

STATE EDUCATION EMPLOYMENT OUTCOMES TASK FORCE

AGENDA

September 29, 2014

10:00 a.m. – 4:00 p.m.

Room 208, Cross State Office Building

111 Sewall St., Augusta

Convene

1. Introductions of SEEO Task Force members
2. Funding
 - A. “Gold, Silver, Bronze” funding levels
 - Paul Leparulo, Task Force member/Maine Dept. of Labor
 - B. Other states’ longitudinal education/workforce databases and funding models
 - Task Force staff
3. Website
 - A. Website usage (frequency, duration, demographics)
 - Paul Leparulo, Task Force member/Maine Dept. of Labor
 - B. Website design and content
 - C. College Measures – Economic Success Metrics Program
 - Task Force Staff
4. Outreach
 - A. Efforts to provide website information to secondary schools
 - Panel:
 - Lucas Caron, MELMAC Education Foundation
 - Jay Collier, Educate Maine
5. Other issues
 - Future data sources (tax data, licensing data, etc.)
 - Legislation to allow more data sharing
 - Input from State agencies
 - Office of Professional and Financial Regulation
 - Maine Revenue Service (*invited)
 - Privacy
 - “n” value for displayed records
 - Raw data for third party researchers (e.g., UMS)
 - Other issues that may arise from use or impact of database
6. Task Force future
 - A. Task Force duties best handled by another entity?
 - B. Membership changes to a future Task Force?
7. Other items for draft report
8. Other business

Adjourn

State Education and Employment Outcomes Task Force

<p style="text-align: center;">Task Force Duties (20-A MRSA, §1290I, sub-§7)</p>	<p style="text-align: center;">Required Items for Task Force Report (20-A MRSA, §1290I, sub-§8)</p>	<p style="text-align: center;">Preliminary Descriptions and Recommendations (Discussed at August 11th Task Force mtg.)</p>
<p>A. Review procedures to maintain and disseminate information regarding the employment and earnings of graduates of postsecondary educational institutions in the State based on the database.</p>	<ul style="list-style-type: none"> ❖ Submit a report to the Legislature by November 1st on the status of the database. 	<ul style="list-style-type: none"> ○ Describe database information displayed on Maine Workforce Data Quality Initiative dashboard launched on Aug. 11, 2014 at the Department of Labor's website
<p>B. Advise on the use of the information provided in the database by state agencies, higher education organizations that have partnerships with the task force, local school systems and the public.</p>	<ul style="list-style-type: none"> ❖ Describe how the website is used, including by whom and how frequently they use it. 	<ul style="list-style-type: none"> ○ Describe the information provided to the Maine's Workforce Data Quality Initiative and Statewide Longitudinal Data Systems database ○ Consider data on career and technical education, as well as adult education, programs
<p>C. Make recommendations regarding the design and content of a website jointly hosted by the Department of Education and the Department of Labor that provides maximum information to the public regarding higher education and employment</p>		<ul style="list-style-type: none"> ○ Describe the design and content of workforce and education websites launched by other states, including states granted Federal Department of Labor or Department of Education funds and states that contracted with CollegeMeasures.org.
<p>D. Identify a viable long-term funding method to maintain the database</p>	<ul style="list-style-type: none"> ❖ Describe funding sources for the database and the sustainability of that funding. 	<ul style="list-style-type: none"> ○ Propose "Gold-Silver-Bronze" funding models to clarify sustainability of funding database
<p>E. Produce recommendations for the Department of Education regarding how to provide information to secondary school students who are making higher education choices.</p>	<ul style="list-style-type: none"> ❖ Describe efforts to incorporate the database's use into secondary schools. 	<ul style="list-style-type: none"> ○ Propose providing information to students in secondary schools (grades 9-12) and middle schools (grades 6-8)
<p>F. Address any issues that may arise from the use or impact of the database.</p>	<ul style="list-style-type: none"> ❖ Describe any other issues the task force determines necessary. 	<ul style="list-style-type: none"> ○ Propose reducing the minimum number of students in data sets (currently more than 10 students) ○ Propose providing the University of Maine System and the Maine Community College System with access to all system data included in the database
<p>G. Explore the feasibility of and possible methods for including data covering licensure and other workforce credentials.</p>	<ul style="list-style-type: none"> ❖ Recommend whether the task force should continue its work, or if its work could best be handled by another entity; and if the task force recommends that it should continue its work, it shall recommend any suggested changes in the membership and size of the task force. 	<ul style="list-style-type: none"> ○ Propose including data from the Bureau of Motor Vehicles, the Bureau of Revenue Services and the Department of Professional & Financial Regulation

State Education Employment Outcomes Task Force
Meeting Summary
August 11, 2014

Convened 10:07 a.m., Room 208, Cross State Office Building, Augusta

Members Present:

Sen. John Patrick, Senate Chair

Rep. Seth Berry, House Chair

Rep. Joyce Maker

Connie Brown, Maine School Management Association

Rosa Redonnett, University of Maine System

Bill Hurwitch, Maine Department of Education

Jeffrey Jordan, Maine Office of Information Technology

Paul Leparulo, Maine Department of Labor

Angela Dostie, Finance Authority of Maine

Diane Vickrey, Maine Community College System

Members Absent:

Sen. Brian Langley

Members Not Yet Appointed:

A representative from the Maine Maritime Academy

A representative from a private postsecondary educational institution

A representative from the Maine State Chamber of Commerce*

A person with expertise in state and national higher education policy

* Joyce LaRoche sat with the Task Force by invitation of the Task Force Chairs in order to provide input on behalf of the Maine State Chamber of Commerce, though no official appointment had yet been made.

Staff:

Henry Fouts

Phil McCarthy

1. Introductions

Sen. John Patrick, Senate Chair of the Task Force, called the meeting to order and asked all members to introduce themselves.

The Chairs briefly outlined the importance of the project the Task Force would be reviewing, noting that this data is important in enabling our young people to go into their career fields with their eyes wide open. Rep. Berry, House Chair of the Task Force, expressed disappointment that not all appointments to the Task Force had been made, but that given the importance of the project it was necessary to get started as soon as possible. Joyce LaRoche sat with the committee by invitation, in order to provide input on behalf of the Maine State Chamber of Commerce (as the official appointment for the Chamber of Commerce representative had not yet been made).

2. Review of Task Force duties

Staff introduced themselves and explained the duties of the Task Force as laid out in the enabling legislation, Public Law 2013, chapter 593 (*See also 20-A MRSA, Chapter 437*).

The Chairs indicated their preference that the Task Force meet 2 more times before submitting the final report for the 2014 calendar year by November 1st.

Presentation: Maine Employment Outcomes Dashboard website preview

Task Force member Paul Leparulo gave a presentation of the Department of Labor's new Wage & Employment Outcomes Data System and its related dashboard website. (*See PowerPoint presentation slides from meeting materials*). Chris Boudreau, the Director for the Dept. of Labor's Center for Workforce Research and Information, joined Mr. Leparulo in answering questions during the presentation.

The education and workforce database website provides aggregate first year wage data for University of Maine System and Maine Community College System graduates from 2009-2011 (*See <http://www.maine.gov/labor/cwri/wdqi/wdqi.html>*). This three year period is referred to as a "cohort." The data does not include those graduates that are self-employed, employed out of state, or those that are continuing their studies. Only first year wage data is currently available. There is no information on the actual occupation of graduates, only their course of study and the wage earned.

Members noted that using this Dept. of Labor unemployment wage data provided a much greater and more reliable data than the post-graduation surveys that the UMS and MCCS have traditionally relied on for information.

Data sets that represent 10 or less individuals (i.e., graduates of a certain course of study) are omitted from the website results to ensure that personally identifiable information is not disclosed. There was discussion on how this number was arrived at and whether a lower number may be more appropriate in order to show maximum data and still protect student privacy. Mr. Boudreau and Mr. Leparulo said the number was based on best practices. Going forward there would be more information and therefore less "blanks" in those areas with 10 or less students. They saw room to potentially lower this number, however, and still be in line with best practices.

Discussion: Website features and functionality

After the presentation, the Task Force continued a discussion about the database and website. Bill Hurwitch noted that the database allows one to look for geographical differences, and that there was not much difference in wages based on the region where individuals were educated in the State. He has met with representatives of the MELMAC Education Foundation and guidance counselors and they are very interested in the website and excited to get access to this data. An issue is how to promote this website to let the general public know about it. Members agreed that promotion of the website was an important issue.

There was discussion on the ability to track website usage. Jeffery Jordon answered that the Dept. of Labor uses Google Analytics to track use of the website; Google Analytics provides analytic data for age gender and other demographic information of users.

