OLDC OREGON LONGITUDINAL DATA COLLABORATIVE

2024 Research Agenda

Introduction

The Oregon Longitudinal Data Collaborative (OLDC) provides actionable data to identify the impact of educational programs, policies, and investments to help individuals and communities in Oregon thrive.[1] This Research Agenda identifies the specific intended outcomes for 2024 and the projects that will support those outcomes. Utilizing the OLDC managed Statewide Longitudinal Data System (SLDS) to connect the individuals in K-12, Postsecondary and Workforce in order to understand how these systems interact and impact each other. OLDC places a high value on integrity, transparency, privacy, and equity. We acknowledge that the projects and objectives listed here impact far more than state agency staff and as such we need to include a wider range of voices into the process. OLDC is committed to identifying and including community voice into all aspects of the research and reporting process.

Scope

This research agenda aligns with statewide, program and governance goals, objectives, and values.

Alignment to Statewide Data Goals to the statewide data goals established by the Oregon Data Strategy.[2]

Alignment to Governance Objectives - The intended outcomes and projects listed here must align with the scope of the OLDC program. Each outcome and project must:

- Link data from two or more data partners (K-12, Teachers, Postsecondary, Apprenticeship or Workforce)
- Be longitudinal in nature
- Not duplicate current projects or initiatives data partner agencies are already doing
- Have a direct impact on policies or processes of the data partner agencies or provide an audit of an existing programs

Alignment to Program Values - In addition, the SLDS Executive Committee has established the following values that inform all projects and outcomes:

- <u>Humility</u>: Sharing what we know and admitting what we do not know allows for necessary conversations.
- <u>Integrity</u>: Revealing objective and unbiased findings, even when they challenge prevailing assumptions, empowers decision-making.
- <u>Equity</u>: Achieving equitable outcomes requires a data system and research with an intentional priority placed on eliminating systemic barriers.
- <u>Accountability</u>: Preserving individual privacy and establishing a secure data system are essential to establishing accountability.
- <u>Collaboration</u>: Respectfully collaborating with each other, various state government agencies, and key stakeholders will unlock the full capability of the system.
- <u>Growth</u>: Effective data use requires an iterative process of growth to develop the capabilities and effectiveness of the data system and its use in research.

Intended Outcomes of Research Agenda

Understanding the Impact of Educational Attainment on Prosperity

Poverty impacts all aspects of an individual's experiences and understanding how these individuals interact with the educational system and how specific programs within the system impact individuals experiencing poverty. Work products include an in-depth study examining the dynamics in these interactions and will set up future work exploring more facets of this.

Illuminating Pathways between Education/Training and Labor Force to Meet the Needs of a Competitive and Dynamic Market.

There are many educational paths students take and those paths impact employment opportunity and wage outcomes. In addition, workforce demand influences the offerings of education and training programs. Work products include specific looks at how the supply of specific education programs impacts the demands of the job market, looks at how specific program participation translates to workforce participation, and how workforce demand influences the education system.

Promoting Action to Dismantle Systems of Inequity

Understanding the current and historical inequities that exist within the education and workforce systems is the first step to addressing these issues. Work products include reports on breaking down student and teacher data by race/ethnicity to better understand the issues that exist within the current systems. This work must center the voices of impacted communities and constituent bases, specifically focusing on underserved and underrepresented communities, who are disproportionately impacted by the current systems.

Supporting Agency Reporting Needs

The SLDS brings together data sets in a way that can provide data partner agencies with access to data they need for mandatory state or federal reporting. Work products include data reports or matched data for a variety of reports that agencies currently have.

Research and Reporting Topics and Questions

The OLDC will work on the following projects in 2024 to support each of the intended outcomes.

Intended Outcome	Research and Reporting Topics and Questions

Understanding the Impact of Educational Attainment on Prosperity	*Economic Mobility Study*
	
	Guiding Questions –
	  1. What factors influence upward economic mobility?
	  2. What are statewide trends for the factors identified as breaking the cycle of poverty?
	  3. Where are there success stories within the state and what are they doing that is different?

Illuminating Education, Training and Workforce Pathways	*Educator Pathway Report*
	
	Guiding Questions -
	  1. How many students are enrolling in a public Educator Prep Program? How many graduate? How many are recommended a license?
	  2. How many graduates from a program are employed by the public school system? What is the retention rate for these graduates?

Intended Outcome	Research and Reporting Topics and Questions

	3. Provide breakouts for 1) and 2) by: Region (highlighting rural and urban needs), age, race/ethnicity, and gender.
	
	Educator Supply/Demand Study (based on the Educator Pathway Report)
	
	Guiding Questions -
	    1. Review national data on number of Educator graduates per capita and compare Oregon data
	    2. How does the current number of graduates meet workforce needs and projections?
	    3. Review gaps in production of graduates and review potential causes (wage gaps, postsecondary limitations, retention issues, etc.)
	    4. How are the answers of each of these questions impacted by educator diversity? (race/ethnicity, gender, etc.)

Promoting Action to Dismantle Systems of Inequity	*Higher Education Equity Report* – Report on the transition of students through education sectors by race/ethnicity. The counts of this cohort will be provided for each step.

Supporting Agency Data Partner Needs	*HB 2147 (2017) – School District Outcomes Data Report (ODE/HECC)*
	
	Annual Refresh
	    1. Oregon Educator Public Employment Data File (ODE/TSPC)
	    2. Oregon Educator Public Employment Report (ODE/TSPC)
	    3. CTE Reports (ODE/HECC/Workforce)
	    4. SLDS Overview Report (All)