

HB

2022

<TARGET><BILL>HB 202</BILL><SUBJECT>HB
202</SUBJECT><COMM>HEDC29</COMM></TARGET>

Alaska State Legislature

State Capitol Room 102
Juneau, Alaska 99801-1182
(907) 465-2689
Fax: (907) 465-3472
1-800-665-2689



270 W. Pioneer Ave. Suite B
Homer, Alaska 99603
(907) 235-2921
(907) 283-9170
Fax: (907) 235-4008

REPRESENTATIVE PAUL SEATON Rep.Paul.Seaton@akleg.gov

MEMORANDUM

FROM: Representative Paul Seaton
TO: Representative Keller
House Education Committee
DATE: Feb. 3, 2016
RE: Scheduling Request for House Bill 202

A handwritten signature in blue ink that reads "Paul Seaton".

We respectfully request that House Bill 202, Workforce & Education Related Statistics Program, be scheduled in the House Education Committee at your earliest possible convenience.

Please find the following documents attached:

- HB 202 Sponsor Statement
- HB 202 Sectional Analysis
- HB 202 Version W
- HB 202 Supporting Document- ANSWERS Presentation
- HB 202 Supporting Document- ANSWERS Project Summary
- HB 202 Supporting Document- ANSWERS Seeing the Big Picture
- HB 202 Supporting Document- ANSWERS & HB 202 handout
- HB 202 Supporting Document- ANSWERS Organizational Chart
- HB 202 Supporting Document- ANSWERS Policy Questions
- HB 202 Supporting Document- ANSWERS Frequently Asked Questions
- HB 202 Supporting Document- Lifetracks Mississippi SLDS Power Point
- No request for any specialized Information Services equipment.
- We will request the following representatives to testify in person:
 - Diane Barrans, Executive Director, Alaska Commission on Post Secondary Education
907-465-6740 diane.barrans@alaska.gov
 - Stephanie Butler, Director & ANSWERS Project Director
907-465-6743 stephanie.butler@alaska.gov
 - Kerry Thomas, Internal Auditor & ANSWERS Project Manger
907-465-6759 kerry.thomas@alaska.gov
 - Ben Shier, Assistant Director & ANSWERS Program Director
907-465-6677 ben.shier@alaska.gov

Thank you for your consideration of this request.
Staff contact: Jenny Martin 465-2689 Jenny.Martin@akleg.gov

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REPRESENTATIVE PAUL SEATON Rep.Paul.Seaton@akleg.gov

HB 202 Sponsor's Statement

Every year over \$2 billion dollars* is invested in Alaska's K-12, postsecondary, and technical/workforce training, and yet neither the executive nor legislative branch has an efficient way to assess the value of these publicly funded education and training programs. As a result, we cannot measure the long-term impacts of that investment. For example, we know who graduates, who goes to college, and who completes training programs, but we do not know which programs produce graduates who are more likely to remain in Alaska and contribute to our economy. What is the return we receive on these huge investments?

HB 202 clarifies the authority of the Alaska Commission on Postsecondary Education to receive and analyze data to determine the outcomes of Alaska's education and training programs through a statewide workforce and education-related statistics program.

The analysis will support collaboration across siloed state agencies with education and training missions to enable Alaska to identify which education and training programs are, or are not, doing the job of preparing Alaskans for the workforce.

The statistics program will provide efficient analyses of program outcomes and will incorporate increased security for such analyses. To ensure individuals' privacy, this bill requires information in the system to be de-identified; all personally identifiable information such as name, address, SSN, etc. must be removed from the data before it is stored in the database—all of which takes place within the State of Alaska's approved secure environment. The bill also prohibits unit record reporting to the federal government.

HB202 authorizes the Department of Labor and Workforce Development, subject to federal rules, to provide Unemployment Insurance and wage records to the statistics program that will allow Alaska to determine how education and training programs are impacting graduates' outcomes in the workforce. This will allow for more meaningful assessment of program outcomes by examining cohorts transitioning across K-12, postsecondary programs and into the workforce.

This statistics program will be Alaska's tool to make informed decisions and help answer questions by measuring programs not by their costs, but by the outcomes they achieve for our state. In a constrained budget environment, identifying what works is essential to legislators making funding decisions and to parents making student participation decisions.

*Funding Sources:

- https://www.omb.alaska.gov/ombfiles/16_budget/EED/Amend/15priorities_by_priority_eed.pdf
- <http://education.alaska.gov/news/pdf/fundingprogramoverview.pdf>
- <http://www.sheeo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf>

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HB 202 Sectional Analysis **Version: 29-LS0875/W**

*Please note that a sectional analysis of a bill or resolution should not be considered an authoritative interpretation of the measure itself.
The legislation is the best statement of its contents.*

Section 1 (page 1, line 6) – Includes within the scope of the Alaska Commission on Postsecondary Education’s regulatory authority the administration of the workforce and education-related statistics program (page 3, line 4)

Section 2 (page 3, line 6) – Allows the commission to maintain a database for the purpose of compiling statewide workforce and education-related statistics and analyzing education and training outcomes through cooperative agreements with other agencies to share data and information while prohibiting the sharing of unit record data with the federal government. It require the removal of personally identifiable information from the database.

Section 3 (page 3, line 22) - Permits the Department of Labor and Workforce Development to provide wage and employment data for the workforce and education-related statistics program as allowed under federal law and establishes related conditions for doing so.

Section 4 (page 4, line 5) - Permits the Department of Labor and Workforce Development to provide wage and employment records which existed prior to HB202’s effective date.

Section 5 (page 4, line 10) - Provides for an immediate effective date.



February 2, 2016

ANSWERS HOUSE EDUCATION COMMITTEE PRESENTATION



ANSWERS is a collaboration of the Alaska Commission on Postsecondary Education, the University of Alaska, Alaska Department of Education & Early Development, and Alaska Department of Labor and Workforce Development.

ANSWERSresults.alaska.gov

A stylized graphic of a mountain range with white peaks and dark blue shadows, set against a dark blue background. The text "ANSWERS PROJECT UPDATE" is centered at the top of this graphic.