There was discussion about what the right age level is to start promoting this information to students. Angela Dostie noted that based on her experience with FAME youth outreach programs, a good time to start is grades 6-8. This is the best time for students to begin thinking of their future career. Students will not want to be on this website - need more color, fun and interaction or to have others show them this site. The best way to promote this information is to reach out to teachers, guidance counselors and parents. Other members agreed with importance of reaching students at this age level. Educators need to know about this data.

Senator Patrick and other members discussed the usefulness of having this data connected with information on where the Maine economy will likely be in 4 to 8 years into the future, wondering whether there was some way to integrate this information. Chris Boudreau of the Dept. of Labor replied that it would be very difficult to drill down to this information because currently the database does not have occupation specific data, only education information.

An exchange with the Department revealed that longitudinal tracking is built into the database so data can accumulate going forward and will provide more information. The idea of backward tracking was brought up. Mr. Hurwitch noted that this is not very feasible because of poor data quality before the project began, for example a lack of Social Security numbers to link to data. Going forward good data will be available. Some states are using Driver's License Bureau information to capture information on age, gender, etc. of high school students (because no Social Security number is available pre-college).

There was discussion about data sharing between the states. Mr. Boudreau told the Task Force about the Wage Record Interchange System (WRIS), which does provide a data clearinghouse shared by some states. Unfortunately New Hampshire and Massachusetts do not currently participate, so there is a large gap in data for the region.

Ms. Vickrey and Ms. Redonnett expressed that their institutions had been pleased working with the Dept. of Labor on this project. This data will provide a useful performance review of various degree programs. There were concerns about the potential interpretations of the data – for example, certain programs are intended for further study or transfer. There is a need to think carefully about how the information is communicated. In regards to omitting data for privacy concerns, it was noted that UMS currently uses 5 as the cutoff as opposed to the Dept. of Labor website's current limit of 10, so lowering the "n" factor to 5 should be considered.

It was noted that expanding the mission of Task Force to include outreach to the adults looking to reenter the workforce or change careers may be a good idea.

There was discussion about the effect the data should have in helping improve economic and workforce development generally in the State. Businesses are looking at the number of

certain degree completers when considering entering a state. For example, Mississippi attracts companies to different parts of the state by providing data on degree completers in different regions of the state.

The issue of including information on unemployment was discussed, with the Dept. of Labor noting that employment status information is not currently included in the database and would likely require special permission. The Dept. is working with the Maine Attorney General's Office to make sure that database is in compliance with federal confidentiality laws. The Dept. mentioned the use of tax records as a potential way to increase the available data. The Task Force asked the Dept. to do some investigation and get back to staff with what would be required in order to be able to access information from the Maine Revenue Service and employment status information from the Unemployment Insurance Program. Members expressed interest in expanding the database with this information.

There was also discussion about the importance of outreach to CareerCenters, Career and Technical Education programs, Adult Education and GED programs. This information could help underemployed and others see how certain education investments can pay off.

Discussion: Funding

Staff reviewed the existing sources of funding for the database, which comes from two federal grants – the Workforce Data Quality Initiative (WDQI) (administered by the Dept. of Labor) and the Statewide Longitudinal Database Systems program (SLDS) (administered by the Dept. of Education). Chris Boudreau from the Dept. of Labor joined the discussion, adding that the WDQI funds awarded have also been used for employment and training programs. The current grant ends in November 2014 – the Dept. of Labor was unsuccessful in its applications for subsequent WDQI grants. These are highly competitive grants. The Task Force asked Mr. Boudreau what could be done to make the State more competitive in the next round, and he replied it may enhance the State's chances if it had "some skin in the game" and put forward its own funds towards the project. It is uncertain what the winning combination of factors would be for a successful grant application.

The majority of the SLDS funds have gone towards establishing longitudinal data on the education side, with \$500,000 going towards the comprehensive database and website. Bill Hurwitsch explained that the grant ends in December 2014, and that he expects another round of funding to be available in 2015. An announcement will probably come in September - October, with the application due by the end of year – we should know the award status in the spring and, if successful, funds would probably be provided in July 2015. These grants are typically in the \$3-5 million range. The focus of the grant would be data use.

Possible future federal funding could also come from a Workforce Innovation Fund grant, but this would be limited to adding employment services data to the database. A Race to the Top award, if won, could potentially be applied to the project, but in order to be competitive there are a number of comprehensive educational reforms the State must undertake.

Additional potential for federal funding would be in reallocation of existing streams of federal funding, though given stringent requirements generally placed on this money, it is an unlikely source of funds to carry the project.

Several states have contributed their own general funds to their database projects, including Oregon and Mississippi who have reportedly contributed just over \$1 million each, and California who has reportedly contributed around \$15 million in state funding.

Private funding may be available, for example, through the Bill & Melinda Gates Foundation funded program through Georgetown University. This funding would likely only be available to a state that was committing its own state funds as well. The Lumina Foundation is another potential source of private funds.

The Task Force asked staff to contact CollegeMeasures.org to get more information about their services, and also asked staff to gather more information on other states' funding sources for their similar employment outcomes websites.

Rep. Berry asked the Department representatives when the State would need to have money committed to the database project in order to help with grant prospects. The WDQI grants could be announced in April 2015 and awarded 6-8 weeks later. It was noted that the federal government is not looking for state funding commitments necessarily as much as the State demonstrating political will and showing that the project has the backing of the Legislature. A sustainability plan is essential (i.e., showing how the program will continue after grant funding ends).

Mr. Boudreau estimated that about \$300,000 per year would be required to expand data sources and maintain the website. Mr. Hurwath thought \$100,000 may be enough to provide a full time position to provide training outreach, based on Dept. of Education experience.

Sustaining the database website is not enough – Maine need to be expanding it in order to attract funding. Members noted that an area to expand could be including Career and Technical Education, Adult Education and GED program data.

The Task Force requested that the Departments get together with staff and come up with a full cost estimate for the project, including: promotion, training, expanding the database, and website maintenance. They are to come back with three alternate levels of proposed funding with the level of services each respective budget would allow – “Gold, Silver and Bronze” plans.

Next Steps/Future meetings

The Task Force will have 2 more meetings:

- September 29 at 10 a.m.
 - John Dorrer from Jobs for the Future will give a presentation on what other states are doing in this area and how they are addressing funding

- The Task Force will outline recommendations so that staff may begin drafting the report after the meeting, including Task Force recommendations on:
 - Funding
 - New legislation
 - The future of the Task Force

- October 20 at 10 a.m.
 - Review of the draft report; discussion of edits and additions

All meetings will be held in Room 208, Cross State Office Building, Augusta.

The meeting was adjourned at approximately 12:30 p.m.

Respectfully submitted,

Henry Fouts and Phil McCarthy

Employment Outcome Annual Budget

	FTE	Total Cost	OIT Staff	DOL Staff	Technology	Software	DOE	University	Community College	What the investment buys
Lights On	0.3	\$ 66,038	\$ 44,038	\$ -	\$ 15,000	\$ 7,000	\$ -	\$ -	\$ -	System is kept on. Trouble shoot data transfer failures or website issues.
Bronze	1.5	\$ 273,743	\$ 156,755	\$ 34,987	\$ 15,000	\$ 7,000	\$ 20,000	\$ 20,000	\$ 20,000	Minimal structure changes. Add Adult Ed, MMA & Private Colleges. Add year 3 outcomes.
Silver	2.6	\$ 571,269	\$ 228,973	\$ 89,296	\$ 15,000	\$ 18,000	\$ 40,000	\$ 20,000	\$ 160,000	Add additional level of hierarchy. Add National Student Clearing House. Add Career & Technical Ed. Add Licensure. Add Industry. Enhance website & add training component. Clean up source data by partners. *
Gold	5.5	\$ 1,010,412	\$ 525,172	\$ 170,240	\$ 15,000	\$ 40,000	\$ 60,000	\$ 40,000	\$ 160,000	Add secure sites for data partners. Link to Revenue Services occupationala & income data. Integrate WRIS 2. Integrate FEDES (excluding DOD).

* Data cleanup for MCCS is a 1 year project reflected in Silver and Gold packages.

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources
 (Note: This is a draft with preliminary data that will be updated prior to the next SEEO Task Force meeting.)

