

Longitudinal Data Systems in Wyoming: The Importance of Context

Presented to The Wyoming Workforce Development Council

April 25, 2014

**Research & Planning
Wyoming Department of Workforce Services**

<http://wyomingLMI.gov>

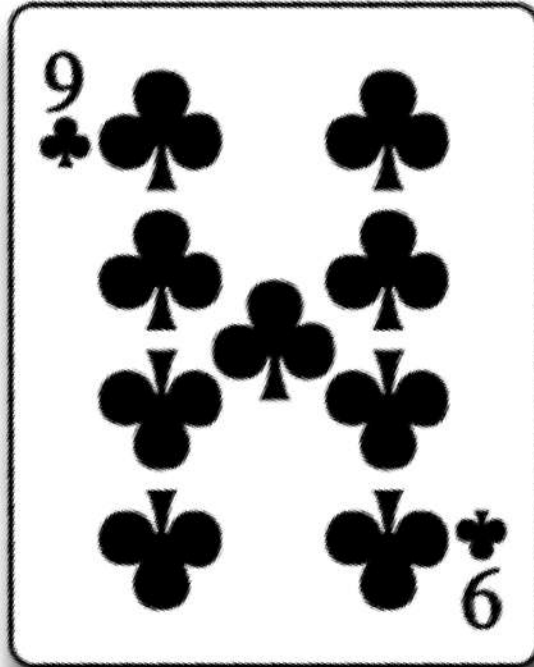


**Research & Planning
Wyoming DWS**





By Edward Steed



Agenda

Supply, Demand, and Intervention into the Labor Market

-Michele Holmes' Presentation, WWDC, Feb. 2014

Agenda: LMI and SLDS Interventions into the Labor Market

- Labor Market Information (LMI) is established**

LMI has the tools and methods, which is why we are involved in the development of the SLDS. We are going to use our tools and methods to demonstrate what an SLDS can become

- Statewide Longitudinal Data Systems (SLDS) are emergent**

LMI and SLDS: R&P's Involvement

Wyoming SLDS Timeline

November 2010: R&P invited to attend P20 Task Force SLDS design meeting.

March 2012: Legislative funding and direction provided to Wyoming Enterprise Technology Services (ETS) and state agencies.

December 2012: "Needs Assessment" published.

November 2013: Request for proposals issued.

Implementation April 2014

January 2014: ETS awarded Houghton Mifflin Harcourt the SLDS contract. Proposed project plan indicates contract closes November 2014

March 2014: R&P participated in U.S. Department of Education National SLDS Best Practices Conference.

What is an SLDS?

WY LMI	Dimension	WY SLDS
<ul style="list-style-type: none"> • Employment & training program evaluation • Enhance choice¹ 	Purpose	<ul style="list-style-type: none"> • Educational outcomes • Accountability²
<ul style="list-style-type: none"> • Federal funding since 1960s 	History	<ul style="list-style-type: none"> • Federal funding since 2005; • WY state funding since 2011
<ul style="list-style-type: none"> • WY • Regional • National • Global 	Geographic Scope	<ul style="list-style-type: none"> • WY Only
<ul style="list-style-type: none"> • Social & behavioral scientists 	Primary Design	<ul style="list-style-type: none"> • Educators
X	Hypothesis Tested	o?

¹Source: USDOL WDQI Solicitation for Workforce Grant Applications.

²Source: WY SLDS Draft Governance MOU.

LMI and SLDS: What is the Problem?

- Wyoming's average per-pupil spending in 2011-12 was fifth highest of all 50 states.¹
- Wyoming's 79% graduation rate in 2011-12 ranked 28th among all 50 states.²
- "We're spending a huge amount of money on education, and don't feel like we're getting the results we want." - Sen. Hank Coe, R-Cody.³
- "We invest a tremendous amount in our children. If we're not graduating the students, then we're not getting that return on investment." – Sen. Chris Rothfuss, D-Laramie.³

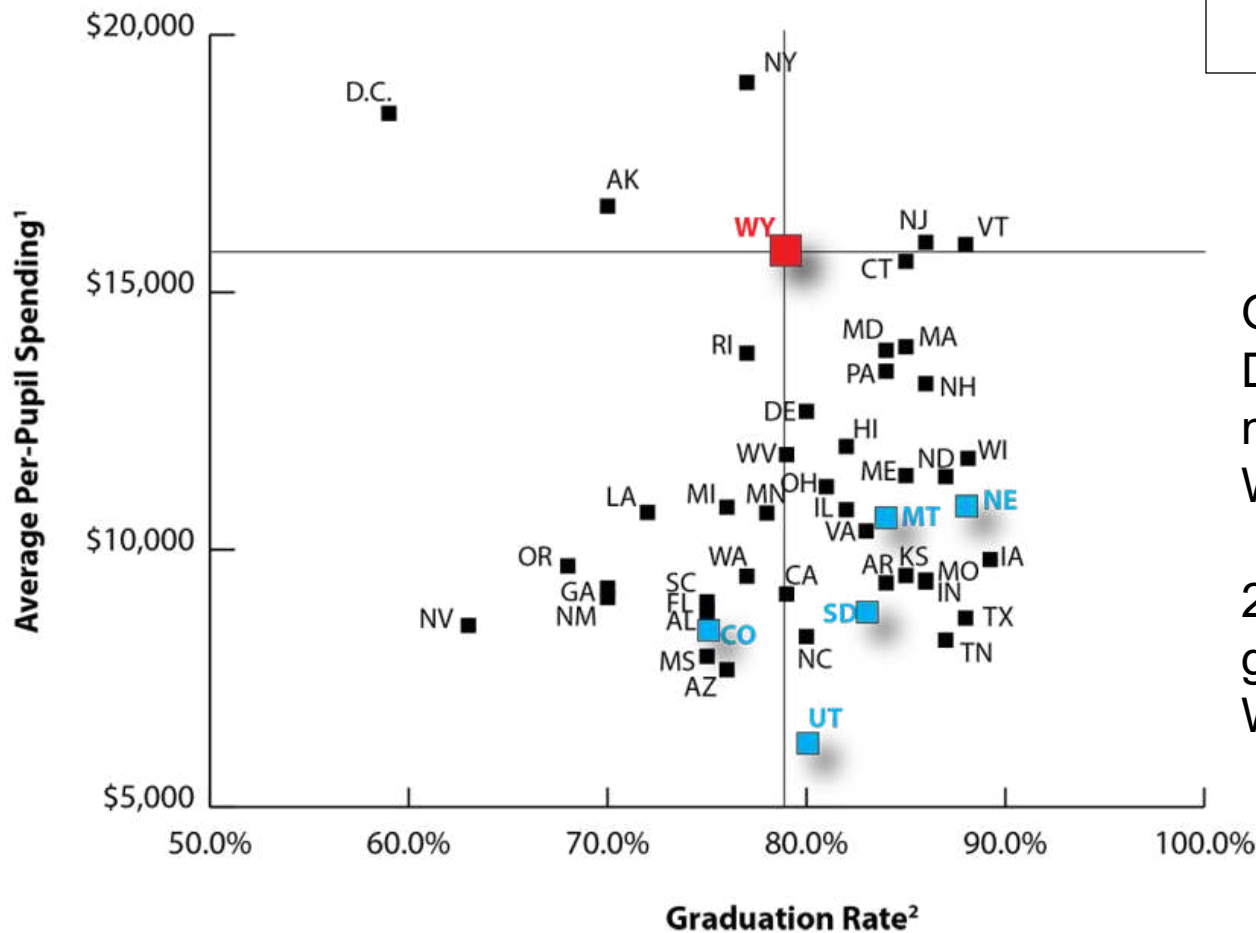
¹Source: 2011 Annual Survey of School System Finances. (2012). U.S. Census Bureau.

