THE OHIO STATE UNIVERSITY

Ohio Education Research Center

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Agenda

1. Introductions and Motivating Questions
2. Basics: What is the OLDA? What's the brief history?
3. Current Data Holdings
4. Example Projects
5. Rules of the Road (Governance and Data Use)
6. Final Thoughts

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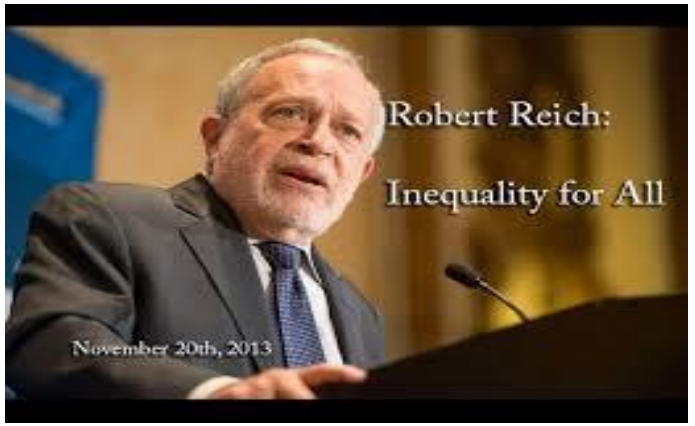
1. Motivating questions

What is the role of a faculty member?

What do you do when you want to be a participant in government from the outside?

What is the purpose of a state university?



2. Basic Facts

- The Ohio Longitudinal Data Archive (OLDA) is a collaborative project between the State of Ohio and the University.
- The OLDA stores data from select state agencies in Ohio.
- The data are available to **external and internal** researchers that apply.
- The long term goal is to generate evidence based research used by both researchers and government to improve public policy.

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Timeline

Pre 2007

1. Technical developments
2. Legacy Systems
3. Building local capacity to manage data systems
4. Researchers increasingly requesting unit record data
5. Exemplar state systems (e.g., Florida)

2007-2012

1. Federal investments such as WDQI and ARRA
2. Rapid expansion of integrated data use across the states
3. Advocacy from places like Data Quality Campaign

2012-Present

1. Emergence of cross state programs that integrate data
2. New federal rule changes in FERPA that make research more likely
3. Better technology

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University Roles

OSU provides an example of what happened during this era. Other universities/states have similar stories.

1. Prior to 2008 or so we were using administrative data from states for evaluations on request.
2. The DOL through ADARE brought states together to link labor training and education data.
3. Some advantages of these early projects include an understanding of data in the political process and the need to share human resources between state and government.

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Supportive role of federal legislative effort

The federal agencies built model data sharing into big programs such as the WDQI and SLDS programs, leading to the development of the necessary legal and administrative frameworks for sharing data.

Race to the Top, for example, led to the linkage of the Ohio Department of Education into the existing data system at OSU (OLDA).