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Maine	Maine Workforce Data Quality Initiative http://www.maine.gov/labor/cwri/wdqi/wdqi.html (\$250,000 per year needed to keep project development moving forward)	SEEO Task Force	FY 2014: WDQI - \$194,681 SLDS - \$90,522	N/A	N/A
Arkansas	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/arkansas/	N/A	N/A	N/A	N/A
California	CA Community Colleges Chancellor's Office, Management Information Systems DataMart, College Wage Tracker http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx Salary Surfer (more public-friendly version of Wage Tracker data) http://salarysurfer.cccco.edu/SalarySurfer.aspx	None	None	General Fund – creation and maintenance of database funded within existing department resources	N/A
Colorado	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/colorado/	N/A	N/A	N/A	N/A
Florida*	Florida Education and Training Placement Information Program (FETPIP) – Smart College Choices http://www.smart-college-choices.com/	*	WDQI (R1) \$1 million (total grant award) Funding ended 10/31/2013	*	*

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Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

(Note: This is a draft with preliminary data that will be updated prior to the next SEEO Task Force meeting.)

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
	CollegeMeasures.org Economic Success Measures http://beyondeducation.org/	N/A	N/A	N/A	N/A
Kentucky	Kentucky Center for Education and Workforce Statistics https://kcews.ky.gov/Default.aspx	Board of the Kentucky Center for Education and Workforce Statistics	WDQI (R4) \$908,285 (total grant award) Funding ends 6/2015	Statute allows funding from state appropriations KRS §151B.132(8)	Statute allows funding from user fees and any other grants or contributions from public agencies or other entities KRS §151B.132(8)
Louisiana*	Helping Individuals Reach Employment (HIRE) – My Dashboard https://www.louisianaworks.net/hire/vosnet/dashboards/default.aspx?menuid=MENU_START_PAGE_DASHBOARD	My*	WDQI (R1) \$999,863 (total grant award) Funding ended 10/31/13	*	*
Maryland	Maryland Longitudinal Data System Center www.mldscenter.org	Maryland Longitudinal Data System Center Governing Board	Race to the Top SLDS FY 2014 - \$651,016 FY 2015 - \$163,000	General Fund FY 2014 - \$1,607,958 FY 2015 - \$2,151,268	N/A
Minnesota	Graduate Employment Outcomes Tool – part of Statewide Longitudinal Educational Data System (SLEDS) http://mn.gov/deed/data/data-tools/graduate-employment-outcomes.jsp	Minnesota P-20 Educational Partnership	WDQI (R1) (used to build website; funding ended 10/31/2013)	General Fund \$882,000 per year (\$582,000 IT, \$300,000 system enhancement)	N/A

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State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Mississippi*	Mississippi LifeTracks https://lifetracks.ms.gov/	State Longitudinal Data System Governing Board	WDQI (R4) \$967,975 (total grant award) Funding ends 6/2015	*	*
Nebraska	Nebraska TrainingLink http://traininglink.dol.state.ne.us/index.cfm	Data Governance Group	WDQI (R4) \$1,065,992 (total grant award) Funding ends 6/2015	Dept. of Education is requesting state funding for both SLDS and WDQI warehouses in the 2015 biennial budget	N/A
New Jersey*	New Jersey Training Opportunities http://www.njtrainingsystems.org/default.aspx	*	WDQI (R2 and R4) \$996,660 (R2; total grant award) \$1 million (R4; total grant award) Funding ends 6/2015 (R4)	*	*
North Carolina*	North Carolina's Tool for Online Workforce and Education Reporting (NC TOWER) http://www.nctower.com/	North Carolina Longitudinal Data System Governing Board	WDQI (R3) \$1.16 million	*	*
Ohio*	Workforce Success Measures Higher Education Outcomes (Both sites are under development, no website yet)	*	WDQI (R1 and R3) \$1 million (R1; total grant award) \$1.05 million (R3; total grant award)	*	*

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

(Note: This is a draft with preliminary data that will be updated prior to the next SEEO Task Force meeting.)

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Oregon	Oregon Workforce System Performance Measures, Performance Reporting Information System (PRISM) http://www.oregon.gov/Prism/Pages/index.aspx	Workforce System Performance Measures Work Group	WDQI (R3) \$1.16 million (total grant award)	\$468,000 biennially (\$156,000 per agency) Agencies - Department of Community Colleges and Workforce Development, Department of Human Services and Employment Department	N/A
Tennessee	P-20 Project (P-20 has not been launched) CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/tennessee	N/A	Race to the Top Funding has ended N/A	None N/A	Private funds? N/A
Texas	Texas Consumer Resource for Education and Workforce Statistics (CREWS) http://www.thecb.state.tx.us/appx/txcrews	None – Collaborative project of Texas Workforce Commission (TWC) and Texas Higher Education Coordinating Board (THECB)	WDQI (R1) - \$45,000 to build CREWS Funding ended 10/31/13 Enhancements will be supported with Carl Perkins and Bureau of Labor Statistics grant funds	Maintenance supported within existing departmental budgets	None

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State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
	CollegeMeasures.org My Future TX http://www.myfuturetx.com	N/A	N/A	N/A	Bill and Melinda Gates Foundation
	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/texas/	N/A	N/A	N/A	N/A
Utah	Utah Data Alliance http://www.utahdataalliance.org/	Utah Data Alliance Executive Committee	SLDS \$9,617,736 (total grant award) Funding ended 6/30/2014	Education Fund FY 2014-15 – \$1.8 million	N/A
Virginia	Virginia Longitudinal Data System (VLDS) http://research.schev.edu/apps/info/Reports/Guide-to-the-Post-Completion-Wages-of-Graduates.aspx	Data Governance Committee	SLDS (initial funding of development of VLDS; funding ends 12/31/14)	General Fund - \$330,000 per year (ongoing) Estimated total cost of funding VLDS – \$1 million per year	User fees
	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/virginia/	N/A	N/A	N/A	N/A
Washington	Career Bridge http://www.careerbridge.wa.gov/	Workforce Training and Education Coordinating Board	Approximately \$200,000 per year (40% Federal Carl Perkins funds; 40% Workforce Investment Act funds; 20% state General Funds)		N/A

* State has been contacted for more information but has not responded. Missing data are pending a response from state education/workforce outcomes project staff.

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

(Note: This is a draft with preliminary data that will be updated prior to the next SEEO Task Force meeting.)

Sources

College Measures website, <http://collegemeasures.org/esm/>

National Center for Educational Statistics website, Statewide Longitudinal Data Systems Grant Program, <http://nces.ed.gov/programs/slds/stateinfo.asp>

U.S. Department of Labor, Employment and Training Administration, *Using Workforce Data Quality Initiative Databases to Develop and Improve Consumer Report Card Systems*, May 23, 2014, retrieved from www.dol.gov/asp/evaluation/reports/IMPAQScorecardsReport.pdf

U.S. Department of Labor Employment and Training Administration, Workforce Data Quality Initiative website, <http://www.doleta.gov/performance/workforcedatagrant09.cfm>

California – Emails from Patrick Perry, Vice Chancellor, California Community Colleges System, 8/20/2014, 9/08/2014, 9/09/2014

Kentucky – Email from Ben Boggs, 9/23/2014, 9/24/2014; KRS §§151B.132-151B.134

Maryland – Maryland Longitudinal Data System Center website, <http://www.mdlscenter.org>; Maryland Education Code Ann. §24-701 – 24-707

Minnesota – Emails from Meredith Fergus, SLEDS Coordinator, Minnesota Office of Higher Education, 9/05/2014; Minnesota Statutes §127A.70

Mississippi – Miss. Code Ann. §§37-154-1 and 37154-3

Nebraska – Emails from Mary Findlay, Research Analyst, Nebraska Department of Labor, 9/15/2014, 9/16/2014

North Carolina – NC Gen. Statutes §§116E-1 to 116E-6

Ohio – Email from Kristin Harlow, Research Associate, Ohio Education Resource Center, 9/15/2014; ORC §3301.94

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

(Note: This is a draft with preliminary data that will be updated prior to the next SEEO Task Force meeting.)

