



NCSL Legislative Staff Seminar
Innovations In Preparing Tomorrow's Workforce

David Longanecker
President

Western Interstate Commission for Higher Education

www.wiche.edu/MLDE

The Purposes of Collecting Data

- To Inform
 - Consumers, to make better decisions
 - Policy Makers, to assure accountability
 - Providers, to help improve program outcomes
- Not because more data is better
- But because evidence based decision making beats fact-free decision making

Evidence on current interest in data on educational and workforce outcomes

- Federal
 - ARRA requirements & financial support
 - Reauthorization database development discussions
 - Legislative proposals to create national student unit database
 - Department's interest in ratings system
 - Work of Data Quality Campaigns
- State Level
 - State longitudinal database development
 - College measures.org
 - Multistate longitudinal data exchange

Value of a *Multistate Data Exchange*

- Expands substantially what a state knows about the success of its students
- Also informs state about its success in attracting students and workforce participants from other states

Value of a *Multistate Data Exchange*

- Value of a state longitudinal data system
 - Informs on students & graduates who stay in state
 - In the measured workforce
- Limits of state longitudinal data system
 - Misses most of the population
 - Those that leave the state
 - For employment elsewhere
 - To continue their education
- Value of multistate exchange – captures mobility in a mobile population
 - Expands universe of known results



Expands information to inform decisions



Challenges Mobility Present in State Level Data Analysis and Research

- High school to college
- During college
 - 10% of BA earners who started in a 4-year institution earned their BA in a different state (Adelman, 2004)
- Mobility post-enrollment
 - More education is related to a greater propensity to be mobile, especially in response to labor market trends (Schachter, 2004; Wozniak, 2010; others)
 - Non-natives in state labor forces routinely are better educated than natives (Colorado State Demographer, 2015)
 - Compensation varies considerably across states, even for those with the same major (Carnevale, Cheah, & Hanson, 2015)