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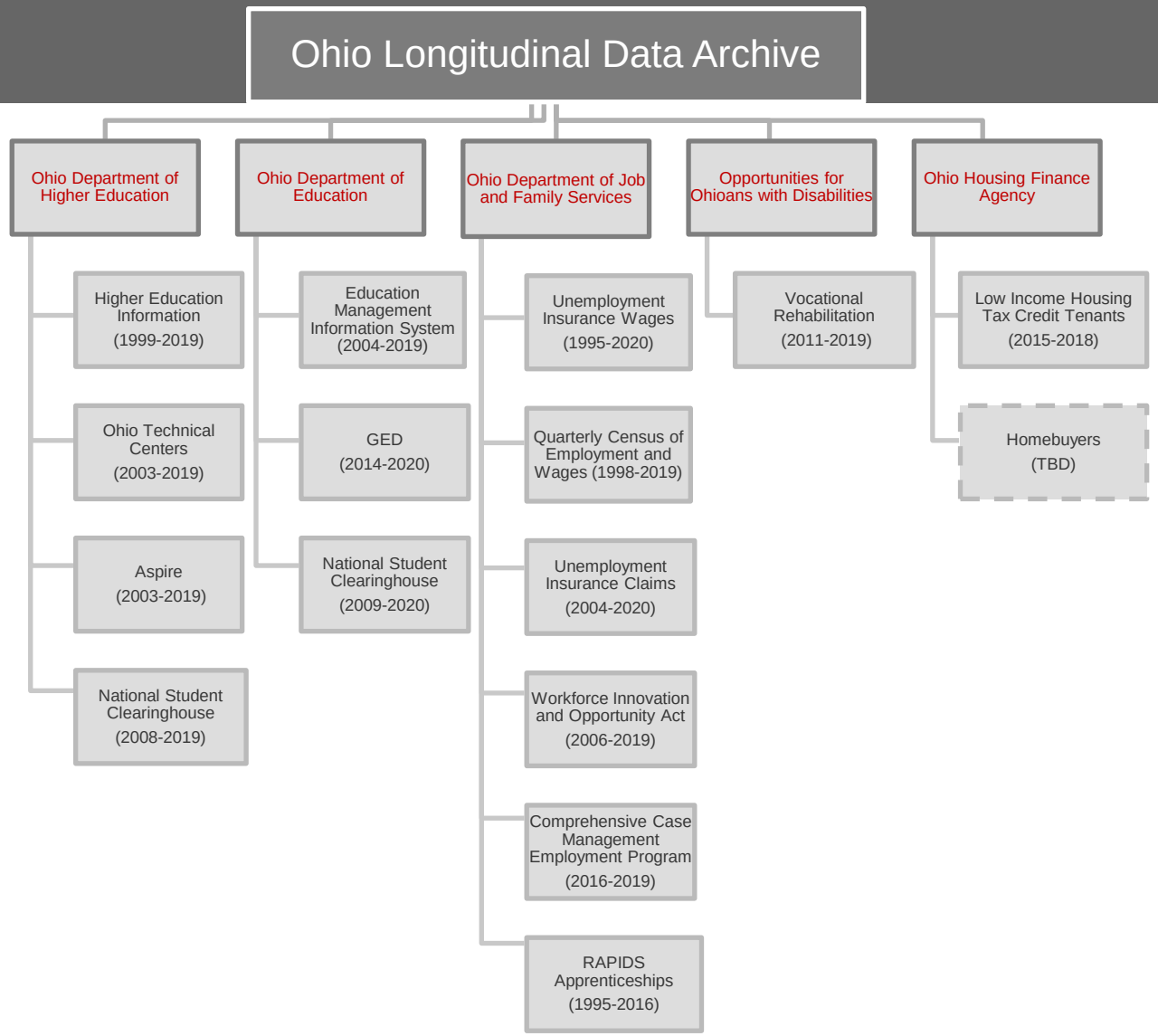
3. Data Holdings



Key Facts about data holdings

1. Administrative Data as is: Data are kind of like a layer cake. You can take it or leave it, but it's not survey data. You can not decide how you want to represent the education credentials or occupations present in the data. They are defined the way the administrative officials decided to do so in the distant (or near) past.

2. **Metadata is the key**. Despite the promises of computer scientists, you can not simply wish into existence the knowledge about data systems, variables, and values. Therefore, its' critical to have a functioning documentation system and the human capital to understand the data.

3. Data Maintenance. Much like a good old car, it requires more up keep than the bright shiny new autos. Therefore, you need to figure out a way to fund and staff data upkeep as much as acquiring new and wonderful data.

4. Questions, questions, questions. Good data is not an end of its own. The best data systems are narrow and guided by specific questions.

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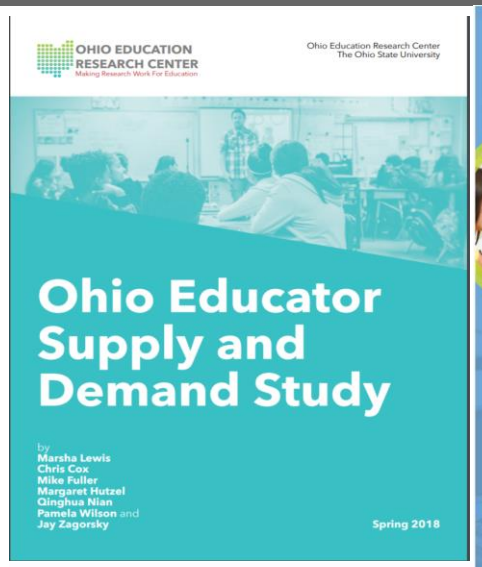
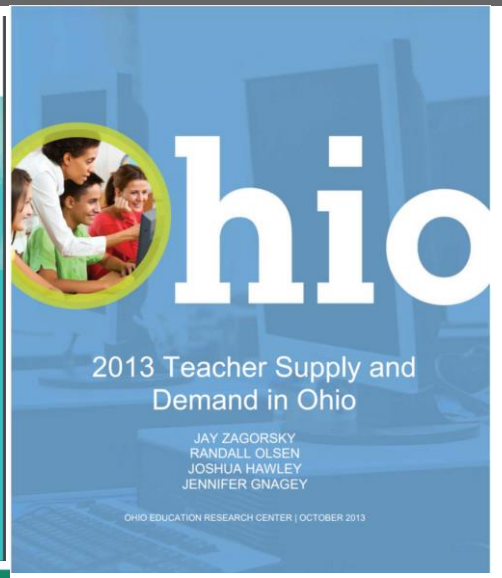
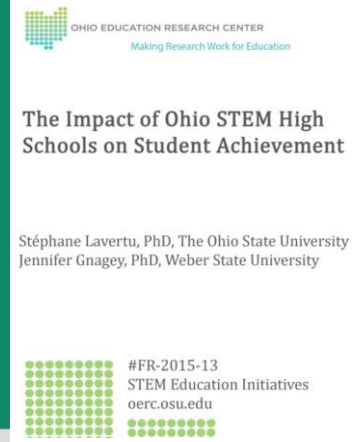
4. Data Use