ANSWERS PROJECT UPDATE

Find the latest information about ANSWERS at the new website:

<http://ANSWERSresults.alaska.gov/>

SUSTAINABILITY PLAN UPDATE

ANSWERS' allocated funding will be exhausted with end of the grant period (June 2016)

- ❑ Thereafter the Alaska Commission on Postsecondary Education (ACPE) will host ANSWERS and the Program Management Office (PMO) while seeking long-term and project-based funding from external sources
- ❑ Subject to resource availability, in FY17 ACPE will seek to produce proof-of-concept reports demonstrating ANSWERS value to potential funders, including federal, state or private sources
 - ❑ Will seek external funding for research and data visualizations
 - ❑ Initial demand for information will impact future sustainability plans

HOUSE BILL 202

- ★ HB202 was introduced by Representative Seaton by request at the end of the 2015 session
 - ★ Authorizes the inclusion of workforce data in ANSWERS
 - ★ Workforce data is critical to measuring education outcomes
 - ★ Mandates privacy protection by requiring personal identifiers not be included in ANSWERS
 - ★ Prohibits sharing of unit record (individual) data with the federal government



SPONSOR STATEMENT HIGHLIGHTS

- ★ Every year over \$2 billion dollars is invested in Alaska's K-12, postsecondary, and technical/workforce training
- ★ Neither the executive nor legislative branch has an efficient, cost-effective means of assessing the value received from these public investments
- ★ The long-term impacts of that investment can't be measured
- ★ We know who graduates and who doesn't. We know who goes to college and completes training programs. What we do not know is-which programs produce the best outcomes for the investment?
- ★ What is the return we receive on these huge investments? Which programs produce the results needed for Alaska and Alaskans to be successful?



WHY IS HB202 NEEDED?

- ★ Provides the explicit authority for Labor to share unit record workforce data with ANSWERS, for workers who have used Alaska's public education system
- ★ Although some reporting has been and can be done, the current process is expensive and inefficient in terms of the limited methods available
 - ★ Each report requires identifying resources, developing data-sharing protocols and agreements between agencies, as well as executing the needed data-sharing process.
 - ★ Relative to Labor data, DOLWD staff must perform matching, extraction, and aggregation.
 - ★ Little to no capacity for timely responses to follow-up questions that aren't answered through the original analysis
 - ★ Limited by Labor resource availability
 - ★ Each project requires sharing personal identifiers to ensure the population is accurately selected



WORKFORCE DATA: NEEDED TOOL FOR OUTCOMES ANALYSIS

- ★ Using workforce data for education outcomes analysis is key:
 - ★ Do education and training programs result in increased employability and/or earnings?
 - ★ What are the migration and employment patterns for Alaska citizens?
 - ★ How can we improve education and training programs to prepare students to fill our high demand and higher paying jobs?

- ★ Workforce data even more important in times of budget austerity:
 - ★ Provides opportunity to evaluate return on investment in education and training
 - ★ Helps identify where limited funding may be directed to make the most difference for Alaskans

- ★ Many states already doing this with workforce data
 - ★ No federal law restrictions

QUESTIONS AND COMMENTS

★ ANSWERS Project Leaders:

- ★ Kerry Thomas (465-6759) – kerry.thomas@alaska.gov
- ★ Stephanie Butler (465-6743) – stephanie.butler@alaska.gov
- ★ Ben Shier (465-6677) – ben.shier@alaska.gov

★ ANSWERS Website – ANSWERSresults.alaska.gov

- ★ Register to receive ANSWERS updates via email
- ★ View FAQs, publications, and other information

ANSWERS

3030 Vintage Blvd.
P.O. Box 110505
Juneau, Alaska 99811-0505
Main: 907-465-6672
Toll free: 800-441-2962
TDD: 907-465-3143
Fax: 907-465-3293
Project Manager: 907-465-6749
ANSWERS@alaska.gov

ANSWERS Project Summary

ANSWERS – Alaska Navigator: Statewide Workforce and Education-Related Statistics

Mission: Deliver outcomes information to Alaska stakeholders to assess, evaluate and improve the state's education and career development spectrum

Purpose: To provide critical information to Alaska's policymakers, educators, and general public about Alaska's education and workforce spectrum, including:

- ★ Student transitions, such as high school to postsecondary education, postsecondary education to the workforce, etc.
- ★ Performance in education and workforce systems, and evaluation of education program outcomes
- ★ Return on investment, enhancing ability to measure program costs as related to outcomes

Why is ANSWERS needed?

- ★ ANSWERS will provide a more secure method for transporting and storing existing data.
- ★ ANSWERS will lower the current cost to access and analyze information.
- ★ ANSWERS combines multiple processes into a highly-secure, efficient, and automated process.
- ★ ANSWERS provides greater access to information and better capacity to respond to requests from parents, policymakers, educators, researchers, and the public, without compromise to data privacy.

ANSWERS Project Overview

- ★ Federal grant - \$4 million over four years (July 2012 to June 2016) Originally three-year project; received one-year no cost extension
- ★ Project to link existing State of Alaska K-12, postsecondary and workforce data for use in developing Alaska-specific analyses of education program outcomes

ANSWERS Timeline, Progress, and Outcomes

- ★ Established and implemented governance structure
- ★ Developed business and technical requirements
- ★ Design and development contract near completion
- ★ System stabilization, final testing, and documentation are the focus of current efforts
- ★ Sustainability and Program Management Office (PMO) plan development is continuing
- ★ Completed analysis of existing systems
- ★ Partner agreement on system design, platform, and processes
- ★ ANSWERS website is scheduled to launch by early 2016
- ★ Development of ANSWERS proof-of-concept information products are underway based on stakeholder input

ANSWERS Program Implementation and Sustainability Plan

There is not currently a dedicated ANSWERS budget available subsequent to completion of the grant. During the immediate post-grant period, the Alaska Commission on Postsecondary Education (ACPE) will host ANSWERS and the ANSWERS PMO while seeking long-term program funding. The goal during this period is to produce proof-of-concept reports that demonstrate the value of ANSWERS to potential funders, including federal, state or private sources.



ANSWERS is a collaboration of the Alaska Commission on Postsecondary Education, the University of Alaska, Alaska Department of Education & Early Development, and Alaska Department of Labor & Workforce Development.

ANSWERSresults.alaska.gov

Revised: January 2016

ANSWERS

Seeing the Big Picture

What is ANSWERS?

ANSWERS connects student enrollment and outcome information to create a story about how Alaska students move through the education system and into the workforce.

ANSWERS acts as a conduit between state agencies and organizations to provide a secure, streamlined method for analyzing education and workforce outcomes.

ANSWERS links existing data from the following organizations:

- Alaska Commission on Postsecondary Education (ACPE)
- Department of Education and Early Development (EED)
- Department of Labor and Workforce Development (DOLWD)
- University of Alaska (UA)

How is the data used?

Data is used to evaluate how well Alaska is preparing students for higher education and the workforce. The goal is to provide parents, policymakers, funders and the public with information about which programs work best, and to use data to improve education and workforce outcomes and reduce costs.

Why do we need it?

- More secure method for transporting and storing data
- Lower cost to access and analyze information
- Combines multiple processes into a highly-secure, efficient, automated process
- Greater access to information and better capacity to respond to requests from parents, policymakers, educators, researchers, and the public

Is it secure?

Yes. ANSWERS data is de-identified and resides in the state's secure data center, meaning no identifiable student information ever leaves the state's secure environment. Only authorized users are allowed to access data for approved purposes.