Migration Patterns Variousy Affect Employment Outcomes and Economic Development

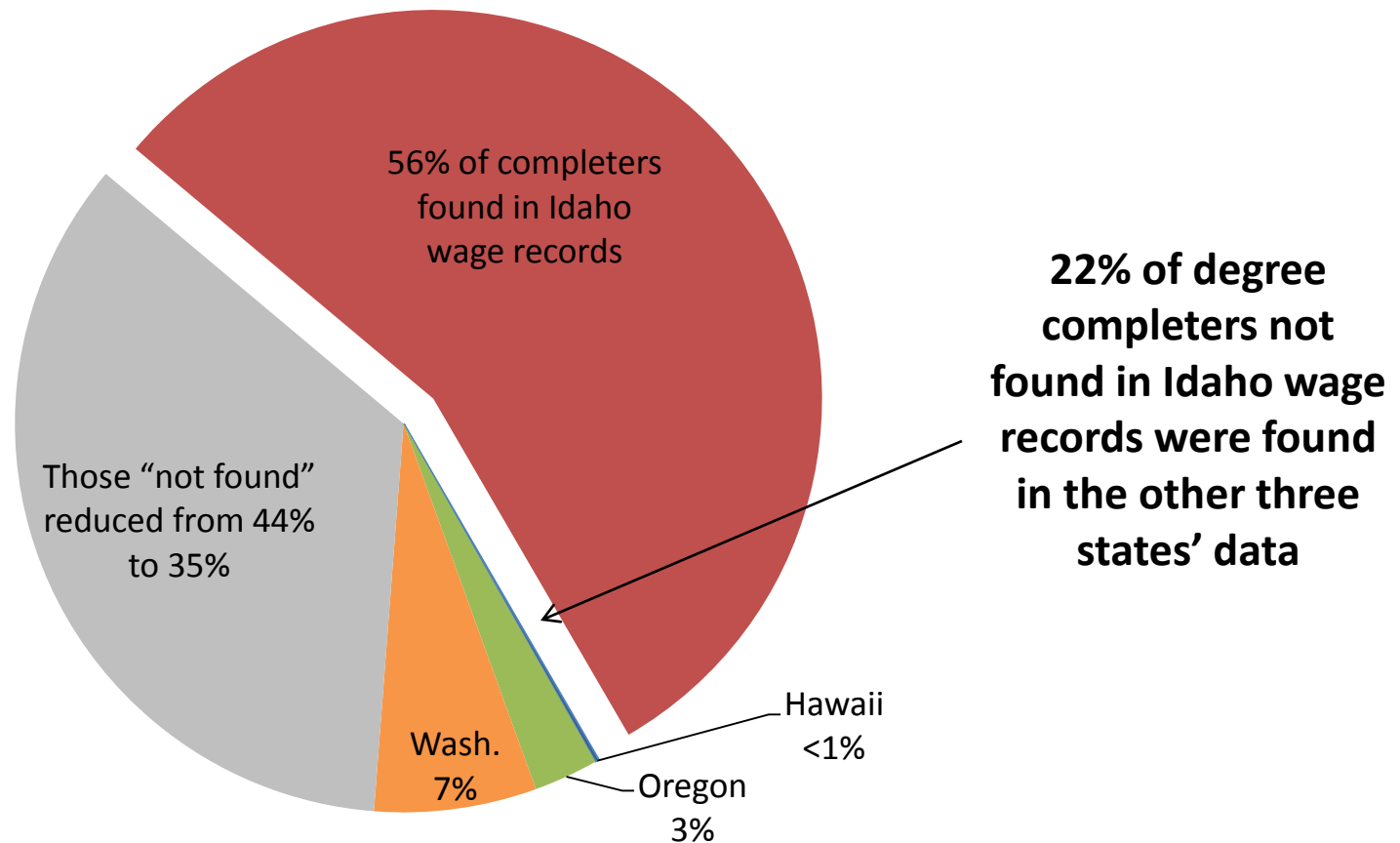
	First-Time Students ¹		Taxpayers		Commuters ²	
	In-Migrants	Out-Migrants	In-Migrants	Out-Migrants	Inbound	Outbound
Hawaii	19.8	20.7	4.8	4.7	0.8	0.8
Idaho	36.8	14.0	4.1	4.1	2.7	6.1
Oregon	34.4	10.7	3.6	3.2	5.2	2.4
Washington	19.3	11.4	3.4	3.1	2.0	3.6
Connecticut	33.2	32.6	2.5	3.0	6.4	6.4
Maine	31.7	17.6	2.6	2.7	1.8	4.7
Massachusetts	42.3	23.6	2.5	2.7	6.3	4.5
New Hampshire	50.1	28.8	3.5	3.9	10.8	17.0
New York	21.9	13.1	2.0	2.4	6.4	2.8
Rhode Island	61.3	22.5	2.9	3.6	12.8	15.6
Vermont	70.4	25.4	3.4	3.7	7.1	7.2

Notes: ¹Students are first-time students in 2012 at Title IV-eligible institutions who graduated high school within the preceding 12 months. ²Data are subject to sampling variability.

Sources: NCES IPEDS; Internal Revenue Service; McKenzie, B., *Out-of-State and Long Commutes: 2011*, U.S. Census Bureau, Table 6.

