
- Training staff to ensure data quality
- Auditing/validating data at all levels
- Establishing/following data standards
- Securing data to protect privacy
- Providing users access to key data

Book IV: Advanced LDS Usage

- Collecting, storing, and delivering key data
- Developing useful reports to fulfill common data requests and needs
- Developing user-friendly data tools to facilitate access and analysis
- Training users to utilize the technology
- Building awareness, understanding, and analytical capacity

Data Quality Campaign (DQC)

- ▶ Funded by national organizations
- ▶ National campaign to improve data availability and quality, for the purpose of improving outcomes for students.
- ▶ Champions longitudinal data systems
- ▶ Provides states with tools and resources helping with the development of such systems.
- ▶ Encourages collaboration among organizations and departments to improve data quality, access, and use.
- ▶ Conducts annual state analysis of state data systems that measures progress towards building and implementing state longitudinal data systems.



Congress/ED SLDS History

- ▶ 2001: NCLB endorses LDS for the first time by Feds
- ▶ 2002: Educational Technology and Assistance Act – the first federal authorization of a state LDS grant program.
- ▶ 2006: The Workforce Data Quality Initiative (WDQI) Grant Program was authorized
- ▶ 2007: The America COMPETES Act formally defined required state LDS data elements, including elements for postsecondary institutions

Congress/ED SLDS History

- ▶ 2009: Measuring student growth = requirement for Race to the Top funds
 - State LDS grant program authorized through American Reinvestment and Recovery Act (ARRA)
- ▶ 2010: The WDQI awarded 13 states with funding.
- ▶ 2010: 41 states and the District of Columbia have received at least one grant, totaling over \$80 million to states over the last two years
- ▶ 2012: A new WDQI FY 2012 grant was announced

Federal Programs Supporting SLDS (DQC)

P	Early Childhood (Birth–School)	K-12	Postsecondary	Workforce	20
U.S. Department of Education					
Statewide Longitudinal Data System (SLDS) Grants (FY11 and FY12)*					
RTT3-STEM*					
	IDEA Part B (FY11 and FY12)*				
IDEA Part C (FY11 and FY12)*		Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) (FY11 and FY12)*			
Title I College and Career-Ready Students (FY11 and FY12)*					
	Teacher Incentive Fund (FY11)*		Presidential Teaching Fellows (FY12)*		
RTT-Early Learning Challenge (FY11)*					
U.S. Department of Health & Human Services					
Child Care and Development Block Grant (FY11 and FY12)*					
Head Start & Early Head Start (FY11/12)*					
U.S. Department of Labor					
			Workforce Data Quality Initiative (FY11 and FY12)*		
			Workforce Innovation Fund (FY11 and FY12)*		
			Workforce Investment Act (FY11 and FY12)*		
http://www.dataqualitycampaign.org/build/fedfunding/					



Statewide Longitudinal Data Systems Grant Program

Designing, Developing, Implementing, & Using Longitudinal Data Systems to Improve Student Learning