How does it work?



Visit ANSWERSresults.alaska.gov for more information and to sign up for updates.



ANSWERS

Seeing the Big Picture

I want to know more about Alaska education and workforce outcomes. *What now?*

Existing Environment



Parents, policymakers, educators, researchers, and the public seeking information determines the correct organization to contact. In many cases, the requesting agency must work with other state agencies to obtain a complete set of data before responding to the query.



The requesting organization negotiates a project-specific Memorandum of Agreement (MOA) with one or more partner organizations to share data. Each MOA must be approved and organizations must determine the level of data they are able to share with other organizations.



If an information request can be fulfilled, partner organizations extract data and send the data to the requesting agency. This process can take several weeks to complete.



The requesting organization begins the process of matching data with their own database. Partner organizations use Personally Identifiable Information (PII) to match data against their own records. In many cases, organizations contain different data fields, and linking data is expensive and time-consuming.



The requesting organization performs an analysis of the data and produces a report for public use. The resulting report contains a snapshot of data available.



At the conclusion of the project, the requesting organization destroys all data, according to the terms of the MOA. If a user has follow up questions or wants to conduct a similar analysis at a later date, the process must start over.

ANSWERS



Parents, policymakers, educators, researchers, and the public seeking information contact ANSWERS.



ANSWERS houses up-to-date, de-identified, secure data. This means when a request is made, ANSWERS already has the framework necessary to fulfill the information request. Those working with the data will never see the personally identifying information linking data to a particular individual.



De-identified data is compiled into a report based on the information request. The report is reviewed by privacy experts prior to publication. Users who have follow up questions can contact ANSWERS for updated reports or additional information.

ANSWERS is a collaboration of the following organizations:



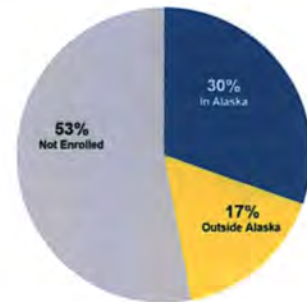
Visit ANSWERSresults.alaska.gov for more information and to sign up for updates.



ANSWERS & HB202

WHY ANSWERS?

- ANSWERS is a tool with which state agencies and organizations can, in a **secure, streamlined method**, analyze education and workforce outcomes using existing data collections.
- Every year over **\$2 billion dollars is invested** in Alaska's K-12, postsecondary, and technical/workforce training.
- **Neither** the executive nor legislative branch **has an efficient, cost effective means of assessing the value** received from these public investments.
- We know who graduates and who doesn't. We know who goes to college and completes training programs. What we **do not know is—which programs produce the best outcomes for the investment?**
- **ANSWERS data can help** measure educational and workforce successes and provide **crucial feedback** on which pathways and programs (intended to improve students' outcomes) are working and producing **the best return on the state's investment.**



WHY HB202?

- HB202 authorizes the inclusion of workforce data, which is **critical to measuring education outcomes**, in ANSWERS.
- HB202 mandates **privacy protection** by requiring personal identifiers not be included in ANSWERS.
- HB202 **prohibits** the sharing of unit record (individual) data with the federal government.