Sources (cont'd)

Oregon – Telephone conversation with and email from John Glen, Oregon Employment Department, Workforce and Economic Research 8/11/2014

Tennessee – Emails from Jayme Place, Policy Analyst, 8/22/2014, 8/25/2014

Texas – Email from and telephone conversation with Ruben Garcia, Manager, Automated Student and Adult Learner Follow-Up, Labor Market and Career Information, Texas Workforce Commission, 9/10/2014

Utah – Email from Angela Oakes Stallings, Associate General Counsel, Office of Legislative Research and General Counsel, 9/23/2014

Virginia – Email from Tod Massa, Director, Policy Research and Data Warehousing, State Council of Higher Education for Virginia, 8/25/2014

Washington – Email from Marina Parr, Communications Director, Workforce Training and Education Coordinating Board, 9/8/2014; RCW §§28C.18.020 and 43.41.400

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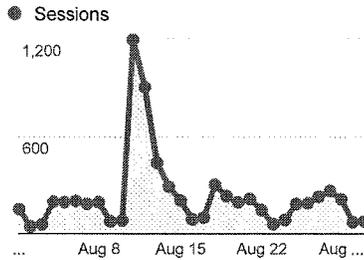
CWRI Dashboard

Aug 1, 2014 - Aug 31, 2014

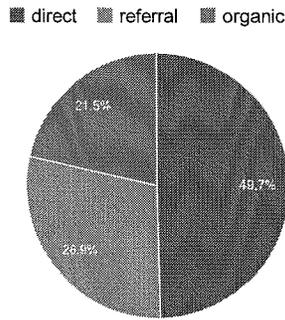
All Sessions
100.00%

+ Add Segment

Visits and Unique Visitors



Visits by Traffic Type



Entrances by Source / Medium

Source / Medium	Entrances
(direct) / (none)	3,500
google / organic	1,347
wcsh6.com / referral	339
links.govdelivery.com / referral	299
pressherald.com / referral	251
mainecareercenter.com / referral	201
bing / organic	120
centralmaine.com / referral	116
m.facebook.com / referral	100
reddit.com / referral	89

Visits and Avg. Visit Duration by User Type

User Type	Sessions	Avg. Session Duration
New Visitor	3,588	00:01:44
Returning Visitor	3,461	00:02:25

Pageviews and Unique Pageviews by Page

Page	Pageviews	Unique Pageviews
/labor/cwri/wdqi/	2,232	1,702
/labor/cwri/wdqi/wdqi.html	2,220	1,807
/labor/cwri/laus.html	1,607	1,188
/labor/cwri/	1,233	914
/labor/cwri/oes.html	908	640
/labor/cwri/data/oes/hwid.html	741	641
/labor/cwri/index.html	562	378
/labor/cwri/qcew.html	469	319
/labor/cwri/jobseekers.html	451	238
/labor/cwri/ui.html	392	283

Search Depth by Refined Keyword

Keyword	Entrances
(not set)	5,535
(not provided)	1,235
2020 job projections	8
http://www.maine.gov/labor/cwri/cps.html	8
maine unemployment rate	8
cwri	7
maine.gov/labor/cwri/wdqi	7
maine.gov cwri	6
http://www.maine.gov/labor/cwri/qcew.html	5
maine unemployment rate 2014	4

Days Since Last Visit

Days Since Last Session	Pageviews	Unique Pageviews
0	11,052	8,411
1	523	402
2	377	296
6	284	212
3	265	200
7	249	167
4	202	168
5	202	160
11	123	87
8	117	92

Visits and New Visits by Mobile

Mobile (Including Tablet)	Sessions	New Users
No	5,171	2,346
Yes	1,878	1,242



Statement of Work:

Implementation of the Higher Education Outcomes (HEO) and the My Future Applications in Maine

Introduction

Maine is seeking to increase the usability of measures of its post-secondary education system to help inform taxpayers, students and their families about the outcomes of choices among careers, colleges, and majors. College Measures offers two applications that leverage existing state administrative data to achieve this.

Higher Education Outcomes (HEO)

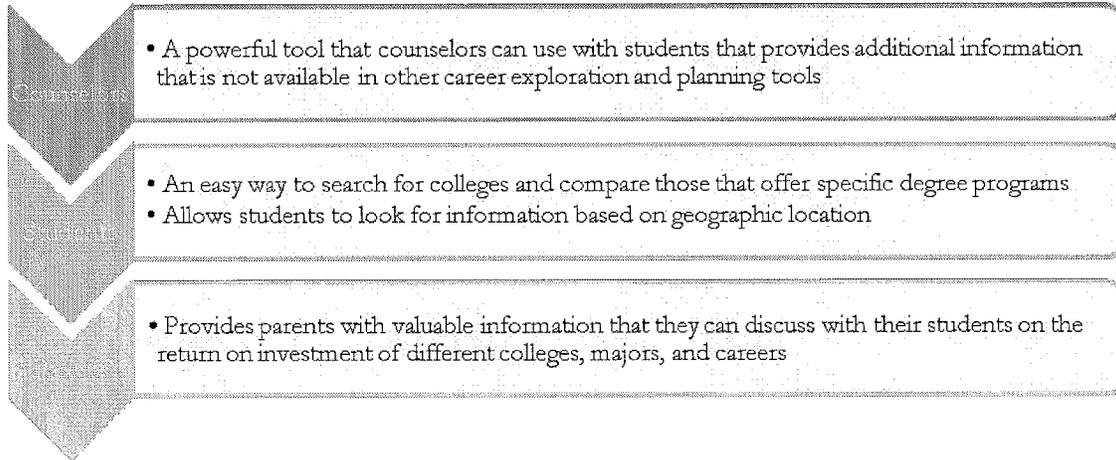
Higher Education Outcomes (HEO) is a modular application that integrates state data on student demographics, degree completion rates, employment rates, and earnings to provide information about the demand for higher education and student success both in completing their degrees and in their transition into the labor market. Please refer to Appendix A for sample data and reporting features. To implement HEO in Maine, our team will use the following phased approach:

1. Phase I – Data requirements analysis
 - a. Review of the data sources available in Maine and compare with the data elements required for the application
 - b. Initiation of a request to obtain the desired data
2. Phase II – Database Design and Development
 - a. Database review based on the data requirements for Maine
 - b. Database validation and testing
3. Phase III – User Interface Design/Application Build
 - a. Design the application using Maine colors as appropriate
 - b. Validate data display layouts based on standard reports
 - c. Customize text content as required to reflect Maine specific information as appropriate
4. Phase IV - Quality Assurance Testing
 - a. Final quality assurance testing and validation of all Maine HEO functionality and data
 - b. Beta test of Maine HEO with selected user groups
5. Phase V – Pre – Launch Strategic Communications/Training (OPTIONAL)
 - a. Develop “Go Live” press release and promotional materials/events
 - b. Conduct training sessions preceding launch
6. Phase VI – Launch
 - a. Cutover from production server to live site
7. Phase VII – Ongoing Maintenance, Hosting, and Support (Annual Site License)

- a. Update data on an annual basis
- b. Provide website hosting
- c. Provide site monitoring and usage reporting

MyFuture

The My Future application targets college advisors, counselors, parents, and students.



The Texas version can be found at www.myfuturetx.com.

To implement MyFuture in Maine, our team will use the same seven step phased approach as described for HEO.

Hosting, support and maintenance

Both HEO and My Future are hosted in the US by College Measures, and supported and maintained for the following browsers: IE8 and above, Chrome, and Safari.

Implementation Timeline/Period of Performance

Our team proposes to work with the state of Maine to establish a timeline for completing the applications. Each application can be developed within a couple of months, but the key is the availability of the data, especially the WRIS2 data for the HEO application.

Appendix A: Sample Data and Reporting Features

I. Higher Education Outcomes (HEO) - Standard Data Requirements

Higher education starters by region

- List of colleges with types (e.g. 2/4 year) and address details
- 3-4 key student characteristics of new higher education starters broken down by internal region (e.g. LWIA or county)
 - By college, state total and region
 - E.g. % non-white, % adult learners, % eligible for PELL grants, % first generation
 - 5 years of data

Higher education completers

- 3-4 key student characteristics of higher education completers (can be the same or different to starters by region)
 - By college, program and degree level
 - E.g. % non-white, % adult learners, % eligible for PELL grants, % first generation
 - 5 years of data

Higher education performance

- 3-4 key student characteristics of colleges and programs (same set of metrics will be shown for both)
 - By college, program and degree level
 - E.g. graduation rate, average time to graduate, cost of degree
 - 5 years of data

Graduate earnings

- Annual earnings for a single cohort of students tracked over several years (e.g. 06/07 grads, 1st – 5th year earnings), including number of completers and number of completers with wage data
 - By college, major, and degree level
 - Include WRIS2 data for students who appear in another state's wage data
 - Include in-state and out-of-state averages

Labor market data

- 3-4 key labor market metrics
 - By Standard Occupational Classification (SOC) system code and region, including state totals
 - 5 years of data

II. My Future - Standard Data Requirements

Colleges

- List of colleges with types (e.g. 2/4 year) and address details
- 4-5 key college level metrics
 - E.g. graduation rate, net price, average time to degree, enrolled population, student to staff ratio

- Same list of metrics is shown for all types of college

Majors

- 4-5 key major level metrics
 - By degree level
 - E.g. graduation rate, average time to degree, completers, average debt at graduation
- List of majors offered at each college, by degree level

