



LOOKING BACK,
MOVING FORWARD.

Statewide Longitudinal Data System

Public Utilities, Energy, and Technology Interim
Committee

September 21, 2016



What is the Statewide Longitudinal Data Systems (SLDS) Program?

- National Effort to establish Statewide Data Systems for:
 - ✓ State Education and Workforce Agency Data sharing
 - ✓ Longitudinal Studies on Pre-school through Workforce Data
 - ✓ Enhance data access for research and policy discussions
 - ✓ Promote Informed Data Driven Education Policy Development
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History of Utah's SLDS Program – aka Utah Data Alliance (UDA)

- Recipient of 3 federal grants to support development of key SLDS infrastructure components.
 - ✓ **2007 Grant:** Develop the Utah student record/transcript exchange (UTREx) for K-12 system
 - ✓ **2009 Grant:** Enhance UTREx and design and develop the infrastructure for the UDA data warehouse
 - ✓ **2015 Grant:** Complete the UDA data warehouse and promote the use of Longitudinal Data/Studies
 - 2014 - \$1.8 million in Education Fund to support the day-to-day operation of the UDA project
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Utah Data Alliance

Utah's Statewide Longitudinal Data System (SLDS)

- The vision of UDA is to create and maintain a longitudinal education-workforce database that supports policymaking to support the state's workforce pipeline.
 - The audience for UDA is primarily policy makers who seek to make data-driven decisions affecting our state's education-workforce system and the researchers who seek to help those decisions.
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What UDA is Not ...

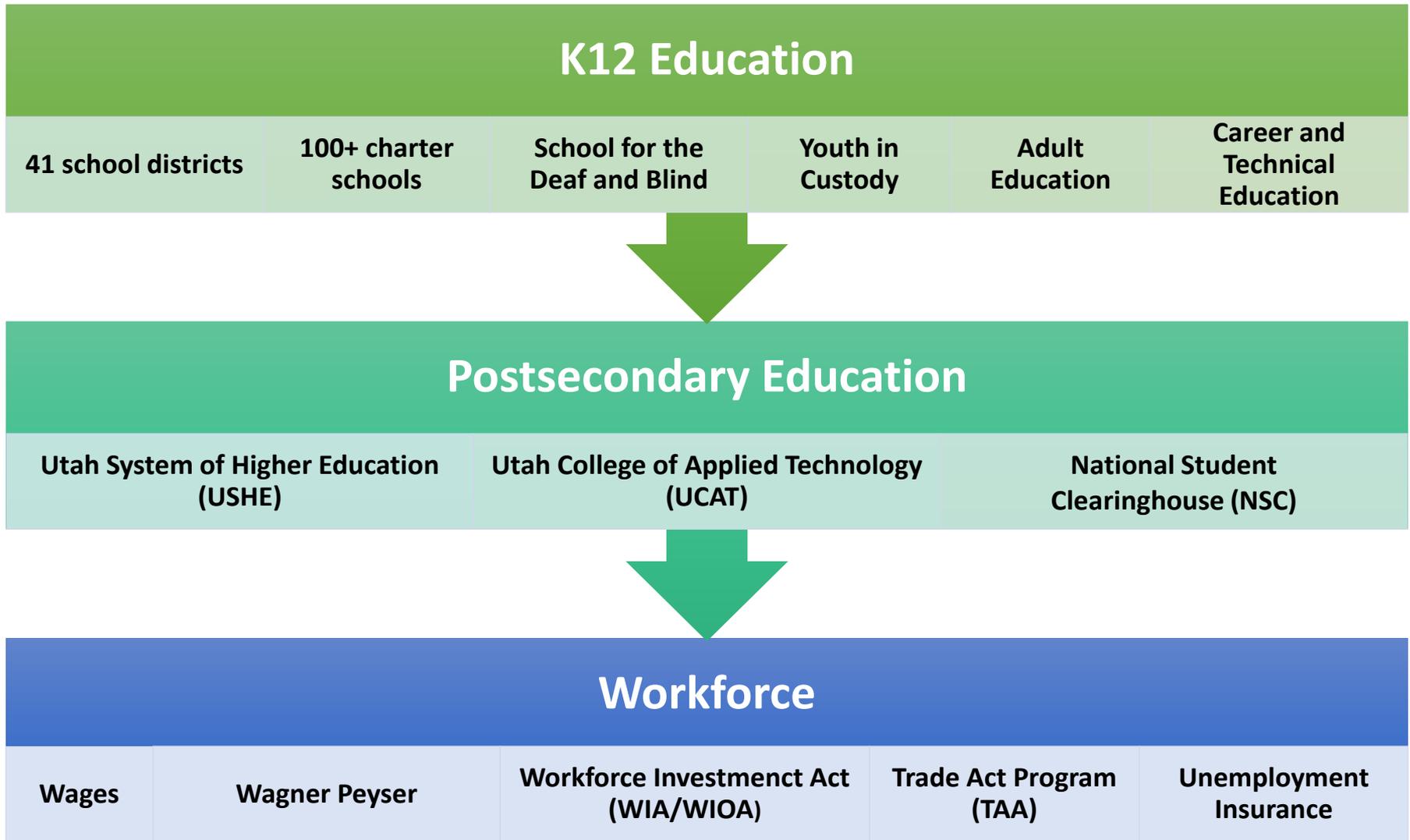
- UDA is **NOT** an interactive website
 - UDA is **NOT** a search engine
 - UDA is **NOT** a student guidance tool, but rather an education policy guidance tool
 - States do **NOT** collect biometric data, religious preferences, psychological data, etc.
 - Data are **NOT** sold
 - Students' personal information is **NOT** sent to the federal government
 - Individuals can **NOT** be targeted
 - Data systems are **NOT** "Big Brother"
 - Data are **NOT** easily accessible and identifiable; data systems are **NOT** prone to hacking by criminals
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Current UDA Organizational Structure

