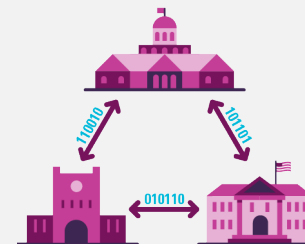




DATA-DRIVEN DECISION MAKING

State Longitudinal Data System

Ensure the state's cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.



Kentucky

Under state statute (151B.132), the state established the Kentucky Center for Statistics (KYSTATS). The center's purpose is to collect accurate data for the Kentucky Longitudinal Data System to link the data and generate timely reports about student performance through employment to be used to guide decision-makers in improving Kentucky's education system and training programs. This data system is developed through a grant from the U.S. Department of Education Institute of Education Sciences Statewide Longitudinal Data Systems program. Kentucky law specifies what data may be collected, the certification and ownership of data, and funding. The public agencies providing 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 Kentucky Higher Education Assistance Authority; (e) the Kentucky Commission on Proprietary Education; and (f) other agencies of the Education and Workforce Development Cabinet.

KYSTATS authors the annual Kentucky Future Skills Report, which is utilized as the state's central source for labor market information. The report is used by many agencies and groups to drive decisions regarding workforce development, economic development, education initiatives and pathway alignment projects. The data in KYSTATS is used to populate additional tools such as the Career Explorer tool and Employer Connector tool.

OPPORTUNITY TO STRENGTHEN

Kentucky can continue utilizing KYSTATS for valuable research projects that help to uncover outcomes, quality and equity of state initiatives and programs.

RESOURCES

- [KYSTATS](#)
- [Kentucky Future Skills Report](#)
- [Career Explorer Tool](#)
- [Employer Connector Tool](#)

POLICIES

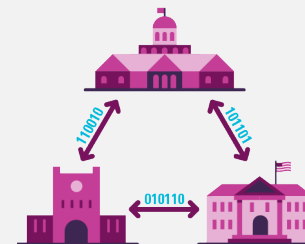
- [KRS § 151B.132](#). Office of the Kentucky Center for Statistics
- [KRS § 151B.133](#). Duties of Office of the Kentucky Center for Statistics



DATA-DRIVEN DECISION MAKING

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Maryland

In 2010, state law established the Maryland Longitudinal Data System (MLDS) to centralize student and workforce data to generate accurate reporting about student performance and workforce alignment and inform choices to improve student and workforce outcomes. The center receives its data from three sources: the Maryland State Department of Education; the Maryland Higher Education Commission; and the Maryland Department of Labor, Licensing, and Regulation. In addition to these partnerships, MLDS has research and analysis partnerships with several state universities including the University of Maryland, St. Mary's College of Maryland and Morgan State University. The center collects data on Maryland high school students, Maryland college students and Maryland workers who fit into either previous category.

MLDS is primarily supported through state funding and federal grants and has specific focuses in ensuring equity through examining student group differences in educational outcomes. MLDS is overseen by a 12-member public/private governing board that is determined through state statutes and governor appointments.

OPPORTUNITY TO STRENGTHEN

Maryland can establish clear priorities and expectations for its various education to workforce partnerships so that success and “what’s measured” with the system are clear and adhere to rigorous guidelines for quality and alignment. Presently, the data and overall system appear to be used solely for reporting and research. Given this, the state can expand participation to other state agencies to inform and support education to workforce policy and program decision-making across state agencies and at the gubernatorial and legislative levels. Maryland can also consider how to leverage and utilize the information for creating shared priorities.

RESOURCES

- [MLDS](#)
- [MLDS Consumer Guide](#)

POLICIES

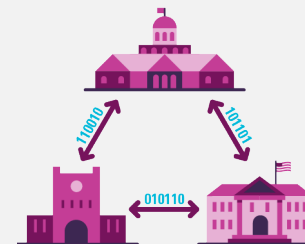
- [SB 275 Chapter 190](#). Establishing MLDS
- [MD Code 24-703](#). MLDS



DATA-DRIVEN DECISION MAKING

State Longitudinal Data System

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Minnesota

The Minnesota Statewide Longitudinal Education Data System (SLEDs) matches student data from prekindergarten through postsecondary education and into the workforce. SLEDs allows education and workforce data to be analyzed to inform policy and program decisions. Multiple state agencies including the Office of Higher Education, Department of Education, and Department of Employment and Economic Development manage the SLEDs system.

In addition to SLEDs, Minnesota created the Early Childhood Longitudinal Data System (ECLDS) in 2016 as a partnership between the Department of Education, Department of Human Services and Department of Health. ECLDS focuses on measuring children's growth and achievement in relation to participation in educational and social programs over their life. Both SLEDs and ECLDS are funded through state statute and federal grants.

OPPORTUNITY TO STRENGTHEN

Minnesota can leverage both SLEDs and ECLDS to inform a P-20 data system to drive more shared priorities and map progress against them.

RESOURCES

- [Minnesota SLEDs](#)
- [Minnesota ECLDS](#)

POLICIES

- [MN Statutes 127A.70](#). Minnesota P-20 Education Partnership
- [MN Session Laws Chapter 64](#). Higher Education Appropriations