

State Education Employment Outcomes Task Force

Meeting Summary

September 29, 2014

Convened 10:05 a.m., Room 208, Cross State Office Building, Augusta

Members Present:

Sen. John Patrick, Senate Chair

Rep. Seth Berry, House Chair

Sen. Brian Langley

Rep. Joyce Maker

Connie Brown, Maine School Management Association (MSMA)

Rosa Redonnett, University of Maine System (UMS)

Bill Hurwitch, Maine Department of Education (DOE)

Jeffrey Jordan, Maine Office of Information Technology (OIT)

Paul Leparulo, Maine Department of Labor (DOL)

Claude Roy, Finance Authority of Maine (FAME) (as proxy for Angela Dostie)

Bill Norbert, Finance Authority of Maine (FAME) (as proxy for Angela Dostie)

Diane Vickrey, Maine Community College System (MCCS)

Members Absent:

Angela Dostie, Finance Authority of Maine

(FAME)

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

* Amy Downing 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.

Rep. Seth Berry briefly outlined the meeting agenda.

2. Funding

A. "Gold, Silver, Bronze" funding levels

- Paul Leparulo, Task Force member/Maine Dept. of Labor
- Jeff Jordan, OIT

Mr. Norbert (FAME) – Gold investment - occupational info? Mr. Leparulo - Only industry data is currently included in dashboard

Rep. Berry – Licensure? Mr. Leparulo – Department of Professional and Financial Regulation (DPFR) has licensure data and we could connect with education degree and occupation.

Sen. Langley – Is there an ability to track licenses in general? We need to have MRS and DPFR address

Rep. Berry – Adding data from other higher education institutions (MMA and private colleges)?
Mr. Jordan - Could have a substantial cost

Rep. Berry – data clean up for MCCS? Each of the campuses has their own data systems, but the system is not centralized, so a one-time project is needed with assistance to design and have data collected and reported; one-time funding is needed and perhaps could be supported with private funding

Sen. Langley – is this the time to have all higher education systems to come together? Ms. Redonnett – each system has created (People Soft) its own student data system so it would cost millions to create an integrated database

Rep. Berry – Straw vote on funding

B. Other states' longitudinal education/workforce databases and funding models

- Task Force staff
- Henry Fouts reviewed the side-by-side analyses and gave snapshot of state WDQI initiatives
- Oregon – state general funds \$468,000 biennially between state agencies in addition to their federal grant funds
- Tennessee – haven't pinned down level of private funds
- Texas – 3 related sites: crews site; contracted with CollegeMeasures for two other sites Economic Success and My Future Texas geared towards high school students to assist their college planning
- Utah \$1.8 million in state GF
- Virginia - \$330,000 ongoing
- Washington - \$200,000 annually from several sources – federal Carl Perkins funds; Workforce Investment Act funds and 20% state funds

Mr. Hurwitch informed about presentation on

- Mississippi's "Life Tracks" system – a comprehensive system supported by \$?M annual budget and run by Mississippi State University; Life Tracks is an economic development system that brings large companies into the state by showing the strength of workforce, the quality of graduates and where they are located; brought in large foreign companies to invest and build plants in Mississippi

If we are to make the case that the state should step up with state funds, what other funding is out there ... state more likely to do its part if others contribute:

- Private foundation funding
- Higher education systems – contribute funds on a user fee basis
- Grant funding opportunities from federal government (DOL; DOE; public colleges and universities)

Rep. Maker – need to go to the gold to include data on all their students; need more value in database to engage the MCCS and UMS and include data that could promote student recruitment and economic development

Mr. Hurwitch – federal longitudinal data grant in 2015; purpose of grant likely on use of data and not necessarily expanding systems (\$500,000 was applied to WDQI in last longitudinal grant to DOL); federal grants do not require state contribution, but having state general funds or other funding sources from stakeholders can improve points for states applying for grants

Rep. Berry – UMS Chancellor Page noted there are costs and value in data system since it could replace surveys that they formerly made for graduates; would user fee contributions help with federal grant applications?

Mr. Hurwitch – having state general funds or other funding sources help our grant application

Ms. Redonnett – User fees; UMS and MCCS have invested considerable resources into this to create data exchange system; in kind contribution could play a role; should also include other higher education institutions, including MMA and private as it has enormous workforce development and economic development implications for the state

Ms. Vickrey – MCCS need data for our own system uses, not necessarily this project; great to get additional data, not necessarily to get it in this format; we have gone beyond our system's needs and interests; if we can't get this data through grant funding then we would need to work an arrangement with Maine DOL for a fee; we really need data on an individual student basis; the system is telling only one piece of puzzle, have wage data, but we need demographic, further education and occupation data; still limited and would be great to have additional data, but it is fine to have data coming to the college (not necessarily in this format); gone beyond the original intent of the WDQI grant; we need to decide what is in our system's own best interest since this is a huge time commitment for our colleges and system.

Rep. Berry - Straw vote on funding level?

Sen. Patrick – I prefer gold, but ok with silver investment package; need to expand the scope and quality of the data; cleanup of data is imperative to students and parents

Mr. Jordan (OIT) – I'm nervous about larger projects, which tend to fail as compared to smaller projects; lights on will only provide part-time OIT staff to fix it when its broken; bronze and silver will target and dedicate staff to work with key stakeholders and improve the database over time; gold bumps up funding and working with multiple partners which is more difficult.

Mr. Hurwitsch (DOE) okay with silver; support what is achievable or valuable; gold products - MA and NH not involved in WRIS 2 and DOD not available; silver adds a lot of what DOE is interested in for the longitudinal database.

Mr. Norbert (FAME) - favor silver approach to include clearinghouse data to know degree level students have achieved; more realistic and practical.

Rep. Berry – Could FAME include some “in-kind” resources?

Mr. Norbert (FAME) - We already provide a significant range of financial aid programs and are prepared to include this in our extensive outreach efforts.

Rep. Berry – would like specific amount on these in-kind supports; to include in budget recommendations to next legislature; analysts need to touch base with agency and system members after this meeting.

Mr. Leparulo (DOL) - additional WDQI grants potential in 2015; in 2010 (11 grants awarded); in 2009 (6 grants awarded); average grant is a million, with \$1.2 million maximum. If trend remains the same, grant RFP could be made available in late winter or spring. Maine could compete for two available awards; and a solid plan for sustainability and solid partnerships would improve our application; there are technical challenges as we will never be able to access or provide 100% of employment data. WRIS 2 data not going to work; DOD data not included in FEDES data. The system is a platform that can be built out, additional schools can be added and data on 1st, 3rd and 5th year outcomes. DOL can lay out what different scenarios are and what they will cost; I'm not able to participate in the straw vote at this time.

Rep. Berry – span within bronze and silver; need to lay out different scenarios of products inside of bronze or silver spans and what is realistic and likely to be expected.

Ms. Redonnett – consider different scenarios as we go forward; the logical approach is some balance between bronze and silver. UMS is in bronze to silver range, silver will be great. UMS would like added proviso that we need to have access to individual income data and it is very important.

Sen. Sen. Langley – propose a structured timeline to implement certain outcomes; structure allocations for year one, year two, etc.

Rep. Berry – all outcomes may not need to happen in next biennium; task OPLA Analysts to convene with colleges and two departments to discuss timing and the best and worst case funding scenarios; want to connect each entity/agency with their specific outcomes.

Ms. Redonnett – would it make sense to also involve DECD given the economic development value of potential employers coming to Maine?

Straw vote support for outcomes: Gold = 0; Silver = 9; Bronze = 0; Lights On = 0; consensus recommendation for Silver outcomes.