²Source: Regulatory Adjusted Cohort Graduation Rate, All Students: 2011-12. (2014). U.S. Department of Education.

³Source: Todd, L. (2014, July 14). In the nation's fifth biggest education spender, 1 in 5 Wyoming students will not graduate. *Casper Star-Tribune*.

LMI and SLDS: What is the Problem?

Graduation Rates and Average Per Pupil Spending by State, 2011-12



Legislative Responses to Campbell I through IV Supreme Court Rulings

2011-12 School Year:

Only four states and the District of Columbia spent more per pupil than Wyoming

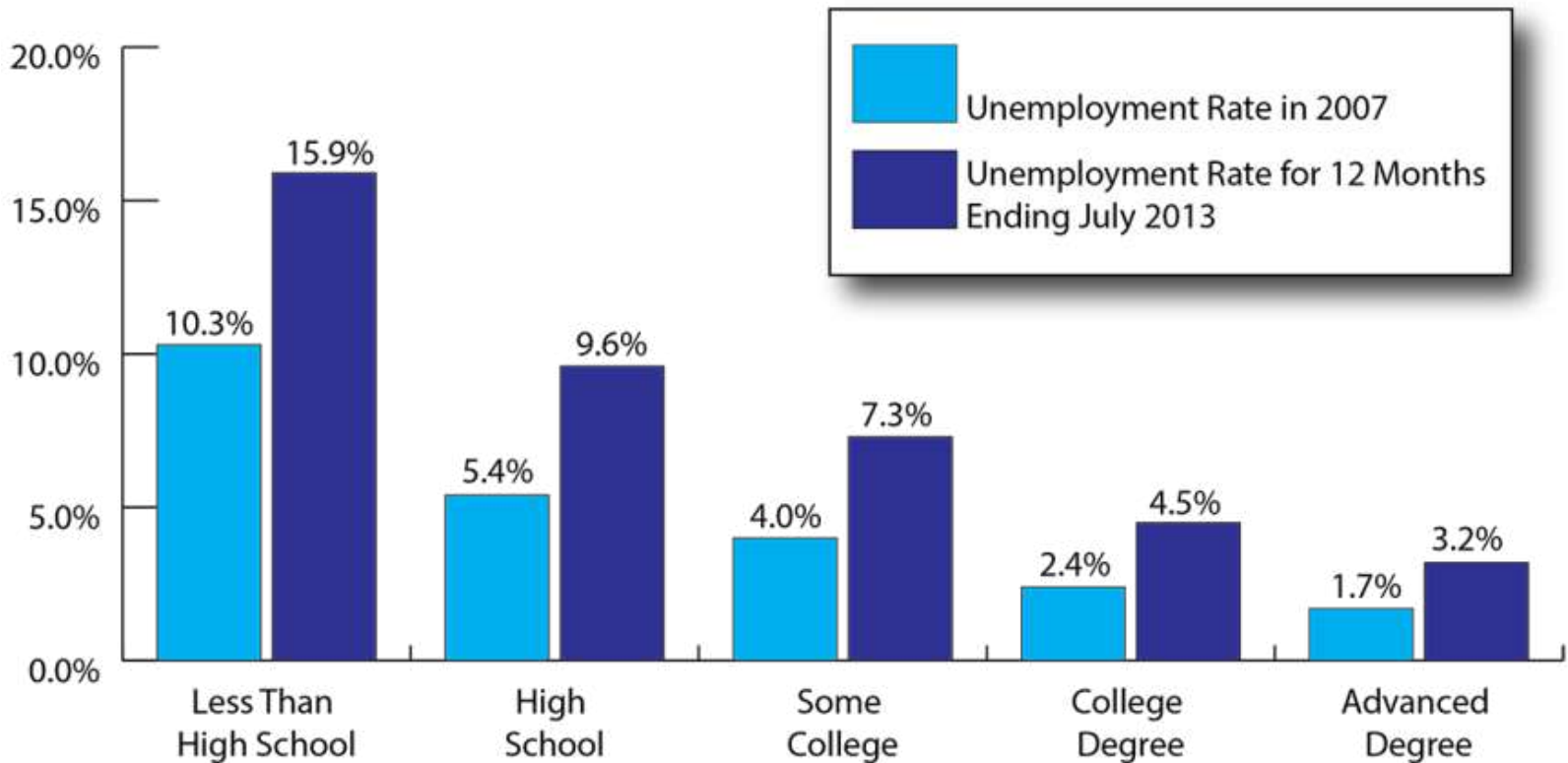
27 states had higher graduation rates than Wyoming

¹Source: 2011 Annual Survey of School System Finances. (2012). U.S. Census Bureau.

²Source: Regulatory Adjusted Cohort Graduation Rate, All Students: 2011-12. (2014). U.S. Department of Education.

Note: The U.S. Department of Education did not publish graduation rates for the U.S., ID, KY, OK, or PR.