Research Studies

1. Student Dropout from high school
2. STEM Progression from high school to college
3. Impact of long term unemployment on workforce preparation
4. Workforce outcomes of higher education



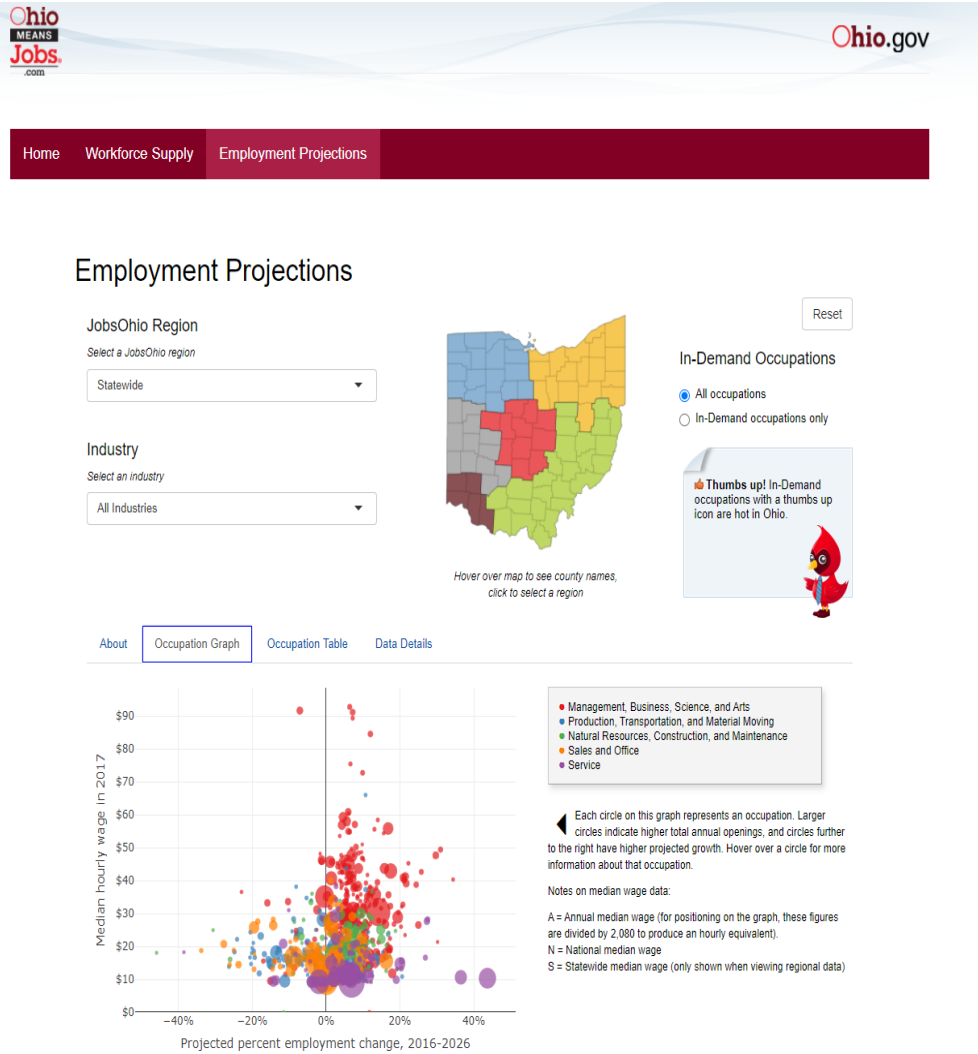




Dashboards and Scorecards

Workforce Success Measures

The Ohio Education Research Center (OERC) partnered with the Governor's Office of Workforce Transformation (OWT) to provide a tool that communicates the successes of Ohio's largest workforce development programs. The OERC used its archive of Ohio administrative data to provide employment and related outcomes of those individuals who have exited the workforce development programs. These data, displayed in interactive visualizations, enable workforce program administrators and policy makers to understand and therefore improve the effectiveness of Ohio's workforce development programs. Go to the Workforce Success Measures Dashboard.