Rep. Berry - Ask smaller group to work with our analysts to parse out details.

3. Website

A. Website usage (frequency, duration, demographics)

- Paul Leparulo, Task Force member/Maine Dept. of Labor

Mr. Leparulo (DOL) - reviewed Google Analytics data for August visits to the newly launched WDQI dashboard reported more than 4 times the total activity on our CWI website. September data reported an average of 4 minute visits and 230 views; and the duration on WDQI dashboard doubled the amount of time people visited the CWI websites. There was a huge jump during week of launch; average session duration, just a few minutes for overall site; WDQI dashboard was #1 DOL site visited in August with twice the amount of visitation.

Sen. Patrick - Do other states see increase in seasonal visits? DOL – Do not know.

B. Website design and content

C. College Measures – Economic Success Metrics Program

Henry Fouts, OPLA Staff - costs are significantly lower than what bronze, silver and gold in-house website has projected: Texas designed “My Future” and Tennessee has not yet released their improved similar website.

Ms. Vickrey (MCCS) - College Measures requires Excel spreadsheet data provided by states’ colleges and university; \$75,000 would be in addition to the work we still have to do.

Mr. Leparulo (DOL) / Mr. Jordan (OIT) - Not an “apples to apples” comparison on budget costs; in “software column” in the goldenrod sheet of gold-silver-bronze table essentially \$7,000 to \$18,000 would replace the software costs, we would still put together data (joining and mingling) and College Measures would put together data presentation.

Sen. Patrick – want to be able to compare data and information provided on other state’s websites so we can factor in the values of college programs.

Rep. Berry – good to view other state’s design and evolution; economies of scale for entities working with a number of other states; if parts can be collaborated on with other states; may also consider recommending continuation of monitoring other state’s website designs.

Rep. Berry – Interface between colleges; Texas website; are there FAFSA data links.

Mr. Norbert/Claude Roy – FAME has FAFSA data and colleges each have their college costs for net price calculators; like format to compare Maine student data.

Rep. Berry – would like to build out a “one stop shop” for access to data.

4. Outreach

A. Efforts to provide website information to secondary schools

Mr. Hurwitch – A number of high schools are using Connect EDU; DOE presented information on website at MELMAC conference to 125 guidance counselor and also presenting to high schools with support of MELMAC; we need to get this information out; September 10th presentation to SBE; also presenting to SBE meeting in December; Educate Maine also invited DOE to present WDQI.

Panel Discussion:

- Lucas Caron, MELMAC Education Foundation
 - 2001 grant tracks to postsecondary retention; larger track to 60 grants for Maine high schools; postsecondary awareness, aspirations and programs; quarterly peer learning programs with recipients team coming each quarter; Bill Hurwitch presented info to them last spring;
 - MELMAC requires aggregate data, but schools have been using student data in a somewhat fragmented way and seek more student level data as compared to aggregated dataWendy Ault is excited about the database and expressed support for task force, database and offers to remain connected as a conduit with the database and website
 - creating awareness and knowledge for our grantees about data and website is needed; once they see it, they become hungry for the data; prepared to be a conduit and to help with whatever outreach we can
- Jay Collier, Educate Maine, Program Director, Project Login was launched a year and a half ago because CEOs from Maine IT enabled businesses recognized a growing demand for computing and IT professionals and that students were not discovering or getting the education or knowing about the availability of these jobs in Maine; our work is helping to raise awareness of these careers; Project Login is a pathways model “from curiosity to careers”; helping students to identify their career interests; provide info all along the pathways, working with national and state DOE and DOL data to help students identify what careers are in demand and what matches their own particular interests and personalities and, then as they get further along in the process, what choices they make have the greatest return on investment for time and tuition; we have foundation website to work with K-12 students and guidance counselors; one missing piece is the data on your website and we are interested in integrating this data into our website.

Project Login comments on the next generation of WDQI database and dashboard:

(1) What portions of those completions and first year wages are for students who graduated from that degree program and are actually in those occupations; in computing and IT, students work in every industry so it's the occupational data that is critical to be included on dashboard; and also what portion of those degree program completers are moving on to other degree programs or how many are moving out of state;

(2) Applaud MDF's Leadership Maine program 2 years ago - careers and occupations aligned with personality traits; want to have ways to include apps on 7th and 8th graders laptops to funnel the proper questions; some might want to be software developers and other might be more interested in marketing; piece you're working on is the critical last steps to flesh out this whole process and improve this pathway; and

(3) Also glad to work with Maine Employers Initiatives to work with other careers and professions with high demand for students prepared for such careers.

Sen. Langley – following students' thought process; how do intangibles (e.g., quality of place and why you choose to live in certain locations) help match students with career interests? These remarks are spot on and need to be factored into this website.

Ms. Redonnett – can you identify where the MDF website is?

Jay Collier - Maine Sparks project 3 years ago @ "Maine sparks.net" has one minute videos from people around the state (intended to be across occupational spectrum) so 7th graders can see someone passionate with what they do and can help student's aspirations and understand that these careers are available here in Maine; stories reinforce what a person likes doing and now project login.doc has profile texts and we are looking to do similar videos in the future; a virtual counselor to help begin process of career interests.

Rep. Berry – Would like to see a "one stop shop" for school guidance counselors; what are next steps in terms of outreach to secondary school students or middle school students?

Jay Collier - Lot of "diamonds in the rough" (databases, dashboards, apps); if people don't know what they don't know, we need to have a prototype of expectations management and have high school guidance counselors have all these resources in their repertoire.

Rep. Berry – What do people think the next steps should be in promoting the dashboard or making it more mobile friendly; and providing outreach to secondary schools as well as middle schools and elementary schools?

Ms. Vickrey – difficult to have one webpage that does it all; perhaps the best we can do is to create a landing page website with links to all these sites; enable people to access them and not re-create them.

Mr. Hurwitch – DOE agrees we all need to connect with each other's websites; getting in front of guidance counselors is critical; should ask those groups what they would like to see on these sites.

Lucas Caron (MELMAC) – this is what our quarterly peer learning sessions are about, informing and connecting educators and guidance counselors on how to inform students and families about college and career info; create a central resource and create ranches off of that.

Rep. Berry – how can we create a landing page; is there once group at state level that does this?

Bill Hurwitch – now that we have created these databases and sites; Minnesota has an app; there are technical folks that created a tool for use of that app.

Rep. Berry – keep task force, assign to another entity; bring stakeholders together to and promote curiosity to career and continue discussion of spectrum to opportunities?

Sen. Langley – the longer you're in Augusta, you see the baton gets dropped; we need to have a group to link these resources together; I support continuing work of the task force.

Sen. Patrick – I see it is valuable to continue to link resources for careers with our students to peak their curiosity.

5. Other issues

- Future data sources (tax data, licensing data, etc.)
 - Legislation to allow more data sharing
 - Input from State agencies
 - Department of Professional and Financial Regulation (DPFR)

Henry Fouts, OPLA Staff, noted the potential issues on data sharing, for example accessing tax records from MRS; government records are open unless statutes specify they are confidential and federal law and state statutes may place prohibitions on sharing of social security information; the DOL has identified that occupational and wage record data in these longitudinal databases would benefit from having access to social security numbers tied to data on income tax and professional and occupational licenses; we invited MRS and DPFR to address their thoughts and concerns on data sharing.

Commissioner Ann Head, Department of Professional and Financial Regulation (DPFR) and Director of the Office of Professional and Occupational Regulation (OPOR)

OPOR database includes demographic information collected for one specific purpose, for licensees and applicants for many of professions and occupations. Applicant's information for professional program areas is gathered on education, background, degrees awarded depending on the professional area. This data is not standard for all 37 programs, but the bulk of candidate or licensee information is stored in a hard licensure file; license data files are stored electronically in a server offsite, but still available to us.

