

What is the Education Research & Data Center?

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EDUCATION RESEARCH
& **DATA CENTER**

Background

RCW 43.41.400: established an “education data center” in OFM.

ERDC shall, jointly with the Legislative Evaluation and Accountability Program (LEAP) committee:

- Conduct collaborative analyses of early learning, K-12, and higher education programs across the P-20 sectors
- Compile and analyze education data, disaggregated by demographics
- Collaborate with LEAP and legislative committees to identify data to be analyzed to ensure legislative interests are served
- Track enrollment and outcomes through the Public Higher Education Enrollment System (PCHEES)
- Assist in developing long-range enrollment plan for higher ed
- Provide research that focuses on student transitions in early learning, K-12, and postsecondary education
- Make data available to agencies that contribute to ERDC, to extent allowed

Partnerships

- Department of Early Learning (DEL)
- Office of Superintendent of Public Instruction (OSPI)
- State Board for Community and Technical Colleges (SBCTC)
- Higher Education Coordinating Board (HECB)
- Public baccalaureate institutions
- Professional Educators Standards Board
- State Board of Education
- Workforce Training and Education Coordinating Board
- Employment Security Department (ESD)
- Department of Social and Health Services (DSHS)

Accomplishments

- ✓ Created a source for commonly asked questions, education indicators and standard education information
www.erdc.wa.gov
www.erdc.wa.gov/indicators/erdc_compendium.pdf
- ✓ Developed a preliminary longitudinal data system spanning K-12 and public higher education. Capability to link with wage records and public assistance data
- ✓ Added longitudinal component to the Public Centralized Higher Education Enrollment System (PCHEES)
- ✓ Established data-sharing agreements with partner agencies
- ✓ Developed data-linking processes and anonymization protocol
- ✓ Per-student Funding Study (RCW 28B.15.068)
- ✓ Participated in K-12 data feasibility study and HECB strategic planning

Data-Sharing Agreements

Established:

- ✓ OSPI
- ✓ State Board for Community & Technical Colleges
- ✓ Higher Education Coordinating Board
- ✓ DSHS (for purposes of WorkFirst or DSHS program administration only)

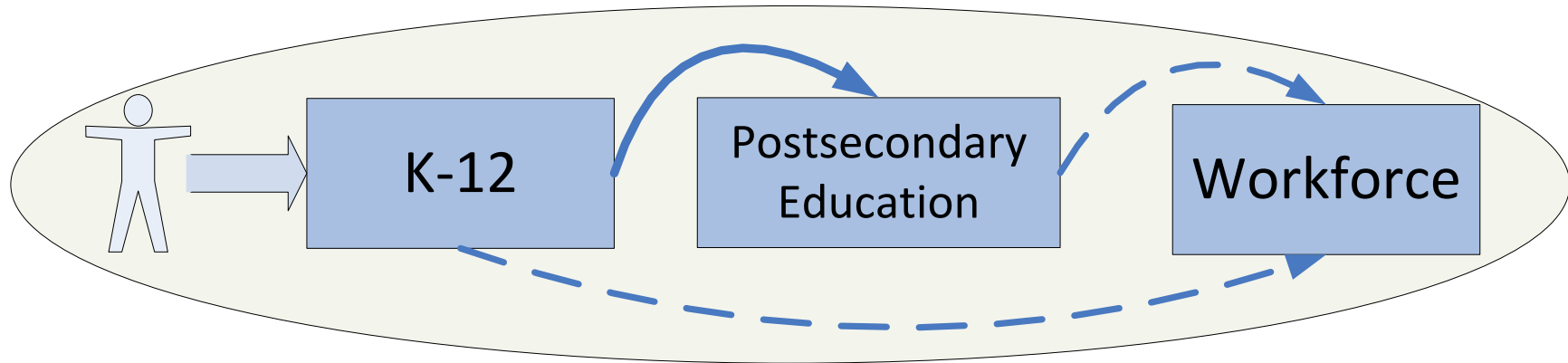
In progress:

- Employment Security
- Independent Colleges of Washington

Future:

- Early Learning

ERDC: Data Spanning the Sectors



K – 12

- Race – Ethnicity
- Income (Free/Reduced-Price Lunch)
- English Language Learner
- Learning Assistance Program
- Geography
- WASL
- Graduation