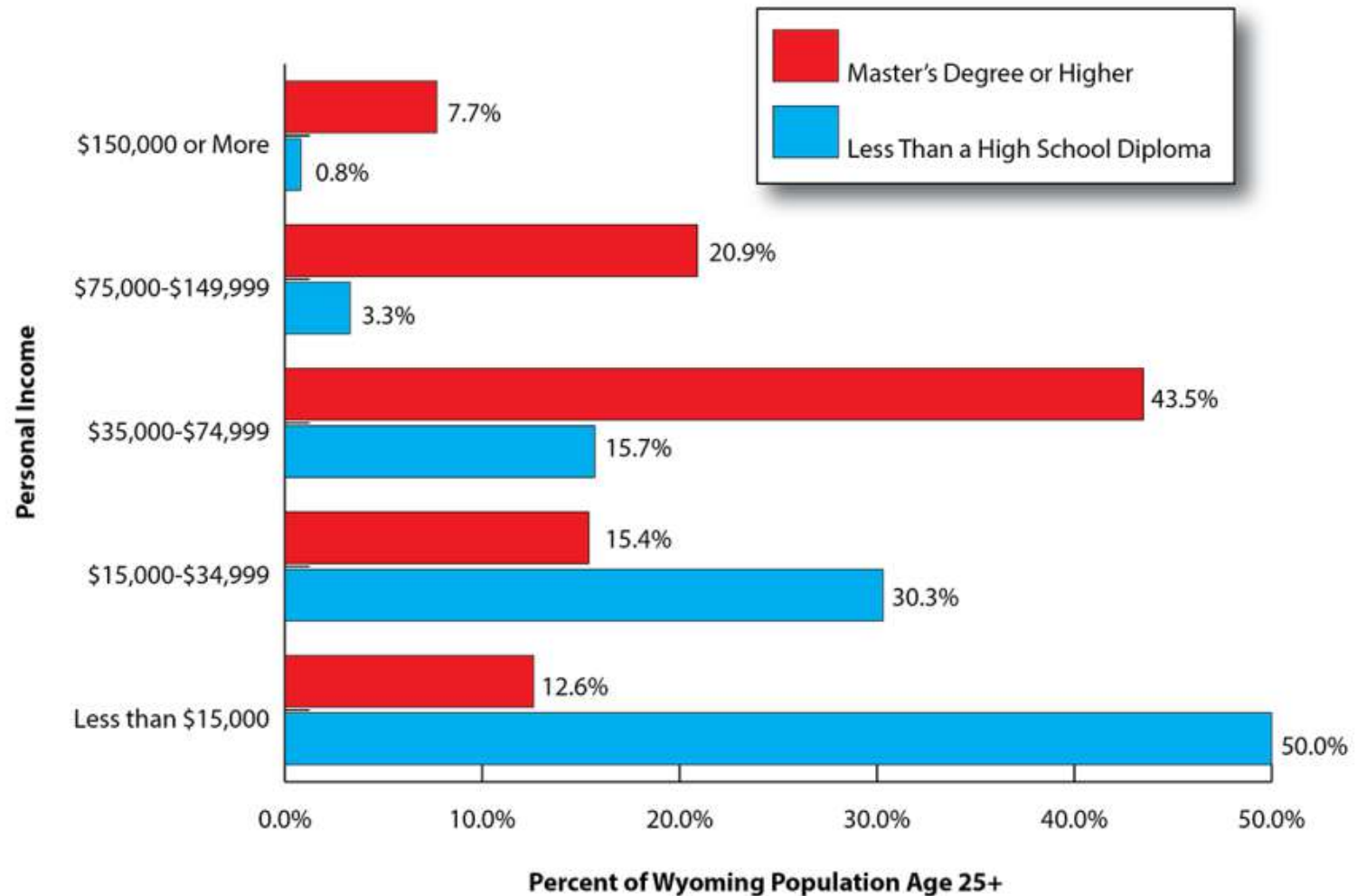
U.S. Unemployment Rate by Education Level



Note: Due to the fact that the data are not seasonally adjusted, 12-month averages are used.

Source: Author's analysis of Current Population Survey microdata.

WY Earnings by Selected Education Level



Intermission

Questions?

What is Labor Market Information (LMI)?

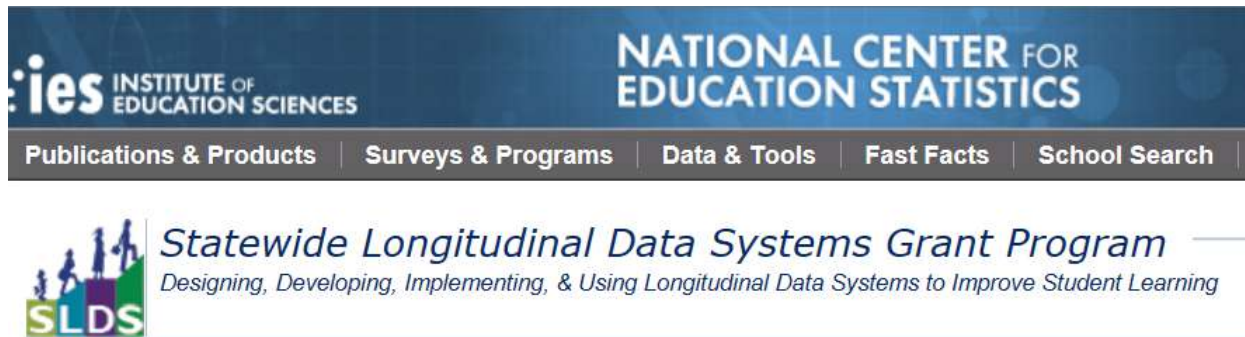
Description  Prediction

- "Labor Market Information (LMI) is an applied science; it is the systematic collection and analysis of data which **describes and predicts** the relationship between labor demand and supply." *The States' Labor Market Information Review, ICESA, 1995, p. 7.*
- The Research & Planning (R&P) section of the Wyoming Department of Workforce Services is Wyoming's LMI shop.

Meaning is a function of context.

What is a Statewide Longitudinal Data System?

2005: \$700 million SLDS competitive grants (Federal)



May 2012:

“The Institute of Education Sciences (IES) is pleased to announce today 24 new state-level grants to support the design and implementation of Statewide Longitudinal Data Systems (SLDS). The 2012 winners include eight first-time SLDS grantees: Delaware, Oklahoma, New Jersey, South Dakota, Vermont, West Virginia, Puerto Rico, and the U.S. Virgin Islands.

- 1.The design, development, and implementation of a statewide, longitudinal kindergarten through grade 12 (K-12) data system;
- 2.The development and linking of early childhood data with the State’s K-12 data system; or
- 3.The development and linking of postsecondary and/or workforce data with the State’s K-12 data system.”

National Center for Education Statistics. (2012).

<http://nces.ed.gov>

SLDS Grantee States

- Alaska: \$3.5 (2006); \$4.0 (2012)
- Arizona: \$6.0 (2007); \$5.0 (2012)
- Arkansas: \$3.3 (2006); \$5.0 (2009); \$9.8 (2009 ARRA)
- California: \$3.3 (2006); \$6.0 (2009)
- Colorado: \$4.2 (2007); \$17.4 (2009 ARRA)
- Connecticut: \$1.5 (2006); \$2.9 (2009)
- Delaware: \$4.6 (2012)
- District of Columbia: \$5.7 (2007); \$4.0 (2012)
- Florida: \$1.6 (2006); \$2.5 (2009); \$10.0 (2009 ARRA)
- Georgia: \$8.9 (2009)
- Hawaii: \$3.5 (2009); \$3.4 (2012)
- Idaho: \$5.9 (2009); \$3.1 (2012)
- Illinois: \$9.0 (2009); \$11.9 (2009 ARRA)
- Indiana: \$5.2 (2007); \$4.0 (2012)
- Iowa: \$8.8 (2009); \$3.7 (2012)
- Kansas: \$3.8 (2007); \$3.9 (2009); \$9.1 (2009 ARRA)
- Kentucky: \$5.8 (2006); \$2.9 (2009); \$3.6 (2012)
- Louisiana: \$4.1 (2009)
- Maine: \$3.2 (2007); \$7.3 (2009 ARRA)
- Maryland: \$5.7 (2006); \$6.0 (2009); \$4.0 (2012)
- Massachusetts: \$6.0 (2009); \$13.0 (2009 ARRA)
- Michigan: \$3.0 (2006); \$5.5 (2009); \$10.6 (2009 ARRA)
- Missouri: \$9.0 (2009)
- Montana: \$5.8 (2009); \$4.0 (2012)
- Nebraska: \$3.5 (2007); \$4.4 (2012)
- Nevada: \$6.0 (2007); \$4.0 (2012)
- New Hampshire: \$3.2 (2007); \$5.0 (2012)
- New Jersey: \$4.0 (2012)
- New York: \$7.8 (2009); \$19.7 (2009 ARRA)
- North Carolina: \$6.0 (2007); \$3.6 (2012)
- North Dakota: \$6.7 (2009); \$3.9 (2012)
- Ohio: \$2.9 (2009); \$5.1 (2009 ARRA)
- Oklahoma: \$5.0 (2012)
- Oregon: \$4.7 (2007); \$3.7 (2009); \$10.5 (2009 ARRA)
- Pennsylvania: \$4.0 (2006); \$6.1 (2009); \$14.3 (2009 ARRA)
- Puerto Rico: \$4.7 (2012)
- Rhode Island: \$4.7 (2009); \$4.0 (2012)
- South Carolina: \$5.8 (2006); \$14.9 (2009 ARRA)
- South Dakota: \$3.0 (2012)
- Tennessee: \$3.2 (2006)
- Texas: \$7.9 (2009); \$18.2 (2009 ARRA)
- Utah: \$4.6 (2007); \$9.6 (2009 ARRA)
- Vermont: \$4.9 (2012)
- Virginia: \$6.0 (2007); \$17.5 (2009 ARRA)
- Virgin Islands: \$2.6 (2012)
- Washington: \$5.9 (2009); \$13.3 (2009 ARRA)
- West Virginia: \$4.8 (2012)
- Wisconsin: \$3.1 (2006); \$5.6 (2009); \$13.8 (2009 ARRA)