The database itself does not include standard information across our office. A social security number (SSN) is the most important identifier we are mandated to collect; generally, my understanding is that for most cases state agencies should not be using a social security number as an identifier, but for instances when SSN is the only source of information available for applicants. If we collect credit card and social security numbers, we only keep it for a short period of time and then it is destroyed. The Maine Title 36 taxation statutes prohibit DPFR from sharing social security number with any other agency or entity other than Maine Revenue Services (MRS).

I prefer not to collect SSNs, but there is not any other substitute data available. DOL mentions they would love to have access to our database, but that is really not the purpose for which we collect the information. We respond to many requests for information and we have a “data dump” with a certain series of data fields information that is not confidential, but public information, that state agencies or organizations ask for. For example, DHHS asks for professions that have prescriptive authority but does not include the SSN.

A longitudinal database is not what we maintain in our department; our data does not contain consistently high quality education information. We issue a license when a licensee has met certain requirements, such as a masters or doctorate degree in a particular area. We have some information, but most information is stored electronically and I am not sure how we could pull and share that data, even if it were complete. Not sure how much further we can be helpful to the DOL or DOE longitudinal databases.

Rep. Berry – We’re held in a cardboard box and do not have much data, we have a few windows but cannot see much information. We acknowledge the balance necessary between of individual privacy and data protection as compared to the value of our investments and accountability. Access to licensing data would give us a very helpful perspective; I would like to hear about privacy concerns DOL, DOE and DPFR you’ve heard of or addressed in work you have already done.

Mr. Leparulo – we deal with these SSN sharing concerns in all partnerships; requires detailed MOUs on use of data that comply with federal and state regulations such as the Family Educational Rights and Privacy Act (FERPA) that we address with university and community college systems; we are only permitted to use and share certain FERPA data for dedicated research aspects.

Mr. Hurwitch – Interested in applicant licensing data such as educational attainment data for applicants; we ideally would like to see employment data, but are mostly interested in what data is available in licensing database that may be helpful to students and applicants for certain occupations.

Commissioner Head – Looking at requirements in licensing statutes would not serve purposes of this longitudinal database; for some professions the detail is in the applicant records itself that are required to be submitted such as transcripts and course information; we are interested in the demographic information that allows us to contact someone to whom a state license is issued; a lot of that detailed work is done internally by staff, then licensure files are closed, scanned and stored; price tag would be significant to go into that detailed record.

Mr. Jordan – OIT has worked over last couple of years with MRS and OPFR to seek data; general concept behind WDQI is that we work with cohorts of people to gather and use data; we match Unemployment Insurance (UI) social security data with colleges so we can connect employment and wage data with education data ; id SSN for applicants who achieved a bachelor’s degree in 2013 and then ask OPFR for nursing and those who became licensed nurses and those who, for whatever reason, went into the workforce without a nursing license; we would not be requesting the demographic data, but would ask for licensure data for the SSNs we do have.

Commissioner Head - AG has always advised us we are not authorized to “match” social security numbers; current law (Title 36) prevents us from doing so.

Mr. Jordan, OIT - Yes, that is the same thing we are doing with the DOE, the community college and university systems is matching social security numbers.

Rep. Berry – gap is that current law prevents this, but if the state law is changed it could permit the sharing of data.

Sen. Patrick – we are looking at the impediments to expand the sharing of data; and we are considering legislation to allow this data sharing without creating more privacy concerns.

Commissioner Head – editorial comment: a license from the state is a minimal requirement and education degree is much more important than a license; more interested in tracking student education information; personal perspective is that everything in a license file is open to the public; you may be aware that this is not the case ... there is only one piece of information that I cannot share.

Rep. Berry – there is a precedent for sharing this data and since there is a public interest in connecting education and employment data, including licensure; if I had taken community college courses for plumbing, would I be concerned that my SSN was used to match my education and state licensure data? Personally, I wouldn't have a problem considering weighing the needs of the two and potential concerns; I'm also conscious that there is effort required by agencies to share data and work with other agencies and there are budget cost considerations to go there. I think we ought to go there; curious to know what others think.

Ms. Vickrey – I think it is critically important to know if our programs prepare individuals for professional licenses; and helpful to have another piece of the puzzle.

Ms. Redonnett – I think this is less of an issue for UMS, except for certain professions such as nursing, mental health or counseling; also critical for workforce development perspective and knowing what type of licensure we have in state at different levels and, as we think of businesses coming into the state, this is another indicator of the health of the state and quality of our workforce.

Mr. Hurwitch – helpful for CTE students who don't necessarily attend a postsecondary education institution; its one thing to know they have a license and another to know what they do after they have a license.

Mr. Norbert – (FAME) we should be very careful, there should be a presumption against sharing social security information; FAME statutes prohibits sharing; suggest we explore other means of sharing this information and connect with the Attorney General's Office to explore this; perhaps more work needs to be done before we recommend changes to the state law protecting SSNs.

Commissioner Head – there’s an educational component if we go in this direction; we should notify all our licensees about such a change to sharing their information, particularly their social security numbers, to hear their positions on this change.

Sen. Patrick – I’m ok with moving forward.

Sen. Langley – I’m on same camp as Bill Norbert. The Education Committee has had long discussions of matching identifiers other than SSNs. Longitudinal databases need to find some other ways to find identifiers to bring information together.

Rep. Maker – question for the colleges; when I worked at the community college, we did not collect SSN for student records other than for student financial aid data; do we still collect SSNs?

Ms. Redonnet and Ms. Vickrey - Both UMS and MCCS use unique identifiers, not SSN, except for financial aid.

Rep. Berry – this is a unique conundrum, but is not the first rodeo for this issue with social security; we use unique personal identifier numbers for SLDS, MEDMS and DOL; have you found some “workarounds.”

Mr. Hurwitch – DOE does not use social security numbers, but assign a unique personal identifier for transcripts; because we do not use SSN we cannot have outcome data for students who go on to college or into the workforce; similar to most states, we can’t report on CTE or high school graduates unless they go to a postsecondary education institution.

Mr. Leparulo – we use SSN from UI database; and we develop specific MOUs with DOE and higher education systems to comply with provisions of federal and state law.

Rep. Berry – are there specific federal laws prohibiting SSN or requiring a workaround?

Mr. Leparulo (DOL) – No.

Mr. Hurwitch (DOE) – FERPA prohibits sharing student education records; but allows exceptions for certain education research; we have reviewed with AG Office and federal privacy technical assistance center.

Rep. Berry – most Mainers think of the state as the state, we are choosing our own destiny by deciding what we need to protect; could members of two agencies connect to see how it is possible to share data?

Commissioner Head - The only reason DPFR can collect SSN is to let us check with MRS to make sure applicants for licensure are paying their income taxes; if you open up Title 36, I would argue we don’t want it or need it; there must be other departments that collect a SSN but cannot share it because MRS statutes prohibit it. I am happy to consult with MRS to see if they are willing to allow the sharing of SSN.

Rep. Berry - Need to find a third pathway to share information between agencies; but there doesn't seem to be a "workaround."

Bill Norbert – I'm prepared to vote now, but am also ok with having more time to make a final vote at next meeting after seeing any new information.

Sen. Patrick – seek analysts research and review to what options we can consider to share data between state departments.

Rep. Berry – Another question for OIT, DOL and DOE, how do you protect and keep data secure?