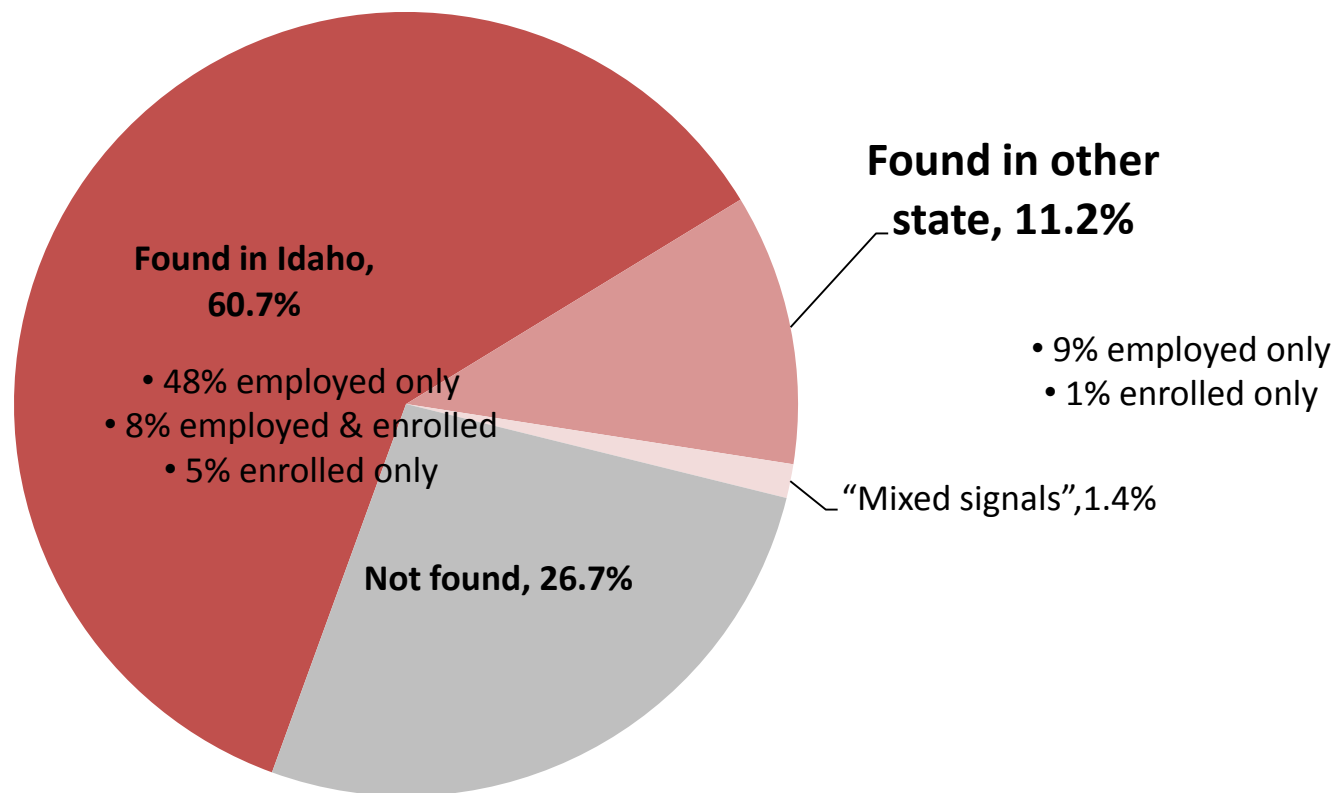


Uncertainty About Employment Outcomes Reduced by 22% in Idaho



Notes: 3,158 students who received associate's or higher award from an institution in Idaho by Dec. 2010 and had a valid SSN

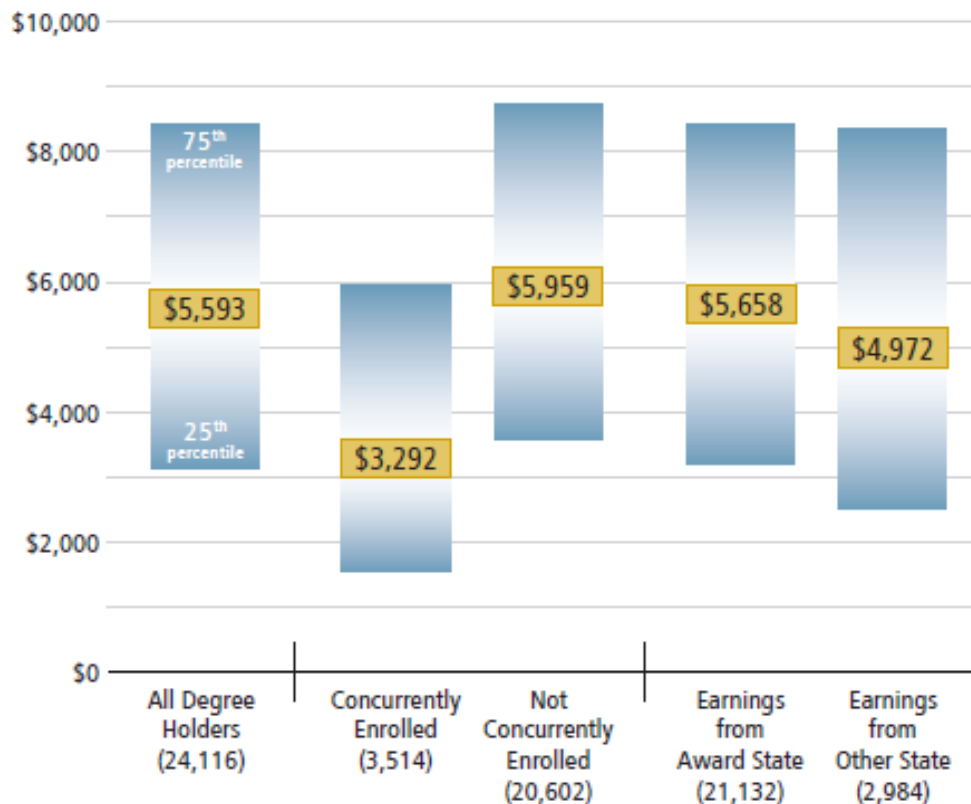
Employment and Subsequent Enrollment Data for Idaho Awardees