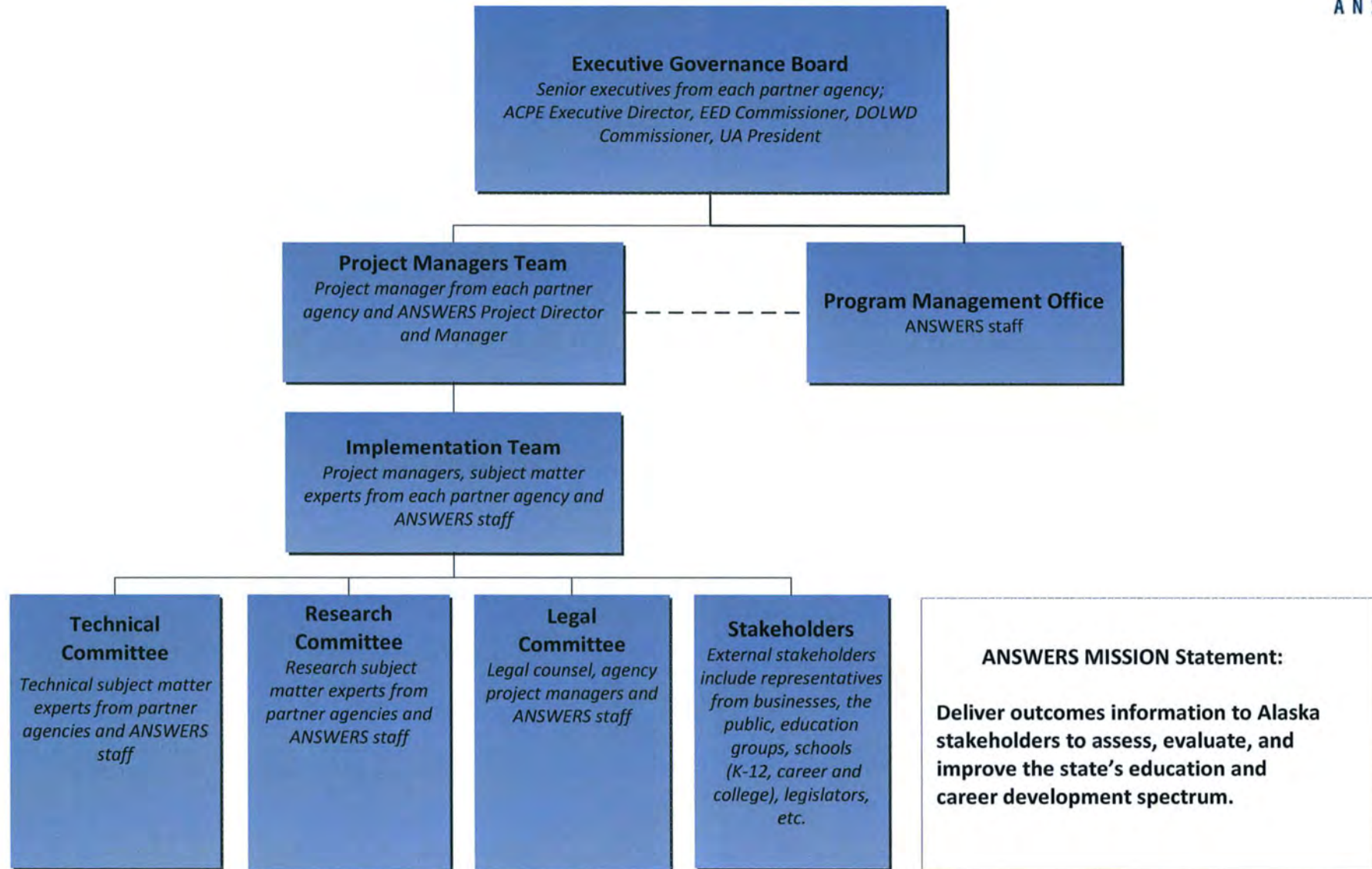
LEARN MORE @ ANSWERSresults.alaska.gov



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ANSWERSresults.alaska.gov

ANSWERS ORGANIZATIONAL CHART



ANSWERS

Policy Questions

1. How many and which students or student subgroups are progressing through an education program/system to complete college or workforce training, and what is their subsequent employment or higher education enrollment status?
2. What are the migration patterns and outcomes for Alaskans attending postsecondary programs outside of Alaska and subsequently returning to Alaska?
3. What is the current enrollment and/or workforce and income status of those Alaskans, or specific populations of Alaskans, who participated in and exited Alaska secondary or postsecondary institution with and without credentials?
4. Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many and which remain in the state and contribute to the economy?
5. What are the impacts of financial aid on college access and success and what are the specific outcomes of subgroups of interest?
6. How effective are, and what is the specific return-on-investment for, specific interventions and strategies to increase the rate at which students/citizens, particularly those from low-income families or other underrepresented populations, progress through an education program/system to complete college or workforce training?
7. How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?
8. What is the private/public return on private/public investment in education?
9. How does Alaska recruit and retain teachers or other professionals identified as critical to Alaska's economic or societal well-being and for which there is a statewide shortage or mal-distribution?
10. Why do education and employment outcomes differ among subgroups?

ANSWERS policy questions were identified and vetted by Alaska stakeholders. They are high-level questions which allow for a wide range of related questions to be asked within the frame of each policy area. Research queries must have some relevance to these broad policy areas to be approved.



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ANSWERSresults.alaska.gov

ANSWERS Frequently Asked Questions – Alaska’s P-20W SLDS

Updated December 2015

About ANSWERS

The ANSWERS questions are categorized into five areas: General, Security, Transparency, Commercialization and More Information.

1. General

What is ANSWERS?

ANSWERS is Alaska’s P-20W Statewide Longitudinal Data System (pre-school through grade 20 and the workforce SLDS).

What does ANSWERS stand for?

Alaska’s **N**avigator: **S**tatewide **W**orkforce and **E**ducation-**R**elated **S**tatistics

What will ANSWERS do for Alaska?

ANSWERS will be a resource for state policy-makers and Alaska education stakeholders to answer key questions about how well the Alaska education pipeline is preparing students for higher education and workforce success. It will be a means of determining which programs are most successful in providing Alaska with resident hires for skilled, high-wage jobs. By linking existing relevant data from the state’s K-12, postsecondary education and workforce training information systems, ANSWERS will provide the state with the ability to make informed policy and funding decisions based upon effectively evaluating Alaska-specific program and policy outcomes, and to clearly measure the state’s return on its investment in education programs.

Why does Alaska need ANSWERS?

In order to make sound, evidence-based decisions to support Alaska’s public education system and economy, policy-makers need to know: 1) the cost of programs, services and initiatives, 2) how many Alaskans receive services, and 3) the impact or value of the services for individuals and the state. Specifically, policy-makers need to know whether students who complete a particular program are more likely to succeed in education and in the workforce than those who don’t, and if that success translates into well-trained Alaskans who are more likely to remain in Alaska and earn wages at levels that lead to economic success. ANSWERS will provide the ability to look at that return-on-investment in educational programs and initiatives, by providing information about the long-term differences between cohort groups. For the first time, Alaska will have a dynamic resource from which to know what programs make a long-term difference in students’ lives, and the outcomes achieved by these programs.

Who will benefit from ANSWERS?

Identifying the most successful services is important to policy-makers making funding decisions, to teachers and educators designing programs and interventions, and to parents and students making education planning decisions. Answering questions about which programs and services are shown to be most likely to make a difference, and for which population groups, is especially important when there are limited funds and can help legislators and policy-makers target resources where they will have the most impact.

Who is responsible for ANSWERS?

An executive governance body, created in 2011 by Administrative Order 261, is charged with authority and responsibility for ANSWERS, and is composed of:

- the Commissioner of the Alaska Department of Education and Early Development (DEED),
- the Commissioner of the Alaska Department of Labor and Workforce Development (DOLWD),
- the President of the University of Alaska (UA), and
- the Executive Director of the Alaska Commission on Postsecondary Education (ACPE)

How is ANSWERS funded?

ANSWERS development and implementation is funded by a three-year, \$4 million federal grant, through mid-2015. It is currently staffed by a team from DEED, DOLWD, UA, and ACPE, with ACPE providing overall project management.

How will ANSWERS be funded after the grant period?

Interim funding will come through ACPE's operating budget, which is substantially funded by the Alaska Student Loan Corporation. The ANSWERS project includes a sustainability plan to minimize costs by designing ANSWERS to automate expensive manual processes. Longer term, the ANSWERS executives intend to use the initial two to three years of ANSWERS operation to evaluate its service value to the state relative to its cost. Based on that evaluation, recommendations will be advanced to the administration and legislature, for consideration as to a financing source and structure that meets statewide interests and demands for ANSWERS data in the most cost-efficient and effective manner.

Why develop ANSWERS rather than expand the functionality of an existing database such as the Department of Education and Early Development's K-12 system?

Two primary reasons:

1. **Cost:** Expanding an existing database to do something different from its original design is technically possible, but would be considerably more complicated and expensive than simply designing a longitudinal database.
2. **Privacy:** Existing agency systems require identification of individuals. ANSWERS purposefully has no identifying information such as name or shared reference number.

2. Security

What data will be in ANSWERS?

ANSWERS will contain key data elements collected by the four Alaska partner agencies. In order to be linked in ANSWERS the selected data elements must 1) be available without a new data collection, and 2) be essential to answer one of 10 policy questions identified by education and workforce stakeholders as an education outcome indicator (visit "About ANSWERS" at ANSWERSresults.alaska.gov for the full list of policy questions).

How does ANSWERS' structure differ from other state databases and systems?

ANSWERS will maintain de-identified, historical information for the purpose of longitudinal evaluation and analysis. Other state databases are primarily transactional, meaning they are designed to be used to manage student or citizen individual participation in state services, such as education programs or unemployment insurance, and therefore include customers' real-time or near real-time, identifiable information. ANSWERS, in contrast, is longitudinal information that cannot be used to identify specific individuals. In compliance with strict federal and state privacy protection requirements, ANSWERS data for program evaluation and reporting does not include identifying information such as name, date of birth, and identification or account number.

What data will NOT be in ANSWERS?

Data elements not relevant to evaluating Alaska education programs' outcomes will not be in ANSWERS. Examples of irrelevant and excluded data elements are voting records, political or religious affiliation, or student street address. Also, individuals who have not participated in Alaska's education system will not be included in ANSWERS, therefore, data on residents and job-seekers who have not participated in Alaska's educational system are excluded.