Mr. Jordan (OIT) – state firewall prevents access into state network; we also use secure channels and encryptions to protect data; we only publish aggregate data and no individual information is posted on WDQI website (n = 10 or more individuals).

Paul Leparulo – DOL's public facing dashboard does not have SSN in it; DOL has stored and collected SSNs for a long time as they are associated with UI wage records; data from colleges is collated in the same database.

Rep. Berry – Since the Maine Civil Liberties Union (MCLU) worked with the workforce committee to provide their thoughts on this issue, let's invite them to share their positions at the October 20th meeting.

Tabled straw vote on this item.

- Maine Revenue Service (MRS *invited)
- Privacy
 - "n" value for displayed records

Rep. Berry - Only data from 5 of 23 programs are included in WDQI; we need to expand educational outcome data for more programs.

Ms. Vickrey – data cleanup will help; zip code reporting may help; not comfortable going below 10 unless we use median measure as opposed to average measure for wages.

Mr. Hurwitch – I agree, California uses median on workforce data reporting due to all the "dot com" millionaires.

Mr. Leparulo – in addition to standardization, we could also move up from 3 years to 5 years, but could require inflation; median data could also include dispersion around the average (e.g., 20% above and 20% below median).

Mr. Jordan – OIT has all data and could report things on a one-time basis; original goal was to create a self-reporting system; creating dispersions around averages is a lot more difficult; in terms of self-service, ad hoc querying, it would be a large cost; in terms of once a year producing an

output that was a known report, would be a one-time fee; a smaller cell size would not be as protective for student data.

Mr. Hurwitch – it would be good to test the current data and see how it would be implicated related to a median or an average.

Rep. Berry – keep $n = 10$; and explore costs of median measures; consensus to support? Yes

- Raw data for third party researchers (e.g., UMS)

Ms. Redonnett – UMS wants to have access to individual level for our programs; have a vested interest in maximizing use of DOL and UMS data.

Mr. Leparulo – DOL is concerned with confidentiality/prohibition against sharing unit level wage records across agencies; AG is considering this ...

Mr. Hurwitch – DOL is not violating FERPA ... research; if we provide access without restrictions it will be a federal concern.

Mr. Leparulo - Could create a website partnership where partners could sign in and access data.

Rep. Berry – ask DOL and state agencies to come together to address these issues.

Sen. Langley – how do any other states handle this?

Ms. Vickrey – I shared California Community College info with staff. Mr. McCarthy, OPLA Staff – I will share California Community System law and research other states to see if they have provisions related to providing UI data to colleges (as well as the SSN prohibition and exemption issues).

- 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?

Mr. Hurwitch – next federal grant application for WDQI or SLDS would benefit from keeping SEEO task force in place; while DOE and DOL have our own governance groups, there is no longer a Governor's Workforce Cabinet, it would be helpful to have a group like this with all the entities represented.

Sen. Langley – From my perspective, I think we should keep the SEEO Task Force in place until we get across finish line or don't, then we can end it.

Rep. Berry – There is not a hard stop in statutes? Henry Fouts – No.

Sen. Patrick – Ms. Vickrey suggested including DECD or employers in task force?

Rep. Berry – Also considered having members of regional chambers during work sessions on the bill that created this task force; representatives of Maine Maritime Academy and Maine Independent College Association have been following our work.

Ms. Redonnett – Are we thinking about continuance through some enclosure or indefinite term in future; some members of task force will be doing this work anyway and may be placed in a position of conflict.

Mr. Leparulo - DOL, DOE, UMS, and MCCS have worked over several years; support a partnership and crafting a path toward sustainability; a smaller group is better than a larger group.

Rep. Berry – I support having an advisory council who can be champions and lead the cheering as this work is carried forward during the next legislatures and advocating for implementing this work and getting the word out to the public. Are two or three meetings a year being ok and how many members should be part of group?

Ms. Vickrey – It really depends on whether we get funding, including grant funds; without funds, I don't see what the point would be to continue this group.

Mr. Hurwitch – My experience with the ARRA grant officials is they expect to see a large stakeholder group and the officials expect to meet with real people; if we receive a SLDS grant we will need a stakeholder group that includes policymakers so that legislative support exists for implementation of the grant.

Rep. Berry – Statutes allow up to 4 meetings; any objectives to leaving statutes as is? No objections, so we are done.

7. Other items for draft report

Rep. Berry – Asked staff if there were any other items needed.

Henry Fouts – Funding issues still need to be revisited.

Rep. Berry – Meet with agency and system officials to detail the silver level components and preliminary work to move up to the gold level; also there should be a plan B and a timeline.

Phil McCarthy – I also suggest we receive September data on visits to the website from DOL. There's a table of task force duties and items to be reviewed; if there are other issues, please let us know as we draft the descriptions of the WDQI and the task force recommendations.

8. Other business

Adjourn – Task Force meeting adjourned at 1:13 p.m.

MASTERING THE BLUEPRINT

PROGRESS ON WORKFORCE DATA

States rated their progress on a 13-point State Blueprint for strong data systems in response to a nationwide survey conducted by Workforce Data Quality Campaign. You can see results below and read the State Blueprint to learn more about ways for states to enhance their workforce data systems. Better data can guide state policies to help students, workers and employers achieve success.

SUMMARY OF STATE SURVEYS

	⊖ Not Started	▲ In Progress	↑ Achieved
Including all Students and Pathways			
Inclusive Cross-Agency Council: Establish a cross-agency council that includes labor, preK-12, CTE, higher education, social services, et.al. (P-20/W) to oversee statewide data collection and reporting.	5	16	20
Count More Students: Increase the percentage of students across all education and workforce programs included in state longitudinal data systems.	4	27	10
Metrics for Career Pathways: Create consistent metrics across education and workforce programs to facilitate program alignment and integration into state data systems.	11	27	3
Counting Industry-Recognized Credentials			
Capture Diverse Credentials: Increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees—including those awarded by industry third-parties—within state data systems.	19	21	1
Industry Validation:* Develop a process for industry validation of awarded credentials across education and workforce programs.	25	12	3
Assessing Employment Outcomes			
Know if Graduates Get Jobs: Determine employment and earnings outcomes for graduates of an increasing number of workforce and education programs, including higher education.	4	22	15
Cross-State Sharing of Employment Data: Participate in WRIS2 (or another appropriate platform) to enable the cross-state sharing of employment data.	10	13	18
Expanding Use of Labor Market Information			
LMI Capacity and Use: Improve LMI data collection and analysis capacity, and ensure such data is made accessible to a variety of audiences.	7	21	13
Industry Skills Gaps: Initiate Skills Gap analyses, using expanded student reporting, labor market information and industry feedback to assess alignments between education and workforce programs and labor market demand.	12	19	10
Ensuring Data Access and Appropriate Use			
Scorecards for Students and Workers: Report de-identified, aggregate program- and institution-level data so that people can compare programs and make career decisions.	8	20	13
Feedback Reports to Programs and Institutions: Establish the means for all education and workforce programs to access de-identified, aggregate data about graduates' long-term employment and education outcomes.	8	26	7
Dashboards for Policymakers:* Regularize reporting to the Governor and state legislature on education and employment outcomes across all education and workforce programs, for comparison with current and projected data on job openings and future industry demand.	6	26	8
State Funding: Commit state resources, in addition to whatever federal support is available, to develop and maintain these data reporting systems for ongoing use by individuals, educators and policymakers in the state.	8	19	14

*Missing a response to this element.