- The UDA is a multi-agency consortium that has established an Executive Board and Management Committee to oversee the Strategic direction and general day-to-day operation.
 - Partners include:
 - ✓ Utah State Board of Education
 - ✓ Utah System of Higher Education
 - ✓ Utah College of Applied Technology
 - ✓ Division of Workforce Services
 - ✓ Utah Education Telehealth Network
 - ✓ Utah Education Policy Center
 - ✓ Governor's Office
 - ✓ Utah State Legislature
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The Utah Connection – Creating the pipeline of Data





UDA Data Protection and Cyber Security Efforts

- A first priority is to protect all Personally Identifiable Information (PII)
 - ✓ Data is stored in a secure environment at UETN
 - ✓ UETN is compliant with NIST 800 standards regarding data protection
 - ✓ There is no public access to PII data as required by federal and state regulations
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UDA Consortium Reports – Results (Finished)

EFFECTS OF ELAPSED TIME BETWEEN COLLEGE PRECALCULUS AND CALCULUS COURSES

NOVEMBER 2015

This research brief is the third in a series of UEPC studies that are part of the STEM pipeline.

Effects of Elapsed Time

The sample included 1,185 Utah students who passed Precalculus in one academic year and enrolled in Calculus with no intervening math classes. Results showed that elapsed time was significantly related to Calculus grades.



News Math and graduation: high school math & first year of college critical to completion

Math and graduation: high school math & first year of college critical to completion

August 11th, 2015

UTAH'S FOURTH ANNUAL REPORT

ON INTERGENERATIONAL POVERTY, WELFARE DEPENDENCY
AND THE USE OF PUBLIC ASSISTANCE • 2015

UTAH INTERGENERATIONAL WELFARE REFORM COMMISSION ANNUAL REPORT



UDA Consortium Reports – In Progress

- Utah's Intergenerational Poverty Annual Report 2016
 - Chronic Absenteeism Goes to College
 - Urban Institute for Teacher Education, Graduates Outcomes
 - Postsecondary Enrollment Dashboard (by subgroup)
 - Native American Postsecondary Enrollment
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The Next Generation of UDA

- Develop the 2020 Strategic Plan for the UDA Consortium
 - Engage in an external review of the UDA Governance Structure focused on
 - ✓ Future Sustainability
 - ✓ Policy and Procedures
 - Identify a recommended research agenda for education policy in the state of Utah
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Plans for the Future ...