Will there be new ANSWERS data collections or student surveys and tests?

No. All data in ANSWERS will come from existing data systems. While it is possible that an education provider such as a school district may seek to leverage ANSWERS' capacity to conduct analyses of their programs and services, this type of service and related data collection and analysis would occur only at their request.

What are some of the ways ANSWERS data will NOT be used?

ANSWERS data will not be used to identify individuals, evaluate performance of any individual, or to determine eligibility for programs or services.

Will individually identifiable information be stored?

Yes, but not within the ANSWERS longitudinal database. Identifiable information is stored by the agency providing the data, and also in a secure, encrypted data linking tool, completely separate from ANSWERS.

How will data and individual privacy be protected?

ANSWERS will protect data in five primary ways:

1. **De-identification:** After data are linked across systems, information such as student name, exact birthdate, street address, or any traceable ID will be removed and replaced by a random-generated ANSWERS number that cannot be used to re-identify the specific individual. The information used for the matching is stored by the agency providing the data, and also in the ANSWERS information management system (AIMS), a repository that is completely separate and outside the program evaluation and reporting ANSWERS system.
2. **Secure storage:** Information stored within ANSWERS is encrypted and stored in the State of Alaska secure data center.
3. **Output cell-suppression:** Cell-suppression is a reporting methodology that protects individual privacy by “asterisking” or otherwise masking information or reports on small groups where someone in that community might be able to identify an individual. ANSWERS reports will undergo rigorous automated tests and manual review to ensure data is reported only in groups large enough to preclude individual identification.
4. **Access limitations:** Access to ANSWERS is provided only to staff or approved researchers who have undergone background checks, or a related approval process, and access will be limited to only those data elements or functionalities needed to perform specific staff duties or approved analyses.
5. **Testing and monitoring:** Regularly scheduled logging, access reports and audits of system accesses will occur, as well as system updates to address the latest security threats.

Who holds the key to access encrypted ANSWERS data?

State of Alaska programming staff are the only individuals able to decrypt ANSWERS data. These staff have undergone thorough background checks and must meet rigorous standards and follow strict protocols related to protection of data privacy. Access to ANSWERS is subject to automated system logging (real-time automated monitoring) and regular review, to ensure no inappropriate activity takes place.

3. Transparency

How will data in ANSWERS be used?

ANSWERS data will be used to evaluate and improve Alaska’s education and career development system, as approved by the ANSWERS Executive Governance Board. For example, ANSWERS will allow evaluation of different groups of Alaska high school graduates’ performance as they progress through higher education and into the workforce. A specific question ANSWERS might address is: Are Alaska high school graduates who qualify for the Alaska Performance Scholarship more likely to attend college/career training in Alaska or work in Alaska, and earn a higher income, as compared to other Alaska high school students?

What are some examples of ANSWERS data products?

ANSWERS' information products will include:

1. Reports to parents, students and the public, available as summary reports and Web dashboards, in the form of aggregated and cell-size suppressed information. Examples include Alaska school performance or average earnings for students who completed training in different Alaska career fields.
2. Responses to information requests from legislators and similar stakeholders about the performance of a specific program or population. Under federal and state law, such responses must be aggregated at a level to prevent identification of individuals.
3. Feedback reports, available to key stakeholders such as district superintendents, providing information about the performance of key subgroups of their students in higher education or the workforce, and designed to assist in the evaluation of education programs.
4. Responses to research requests, which will require approval according to protocols evaluating the appropriateness of the research request, methodology, and data requested, and ensuring data are used only in accordance with all applicable laws and for approved purposes.

What is the federal law that governs what student information may be released?

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, or 20 USC 1232g (implementing regulations are 34 CFR Part 99). There are no exceptions that permit the release of data that could result in an individual's identity becoming publicly known. Exceptions are allowed for certain non-public program evaluation and research purposes, subject to detailed agreements, research structures, data destruction policies, and similar privacy protections.

Will federal agencies have access to ANSWERS data?

No. Congress has specifically prohibited the creation of a federal student-level database. While it is possible that the state may generate reports from ANSWERS to meet Alaska's federal reporting requirements; because of the way data in ANSWERS is linked, such reports would be aggregated information only, and provided only in cases where it is more efficient for the state to meet existing federal reporting requirements through ANSWERS than through other systems.

Why is the ANSWERS system needed if data can now be linked for the state's annual Alaska Performance Scholarship (APS) outcomes report?

While the APS outcomes report is a "proof of concept" of the analyses made possible through linking existing data, it requires that expensive manual processing and memoranda of understanding be duplicated annually. ANSWERS will increase security by allowing for matching to occur within the State of Alaska secure data center and eliminate current labor-intensive, costly processes which inhibit the development of additional reporting. ANSWERS will also address the concern that data linked under current processes is not de-identified, which means that copies of linked data may include such identifying information as student names or ID numbers. Bottom line: ANSWERS will result in lower costs, more efficient processes,

more timely data, and – most important – enhanced security because data is de-identified and protected information which never leaves the state’s secure systems.

Can I opt out of having my personal information included in ANSWERS?

The ANSWERS system does not currently support an opt out feature due to its de-identified construct. The data currently collected by each of the four agencies participating in ANSWERS is required by various state and federal laws as a condition of participating in publically-funded programs such as the state’s K-12 education system. Specific to Family Educational Rights and Privacy Act of 1974 (FERPA), opt out rights apply only to certain identifiable information. There is not a right to opt out of having de- identified education performance information included in program evaluations. Note that data from programs that are not publically funded, such as private school or certain home-school programs, will not be included in ANSWERS.

Do other states have systems similar to ANSWERS?

Nearly all states either have some form of longitudinal data systems or are in the process of developing them. As of 2012, 36 states are providing state funding for their longitudinal data systems.

4. Commercialization

Will confidential data be sold and used for advertising or commercial gain?

No, the ANSWERS data will not be sold and will only be used for approved research, program evaluation and reporting. In no case will publish or shared data include identifying information such as name, date of birth, and identification or account number.

5. More Information

How can I get more information about ANSWERS and this project?

