Harnessing State Longitudinal Data Systems to Assess CTE Outcomes

Steve Klein, Ph.D.
Director, Career Education and Workforce Development
University of Connecticut

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Statewide Longitudinal Data Systems

- **Components**
  - Educational performance and outcomes
  - Employment and wages

- **Design**
  - Centralized: data warehoused in one location
  - Federated: records linked on as-needed basis

https://nces.ed.gov/programs/slds/
https://www.ecs.org/state-longitudinal-data-systems/
Why SLDS Matter in CTE

- Federal accountability requirements
  - Identify student attainment of credit or course thresholds
  - Report annually on student and program performance

- Programs of Study
  - Rigorous academic and technical content
  - Sequenced content within and across education levels
  - Culminates in attainment of a recognized PS credential
  - Multiple entry and exit points incorporating credentialing

- Range of program options
  - Numerous components may affect outcomes (e.g., work-based learning, dual credit, CTSOs)
Essential CTE Data Elements

Identification of CTE Student Populations

• Assignment by CTE credit thresholds or course completion
  – Participants
  – Explorers
  – Concentrators
  – Completers

• Programmatic data
  – CTE Pathway
  – Program vs. POS
Essential CTE Data Elements

CTE Student Characteristics

- Gender
- Race-ethnicity
- Special population status
Essential CTE Data Elements

Secondary student success measures

- Academic attainment
- High school graduation
- Dual or concurrent enrollment
- Industry certifications/credentials
- Work-based learning
- CTSO participation
Essential CTE Data Elements

Postsecondary student success measures

- Enrollment out of state institution
- Recognized postsecondary credential
- Eligibility for or participation in developmental education
- Continuation of secondary POS studies
- Use of dual/concurrent enrollment credit

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Essential CTE Data Elements

Workforce success measures

- Employment
- Wages and earnings
- Retention in employment
- Field of work
- Relation to POS studies

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Challenges

- CTE data elements not fully integrated into SLDS
- Lack of consistency in definitions across states
- Changes over time can invalidate trend data
- Mobility complicates employment follow-up
- Absence of federal employment data
- Student privacy concerns constrain development
A Way Forward

- Demonstrate benefits of thoughtful research
- Respect state access and governance policies
- Develop methodologic guidance to support the appropriate use of SLDS in CTE research
- Provide feedback to SLDS administrators to improve system quality
- Protect individuals’ privacy