BUILDING STATE CAPACITY TO USE LONGITUDINAL DATA SYSTEMS

MISSY COCHENOUR
MOVING BEYOND ACCOUNTABILITY

Why is there federal support for states to build capacity to use longitudinal data systems?

• Moving beyond accountability to continuous improvement using education data “to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps.” (Stateside Longitudinal Data System Website)

What does building capacity to use longitudinal data mean?

1. Individual capacity - developing the knowledge and skills necessary to use longitudinal data, such as training on using longitudinal data systems to access information to inform decisions

2. Organizational capacity - shifting to a data informed culture- SLDS and others become part of the way they do business thereby making state administrators and policymakers work more efficient
SLDS HAS FUNDED $613M

To date, 47 states, DC, PR, and VI have been awarded SLDS grants totaling $613M:

- **1st Round (FY06):** Nov. 2005 – 14 grantees awarded over $52M
- **2nd Round (FY07):** June 2007 – 13 grantees awarded over $62M
- **3rd Round (FY09):** April 2009 – 27 grantees awarded over $150M
- **4th Round (FY09 ARRA):** May 2010 – 20 states awarded $250M under American Recovery & Reinvestment Act (ARRA)
- **5th Round (FY12):** May 2012 – 24 grantees awarded over $97M
THE RESULT...NEARLY EVERY STATE HAS AN SLDS
ECIDS FUNDING CUTS ACROSS FEDERAL PROGRAMS

In 2011 when we started PA was the only state that had anything close to an ECIDS. For the first time in 2015 at least 4 states will be able to use their ECIDS to inform decisions.

For more information on what an ECIDS click [here](#)
DEPARTMENT OF LABOR INVESTMENT $36M

Information from:
http://www.doleta.gov/performance/workforcedatagrant09.cfm
FEDERAL SUPPORT THROUGH TA CENTERS

• **EDTAP** (National Center for Education Statistics)
  • Support to help state grantees develop and use longitudinal data systems

• **DaSy, IDC, CIID, CIFR, NCSI** (Office of Special Education Programs)
  • Support to help states to build state capacity to their special education data

• **PTAC** (Family Policy Compliance Office)
  • Supports education stakeholders knowledge development about data privacy, confidentiality, and security practices related to student-level longitudinal data systems and other uses of student data.
How have states built capacity to use longitudinal data?

- Designed longitudinal data systems (infrastructure)

**Individual Capacity**
- Hired Data Coaches (MN, WI)
- Designed their data systems that include more user information around the data as they access the data (IA)
- Develop their own research teams (WI)
- Partner with analytic state agencies (WA)
- Research consortiums to have researchers support the state research agenda (HI, OH)

**Organizational Capacity**
- Increased reporting functionality to inform policy and practice such as:
  - School readiness
  - College and career readiness
  - Quality programming
  - Instructional support
CHILD OUTCOMES BASED ON PROGRAM SEQUENCING

UT is building capacity to use longitudinal data systems by going beyond compliance to look at how multiple EC programs impact child outcomes.

As a result they are looking for ways to ensure the appropriate sequence of services are provided to children and their families.
**Tell a Story Using the Information**

**RI Data Stories** meet people where they are as they understand policy makers and the public may not be data savvy, but they guide the important issues and makes the conclusion clear so that the users does not make mistaken assumptions.

As a result RI has seen an increase in the use of the state data in their various stakeholder groups.
HI used their longitudinal data to connect their high school diploma data and college readiness outcomes.

As a result HI is considering changing their HS diploma requirements if student need more math or certain math courses.
A FEW LESSONS LEARNED

• User support has to be assessed (knowledge and skills to use data) need to be understood from the data
• There are organizational factors that contribute to work
• Help users understand this was not replacing administrative data systems but pulling it together from various audiences to inform different decisions
• There has been a cultural shift from data for data’s sake to one of using data an embedded resources for instruction, programmatic, and policy work
• SLDS are still relatively new data systems so understanding how they have increased the capacity is not easily measured
• There is not much existing research on the state data driven decision making for states to leverage as they use (e.g. collaboration, data literacy skills, data anxiety and self-efficacy)
**FUTURE DIRECTION**

New SLDS FY 15 Awarded Funding

American Samoa, Hawaii, Illinois, Kentucky, Maryland, Massachusetts, Minnesota, Mississippi, Montana, North Dakota, Pennsylvania, Tennessee, Texas, Utah, Washington, Wisconsin

Where states are going next using federal support- Use longitudinal data to:
1. Financial Equity and Return on Investment
2. Educator Talent Management
3. Early Learning
4. College and Career
5. Evaluation and Research
6. Instructional Support

- Building training programs and tools for use of the SLDS/ECIDS
- Conducting research and evaluation on state capacity to use longitudinal data
ACRONYMS

- CIFR - The Center for IDEA Fiscal Reporting
- CIID - The Center for Integrated IDEA Data
- DaSy - The Center for IDEA Early Childhood Data Systems
- ECIDS - Early Childhood Integrated Data Systems
- IDC - The IDEA Data Center
- NCSI - The National Center for Systemic Improvement
- PTAC - The Privacy Technical Assistance Center
- SLDS - Statewide Longitudinal Data Systems