- Visit our website at acpe.alaska.gov/ANSWERS
- Sign up for ANSWERS listserv updates at the website
- Contact ANSWERS project leaders:
 - Stephanie Butler, Project Director, stephanie.butler@alaska.gov or 907-465-6743
 - Kerry Thomas, Project Manager, kerry.thomas@alaska.gov or 907-465-6749

 **LIFETRACKS**
Connecting Data To Power Mississippi

STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS)

This is an example of a system similar to ANSWERS that has been fully implemented in the state of Mississippi. This power point provides examples of how data can be used to support education and economic development within a state. --- *this text provided by Office of Rep. Seaton.*

Data Ecosystem in The State

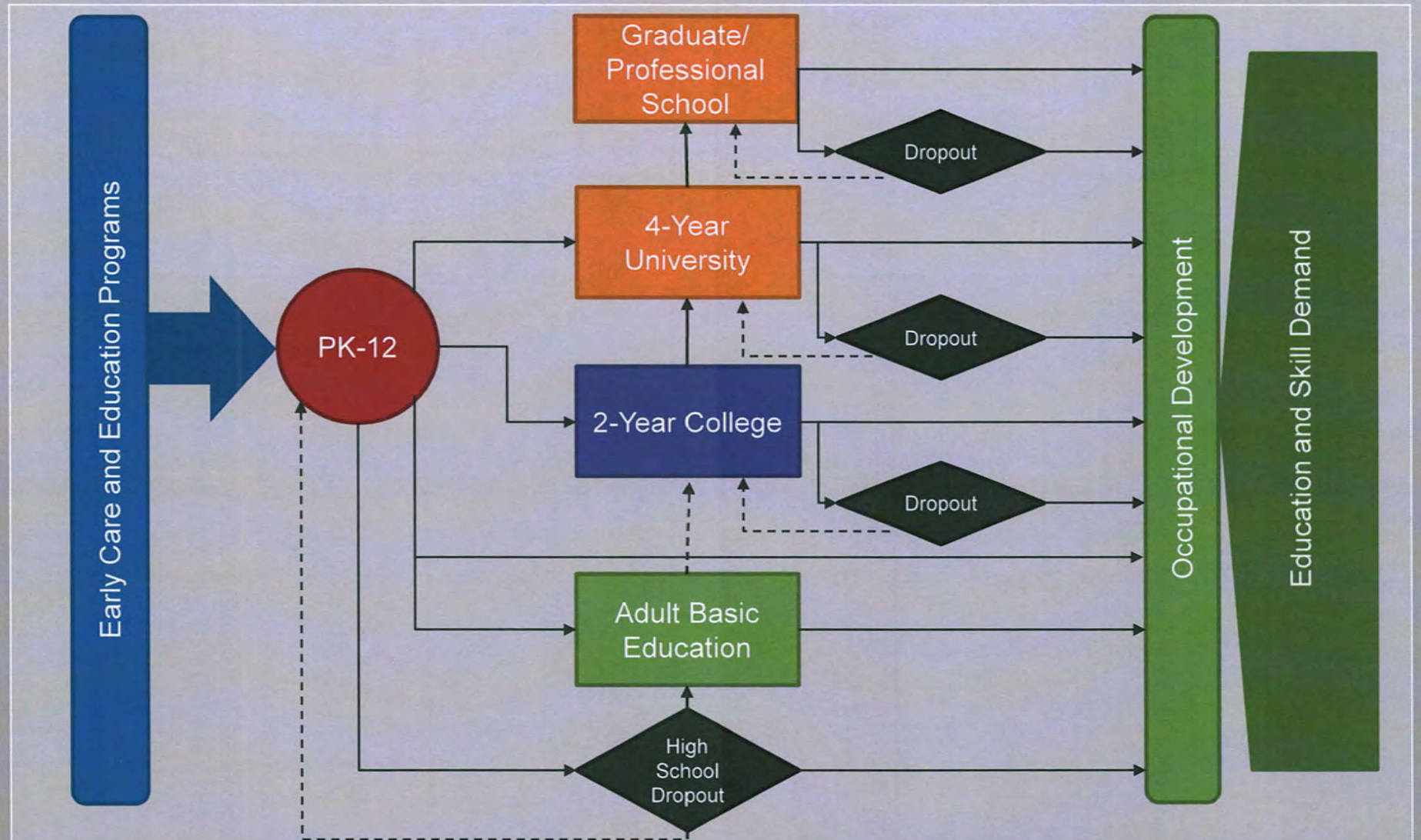
LIFETRACKS IS A SYSTEM THAT:

- Brings together multiple stakeholders with a focus on education, workforce, and economic development
- Promotes performance-based management and strategic planning in the areas of education, workforce, and economic development
- Provides easy and timely access to information for education, workforce, and economic policy evaluation and development
- Is governed by a board comprised of state agencies that contribute data

Data Ecosystem in The State

AVAILABLE DATA:

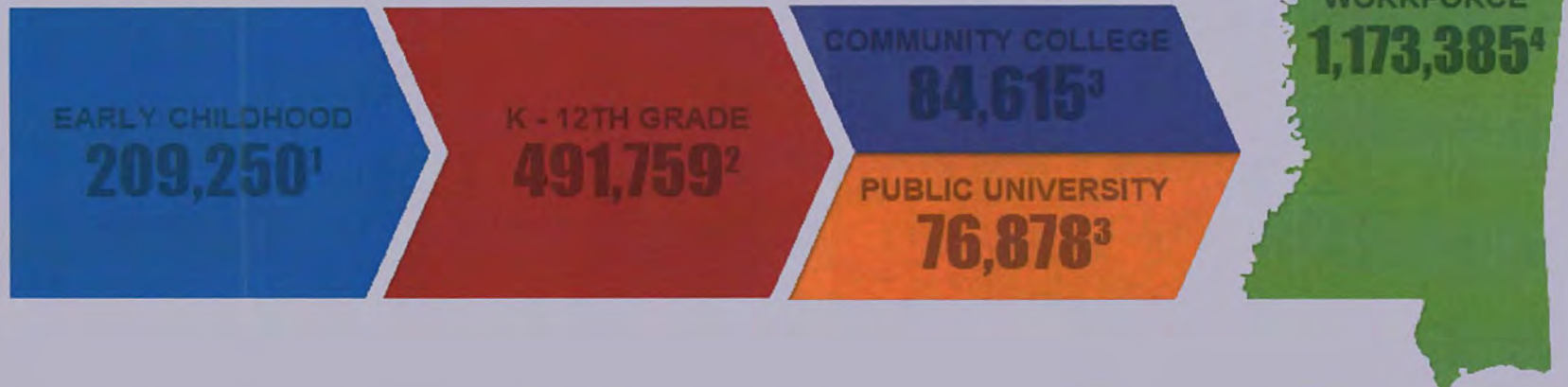
- Labor Market
 - Industry and Occupational Employment
 - Earnings
 - Employment Projections
 - Labor Market Trends
 - Job Openings
- Education
 - K-12
 - ABE
 - Community College
 - University
- Workforce Training
 - Mississippi Department of Employment Security (MDES)
 - Community College Workforce Enhancement Training (WET)
- Population Demographics
- At-Risk Populations
 - SNAP/TANF
 - Corrections
 - Disability