**WORKFORCE
DATA QUALITY
CAMPAIGN**
info@workforcedqc.org

To view the results for other states in the full survey report, go to: www.workforcedqc.org/BlueprintSurveys

MASTERING THE BLUEPRINT

MAINE'S PROGRESS ON WORKFORCE DATA

States rated their progress on a 13-point State Blueprint for strong data systems in response to a nationwide survey conducted by Workforce Data Quality Campaign. You can see Maine's results below and read the State Blueprint to learn more about ways for states to enhance their workforce data systems. Better data can guide state policies to help students, workers and employers achieve success.

MAINE'S STATE SURVEY RESULTS	
Including all Students and Pathways	
Inclusive Cross-Agency Council: Establish a cross-agency council that includes labor, preK-12, CTE, higher education, social services, et.al. (P-20/W) to oversee statewide data collection and reporting.	↑ Achieved/Mostly Achieved
Count More Students: Increase the percentage of students across all education and workforce programs included in state longitudinal data systems.	▲ In Progress
Metrics for Career Pathways: Create consistent metrics across education and workforce programs to facilitate program alignment and integration into state data systems.	▲ In Progress
Counting Industry-Recognized Credentials	
Capture Diverse Credentials: Increase the range of credentials (certificates, certifications, licenses) being counted in addition to degrees—including those awarded by industry third-parties—within state data systems.	▲ In Progress
Industry Validation: Develop a process for industry validation of awarded credentials across education and workforce programs.	▲ In Progress
Assessing Employment Outcomes	
Know if Graduates Get Jobs: Determine employment and earnings outcomes for graduates of an increasing number of workforce and education programs, including higher education.	↑ Achieved/Mostly Achieved
Cross-State Sharing of Employment Data: Participate in WRIS2 (or another appropriate platform) to enable the cross-state sharing of employment data.	↑ Achieved/Mostly Achieved
Expanding Use of Labor Market Information	
LMI Capacity and Use: Improve LMI data collection and analysis capacity, and ensure such data is made accessible to a variety of audiences.	▲ In Progress
Industry Skills Gaps: Initiate Skills Gap analyses, using expanded student reporting, labor market information and industry feedback to assess alignments between education and workforce programs and labor market demand.	▲ In Progress
Ensuring Data Access and Appropriate Use	
Scorecards for Students and Workers: Report de-identified, aggregate program- and institution-level data so that people can compare programs and make career decisions.	↑ Achieved/Mostly Achieved
Feedback Reports to Programs and Institutions: Establish the means for all education and workforce programs to access de-identified, aggregate data about graduates' long-term employment and education outcomes.	▲ In Progress
Dashboards for Policymakers: Regularize reporting to the Governor and state legislature on education and employment outcomes across all education and workforce programs, for comparison with current and projected data on job openings and future industry demand.	↑ Achieved/Mostly Achieved
State Funding: Commit state resources, in addition to whatever federal support is available, to develop and maintain these data reporting systems for ongoing use by individuals, educators and policymakers in the state.	↑ Achieved/Mostly Achieved



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

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	None
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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
	CollegeMeasures.org Economic Success Measures	N/A	N/A	N/A	N/A
Indiana	http://beyondeducation.org/ Indiana Network of Knowledge (INK) (formerly Indiana Workforce Intelligence System [IWIS]) http://www.in.gov/ink/ <i>Industries Employing Indiana Graduates One Year after Graduation by Sector</i> http://iwis.iupui.edu/output/IndustryTable_HowEducationPays.aspx	INK Governance Committee	Statute allows funding from federal grants IC 22-4.5-10-6	Statute allows funding from assembly appropriations IC 22-4.5-10-6	Lumina Foundation Joyce Foundation Lilly Endowment Statute allows funding from user fees, grants or assistance from local educational agencies or institutes of higher education or grants or amounts from any other private or public entities IC 22-4.5-10-6

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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
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	*	WDQI (R1) \$999,863 (total grant award) Funding ended 10/31/13	*	*
Maryland	Maryland Longitudinal Data System Center www.mldscenter.org (under development)	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	None
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)	None

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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Mississippi*	Mississippi LifeTracks https://lifetracks.ms.gov/	LifeTracks Governing Board	WDQI (R4) \$967,975 (total grant award) Funding ends 6/2015	*	*
Missouri	Wage Explorer http://www.missourieconomy.org/occupations/wage_explorer.stm	State Longitudinal Data System Workgroup	WDQI \$890,000 (total grant award) Funding has ended	None System was built to be low cost moving forward so that data file updates are all that is needed to keep web tool going	None
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	None
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)	*	*

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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
North Carolina**	North Carolina's Tool for Online Workforce and Education Reporting (NC TOWER) http://www.nctower.com/	Evaluation and Performance Task Force Advisory Group	WDQI (R3) \$1.16 million	FY 2013-14 - \$500,000 from General Fund (nonrecurring) FY 2014-15 - \$500,000 from participating agencies (nonrecurring)	None
Ohio	Higher Education Outcomes (Under development, no website yet)	Ohio Education Research Center	WDQI (R1 and R3) \$1 million (R1; total grant award) \$1.05 million (R3; total grant award) \$300,000 per year	General Revenue Fund \$100,000 per year	None
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	None

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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Tennessee	P-20 Project (P-20 has not been launched)	None	Race to the Top	None	Private funds?
	CollegeMeasures.org EduTrendsTN http://edutrendstn.com/	N/A	Funding has ended N/A	N/A	Lumina Foundation
	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
Texas	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 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	None
Utah					

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

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
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; 20% state General Investment Act funds; 20% state General Funds)	Approximately \$200,000 per year (40% Federal Carl Perkins funds; 40% Workforce Investment Act funds; 20% state General Funds)	None

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

** Database for NC TOWER is the Common Follow-Up System (CFS). Historically, CFS was supported by the Employment Security Reserve Fund, which receives revenue from Unemployment Insurance (UI) surcharge taxes. However, S.L. 2013-2, UI Fund Solvency and Program Changes, restricted allowable uses for the Employment Security Reserve Fund, leaving the system without a funding source. As a result, in FY 2013-14 CFS was appropriated \$500,000 from the General Fund on a nonrecurring basis.

For FY 2014-15 funding, the General Assembly directed the Commission on Workforce Development to prescribe the contribution methodology for how participating agencies will support CFS with a total of \$500,000 on a nonrecurring basis (agencies include: Department of Public Safety; Department of Public Instruction; Department of Commerce; Department of Health and Human Services; North Carolina Community College System; and The University of North Carolina). The Commission is to consider each agency's proportion of data contribution and system usage when making this determination. By December 31, 2014, agencies are required to transfer funds as determined by the Commission to the Department of Commerce's Labor and Economic Analysis Division (LEAD), where CFS is currently maintained.

The General Assembly will need to take additional action during the 2015 Session to maintain funding for CFS operations.

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

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/IMPAAQscorecardsReport.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

Indiana – <http://iwis.iupui.edu/about.aspx>; <http://in.gov/ink/2338.htm>; Indiana Code 22-4.5-10.1 – 10-9

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

Missouri – Emails from Alan Spell, Missouri Economic Research and Information Center, 10/29/14

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; Email from Aubrey Incorvaia, Fiscal Analyst, Fiscal Research Division, North Carolina General Assembly, 9/30/2014

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

Sources (cont'd)

Ohio – Email from Kristin Harlow, Research Associate, Ohio Education Resource Center, 9/15/2014; Email from Kristen Kubitza, Communications and Marketing Manager, Ohio Education Research Center, 10/8/2014; ORC §3301.94

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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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 occupationa & income data. Integrate WRIS 2. Integrate FEDES (excluding DOD).