LMI and SLDS: R&P's Involvement

U.S. Department of Labor Workforce Data Quality Initiative (WDQI) to support SLDS Development

- Three-year grant
- \$722,000
- Awarded July 2013

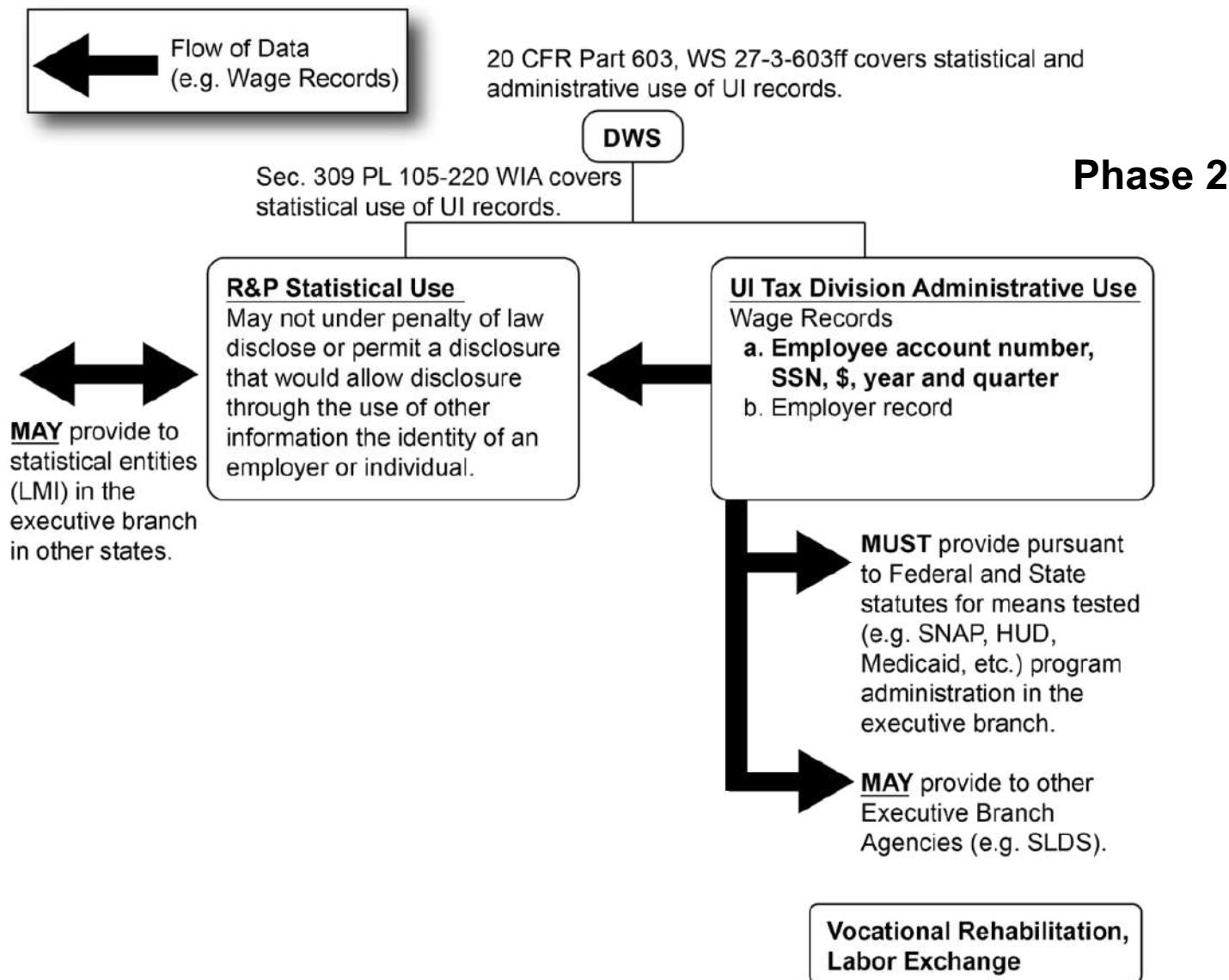
“Use longitudinal data to evaluate the performance of Federally and State supported education and job training programs.”

- “Provide user-friendly information to consumers to help them select the education and training programs that best suit their needs.”

LMI and SLDS: Focus of Measurement

WY LMI (Established and evolving)	Proposed WY SLDS Stated Funded (Developmental)	
Unemployment Insurance (UI) Wage Records (SSN, Year/Quarter, Gross Pay, UI Employer Account)	Student Records	
Linked to:	Linked to:	
Administrative Records	<ul style="list-style-type: none"> Teacher records 	
<ul style="list-style-type: none"> Employer characteristics 	<ul style="list-style-type: none"> Plant facility 	
<ul style="list-style-type: none"> Demographics 	<ul style="list-style-type: none"> Pre-K through postsecondary 	Phase 1 Year 1
<ul style="list-style-type: none"> Employment records from 10 LMI partner offices 		
<ul style="list-style-type: none"> Student Records for Hathaway Study (Wyoming Department of Education)* 	<ul style="list-style-type: none"> Socioeconomic status (Supplemental Nutrition Assistance Program [SNAP], Medicaid, etc.) 	
Survey Data Linked to Administrative Records	<ul style="list-style-type: none"> UI Wage Records (WY only) 	Phase 2 Year 2
<ul style="list-style-type: none"> Selected credentials (Nursing Survey) 		
<ul style="list-style-type: none"> Job skills and employer satisfaction (New Hires Survey) 		

DWS: Future Use of Wage Records in the SLDS



Intermission

Questions?