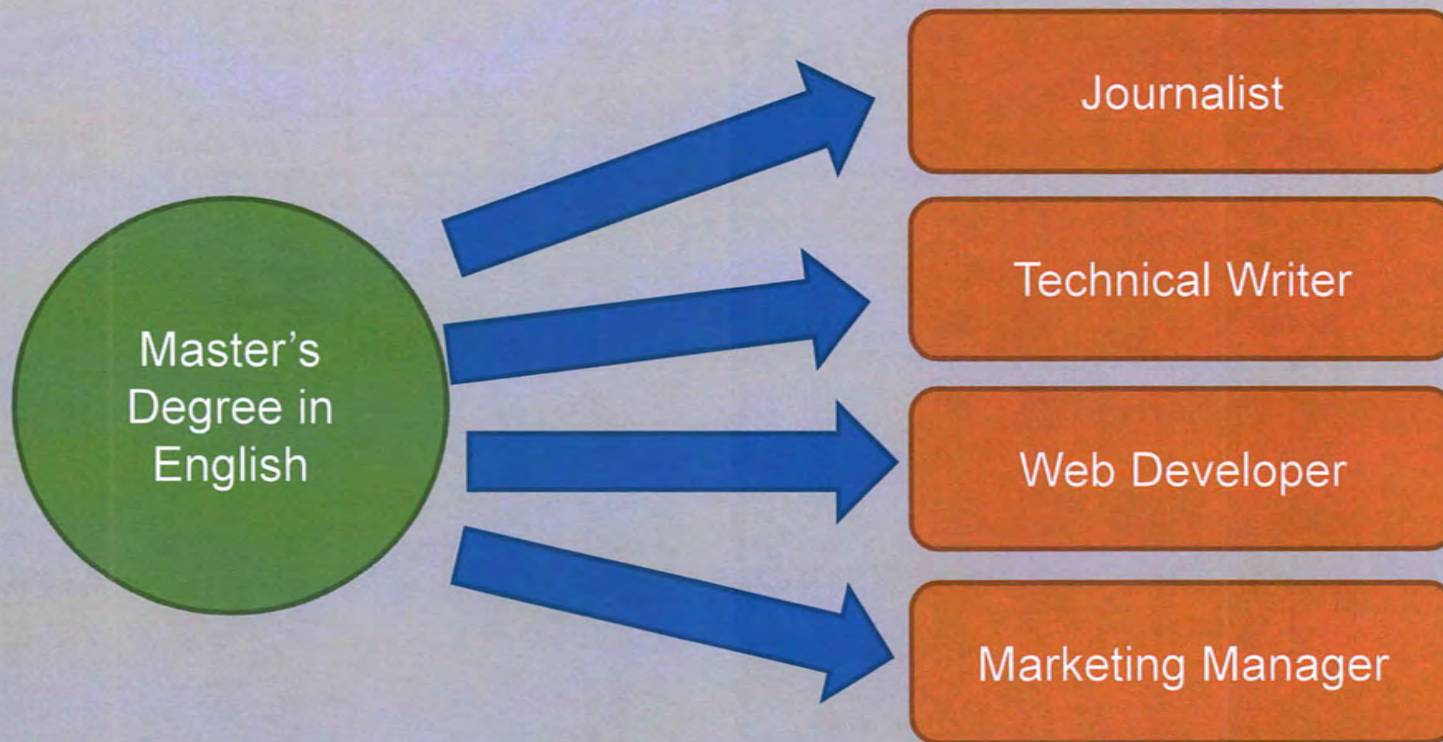
Data Ecosystem in The State

HOW TO ACCESS LIFETRACKS INFORMATION:

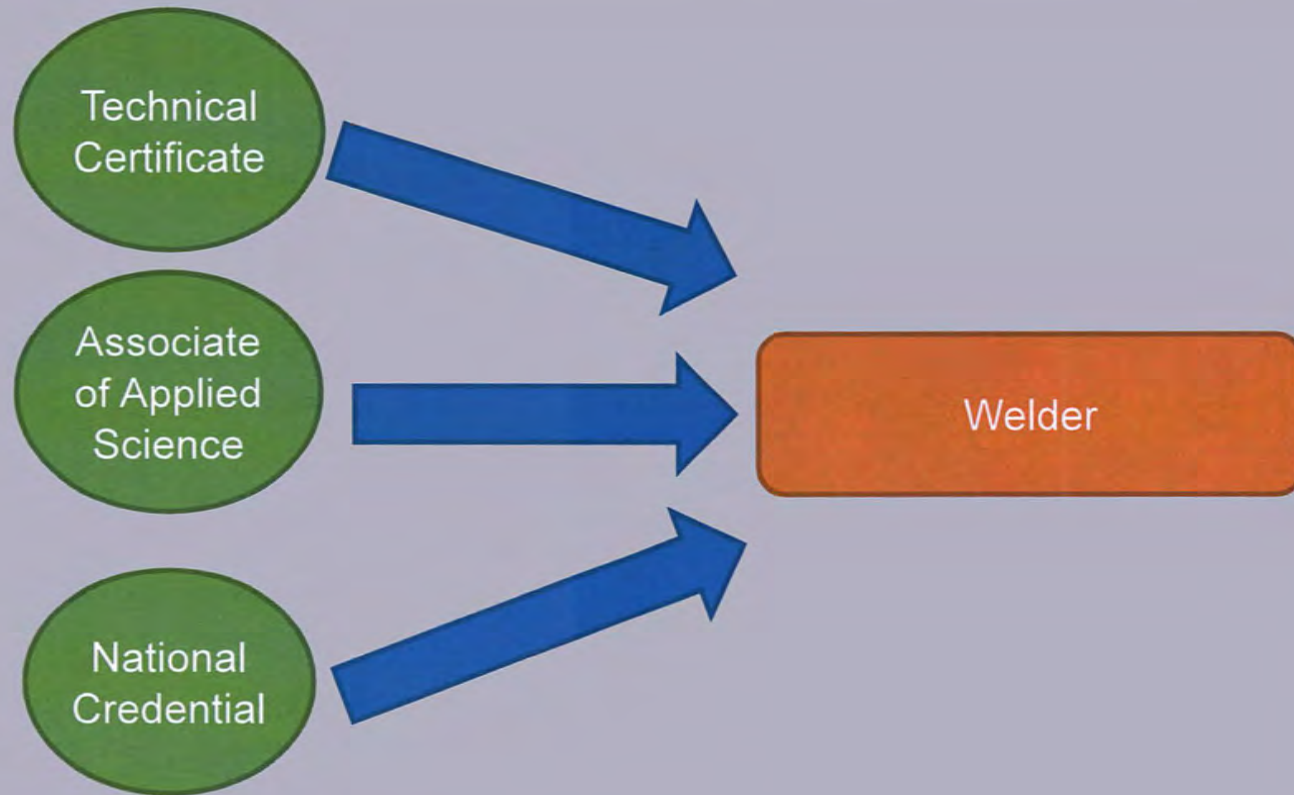
- Request for Information (RFI)
- Access Publicly-Available Information



How to Prepare the Workforce: Career Pathway Evaluator



One Entry Point → Multiple Pathways



Multiple Pathways → One Exit Point

Using the data to evaluate pathways

- Illustrates connections between education and workforce outcomes
 - Which education programs lead to which job types?
 - What education pathways did students follow to end up in certain jobs?
 - What pathway is the most direct route to career goals?
 - What are the impacts of certifications on job opportunities/salaries in a certain industry or career?
- Most important: how can we improve education and vocational programs to best prepare students for careers?