Careers

- 4-5 key occupation level metrics
 - E.g. annual openings, annual growth rate, starting salary
 - State level and breakdown by internal region (e.g. Local Workforce Investment Area-LWIA or county)
- List of careers related to each major if specific to MN, otherwise we can use the National Center for Education Statistics (NCES) published Classification of Instructional Programs (CIP) to SOC mapping

Graduate earnings

- Annual earnings for a single cohort of students tracked over several years (e.g. 06/07 grads, 1st – 5th year earnings)
 - By college, major and degree level

College Measures Estimated Costs

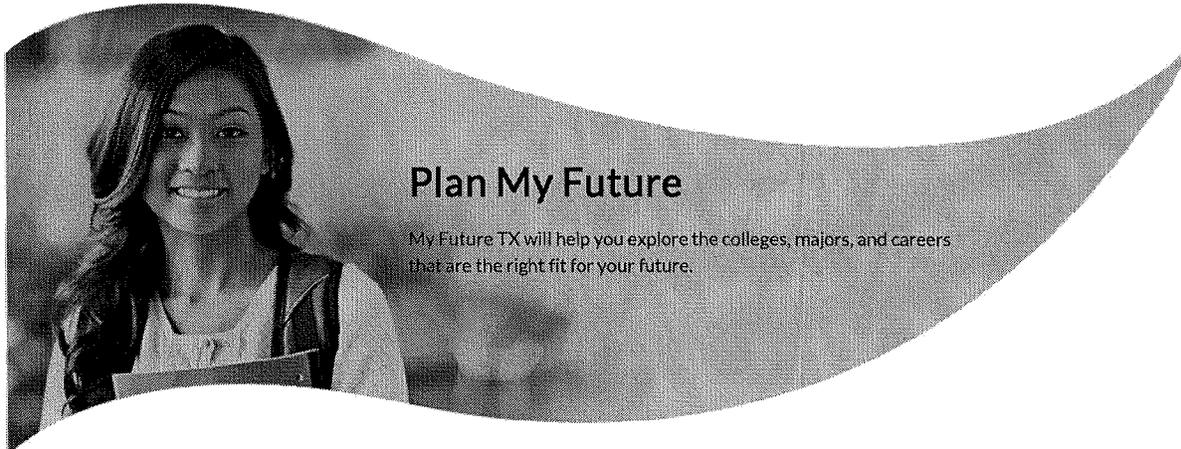
The table below lists estimated costs for implementing and maintaining the products that are described. These costs assume that the desired data is available and may change based on specific customer requirements for data reporting.

<u>Product</u>	<u>Implementation Cost</u>	<u>Annual Refresh/Hosting</u>
My Future Maine	\$75,000	\$18,000
Maine Higher Education Outcomes Core Modules	\$75,000	\$18,000
Update User Interface for Existing Maine Site and Expand Data (http://www.maine.gov/labor/cwri/wdqi/index.html)	\$40,000	\$10,000

Possible additional tasks that could be undertaken include:

- Integration with other decision support systems in the state
- Adding new crosswalks (e.g. between the careers and courses)
- Adding new data and metrics

English ▾ Reset



My Future TX will help you explore the colleges, majors, and careers that are the best fit for your future. My Future Tx will help you narrow down your post-high school choices by comparing important performance and financial metrics so that you create a more informed plan. You will generate a report of your top choices to review and share with others so you can make a more informed decision about what to study and where to apply to. To begin, pick from one of the options below and start planning your future:

Pick one of the options below
as your starting point

Career

College

Major

Helpful links

For more information on which majors are typically required for careers
(<http://www.actstudent.org/career/#occupations>)

For more help on selecting a college
(<https://bigfuture.collegeboard.org/make-a-plan>)

Explore colleges and compare and contrast them side-by-side
(<http://www.comparecollegetx.com/>)

Apply to a Texas college
(https://www.applytexas.org/adappc/gen/c_start.V)

Apply to a college outside of Texas
(<https://www.commonapp.org/Login>)

Information on salary expectations
(<http://www.texasrealitycheck.com/>)

Use FAFSA4caster to see how federal student aid can help you pay for college
(<https://fafsa.ed.gov/FAFSA/app/f4cForm>)

To submit a free application for Federal Student Aid (FAFSA)
(<http://www.fafsa.ed.gov/>)

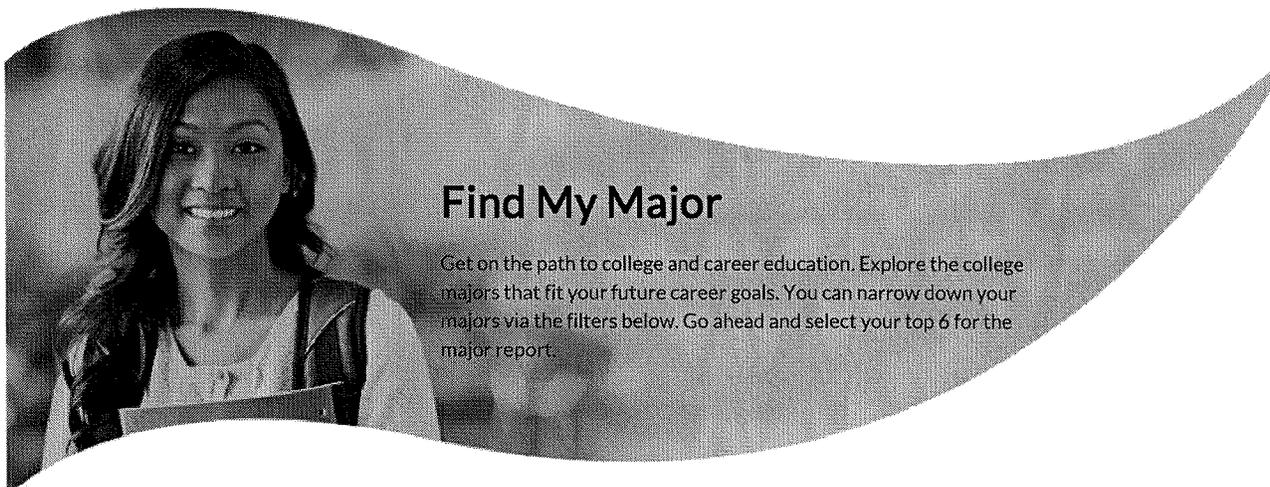
Use the Award Letter Comparison Tool to compare and contrast the financial aid packages from the colleges that have admitted you
(<http://www.finaid.org/calculators/awardletter.ph>)

Powered by:  **College Measures** (<http://collegemeasures.org>)
(<http://www.gatesfoundation.org>)

Supported by: **BILL & MELINDA
GATES** *foundation*



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Find My Major

Get on the path to college and career education. Explore the college majors that fit your future career goals. You can narrow down your majors via the filters below. Go ahead and select your top 6 for the major report.

Major Selection

By choosing from the options below, you will be able to compare all types of majors and select your top 6 for the major report.

I have a specific major in mind

I'm unsure about which major to choose

Select or type Major

Degree level

Bachelor's ▾

[Create My Report \(report.aspx\)](#)

7 Results Found

Major	Degree Level	Average time to degree	% of graduates with debt	Average 1st year earnings	Average 10th year earnings	
Computer and Information Sciences, General	Bachelor's	5.3 yrs	56%	\$51,847	\$91,186	⬇
Computer Science	Bachelor's	5.0 yrs	55%	\$51,053	\$62,418	⬆
Computer Software and Media Applications	Bachelor's	4.3 yrs	57%	\$23,272		⬆
Computer Systems Analysis	Bachelor's	6.0 yrs	63%	\$53,521		⬆
Computer/Information Technology Administration and Management	Bachelor's	5.7 yrs	70%	\$44,731		⬆
Data Processing	Bachelor's				\$91,021	⬆

Major	Degree Level	Average time to degree	% of graduates with debt	Average 1st year earnings	Average 10th year earnings	
Information Science/Studies	Bachelor's	5.5 yrs	61%	\$38,577	\$75,039	+

[Create My Report \(report.aspx\)](#)

Powered by:  **College Measures** (<http://collegemeasures.org>)
(<http://www.gatesfoundation.org>)

Supported by:  **BILL & MELINDA GATES foundation**



English ▼ Reset

My Major Report

This report provides you with important factors to consider when identifying your college major, including degree level, average time to graduate, % graduates employed, as well as career earnings. If you want to go back and change your shortlist, you can simply click the "Change Major Selection" button. Once you are satisfied with your major shortlist click the blue button below to go to the next stage. If you would like us to email you your progress, click the "Share My Report" button.