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5. Rules of the Road

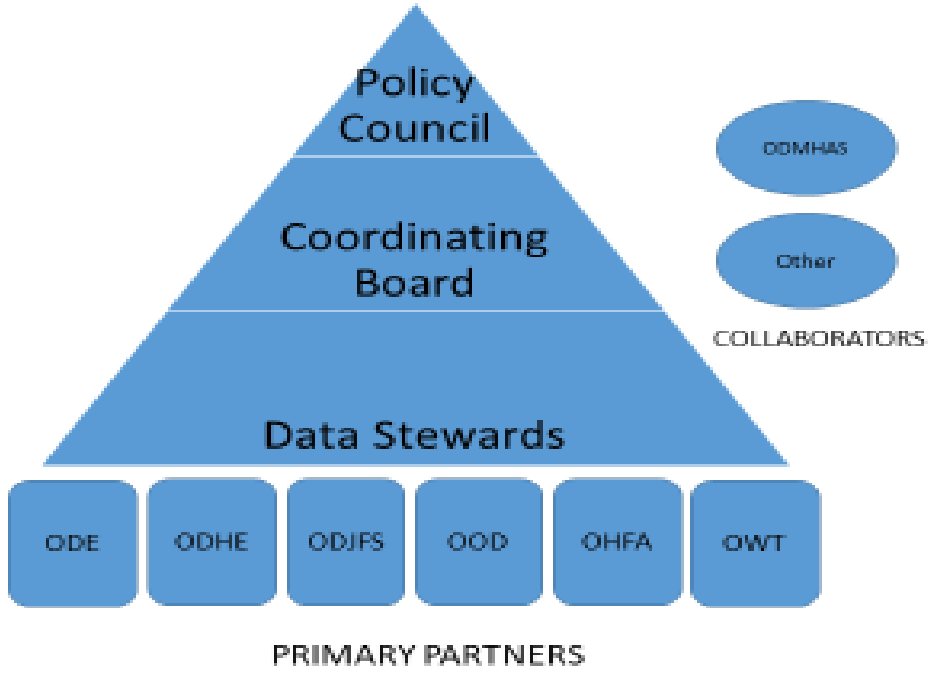
Ohio Analytics Governance Model

Overall Committee Goals

Policy Council
- Advocate for the system
- Set policy agenda for data use and reporting
- Supervise the Coordinating Board

Coordinating Board
- Put policy agenda into practice
- Supervise Data Stewards

Data Stewards
- Serve as technical linkage to agency data staff



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Mission

The OERC develops and implements a statewide, preschool through workforce research agenda to address critical issues of education policy and practice.
The OERC does this through…

1. Identifying and sharing best practices;
2. Responding to the needs of Ohio's educators and policymakers; and
3. Producing materials, products, and tools to improve educational practice, policy and outcomes.

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Vision and Key Objectives

To be the source for cutting edge knowledge and resources regarding education and training for Ohio's educators, policy makers, and community leaders – creating a dynamic cycle of research and practice….

Primary Objectives

1. Provide timely and high-quality evaluation and research products for local, county, state, federal and private agencies as well as other policy informing organizations;

2. Serve as a bridge to education practitioners, researchers and policymakers translating the needs of practitioners into the research agenda and research into actionable practice improving policy at all levels of education; and

3. Bring together diverse resources on education throughout the state to improve access to high quality knowledge.

6. Lessons learned as a faculty member

Faculty are constantly remaking the job.

1. With a diminishing number of full-time tenure track faculty we need to be intentional about what will make an impact.

2. COVID makes it clear that the traditional recipe of a mix of “research” “teaching” and “service” needs to be re-thought. All research is to a degree “research to practice.”

3. Specific lessons in our experience can be translated to other countries/universities.

Websites

The Ohio Education Research Center, https://www.oerc.osu.edu/

Ohio Longitudinal Data Archive, https://chrr.osu.edu/projects/ohio-longitudinal-data-archive

Faculty Page, http://glenn.osu.edu/faculty/glenn-faculty/hawley/

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Discussion & Questions