LMI Purpose: Enhancing Choice

Potential Training Opportunities

Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

Top 10 Occupations for Nonresident New Hires Requiring More than a High School Diploma, 2011-12

Rank	SOC Code	Occupation	Education	Total		Row %	Wages	Turnover
				N	Nonresidents		Average Hourly Wage	% Employed 1 Quarter After Hire
1	47-2073	Operating Engineers and Other Construction Equipment ...	Post Secondary	3,614	705	19.5	\$18.00	69.0%
2	51-4121	Welders, Cutters, Solderers, and Brazers	Post Secondary	2,499	531	21.3	\$18.00	73.3%
3	47-2111	Electricians	Post Secondary	2,211	235	10.6	\$24.00	65.8%
4	11-1021	General and Operations Managers	Associates	1,354	177	13.1	\$31.25	93.7%
5	49-9071	Maintenance and Repair Workers, General	Post Secondary	1,590	165	10.4	\$13.50	83.2%
6	31-1014	Nursing Assistants	Post Secondary	1,958	135	6.9	\$12.00	87.3%
7	11-9021	Construction Managers	Bachelors	306	132	43.1	\$43.26	86.1%
8	17-3031	Surveying and Mapping Technicians	Associates	300	113	37.7	\$16.00	69.7%
9	49-9041	Industrial Machinery Mechanics	Post Secondary	859	111	13.0	\$20.00	90.4%
10	53-7021	Crane and Tower Operators	Post Secondary	379	108	28.4	\$22.72	82.8%
Subtotal, All Occupations Requiring More than a High School Diploma				40,488	5,023	12.4%		
Total, All Occupations				200,555	26,917	13.4%	\$14.50	76.4%

At least 1 in 5 new hires for this occupation was a nonresident.

SLDS Purpose

- Provide education performance data to improve instruction quality
- Facilitate intervention with struggling students
- Track student progress over time.
 - Source: National Center for Education Statistics

Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

SLDS Purpose in Wyoming

The Wyoming Accountability in Education Act (WAEA) charges the Wyoming Department of Education to “use existing data to establish longitudinal data systems linking student achievement with teachers of record and relevant school principals, as necessary for the statewide education accountability system.”

- Source: Wyoming Accountability in Education Act, § 21-2-202

LMI and SLDS History

Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

WY LMI (Established and evolving)

Federal funding since 1960s:

- Manpower Development and Training Act (MDTA) of 1962
- Comprehensive Employment and Training Act (CETA): 1973
- Job Training Partnership Act (JTPA) of 1982
- Workforce Investment Act (WIA) of 1998
- Workforce Data Quality Initiative (WDQI): 2013

WY SLDS (Developmental)

Funded by:

- 2005: \$700 million SLDS competitive grants (Federal)
- 2011 Wyoming SLDS (State)



Wyoming's Labor Market in Context

“... labor markets do not respect county or state boundaries” (Leonard, 2010).

In 2009, at least 25% of all Unemployment Insurance (UI) benefits paid were to nonresidents (Leonard, 2010).

In Wyoming, out-of-state employers make up 27.3% of all employers and account for 55% of all employees (Quarterly Census of Employment and Wages [QCEW] 3/11/14 extract).

A 2008 survey of nurses in WY revealed that 58.4% were non-native (*Retention of Nurses in Wyoming*, 2008).

From 2004-2006 all of the net change in workers in WY came from nonresidents (Jones, 2007).

What is Wyoming's labor supply chain?

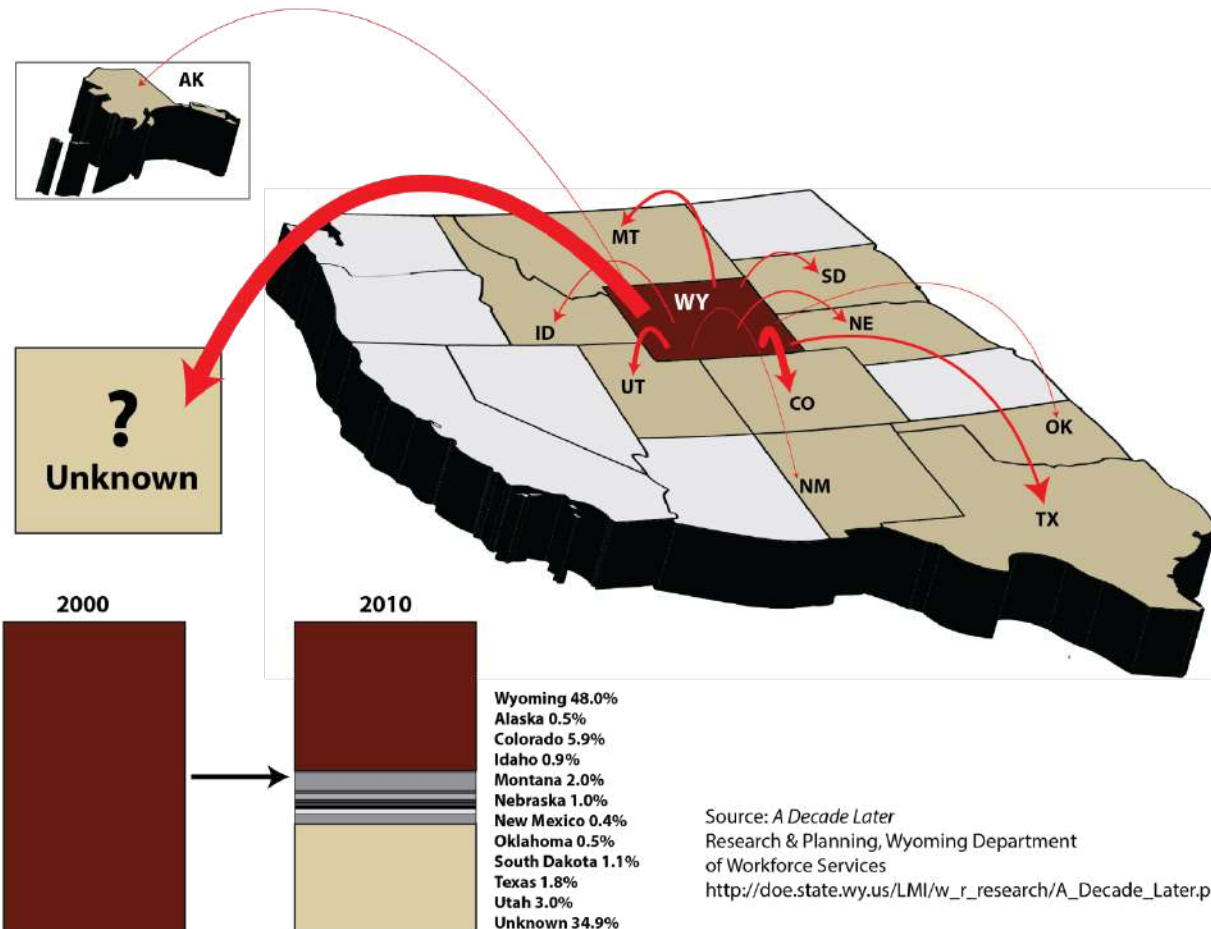
Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

R&P Partner LMI Offices

Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

A Decade Later: Where Did They Go?

Tracking the exit of 18-year-olds working in Wyoming in 2000 and where they were working in 2010.



Data-sharing agreements with 10 LMI partner states.

MOU in progress with Ohio LMI office.

Ongoing discussions with North Dakota, Kansas, Minnesota, and Pennsylvania LMI offices.

WE-Connect

Dimension
Purpose
History
Geographic Scope
Primary Design
Hypothesis Tested

**WE
Connect[©]**

Workforce-Education Connection

Wyoming ♦ South Dakota ♦ Nebraska

Informing school-to-work policy and personal choice in the Northern Plains and Rocky Mountain region.