Major Selection

[Change Major Selection \(/reporting/major/find.aspx\)](/reporting/major/find.aspx)

[Share My Report](#)

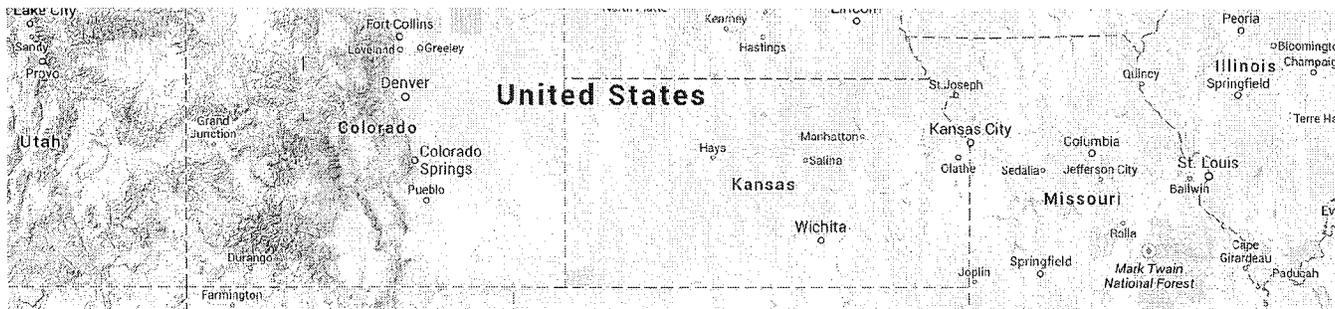
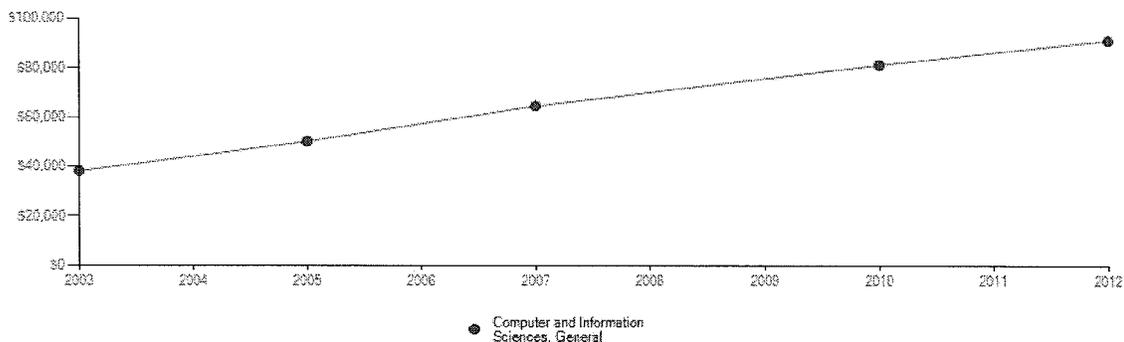
My Major Shortlist

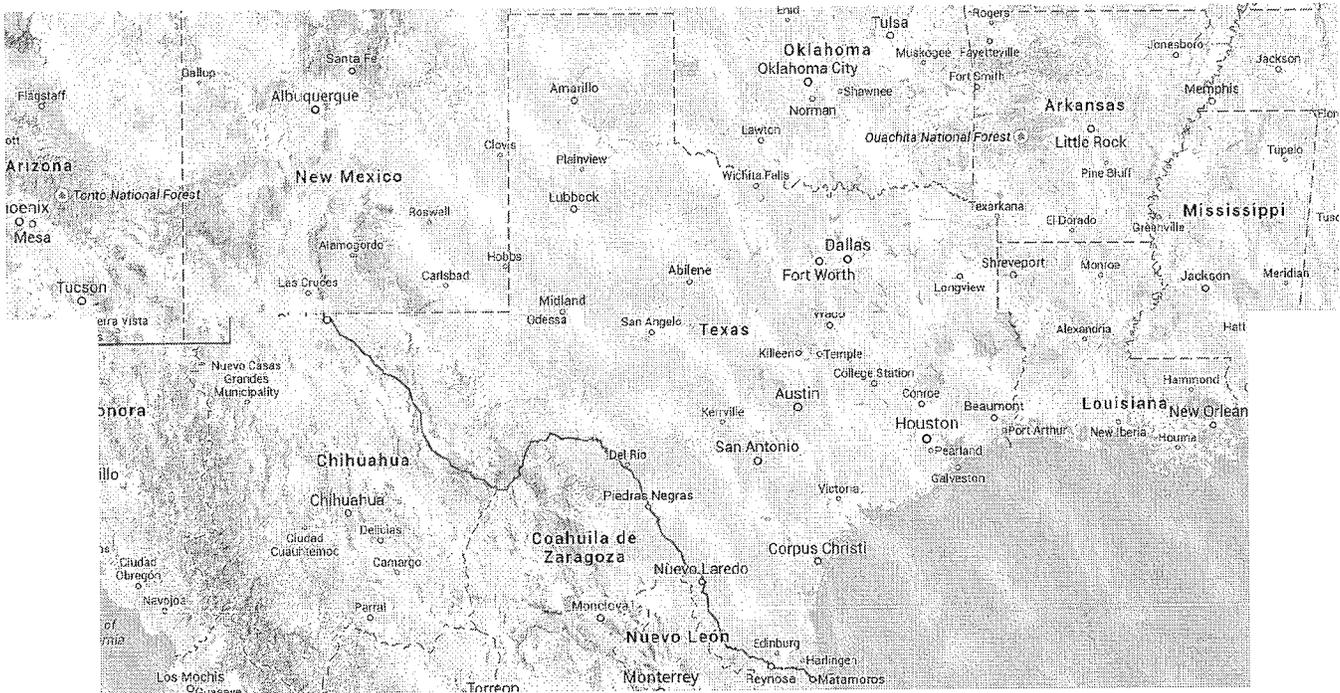
Major	Degree Level	Number of graduates	Average time to degree	% graduates employed	% of graduates with debt	Average 1st year earnings	Average 10th year earnings
Computer and Information Sciences, General	Bachelor's	763	5.3 yrs	73%	56%	\$51,847	\$91,186

[Go to College Selection \(/reporting/college/find.aspx\)](/reporting/college/find.aspx)

My Major Comparison

Select Metric: Salary profile ▼





Powered by: **Collegemeasures** (<http://collegemeasures.org>)
(<http://www.gatesfoundation.org>)

Supported by: **BILL & MELINDA GATES foundation**



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Find My College

Whether you choose a four-year university, a community college, or a career college, you want to make sure that you choose the one that is a good match and fit for you.

Major Selection

College Selection

Whether you choose a four-year university or a community college you want to make sure that you choose the one that is a good fit for you. You can narrow down your colleges via the filters below. Go ahead and select your top 6 for the college report.

Type of school	University ▾	Enter ZIP code	<input type="text"/>
Degree level	Bachelor's ▾	Location within	All ▾
SAT score	All ▾	Household income	Average ▾
Average 1st year earnings	All ▾	Average annual net price	All ▾
Graduation Rate	All ▾	Select a major from 1 available	Computer and Inf... ▾

[Create My Report \(report.aspx\)](#)

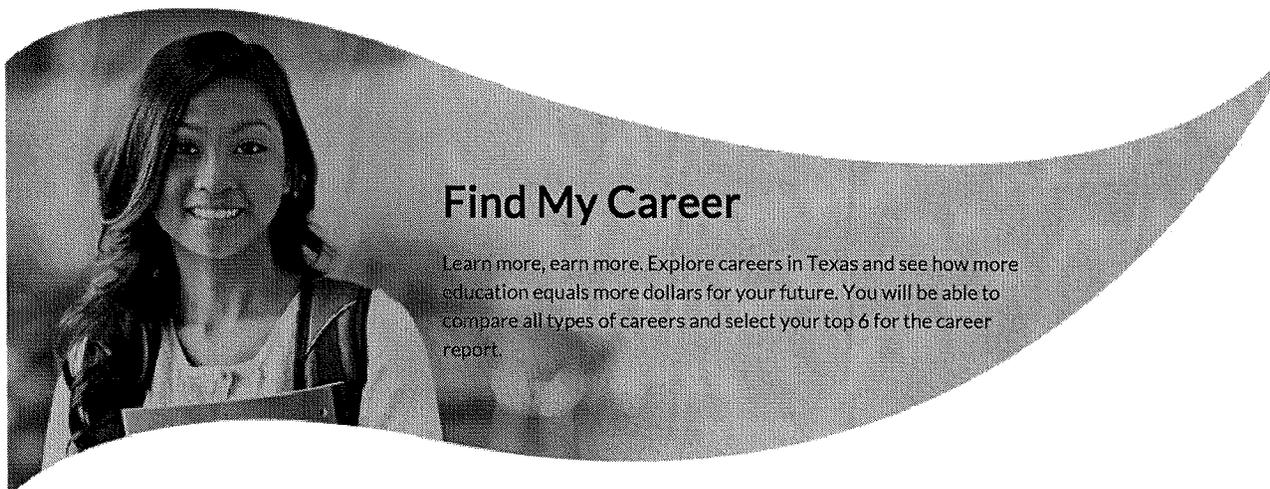
20 Results found for Computer and Information Sciences, General Major