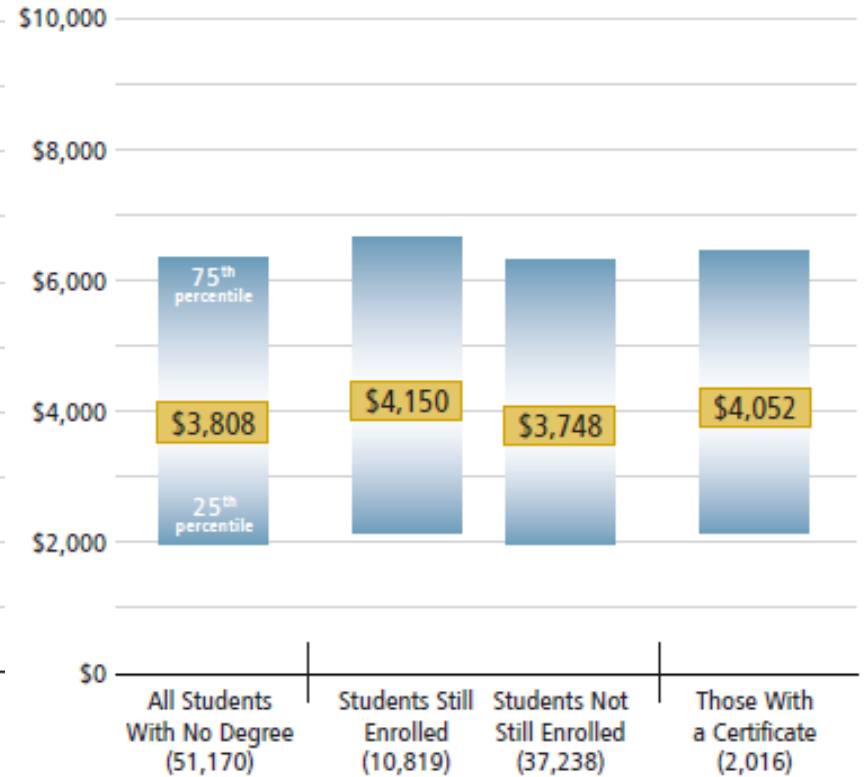
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Quarterly Earnings Approximately 10-12 Months Post-Award (Associate's & Higher) or Last Enrollment

With Associate's or Higher



Without Associate's or Higher



Notes: Wages are measured approximately a year after award, or last enrollment for those without an award. Data apply to public high school graduates from the class of 2005 and first-time public postsecondary students in 2005-06 in HI, ID, OR, or WA who had a postsecondary enrollment record and an employment record in one or more of those states.