A state coordination of the Workforce Data Quality Initiative.



Intermission

Questions?

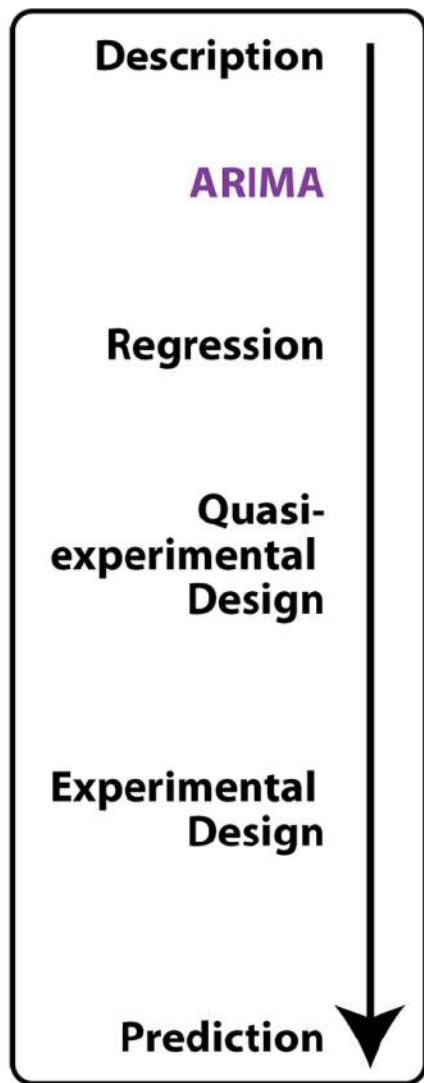
LMI and SLDS Research: Tools to Move From Description to Prediction

Research Type	LMI	SLDS
Description	X	X
ARIMA	X	
Regression	X	
Quasi-experimental Design	X	
Experimental Design		
Prediction		

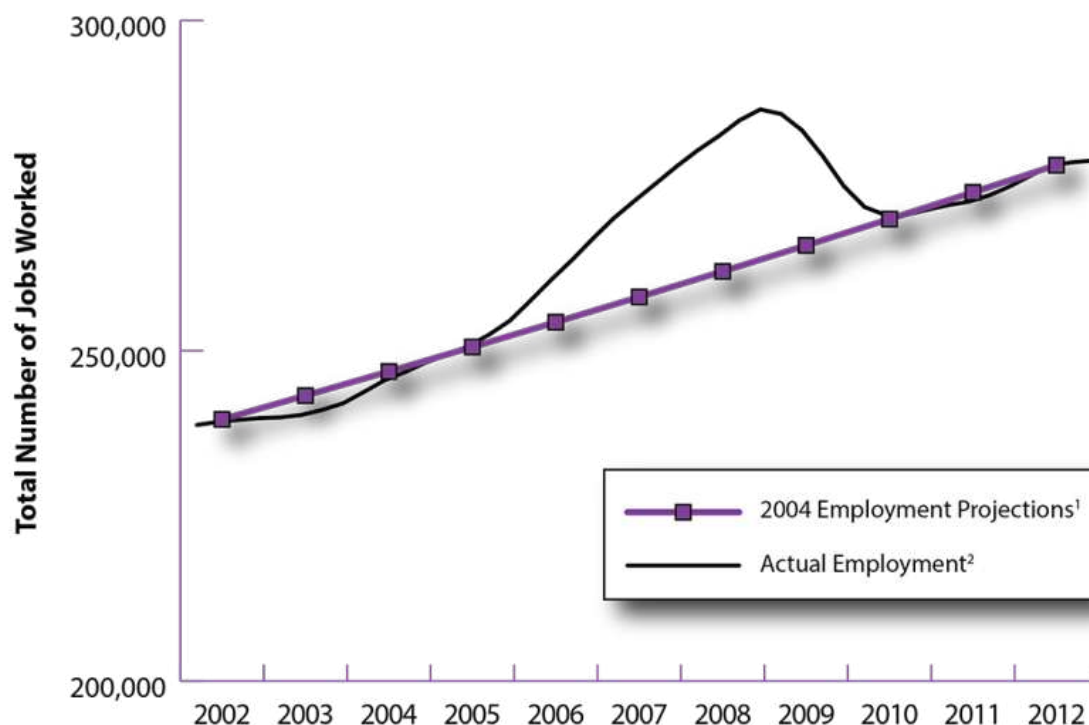
Tools to Move From Description to Prediction:

Employment Growth

Auto Regressive Integrated Moving Average (ARIMA)



Time series using 276 observations.
Long-Term Industry Projections Across All Industries for Wyoming, 2002-2012



¹Source: Wyoming Statewide Long Term Employment Projections: 2002-2012(http://doe.state.wy.us/LMI/proj2004/Wyoming_Report%203Dig%202012.pdf).

²Source: Quarterly Census of Employment and Wages (QCEW)(http://doe.state.wy.us/LMI/toc_202.htm)