College	College Population	Average class size	SAT lower quartile	SAT upper quartile	ACT lower quartile	ACT upper quartile	Average annual net price	Graduation rate	Average 1st year earnings	Average 10th year earnings	
Midwestern State University	5,596	19	930	1,115	37	49	\$7,907	46.3%	\$41,057	\$58,558	+
Prairie View A&M University	8,336	20	760	930	29	39	\$8,582	40.3%	\$36,167	\$62,038	+
Sam Houston State University	18,461	25	900	1,100	35	47	\$7,736	57.8%	\$33,291	\$60,383	+

College	College Population	Average class size	SAT lower quartile	SAT upper quartile	ACT lower quartile	ACT upper quartile	Average annual net price	Graduation rate	Average 1st year earnings	Average 10th year earnings	
Stephen F. Austin State University	12,808	20	860	1,070	33	47	\$11,506	55.3%	\$33,375	\$59,887	+
Tarleton State University	10,279	19	870	1,070	34	47	\$15,250	47.6%	\$32,948	\$57,441	+
Texas A&M University -Commerce	11,187	22	860	1,070	34	47	\$9,047	44.6%	\$33,458	\$52,086	+
Texas A&M University -Corpus Christi	10,508	22	850	1,070	32	44	\$9,242	51.0%	\$34,180	\$58,787	+
Texas Southern University	9,646	19	750	920	28	36	\$9,186	14.1%	\$29,505	\$54,791	+
Texas State University -San Marcos	34,225	29	950	1,150	39	50	\$8,838	61.4%	\$32,724	\$61,856	+
Texas Tech University	32,398	23	1,010	1,200	43	54	\$10,351	73.6%	\$38,062	\$72,342	+
The University of Texas at Austin	52,186	19	1,120	1,380	50	64	\$14,629	82.5%	\$40,203	\$87,311	+
The University of Texas at Brownsville	8,146	10					\$5,617		\$29,007	\$50,385	+
The University of Texas at Dallas	19,727	23	1,140	1,360	48	63	\$7,535	71.9%	\$37,524	\$77,745	+
The University of Texas at El Paso	22,728	22	810	1,040	30	44	\$2,543	41.2%	\$29,249	\$58,028	+
The University of Texas at San Antonio	30,474	26	920	1,140	36	49	\$9,130	43.1%	\$32,081	\$61,576	+
The University of Texas at Tyler	6,858	17	960	1,160	40	53	\$10,732	51.8%	\$39,121	\$57,719	+
University of Houston	40,747	24	1,000	1,220	42	53	\$11,609	53.6%	\$39,076	\$75,395	+
University of Houston -Downtown	13,915	20					\$8,218	17.4%	\$41,823	\$68,710	+
University of Houston -Victoria	4,335	20	820	1,000	30	43	\$8,528		\$44,037	\$52,260	+
University of North Texas	35,778	23	980	1,210	40	52	\$9,639	56.8%	\$34,145	\$61,027	+



English ▾ Reset



Find My Career

Learn more, earn more. Explore careers in Texas and see how more education equals more dollars for your future. You will be able to compare all types of careers and select your top 6 for the career report.

Career Selection

By choosing from the options below, you will be able to compare all types of careers and select your top 6 for the career report.

I have a specific career in mind

I'm unsure about which career to choose

Select or type Career

[Create My Report \(report.aspx\)](#)

14 Results Found

Career	Average starting salary	% Employment growth	Annual job openings	Average time in occupation	% Of females	Typical education requirement	
Computer and Information Research Scientists	\$36,116	24.4%	70	9.6	29.8%	Doctoral or professional	⬇
Actuaries	\$65,553	29.3%	80	9.6	29.2%	Bachelor's	+
Computer Occupations, All Other	\$51,761	16.0%	345	5.5	42.0%	Bachelor's	+
Computer Programmers	\$47,235	10.7%	820	5.5	23.5%	Bachelor's	+
Computer Support Specialists	\$28,990	20.4%	2,440	5.5	31.8%	Some college, no degree	+
Computer Systems Analysts	\$53,372	22.2%	1,825	5.5	29.8%	Bachelor's	+
Database Administrators	\$45,619	34.4%	475	5.5	33.6%	Bachelor's	+

Career	Average starting salary	% Employment growth	Annual job openings	Average time in occupation	% Of females	Typical education requirement	
Information Security Analysts, Web Developers, and Computer Network Architects	\$53,503	20.6%	850		29.7%	Bachelor's	+
Mathematicians	\$41,627	18.2%	5	11.0	42.0%	Master's	+
Network and Computer Systems Administrators	\$46,658	31.4%	1,270	5.5	16.7%	Bachelor's	+
Operations Research Analysts	\$47,057	20.2%	270	4.8	39.3%	Bachelor's	+
Software Developers, Applications	\$61,942	23.3%	1,210	9.6	23.5%	Bachelor's	+
Software Developers, Systems Software	\$66,024	29.2%	1,310	9.6	29.7%	Bachelor's	+
Statisticians	\$48,885	18.6%	90	8.2	42.0%	Master's	+

[Create My Report \(report.aspx\)](#)

Powered by:  [College Measures \(http://collegemeasures.org\)](http://collegemeasures.org)

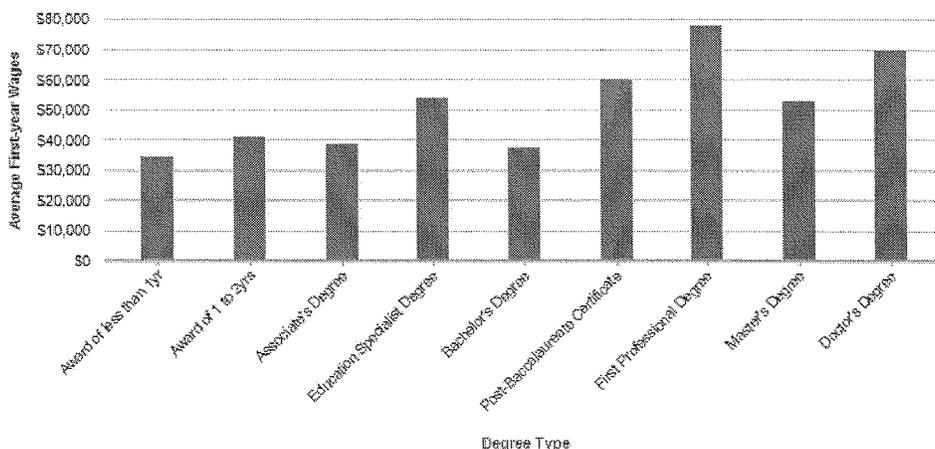
Supported by:  [BILL & MELINDA GATES foundation](http://www.gatesfoundation.org)

Economic Success Measures - Tennessee



This website is the result of a partnership between The Tennessee Higher Education Commission and College Measures. Here, we provide information on recent Tennessee public college and university graduates' outcomes in the state labor market. Graduate data are from the THEC Student Information System, and employment data come from Unemployment Insurance wage records maintained by the Tennessee Department of Labor & Workforce Development. Users can search for information by institution or by area of study, then further disaggregate these basic search criteria by degree level.

For more information about ESM here and in other states, please visit College Measures' website for the Economic Success Metrics Program.



Select a College

Select an Area of Study

OR

Methodology

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Economic Success Measures - Tennessee

Area of Study

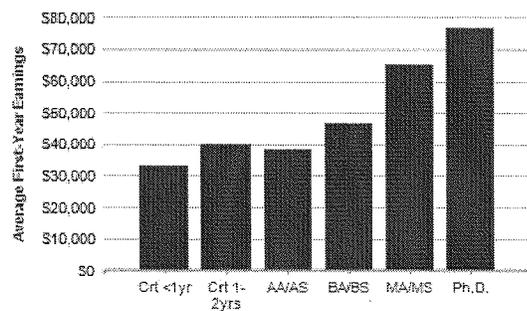
Computer and Information Sciences and Support Services

Area of Study (CIP) Code: [11]

Area of Study Description

Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.