Program Overview

Grant Information

Grantees

Resources

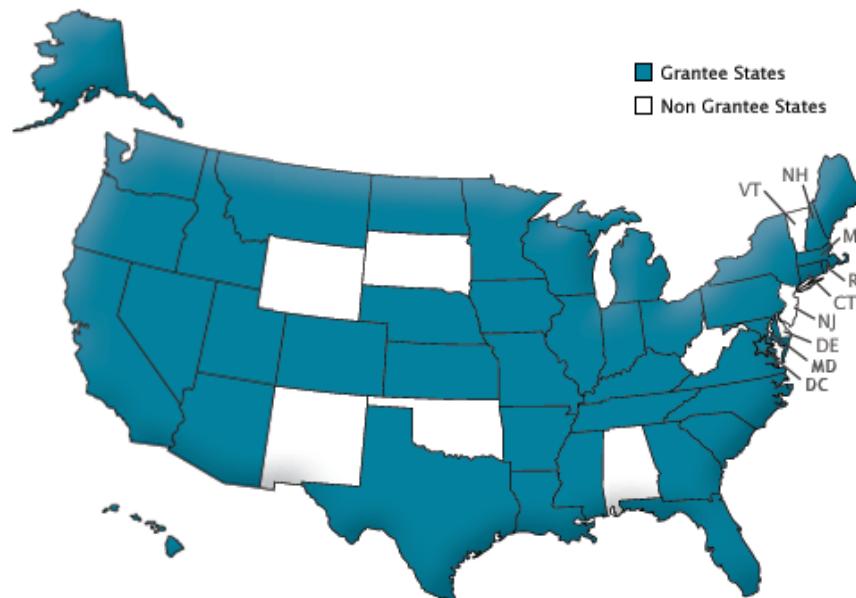
Related Initiatives

Contact Info

Grantee States

SLDS grants were awarded to 14 states in November 2005 (FY 2006 Grantees), 12 additional states and the District of Columbia in June 2007 (FY 2007 Grantees), 27 states - including 15 new states - in March 2009 (FY 2009 Grantees), and 20 states in May 2010 (FY 2009 ARRA Grantees). Based on the four rounds of funding, 41 states and the District of Columbia have received at least one SLDS grant. A downloadable abstract of the work each State is planning to complete is provided. Also available are States' original applications to the grant program, as redacted and published by the [U.S. Department of Education's Freedom of Information Act \(FOIA\) Office](#). Additional information regarding grantee progress can be found [here](#).

-- Select a state --



For updates:
[http://nces.ed.gov/
/Programs/SLDS/s
tateinfo.asp](http://nces.ed.gov/Programs/SLDS/stateinfo.asp)

FY 2006 Grantees

Alaska

FY 2007 Grantees

Arizona

FY 2009 Grantees

Arkansas

FY 2009 ARRA Grantees

Arkansas

ED SLDS Grants: 2012

- ▶ **Funding:**
 - Range from \$1 million to \$5 million for a 3-year grant period.
 - Amounts will depend on the final appropriation and state applications.
 - States can reapply for funding over multiple years.
- ▶ **Eligibility:** Only state educational agencies (SEAs) that did not receive FY ARRA 2009 grant may apply.
- ▶ **Timing:** Applications were due 12/15/2011. The earliest start date is 5/1/2012.

<http://nces.ed.gov/programs/slds/index.asp>

ED SLDS Grants: 2012 (cont'd)

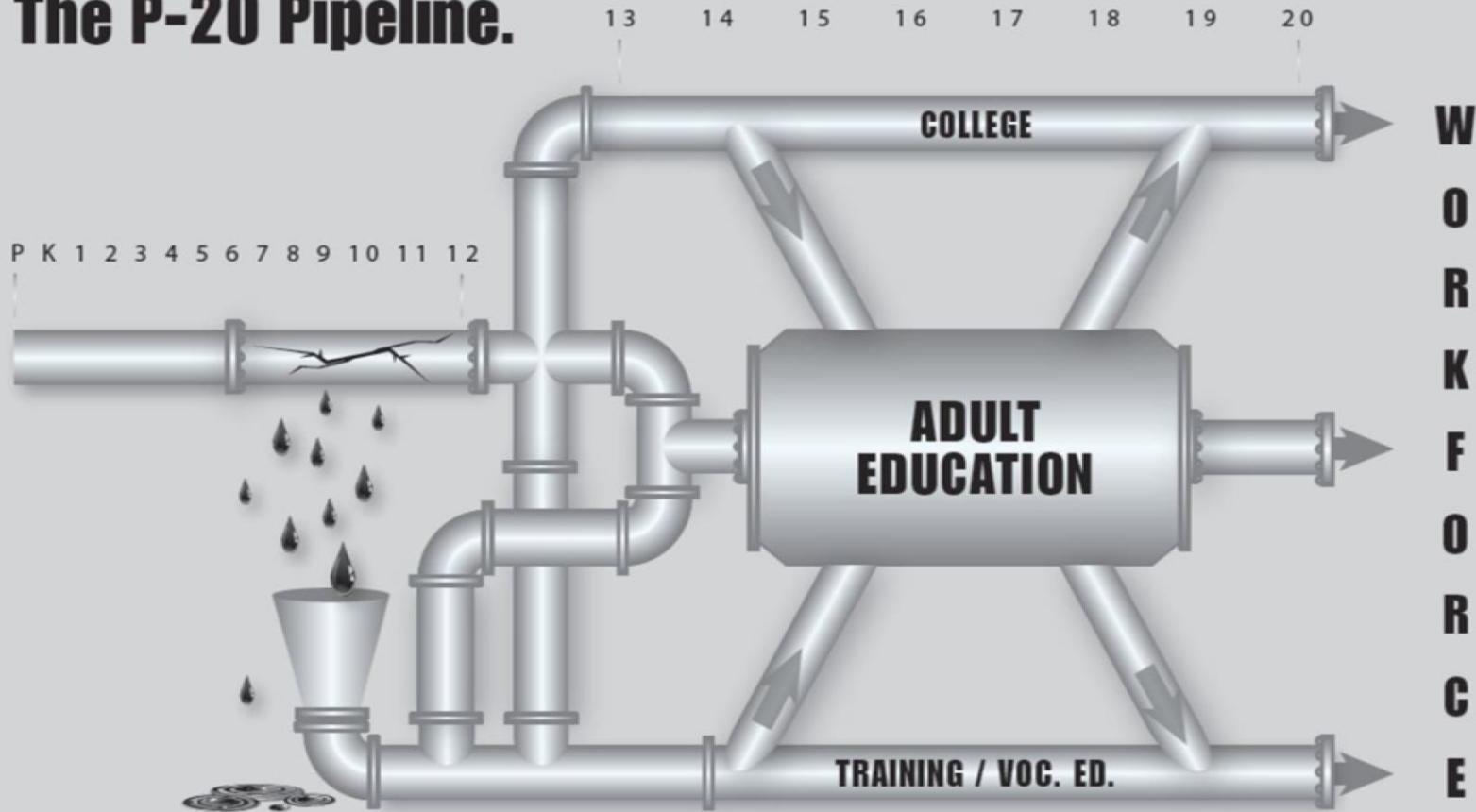
- ▶ **Grant focus:** All data must contain the elements specified in the America COMPETES Act and focus on one of these priorities:
 - **Priority 1:** K-12 (*maximum grant award \$5 million*)
 - **Priority 2:** Early childhood data. (*max \$4m*)
 - **Priority 3:** Postsecondary and/or workforce data. (*max \$4m*)
 - Requirements in three categories: governance and policy requirements; technical requirements; and data use requirements.