From Description to Prediction: Employment Projections

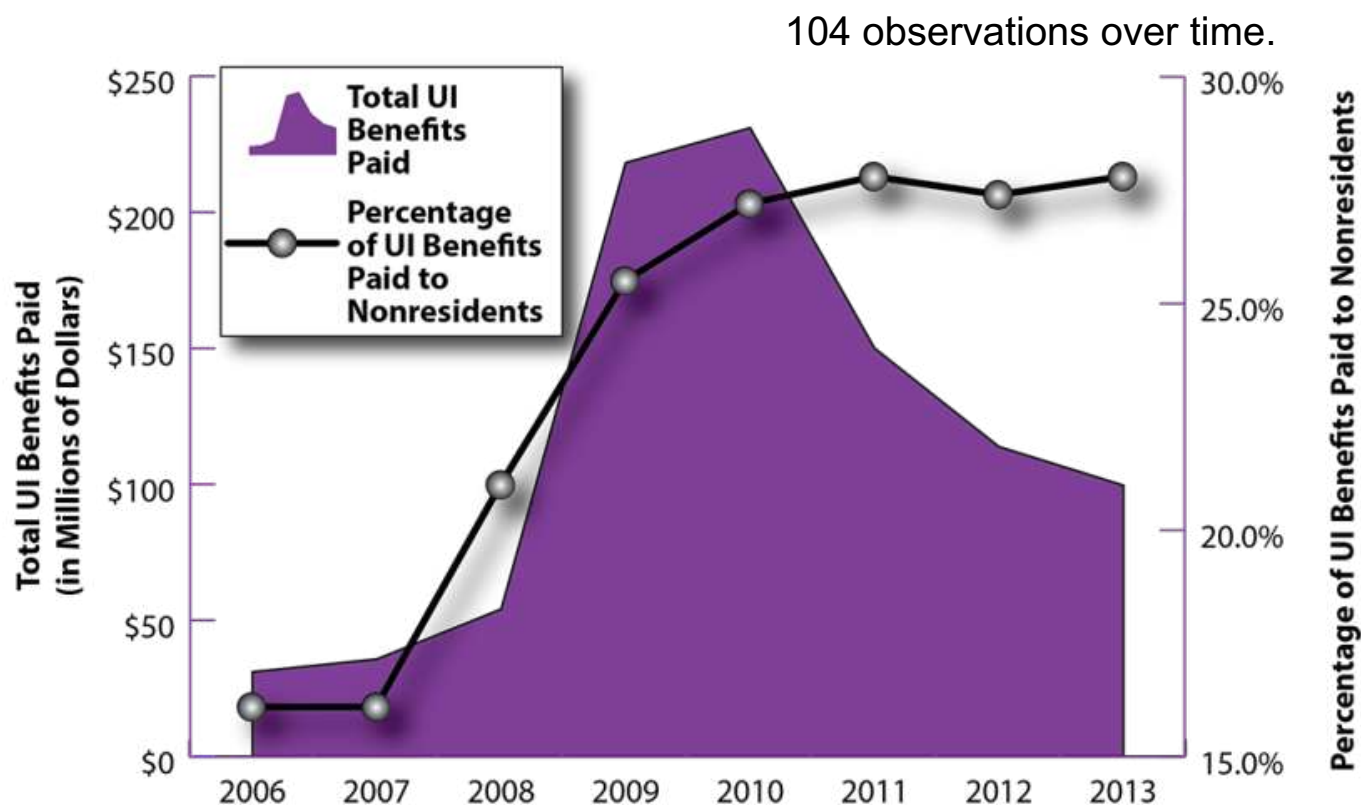
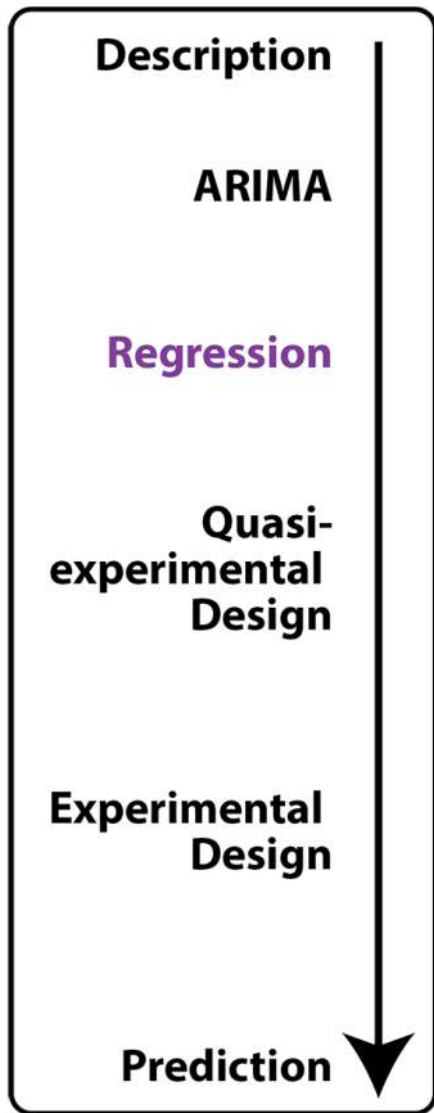
Auto Regressive Integrated Moving Average (ARIMA)

Occupational Projections

Cheyenne MSA Industry Occupational Projections 2012 to 2022.

SOC Code	SOC Title	Base Employment 2012	Projected Employment 2014	Net Change 2012 to 2014	Percent Change 2012 to 2014	Projected Employment 2022	Net Change 2012 to 2022	Percent Change 2012 to 2022	Annual Openings Net Change	Annual Openings Replacement Need
21-1012	Educational, Vocational, and School Counselors	188	198	10	5.3	237	49	26.3	5	20
<i>Average Hourly Wage: \$30.85</i>		<i>Typical Education: Masters Degree</i>								
<i>Average Annual Wage: \$64,161</i>		<i>Under Educated: 2.7</i>			<i>Typically Educated: 96.8</i>		<i>Over Educated: 0.47</i>			
21-1021	Child, Family, and School Social Workers	121	128	7	5.7	156	35	28.6	3	13
<i>Average Hourly Wage: \$22.35</i>		<i>Typical Education: Bachelors Degree</i>								
<i>Average Annual Wage: \$46,485</i>		<i>Under Educated: 0.1</i>			<i>Typically Educated: 63.4</i>		<i>Over Educated: 36.41</i>			

Tools to Move From Description to Prediction: Unemployment Insurance (UI) Benefits Paid: 2006-2013 Regression



Intermission

Questions?

Why do we need all these data?

Tools To Move From Description to Prediction: DWS/USDOL Unemployment Insurance (UI) Profiling Program

The purpose of regression analysis is to prevent UI benefit exhaustion by allocating scarce employment and training resources to claimants most in jeopardy.

To intervene and prevent:

- **Employer UI Tax Increases**
- **Worker Dislocation**
- **Dependence on public support:
SNAP, TANF, Medicaid, Housing
Assistance, etc. ...**

Predictions: UI Profiling Regression Model

Table 2 - Model Coefficients					
Variable Type	Variable	Coefficient	Variable Type	Variable	Coefficient
Intercept (α)		-0.8679	MONTH (β)	12-DECEMBER	-0.0553
industry (β)	11-RAW	0.1044	OCCUPATION (β)	11-MANAGEMENT	0.3404
industry (β)	12-PROD	-0.0001	OCCUPATION (β)	13-BANKING	0.4803
industry (β)	13-DIST	-0.2684	OCCUPATION (β)	15-COMPUTER	-0.8724
industry (β)	14-INFO	0.2727	OCCUPATION (β)	17-ARCHITECT	-0.2096
industry (β)	15-FIN	0.0427	OCCUPATION (β)	19-LIFE SCI	0.1722
industry (β)	16-PROF	-0.3030	OCCUPATION (β)	21-COMMSERVIC	1.8342
industry (β)	17-HUM	0.0539	OCCUPATION (β)	23-LEGAL SVC	-0.1825
industry (β)	18-LEIS	-0.2358	OCCUPATION (β)	25-EDUCATION	0.2806
industry (β)	19-PERS	-0.1566	OCCUPATION (β)	27-ARTS & ENT	-0.8401
industry (β)	20-PUB	-0.1129	OCCUPATION (β)	29-HEALTH PRAC	0.0632
industry (β)	99-NUK	0.6031	OCCUPATION (β)	31-HEALTH SUPPT	0.0725
decl (β)	Declining Industry	-0.0441	OCCUPATION (β)	33-PROT SERVICE	-0.0211
Inten (β)		0.0872	OCCUPATION (β)	35-FOOD PREPSERV	0.5032
Indel (β)		0.2213	OCCUPATION (β)	37-BUILD GROUNDS	0.2627
wkselg (β)		-0.0552	OCCUPATION (β)	39-PERSONAL CARE	0.3056
num_emp (β)		-0.2038	OCCUPATION (β)	41-SALES	0.0157
rate (β)		0.2847	OCCUPATION (β)	43-OFFICE ADMIN	0.0593
MONTH (β)	01-JANUARY	-0.1010	OCCUPATION (β)	45-FARMING	-0.5173
MONTH (β)	02-FEBRUARY	0.0204	OCCUPATION (β)	47-CONSTRUCTION	-0.6841
MONTH (β)	03-MARCH	-0.2259	OCCUPATION (β)	49-INSTALLATION	0.0304
MONTH (β)	04-APRIL	-0.0846	OCCUPATION (β)	51-PRODUCTION	0.1206
MONTH (β)	05-MAY	-0.2618	OCCUPATION (β)	53-TRANSPORT	0.1616
MONTH (β)	06-JUNE	-0.1080	OCCUPATION (β)	99-ALL OTHER	-1.3754
MONTH (β)	07-JULY	0.1923	ed_numeric (β)	01-Less than High School	0.3775
MONTH (β)	08-AUGUST	0.3219	ed_numeric (β)	02-High School/GED	0.1199
MONTH (β)	09-SEPTEMBER	0.1293	ed_numeric (β)	03-Associate's Degree	-0.2206
MONTH (β)	10-OCTOBER	0.1324	ed_numeric (β)	04-Bachelor's Degree	-0.6494
MONTH (β)	11-NOVEMBER	0.0403	ed_numeric (β)	05-Master's Degree or Greater	0.1469
			ed_numeric (β)	06-Undefined	0.2257