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

Employment Outcome Annual Budget
 (Summary of Paul Leparulo, DOL Presentation at 9-29-14 SEEO Task Force meeting)

	FTE	Total Cost	What the Investment Buys
Lights On	0.3	\$66,038	System is kept on. Trouble shoot data transfer failures or website issues. Provides maintenance scenario with minimal trouble shooting; allow ability to accept new academic year cohorts from UMS and MCCS for 1 st year data outcomes
Bronze	1.5	\$273,743	Minimal structure changes. Add Adult Ed, MMA & Private Colleges. Add year 3 outcomes. Add new, but very similar data sources, Adult Education completers, Maine Maritime Academy and private colleges; incorporate modest changes to structure and metrics including adding 3 year employment outcomes to 1 st year outcomes
Silver	2.6	\$571,269	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.* Enhancing database to enable more efficient parsing of data elements; linking with new, but not necessarily similar data sources such as licensure data (e.g., do those who complete nursing programs receive nursing licenses in Maine); add National Student Clearinghouse data; add additional metrics to system such as industry outputs (e.g., what industry does someone with an engineering degree work in) we have that information in the database now, but we're not bringing it to the dashboard
Gold	5.5	\$1,010,412	Add secure sites for data partners. Link to Revenue Services occupational & Income data. Integrate WRIS 2. Integrate FEDES (excluding DOD). Adding occupational data from Maine Revenue Services (MRS); in current wage records we do not know what occupation somebody works in, but occupational data is available from MRS; also integrates new wage sources of data such as Federal Employment Data Exchange System (FEDES) and the Wage Record Interchange System (WRIS) 2; we now only use Maine wage records for those employed in Maine and we're not able to capture data for people who leave the state, the WRIS 2 system adds that data; the FEDES includes data for federal employees in Maine (who are not included in Unemployment Insurance wage database), but excludes data for Dept. of Defense); would add secure access for data partners which would get around some of the "n" issues

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

Prepared by Office of Policy & Legal Analysis for SEEO Task Force 11-17-2014 meeting

October 20, 2014

WDQI Product Development Roadmap

Phase 1

- Data clean-up (UMS, MCCS)—creating better standardization of data within and between school systems.
- Add data security enhancements (new)—encrypting SSN and/or personally identifiable data.
- Address database hierarchy—adding a layer to the database to enable better reporting of data.

Phase 2

- Add industry of employment for those who are employed.
- Region of employment (employer) (new)—adding the location of employment.
- 3rd year outcomes—generating 3rd year outcomes for the existing cohort.
- Median wage (new)—investigate and possibly add median wage to outcomes
- Age of completers (new)—incorporate demographic data from the schools such that outcomes can be viewed by the age of the completer.
- Add next cohort (1st year outcomes)—begin tracking the next cohort of students, either classes of 2010-2012 or 2012-2014.
- Enhance website—enable the additional outcomes to be viewed in a logical manner.

Phase 3

- Add National Student Clearinghouse—do graduates go on to further education?
- Add Adult Education—
- Add High school CTE students that attend college (this would not give area of study information, which is what CTE wants).
- Add other colleges—Husson, Maine Maritime, others?
- Add Licensure data if available

**Items marked 'new' are incremental to the Silver/Bronze packages previously discussed.*

This roadmap is subject to change at the discretion of MDOL

Funding Worksheet for Oct. 20, 2014 SEEO Task Force Meeting
 (Prepared by Office of Policy & Legal Analysis; Combines "WDQI Product Development Roadmap" Items and "Employment Outcome Annual Budget" Columns)

	FTE	Total Cost	OIT Staff	DOL Staff	Technology	Software	DOE	UMS	MCCS	What the investment buys
Phase 1										<ul style="list-style-type: none"> • Data clean-up (UMS, MCCS) - creating better standardization of data within and between school systems. • Add data security enhancements (new) - encrypting SSN and/or personally identifiable data. • Address database hierarchy - adding a layer to the database to enable better reporting of data.
Phase 2										<ul style="list-style-type: none"> • Add industry of employment for those who are employed. • Region of employment (employer) (new) - adding the location of employment. • 3rd year outcomes - generating 3rd year outcomes for the existing cohort. • Median wage (new) - investigate and possibly add median wage to outcomes • Age of completers (new) - incorporate demographic data from the schools such that outcomes can be viewed by the age of the completer. • Add next cohort (1st year outcomes) - begin tracking the next cohort of students, either classes of 2010-2012 or 2012-2014. • Enhance website - enable the additional outcomes to be viewed in a logical manner.
Phase 3										<ul style="list-style-type: none"> • Add National Student Clearinghouse - do graduates go on to further education? • Add Adult Education - • Add High school CTE students that attend college (this would not give area of study information, which is what CTE wants) • Add other colleges - Husson, Maine Maritime, others? • Add Licensure data if available.

* Note: Items marked 'new' are incremental to the Silver/Bronze packages previously discussed

**College Access & Financial Education
Historical Outreach Events & Attendance
2009 – 2014**

Event Type	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	Events	Attendance	Events	Attendance	Events	Attendance	Events	Attendance	Events	Attendance
Financial Aid Information	174	6,384	155	6,649 ¹	152	5,874	143	5,856	126	5,270
CGM/FAFSA Completion	43	1,215 ²	68	1,593 ²	83	998	64	728	22	680
Financial Education	180	5,429	138	6,320	80	2,815	104	3,504	78	2,848
Trainings	47	1,190	43	1,012	33	859	34	677	19	480
College and Career Fairs	24	13,907 ³	26	15,066 ^{1,3}	26	16,945 ³	31	22,231	22	20,596
Conferences	8	1,014	8	922	6	840	8	1,030	6	629
TOTAL	476	29,139	438	31,562	380	28,331	384	34,026	273	30,503

¹Two Resource Table events moved from Financial Aid Information to College and Career Fairs.

²FAFSA Completion support was provided to an additional 435(2013-14) and 569 (2014-15) attendees through FAME's Virtual FAFSA Lab.

³Reduced attendance was largely due to lower student attendance at college fairs, a result of reduced secondary school travel budgets.

Inter-agency sharing of data containing Social Security Numbers

- Sample of state laws for states with education/workforce outcomes databases
 - Maine
 - Freedom of Access Act – Title 1, section 400, et seq.
 - Social Security Numbers are specifically exempted from the public disclosure requirements of Maine’s Freedom of Access Act. 1 MRSA §402(N).
 - Social Security Numbers may not be released to the public, but are not technically “confidential” – therefore they may generally be shared between agencies, unless the information is specifically made confidential by statute.
 - Maine Tax Code - Title 36, section 191
 - Prohibits disclosure of confidential tax information
 - Department of Professional and Financial Regulation interprets this to prevent disclosure of licensee Social Security Numbers
 - Potential draft legislation – for discussion purposes
 - Broad – limit to one or two agencies?
 - Florida
 - Statute mandates the linkage of education and workforce data elements
 - Florida Statutes Title 48, Section 1008.39, subsection 2: “*The department shall implement an automated system which matches the social security numbers of former participants in state educational and training programs with information in the files of state and federal agencies that maintain educational, employment, and United States armed service records and shall implement procedures to identify the occupations of those former participants whose social security numbers are found in employment records...*”
 - Indiana
 - Statute restricting disclosure of SSNs has an exception for a state agency disclosing the SSN to a state, local, or federal agency.
 - Indiana’s longitudinal data system for workforce and education, now called the Indiana Knowledge Network (INK), worked with the state’s Professional Licensing Agency to obtain the necessary permissions to access the agency’s database (including SSN data) in 2013.
 - IN law now requires regular submission of education and workforce data from all State agencies, and other data as recommended by the project’s governance commission

- Data submitted by other agencies remains under ownership and control of supplying agency, and may only be used for the education/workforce database (unless the agency agrees to other uses).
- Oregon
 - Requires data sharing by public agencies for the state’s longitudinal database.
 - Individual data sharing agreements must be developed between the lead agency and each agency supplying the data, including provisions regarding data collection/sharing, privacy safeguards, and informed consent.
 - Information transmitted between the agencies (including SSNs) must be transmitted in a format that is encoded using a formula unique to the agency.
- Kentucky
 - Requires data sharing of specified education and workforce agencies
 - May also include data from any public agency, upon approval by the governance board
- Virginia
 - Statute generally restricts a person from disclosing another’s social security number
 - Exception for “public bodies”
- Hawaii
 - Restricts business or government disclosure of an individual’s SSN
 - Exception for a business or government agency providing the social security number to a federal, state, or local government entity including a law enforcement agency or court, or their agents or assigns.
- North Dakota
 - SSNs made confidential by statute
 - Exception for release to another public entity or its agents if disclosure is necessary for the receiving entity to perform its duties and responsibilities. The receiving agency must maintain the confidential status of the numbers.