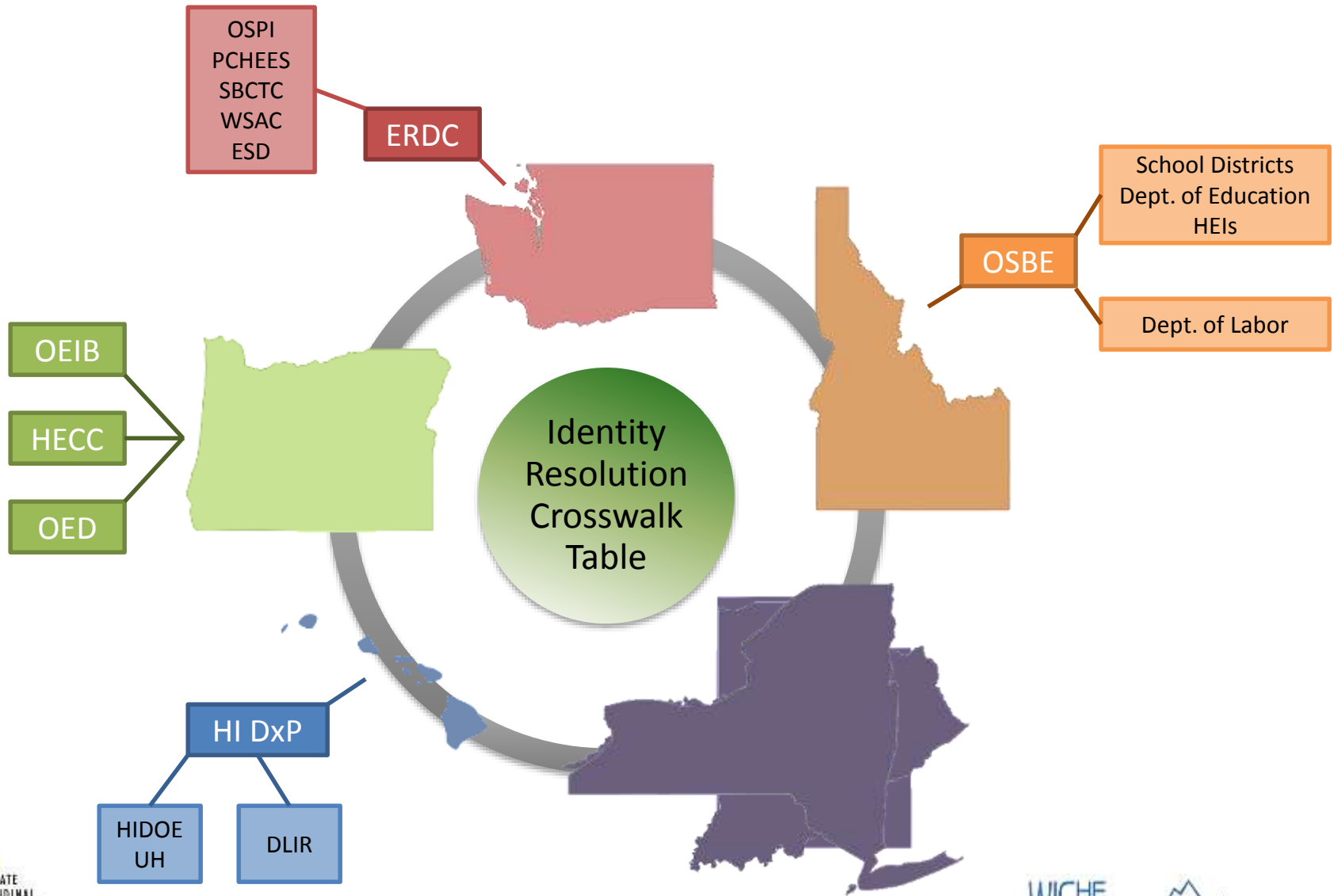
Source: Bransberger (2014), *A Glimpse Beyond State Lines*. (WICHE MLDE)



MLDE Moving Forward

- Expand to cover at least 10 states
- Enhancing usability, flexibility
- Extending data security and privacy protections
- Building toward a sustainable resource governed/managed by states

State-Based Design & Ownership



Four Scoping Questions

1. How are former high school students performing in postsecondary education?
2. How are former high school students performing in the workforce?
3. How are former postsecondary students performing in the workforce?
4. How are current and former workforce participants accessing formal education systems?

Disaggregations

- Within a certain time period?
- By school/institution attended?
- By key demographics (race/ethnicity, gender)?
- By type of curriculum?
- By level of readiness?
- By departure condition (e.g., diploma, certificate, not graduated, etc.)
- By characteristics of school/institution attended?
- By type of high school curriculum?
- By field of postsecondary study (CIP code)?
- By industry of employment?
- By region within state?
- By receipt of financial aid?

Considerations Related to Accountability

- Data quality, coverage, comprehensiveness, and consistency
- Accountability is appropriate and necessary, but so, too, is formative assessment
- How do accountability needs and responsibilities differ at different levels of government, and how can data governance manage this disaggregation of responsibility?

Summary

- Education, training, and employment are non-linear activities that are not bound by state lines; our data resources must be capable of capturing this complexity.
- Economic development depends on the labor market supply chain from both inside and outside the state.
- Data on post-enrollment employment and continuing education can and should help states and institutions improve policies and programs, not simply feed accountability or consumer information systems.
- States need a solution focused on informing their decisions while respecting their ownership of the data and ensuring data security and protecting privacy.