Tools to Move From Description to Prediction: Regression Analysis SLDS School District Vision



Gerardo Gamez

ID # 234567

Grade 5
K. Troiano's Homeroom



**Not Actual
Student Data**

[Back to list](#) | [4 of 34](#)

Student Information

Academic Dashboard

Current Schedule

Academic Profile

Gerardo Gamez



4321 Main St
Wilmington, DE 19802

Guardian / Parent Information

Primary Contact

Name Jamie Gamez
Relation to Student Father
Address same as student
Cell Phone (555) 555-1111
Work Phone
Email jgamez@site.com

Name Evelyn Gamez
Relation to Student Mother
Address 4321 Main St.
Wilmington, DE 19802
Cell Phone
Work Phone
Email egamez@site.com

Demographics

Date of Birth August 16, 2000
Place of Birth Philadelphia, PA
Current Age 11

Gender Male
Hispanic/Latino Yes
Race(s) White
Home Language Spanish
Student Language English
Parent in Military Yes
Teen Parent No

School Information

Grade Level 5
Cohort Year (2nd Grade) 2008-2009
Homeroom McClaren
Entry Date September 1, 2011
Entry Code
Date of Withdrawal
Previous School

Program Status

- ☒ Bilingual Program
- ☒ English Language Learner
- ☐ Gifted/Talented
- ☒ Special Education
- ☒ Title I Participation
- ☒ Low Income

Other Student Information

- ☐ Homeless
- ☐ Immigrant
- ☒ Limited English Proficiency
- ☐ Migrant
- ☒ Over-Age
- ☒ Retained (Repeating Current Grade)
- ☒ Learning Style - Visual

Special Services

- ☒ **Exceptionality Code**
 - Speech and/or Language Impairment
- ☒ **Primary Instructional Setting**
 - Inside Regular Class >= 80% of day
- ☒ **Special Education Times**
 - 2 hrs/wk
- ☒ **Related Services**
 - Speech Language Therapy
- ☐ 504 Codes

SLDS: School District Vision



Gerardo Gamez

ID # 234567

Grade 5

K. Troiano's Homeroom

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**Not Actual
Student Data**

[Back to list](#) | [4 of 34](#)

SUMMARY	STATUS	
<p>➔ Attendance and Discipline Student's attendance and discipline patterns</p> <p>➔ Attendance Daily and class period attendance</p> <p>➔ Discipline Discipline incidents and actions</p>	<p>■ ● ● ● ● ●</p> <p>■ ● ●</p>	
<p>➔ Assessments State and local examinations and assessments</p> <p>➔ Reading Assessments Performance and progress on reading assessments</p> <p>➔ State Standardized Assessments Performance and progress on state standardized tests</p> <p>➔ Language Assessments Performance and progress on language assessments</p>	<p>■</p> <p>■ ● ■</p> <p>■</p> <p>■</p> <p>DCAS Performance Test scores and whether met standard Social Studies 390</p>	<p>■</p> <p>■</p>
<p>➔ Grades and Credits</p> <p>➔ Subject Area Grades Performance and progress in subject areas</p> <p>➔ Repeated Grade Levels Number of repeated grade levels within last three years</p> <p>➔ Failing Subject Areas Number of failing subject areas within last three years</p>	<p>■ ● ● ● ●</p> <p>■</p> <p>■</p>	<p>■</p>
<p>➔ Dropout Early Warning System</p> <p>▪ Attendance</p> <p>▪ Math</p> <p>▪ ELA</p> <p>▪ Retained</p>	<p>●</p> <p>●</p> <p>■</p> <p>■</p>	

SS

Special Services

LANG

Language

R

Retained



Met Goal



Below Goal



Improving



Worsening



No Change



Alert

Student Record

Row Labels	WDE684_Student200610	WDE684_Student200703	WDE684_Student200710	WDE684_Student200803	WDE684_Student200810	WDE684_Student200910	WDE684_Student201003	WDE684_Student201006	WDE684_Student201010	WDE684_Student201103	WDE684_Student201106	WDE684_Student201110	WDE684_Student201203	WDE684_Student201206	WDE684_Student201210	WDE684_Student201303	WDE684_Student201306	WDE684_Student201310
BIRTHDATE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CONCURRENT_ENROLLMENT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUNTRY_OF_BIRTH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DISTRICT_ENROLLED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DISTRICT_ID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
EDUCATION_YEARS_IN_US	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELL	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ELL_MONITORING	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FIRST_NAME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GENDER	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GIFTED_TALENTED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
GRADE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOME_LANGUAGE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOME_SCHOOLED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOMELESS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HOMELESS_NIGHTTIME_RESIDENCE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IDEA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
IMMIGRANT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LAST_NAME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MIDDLE_NAME	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MIGRANT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCHOOL_ID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SCHOOL_YEAR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SECTION_504	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SNAPSHOT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STATE_ALT_ASSESSMENT	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STATE_ASSESSMENT_SPECIAL_FORMS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
STUDENT_LUNCH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SUFFIX	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
TITLE_1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
WISER_ID	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
ASIAN																		
BLACK																		
ENTRY_DATE																		
EXIT_DATE																		
EXIT_TYPE																		
HISPANIC																		
INDIAN																		
LASTMOD_BY																		
LASTMOD_DATE																		
NATIONAL_SCHOLARSHIP																		
PACIFIC_ISLANDER																		
STATE_SCHOLARSHIP																		
WHITE																		
DISTANCE_ED_MATH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DISTANCE_ED_READING	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

- Sally Port strips off Personal Information Identifiers (PII)

Replaces with system identification

How Are We Doing?

- Dr. Mark Schneider, Former Commissioner of the National Center for Education Statistics, 2006-2009

Data Check In, but They Don't Check Out

“One of the mistakes we have made, and remember we are \$700 million into the process, was that we did not have a use requirement...So what has happened is that we have made this huge investment in these data warehouses, which I think of...you remember there was something called the roach motel. You know roaches checked in, but they never checked out. So sometimes I think of these data systems as the equivalent. You know data checks in and we never see them again.”

Source: Testimony of Dr. Mark Schneider to the Subcommittee on Higher Education and Workforce Training of the Committee of Education and the Workforce, U.S. House of Representatives, September 20, 2012.



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