SEEO Task Force
10/20/14

***NOTE: THIS DRAFT LEGISLATION WAS DEVELOPED BY STAFF
FOR DISCUSSION PURPOSES**

Be it enacted by the People of Maine as follows:

Sec. 1. 26 MRS § 2035 is enacted to read:

Maine Workforce Data Quality Initiative database; confidentiality exception

1. Required provision of records and information. Notwithstanding any other provision of law, a State agency shall provide to the Center for Workforce Research and Information within the Department of Labor any records or information requested for the purpose of providing additional information to the Department of Labor for use in the education and employment outcomes database and website. The Department of Labor may not make public any information in the database and website that could identify an individual or the individual's employer.

2. Confidential information. Records and information obtained from a State agency with which such records and information are confidential by statute shall remain confidential while in the possession of the Department of Labor, except as to their use in conformity with this section.

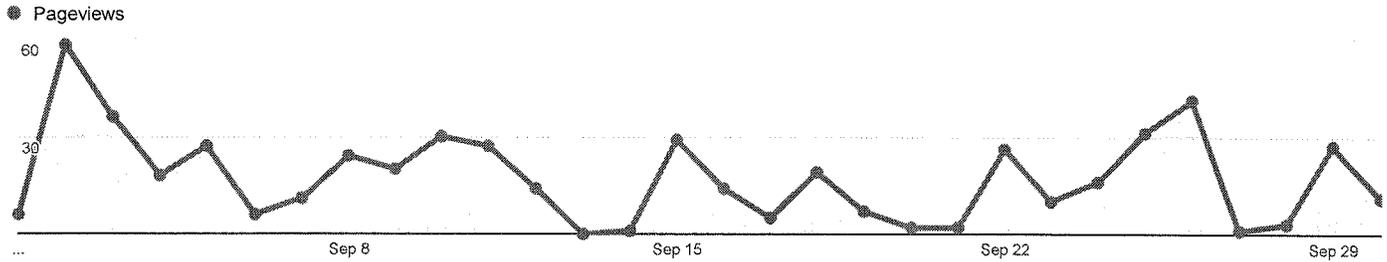
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Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	522 % of Total: 4.21% (12,409)	426 % of Total: 4.62% (9,229)	00:01:42 Site Avg: 00:01:37 (4.52%)	247 % of Total: 4.65% (5,309)	51.42% Site Avg: 57.65% (-10.82%)	48.08% Site Avg: 42.78% (12.39%)	\$0.00 % of Total: 0.00% (\$0.00)
1. /labor/cwri/wdqi/wdqi.html	215 (41.19%)	183 (42.96%)	00:03:28	67 (27.13%)	88.06%	70.23%	\$0.00 (0.00%)
2. /labor/cwri/wdqi/	201 (38.51%)	158 (37.09%)	00:00:32	131 (53.04%)	34.35%	30.35%	\$0.00 (0.00%)
3. /labor/cwri/wdqi/index.html	66 (12.64%)	48 (11.27%)	00:02:25	33 (13.36%)	27.27%	21.21%	\$0.00 (0.00%)
4. /labor/cwri/wdqi/wdqi1.html	40 (7.66%)	37 (8.69%)	00:02:29	16 (6.48%)	87.50%	62.50%	\$0.00 (0.00%)

Rows 1 - 4 of 4

Pages

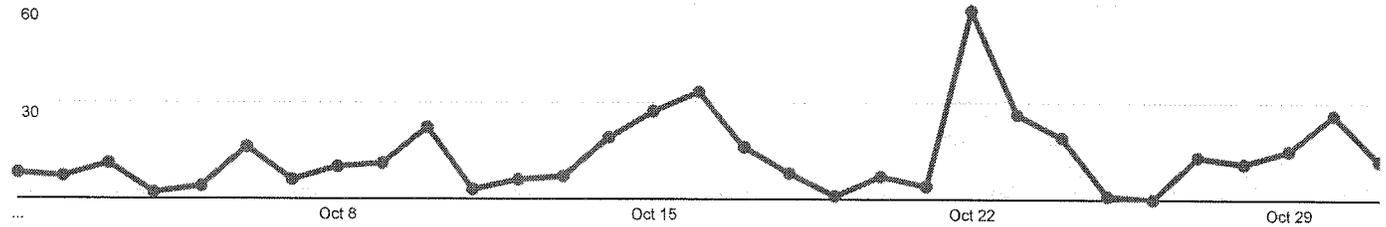
Oct 1, 2014 - Oct 31, 2014

All Sessions 100.00%

+ Add Segment

Explorer

Pageviews



This data was filtered with the following filter expression: wdqi

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	409 % of Total: 2.84% (14,386)	304 % of Total: 2.87% (10,579)	00:01:44 Site Avg: 00:01:53 (-7.90%)	161 % of Total: 2.61% (6,168)	52.17% Site Avg: 56.98% (-8.43%)	41.56% Site Avg: 42.88% (-3.06%)	\$0.00 % of Total: 0.00% (\$0.00)
1. /labor/cwri/wdqi/index.html	148 (36.19%)	94 (30.92%)	00:01:33	43 (26.71%)	34.88%	18.92%	\$0.00 (0.00%)
2. /labor/cwri/wdqi/wdqi.html	134 (32.76%)	104 (34.21%)	00:02:48	29 (18.01%)	68.97%	58.96%	\$0.00 (0.00%)
3. /labor/cwri/wdqi/	114 (27.87%)	94 (30.92%)	00:01:00	85 (52.80%)	54.12%	47.37%	\$0.00 (0.00%)
4. /labor/cwri/wdqi/wdqi1.html	13 (3.18%)	12 (3.95%)	00:03:16	4 (2.48%)	75.00%	69.23%	\$0.00 (0.00%)

Rows 1 - 4 of 4

STATE OF MAINE
126th LEGISLATURE
SECOND REGULAR SESSION

***** DRAFT RECOMMENDATION for 11-17-2014 TASK FORCE MEETING *****

**Final Report
of the**

**STATE EDUCATION AND EMPLOYMENT OUTCOMES
TASK FORCE**

Members:

**Sen. John L. Patrick, Chair
Sen. Brian D. Langley
Rep. Seth A. Berry, Chair
Rep. Joyce A. Maker
Connie Brown
Angela Dostie
Bill Hurwitch
Jeffrey Jordan
Paul Leparulo
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- C. Members' Resumes?
- D. WDQI "Data Linkage" graphic
- E. Other state examples - side-by-side comparison chart
- F. Recommended draft legislation

IV. RECOMMENDATIONS [* DRAFT for 11-17-2014 TASK FORCE Mtg *]

Required Items for Task Force Report

Title 20-A MRSA, §12901, sub-§§7 & 8 require the SEEO Task Force to submit an annual report to the Legislature by November 1st with descriptions and recommendations of several duties and related elements, including the status of the Maine Department of Labor's Workforce Data Quality Initiative (WDQI) database that combines education and employment outcomes from the WDQI longitudinal database developed by the Maine Department of Labor (DOL) and the Statewide Longitudinal Data Systems (SLDS) developed by the Maine Department of Education (DOE).

