



## 2023 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.<sup>1</sup> This Research Agenda identifies the specific intended outcomes for 2023 and the projects that will support those outcomes. Utilizing the OLDC managed Statewide Longitudinal Data System (SLDS) to connect the K-12, Postsecondary and Workforce systems, in order to understand how these systems interact and impact each other. OLDC places a high value on integrity, transparency, 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.<sup>2</sup>

*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)

<sup>1</sup> [https://www.oregon.gov/highered/research/Documents/SLDS-mission%20vision%20values\\_2019%20poster.pdf](https://www.oregon.gov/highered/research/Documents/SLDS-mission%20vision%20values_2019%20poster.pdf)

<sup>2</sup> <https://www.oregon.gov/das/OSCIO/Pages/DataStrategy.aspx#principles>

- 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:

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

demand influences the education system and a broader look at the descriptive statistics of these interactions.

### **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 matched data they need for mandatory state or federal reporting. Work products include 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 2023 to support each of the intended outcomes.

<b>Intended Outcome</b>	<b>Research and Reporting Topics and Questions</b>
<b>Understanding the Impact of Educational Attainment on Prosperity</b>	<ol style="list-style-type: none"><li>1. <i>Economic Mobility Study</i><ol style="list-style-type: none"><li>a. What factors influence upward economic mobility?</li><li>b. What are statewide trends for the factors identified as breaking the cycle of poverty?</li><li>c. Where are there success stories within the state and what are they doing that is different?</li></ol></li> <li>2. <i>Workforce Outcomes Report – Descriptive look at earnings outcomes by:</i><ol style="list-style-type: none"><li>a. Student characteristics (e.g., race/ethnicity, income level, geography)</li><li>b. Program participation characteristics (e.g., CTE curriculum, developmental program)</li><li>c. Organization or area-level characteristics (e.g., school district, school receives Title 1 funding)</li></ol></li></ol>

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**Illuminating Education, Training and Workforce Pathways**

1. *Interactive Student Pathways – Education pathways from cradle to career, disaggregated by:*
  - a. Student characteristics (e.g., race/ethnicity, income level, geography)
  - b. Program characteristics (e.g., CTE curriculum, developmental program)
  - c. Organization or area-level characteristics (e.g., school district, school receives Title 1 funding)
  
2. *Educator Pathway Report*
  - a. How many students are enrolling in a public Educator Prep Program? How many graduate? How many are licensed? How does this meet current workforce needs and projections?
  - b. How many graduates from a are employed by the public school system? What is the retention rate for these graduates?
  - c. Provide breakouts for a and b by: Region (highlighting rural and urban needs), age, race/ethnicity, and gender
  
3. *CTE Study*
  - a. What are the educational and career trajectories for students who participate in CTE Programs compared to those that do not participate?
  - b. What are the trends for specific CTE programs compared to the state trends?

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**Promoting Action to Dismantle Systems of Inequity**

1. *Educator Equilibrium Study (based on the Educator Pathway Report) – In Partnership with the Educator Advancement Council*
    - a. Review national data on number of Educator graduates per capita and compare Oregon data
    - b. Review gaps in production of graduates and review potential causes (wage gaps, postsecondary limitations, retention issues, etc.)
    - c. How have the answers of each of these questions impacted by educator diversity? (race/ethnicity, gender, etc.)
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2. *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.
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**Supporting Agency Needs**

1. *Matched Data for Reports* – Provide matched data for the following reports:
    - a. HB 2147 (2017) – School District Outcomes (ODE/HECC)
    - b. HB 4053 (2018) – Accelerated Learning (ODE/HECC)
    - c. Postsecondary Projections – Special Education Services (ODE/HECC/LPRO)
  2. *Annual Refresh*
    - a. Educator Preparation Program (EPP) Graduate Data File – (ODE/TSPC)
    - b. Educator Preparation Program (EPP) Graduate Report – (ODE/TSPC)
    - c. CTE Reports (ODE/HECC/Workforce)
    - d. IES 9<sup>th</sup> Grade On Track Study (ODE)
    - e. SLDS Overview Report (All)
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