Postsecondary

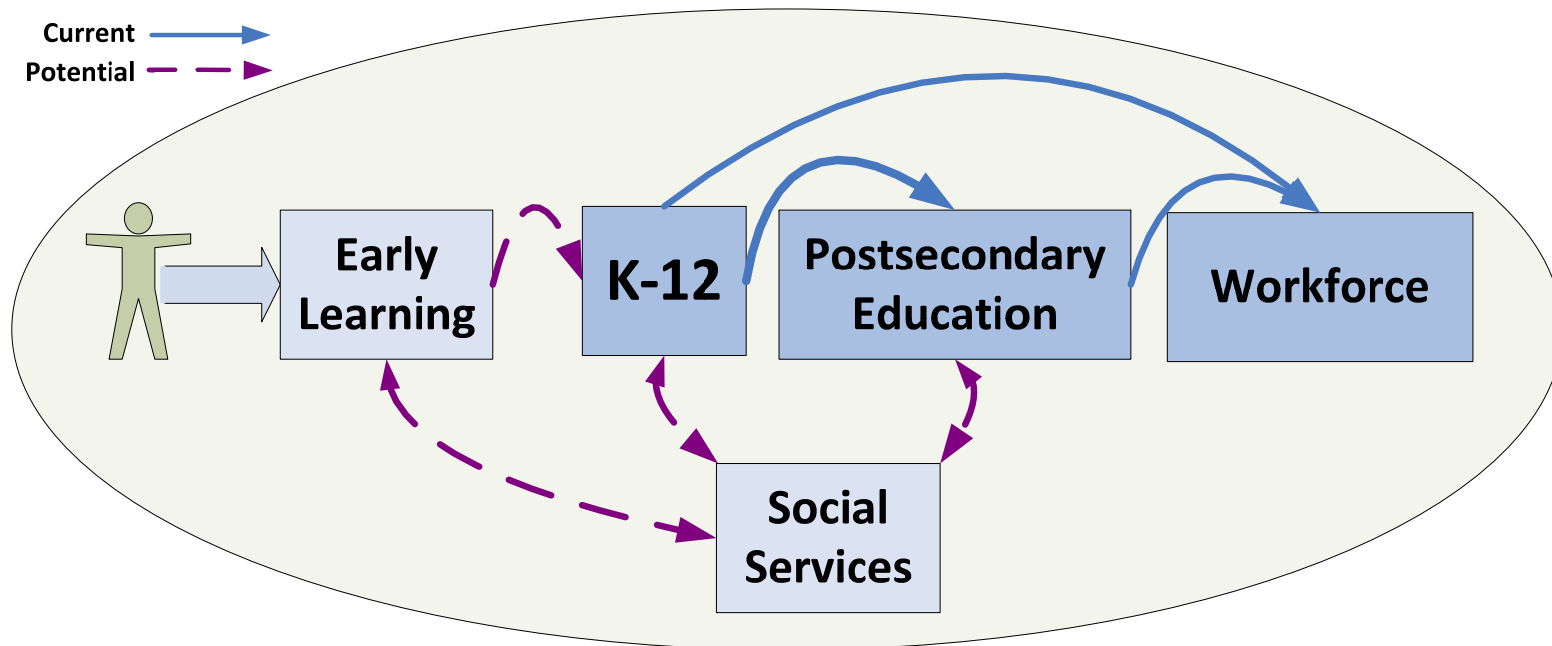
- Enrollment
- Transfer
- Certificates/Degrees
- Remedial Course-taking
- Financial Aid
- Field of Study

Workforce

- Employment
- Earnings

Existing link 
Link forthcoming 

Possibilities: Data Spanning the Sectors



Early Learning
ECEAP
Child care subsidies

Social Services
TANF
Basic Food
Foster care
Medicaid

K – 12
Graduation
ELL
WASL
Income
(more)

Postsecondary
WA Public 4-Year
and 2-Year Colleges
Apprenticeships
National Clearinghouse

Workforce
Employment
Earnings

Demonstration Projects

*Preliminary results shown
to illustrate breakouts.
Final results are forthcoming.*

Potential Research Questions that ERDC has the capability to answer

Emphasis on **transitions** data, or new/more **efficient** capabilities

- How do students' WASL achievements change over time? For example, how many students improve from 'not meeting standard' to 'meeting standard' in the following year?
- What achievement levels in elementary school indicate a student is well-prepared academically for middle school? (and middle school as prep for rigorous high school)
- What are the characteristics of students who have difficulty with transition to HS? Can difficulties be traced back to early grades?
- How are high-school course-taking patterns related to remedial course-taking in college?

More Questions

- Do family income characteristics change as students advance through school? What are patterns of Free-and-Reduced-Price Lunch program enrollment?
- What are the outcomes for those who drop out of high school? How many re-enter, get a GED, enter workforce, enroll in postsecondary education or training?
- At what rate do high school graduates (or drop-outs) attend Washington higher education institutions within one-year of high school? Two years? Three years?
- How many high school students participate in a dual-credit option (Advanced Placement, Running Start, International Baccalaureate, College in the High School, and Tech Prep)?

Still More Questions

- What degrees and majors are pursued by students entering from high school? Are they different than students who enter as community college transfers?
- What are completion rates and time to degree? Is it different for students entering from high school vs community college transfers?
- Were students who received need-based financial aid in college classified as eligible for FRPL in high school?
- To what extent do college students participate in the workforce?
- What are the retention rates for college students, by institution and system-wide? Term-to-term and year-to-year?

The Last Four Questions

(but there are many more possibilities)

- What is the average time to degree for students in various financial aid categories?
- What are the workforce outcomes for individuals who complete various education and training programs? For those who don't complete?
- What is the relationship between educational attainment and earnings?
- What are the workforce patterns of students who leave the public higher education system before earning a degree?

Other types of information ERDC can provide

- Break-outs by...
 - Sex
 - Race/ethnicity
 - Geography
 - Family income
 - ELL
 - District characteristics
 - County or school of origin
- Summaries of...
 - Enrollments (K-12, higher ed)
 - Students changing schools (K-12, higher ed)
 - Students who passed all sections of the WASL
 - Drop-outs, by grade
 - Remedial course-taking

Biennium Priorities

- Develop longitudinal research data system that allows the analysis of student performance and progress while maintaining student confidentiality
- Integrate education data with other state data (e.g. workforce and social services)
- Disaggregate education data by race and ethnic categories whenever possible