Required Item #1: Status of WDQI Database. Review the design, development and the current status of the WDQI database.

Duty 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 WDQI database.

Descriptions and Recommendations

- ❖ The Maine WDQI dashboard was launched on Aug. 11, 2014 at the DOL's website. 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.
- ❖ Task Force 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.

Required Item #2: Description of WDQI Website. Describe how the WDQI website is used, including by whom and how frequently they use it.

Duty B. Advise on the use of the information provided in the WDQI database by state agencies, higher education organizations that have partnerships with the task force, local school systems and the public.

Descriptions and Recommendations

- ❖ Describe the information provided to the DOL's WDQI database and the DOE's SLDS database.

- ❖ Consider adding education and employment data for students from career and technical education programs, as well as adult education programs.
- ❖ Recommend that the CollegeMeasures option be monitored in relationship to the costs of their WDQI partnerships in other states, as well as the design and presentation of their websites and dashboards.

Duty C. Make recommendations regarding the design and content of a website jointly hosted by the DOE and the DOL that provides maximum information to the public regarding higher education and employment.

Descriptions and Recommendations

- ❖ 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.
- ❖ Google Analytics data for August visits to the newly launched WDQI dashboard reported more than 4 times the total activity on the DOL's CWI website. September data reported an average of 4 minute visits and 230 views; and the duration on WDQI dashboard doubled the amount of time people visited the CWI websites. There was a huge jump during week of launch; average session duration, just a few minutes for overall site; WDQI dashboard was #1 DOL site visited in August with twice the amount of visitation.
- ❖ DOL to bring in August – mid-October Google Analytics analysis and summarize.
- ❖ *Recommendation(s)? Task Force may want to consider items proposed in WDQI Product Development Roadmap.*

Required Item #3: Funding for WDQI Database. Describe funding sources for the WDQI database and the sustainability of that funding.

Duty D. Identify a viable long-term funding method to maintain the WDQI database.

Descriptions and Recommendations

- ❖ Proposed developing “Gold-Silver-Bronze” funding models to clarify the sustainability of funding necessary for the WDQI database.
- ❖ Considered a timeline for funding the sustainability and expansion of the employment outcome data and the work products to be included in the WDQI database.
- ❖ By consensus, Task Force members agreed to recommend the “Silver” funding model plan (and to also consider funding some preliminary “Gold” model items).

- ❖ Task Force Chairs requested details and timing of needed funds be fleshed out by Task Force Members (DOE, DOL, OIT, MCCS, UMS) for discussion during the October 20th Task Force meeting; and also asked Task Force Members to consider a “Plan B” (fallback plan) in the event funding is not obtained for the recommended funding model.
- ❖ *Recommendation(s)? Task Force members may want to consider funding sources to sustain and upgrade the WDQI database, website and dashboard.*

Required Item #4: Promoting Awareness and Use of WDQI Dashboard Data. Describe efforts to incorporate the WDQI database’s use into secondary schools.

Duty E. Produce recommendations for the DOE regarding how to provide information to secondary school students who are making higher education choices.

Descriptions and Recommendations

- ❖ DOE should consider outreach strategies to promote WDQI dashboard information to students in secondary schools (grades 9-12) and middle schools (grades 6-8).
- ❖ DOE proposes to collaborate with the MELMAC Foundation, Educate Maine, FAME, and other key education stakeholder groups to promote awareness of the WDQI dashboard, as well providing training for educators (guidance counselors, teachers and administrators) to inform students and parents about the data available on the WDQI dashboard.
- ❖ DOE will put links to WDQI database and other links of interest for educators and students at Maine secondary and middle schools.
- ❖ Educate Maine noted that only 5 of the 22 public college degree programs they promote in their Project Login initiative currently have enough data to appear on the WDQI dashboard; and they recommend the DOL and DOE consider how it would be possible for other degree programs to have enough completions or enough data to be able to help our students interested in those other degree programs.
- ❖ Educate Maine also remarked there are a lot of “diamonds in the rough” (databases, dashboards, apps) and since people “don’t know what they don’t know” we need to promote a prototype of expectations management resources to provide school guidance counselors with a broad set of resources in their repertoire.
- ❖ *Recommendation(s)? Task Force members may want to consider the proposals listed above to promote awareness and use of the WDQI database, website and dashboard.*

Required Item #5: Other Issues regarding the WDQI Database. Describe any other issues the task force determines necessary.

Duty F. Address any issues that may arise from the use or impact of the WDQI database.

Descriptions and Recommendations

- ❖ Discussed reducing the minimum number of students in data sets (currently more than 10 students).
- ❖ By general consensus of Task Force members, recommend that DOL should keep the minimum number of students in data sets (“n” value) at 10.
- ❖ Task Force recommends that DOL consider moving data set reporting to “median” measures instead of just “average” measures; and that DOL explore the cost of providing range data (dispersion around average) on an ad hoc basis.
- ❖ Propose providing the University of Maine System and the Maine Community College System with access to all system data included in the database.
- ❖ Task force recommends considering California law that requires the California DOL longitudinal data system to provide all system data to the California Community College System.
- ❖ *Recommendation(s)? Task Force members may want to consider the proposals listed above related to the use or impact of the WDQI database.*

Duty G. Explore the feasibility of and possible methods for including data covering licensure and other workforce credentials.

Descriptions and Recommendations

- ❖ Propose including data from the Bureau of Motor Vehicles (BMV), the Bureau of Revenue Services (BRS) and the Department of Professional & Financial Regulation (DPFR).
- ❖ Need additional research and policy information on data sharing between agencies in states with longitudinal databases.
- ❖ Interest in reaching out to ACLU on topic of data sharing between state agencies and SSN use; will revisit this topic at next meeting with Maine chapter of ACLU feedback.
- ❖ *Recommendation(s)? Task Force members may want to consider the proposal listed above related to sharing licensure and other workforce credential data between agencies.*

Required Item #6: Future of the SEEO Task Force. 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.

Descriptions and Recommendations

- ❖ Task Force will continue its important work (no other agency better suited).
- ❖ By consensus, the task force members agreed that it would be useful for the task force to continue its work, particularly to provide advice and feedback to the DOL and the DOE for improving the sustainability and enhancement of the education and employment outcome data included in the WDQI database and on the website's dashboard.
- ❖ Having the task force remain in place would also enhance the likelihood of the DOE and the DOL receiving federal grant funds for the SLDS and the WDQI longitudinal databases in the upcoming federal fiscal year.
- ❖ While a consensus of the task force members agreed that it would be useful for the task force to continue its work, some members suggested it may be useful to either include representatives of other state agencies or key economic and workforce development stakeholders. Some task force members also suggested the task force may not need to remain in place once the WDQI database and website were further developed.
- ❖ Task Force membership should remain the same (inclusiveness needs balanced against benefits of smaller group).
- ❖ *Recommendation(s)? Task Force members may want to consider the consensus agreements listed above related to the continued work of the task force and the possibility of amending the membership of the task force.*