Average First-Year Earnings by Degree Level



Detailed data for 2006-2010 graduating cohort

Degree Level	Institutions with Disclosable Programs	# of Completers	% of Completers with Wage Data	Average First-Year Earnings	% of Above-Average Earners	# of Completers with Wage Data
⊕ Award of less than 1yr	4 institutions	213	46.48 %	\$33,242	40.40 %	99
⊕ Award of 1 to 2yrs	1 institutions	15	53.33 %	\$40,076	50.00 %	8
⊕ Associate's Degree	4 institutions	465	58.28 %	\$38,251	35.79 %	271
⊕ Bachelor's Degree	9 institutions	1,067	39.55 %	\$46,879	44.08 %	422
	Austin Peay State University	137	38.69 %	\$45,158	35.85 %	53
	East Tennessee State University	274	37.59 %	\$44,846	41.75 %	103
	Middle Tennessee State University	138	46.38 %	\$48,477	48.44 %	64
	Tennessee State University	87	32.18 %	\$43,324	50.00 %	28
	Tennessee Technological University	158	41.77 %	\$45,510	43.94 %	66
	The University of Tennessee	109	34.86 %	\$54,696	50.00 %	38
	The University of Tennessee at Chattanooga	70	48.57 %	\$51,485	44.12 %	34
	The University of Tennessee-Martin	39	30.77 %	\$33,669	41.67 %	12
⊕ Master's Degree	6 institutions	348	34.48 %	\$65,395	48.33 %	120
	University of Memphis	55	43.64 %	\$50,761	45.83 %	24
⊕ Doctor's Degree	1 institutions	38	28.95 %	\$76,822	45.45 %	11

Methodology

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Economic Success Measures - Tennessee

Degree Profile

Computer and Information Sciences and Support Services

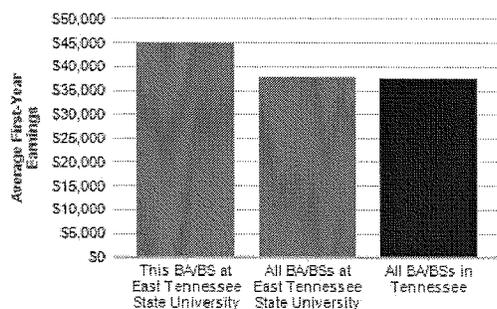
Bachelor's Degree

East Tennessee State University

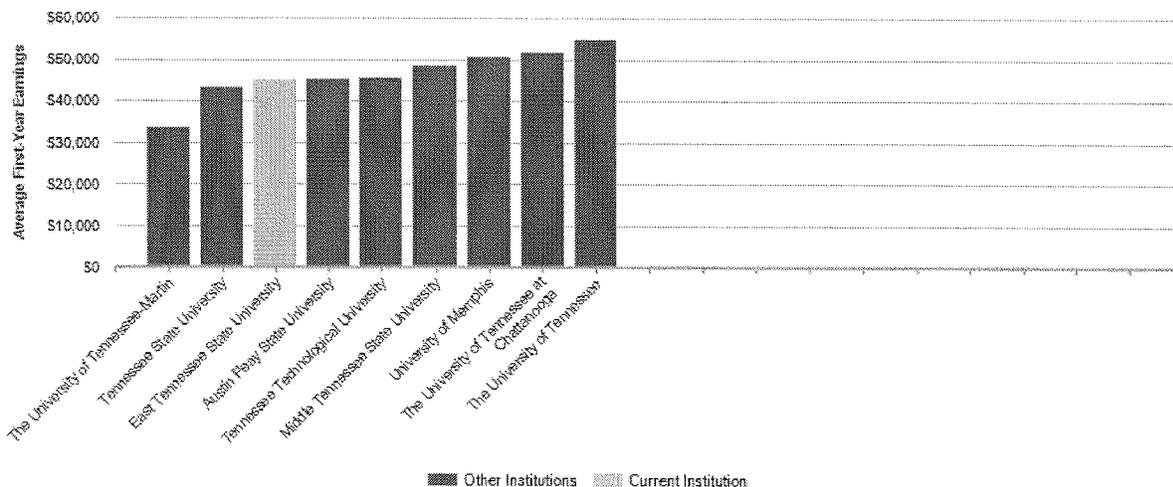
Detailed data for 2006-2010 graduating cohort

# of Completers	274
Average First-Year Earnings	\$44,846
% of Completers with Wage Data	37.59 %
% of Above-Average Earners	41.75 %
# of Completers with Wage Data	103
# of Above-Average Earners	43

Average First-Year Earnings For This Bachelor's Degree



Compare Average First-Year Earnings With Other Institutions That Offer This Bachelor's Degree



Methodology

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Select Year:

The 2014 Florida Statutes

[Title XXXI](#)
LABOR

[Chapter 445](#)
WORKFORCE SERVICES

[View Entire Chapter](#)

445.07 Economic security report of employment and earning outcomes.—

(1) Beginning December 31, 2013, and annually thereafter, the Department of Economic Opportunity shall prepare, or contract with an entity to prepare, an economic security report of employment and earning outcomes for degrees or certificates earned at public postsecondary educational institutions.

(2) The report must be easily accessible to and readable by the public and shall be made available online. The report, by educational sector, must:

(a) Use the Florida Education and Training Placement Information Program for data relating to the employment, earnings, continued education, and receipt of public assistance by graduates of a degree or certificate program from a public postsecondary educational institution.

(b) Use the Integrated Postsecondary Education Data System or its equivalent for calculating the average student loan debt of a graduate of a degree or certificate program from a public postsecondary educational institution.

(c) Include data on the employment of graduates of a degree or certificate program from a public postsecondary educational institution the year after the degree or certificate is earned by number and percentage and for graduates employed full time in the year after graduation by number and percentage. Beginning with the 2014-2015 fiscal year, the report must include the employment data of graduates of a degree or certificate program from a public postsecondary educational institution 5 years after graduation by number and percentage.

(d) Include data on the earnings of graduates of a degree or certificate program from a public postsecondary educational institution the year after earning the degree or certificate by at least the following levels on a quarterly and annualized basis, rounded to the nearest dollar:

1. Quarterly wages of \$6,250 and annualized wages of \$25,000 and below.
2. Quarterly wages between \$6,251 and \$11,250 and annualized wages between \$25,001 and \$45,000.
3. Quarterly wages of \$11,251 and annualized wages of \$45,001 and above.

History.—s. 15, ch. 2012-195.

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151B.132 Office for Education and Workforce Statistics -- Purpose -- Kentucky Longitudinal Data System -- Collection of education and workforce data -- Certification and ownership of data -- Funding.

- (1) The Office for Education and Workforce Statistics is hereby established and attached to the Education and Workforce Development Cabinet, Office of the Secretary.
- (2) The office's purpose is to collect accurate education data and workforce data in the Kentucky Longitudinal Data System in order to link the data and generate timely reports about student performance through employment to be used to guide decision makers in improving the Commonwealth of Kentucky's education system and training programs.
- (3) The office shall be headed by an executive director appointed by the Governor pursuant to KRS 12.050. The executive director shall be appointed from nominations made to the Governor by the board. The office may employ additional staff necessary to carry out the office's duties consistent with available funding and state personnel laws.
- (4) The public agencies providing education data and workforce data to the Kentucky Longitudinal Data System shall be:
 - (a) The Council on Postsecondary Education;
 - (b) The Department of Education;
 - (c) The Early Childhood Advisory Council;
 - (d) The Education Professional Standards Board;
 - (e) The Kentucky Higher Education Assistance Authority;
 - (f) The Kentucky Commission on Proprietary Education; and
 - (g) Other agencies of the Education and Workforce Development Cabinet.
- (5) The Kentucky Longitudinal Data System, upon approval of the board, may include education data and workforce data from any additional public agency.
- (6) Any private institution of higher education, private school, or parochial school, upon approval of the board, may provide education data and workforce data to the Kentucky Longitudinal Data System.
- (7) Any education data or workforce data provided to the Kentucky Longitudinal Data System shall be certified to be accurate by the providing agency, institution, or school. Ownership of data provided shall be retained by the providing entity.
- (8) The office may receive funding for its operation of the Kentucky Longitudinal Data System from the following sources:
 - (a) State appropriations;
 - (b) Federal grants;
 - (c) User fees; and
 - (d) Any other grants or contributions from public agencies or other entities.

Effective: June 25, 2013

History: Created 2013 Ky. Acts ch. 18, sec. 2, effective June 25, 2013; and ch. 90, sec. 2, effective June 25, 2013.

Legislative Research Commission Note (6/25/2013). This statute was created

with identical text in 2013 Ky. Acts chs. 18 and 90, which were companion bills. These Acts have been codified together.