America COMPETES Act: Required Elements

Required Element	Required Source
1. Unique Student identifier that maintains confidentiality	P-12 and Postsecondary Education
2. Student level enrollment, demographic and participation	
3. Student level data on completion, transfer, drop-out	
4. Ability of system to communicate with other systems	
5. Audit system to assess data quality	
6. Annual test records	
7. Data on untested students by grade and subject	
8. Teacher identifier that can match teachers with students	
9. Student level transcript information	
10. Student level college readiness test scores	
11. Student transition success data and enrollment in remedial education	Postsecondary Education Only
12. Data to assess adequate preparation for postsecondary success	

LDS and Adult Education

The P-20 Pipeline.



Poll: Where does Adult Education fit in in your State's LDS?

- Adult education is on the sidelines for now
- We're at the table talking about how to integrate adult education
- Adult education is an integral part of the State's LDS
- I don't know whether my state has an LDS.
- My state doesn't have an LDS.

Homework

- ▶ Review summary of your state's activities related to the development and implementation of an LDS. (State summaries will be emailed to all training attendees.)
- ▶ Answer the following questions:
 - *Is your state involved in any of the SLDS grants in your state?*
 - *What are the main objectives of your SLDS?*
 - *Who are the key players in the development of your SLDS?*
 - *What is the role of the adult education program?*
 - *What's in Your Data System? What data elements are currently or will be collected in the SLDS?*
- ▶ Enter the responses to these questions on the worksheet that will be sent to you by email and bring it to the training.

**Questions?
Comments?**

Reminders

- ▶ **Training Dates**

Washington, DC Thursday, June 14 – Friday, June 15

Chicago, IL Thursday, June 21 – Friday, June 22

Seattle, WA Tuesday, July 10 – Wednesday, July 11

- ▶ Register for training & book hotel
(ask your State Director for details)
- ▶ Training resources will be posted to the NRSWeb at
<http://www.nrsweb.org/trainings/events/SLDS2012.aspx>
- ▶ **Next webinar:** Emily Anthony from NCES will present on
the Federally funded SLDS program, May 24, 2–3 PM ET

**Thank You &
Safe Travels**