- We are engaged in a comprehensive review of our governance structure to ensure we are properly positioned to meet our vision and serve our audiences.
 - We have taken the initial step of inviting outside experts on Statewide Longitudinal Data Systems to review our current governance structure.
 - That review was completed on September 9 and the UDA Executive Committee is reviewing the results of those findings.
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Thank you!

www.UtahDataAlliance.org

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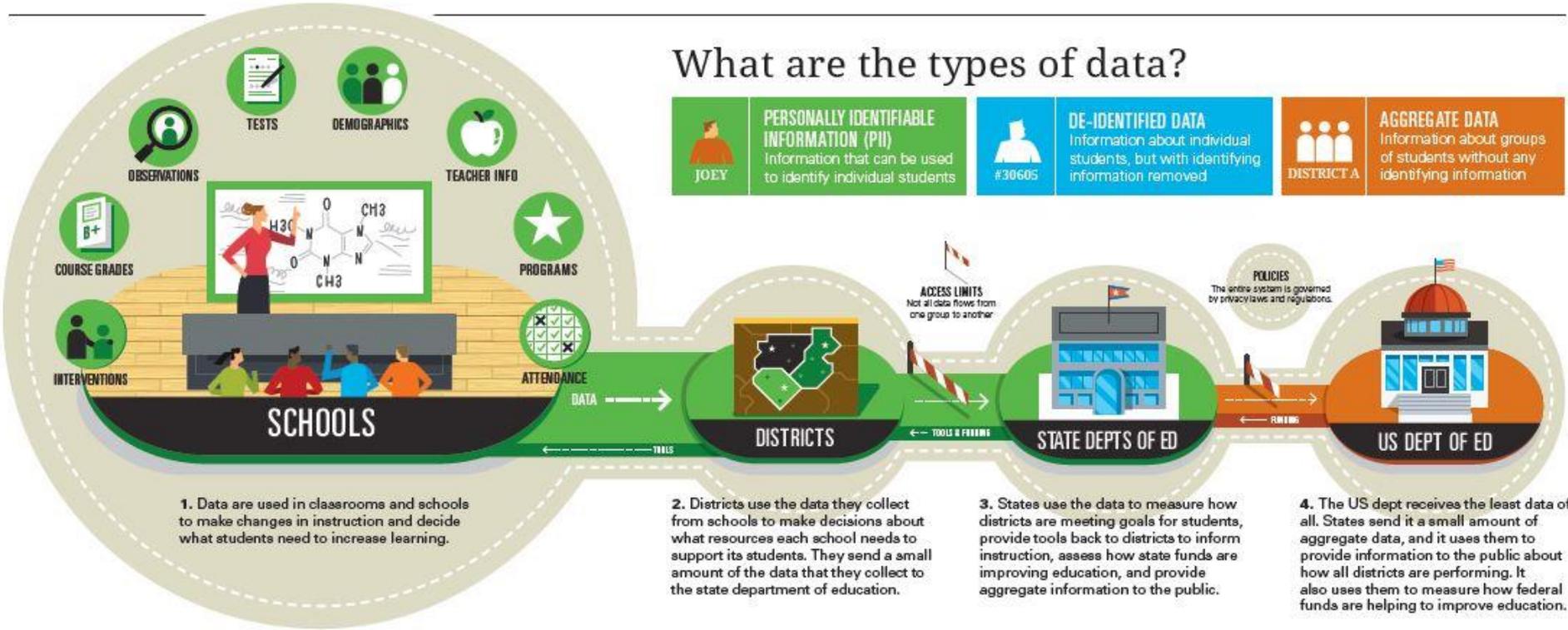
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Who uses student data?

Most personal student information stays local. Districts, states, and the federal government all collect data about students for important purposes like informing instruction and providing information to the public. But the type of data collected, and who can access them, is different at each point. From schools to the U.S. Department of Education, see how student data are—and are not—accessed and used.

What are the types of data?




PARENTS

Parents have access to information about their own children, using it to help them learn.



TEACHERS & PRINCIPALS

Teachers have access to information about the individual students in their classroom. They use it to understand how their students are learning and help each student be successful.



SERVICE PROVIDERS

Schools and districts rely on service providers to manage instructional tools and some critical functions, like transportation. These third parties sometimes need PII, but only get access to the data directly relevant to their work.



RESEARCHERS

With a clear plan, researchers can get access to de-identified and aggregate data to study what is helping students learn in a district or state.



THE PUBLIC

Members of the public, including neighbors, future employers and elected officials, only get to see aggregate reports—never information about individual students. They use the information to understand how districts and schools in their community are performing.