Connecting Mississippi College Grads With Mississippi Employers

- MSGradJobs.com developed in alignment with Mississippi's Career Center. (<https://www.msgradjobs.com/home>)
- Students opt-in to receive weekly email/text listing job opening in Mississippi aligned with their education and experience
- MSGradJobs helps Mississippi retain more of their students after completing postsecondary education
- Example: 30% of engineering graduates students used to stay in state; now 60% stay in state and work

Making the Case to Attract a Company: A Tool for Economic Development

Overall Strategy

- Establish an overall baseline of workforce needed to meet industry goals in your state
- Use data to demonstrate that the state can provide a trained workforce that meets those goals
- Demonstrate that you can establish specialized training on-demand
- SLDS data has used to attracting more than 100 new businesses to Mississippi
 - The two largest are Toyota and Yamaha

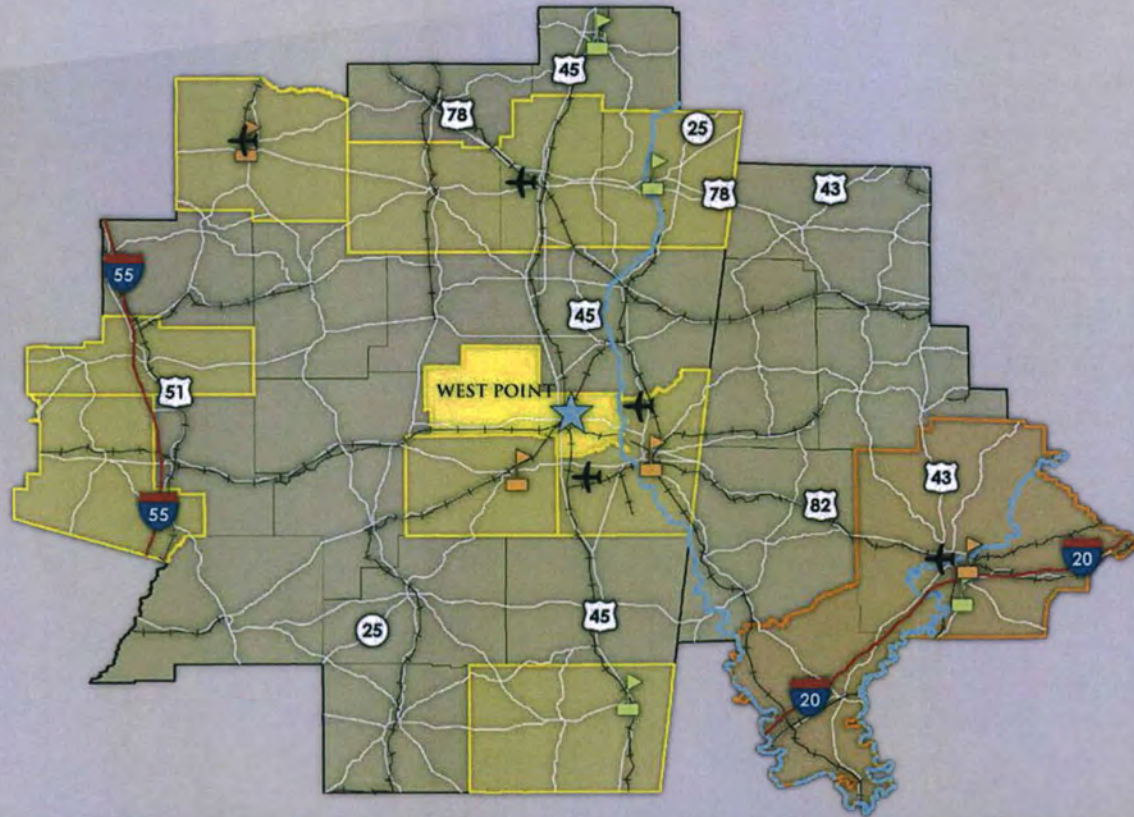
Mississippi's Strategy, continued

- State can showcase: its current resident workforce; how many are in the pipeline; and, how many are likely to seek the job types a business must fill
- Was able to identify a workforce that could meet 65-70% of the jobs to be filled
- Worked with training providers and companies to quickly close skill gaps through training and educational avenues.
- SLDS has become a critical tool for Mississippi's economic development

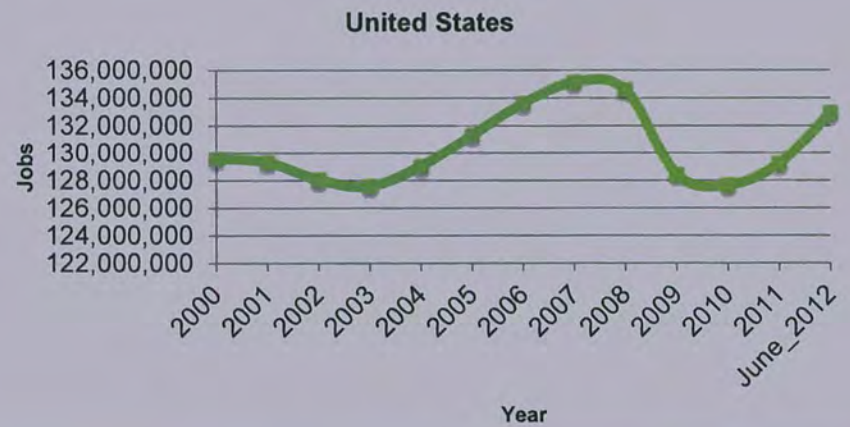
Establish a Baseline: Identify Region



-  4-YEAR COLLEGE/UNIV
-  2-YEAR COLLEGE
-  INTERSTATE
-  HIGHWAY
-  RAILROAD
-  NAVIGABLE WATERWAY
-  COMMERCIAL AIRPORT
-  METROPOLITAN AREA
-  MICROPOLITAN AREA
-  CLAY COUNTY



Establish a Baseline: Identify Employment Trends



Establish a Baseline: Employment in Top Occupations

OCCUPATIONAL CATEGORY	60-Mile Region	MS	Median Hourly Earnings
Team Assemblers	6,420	15,361	\$13.39
Laborers and Freight, Stock, and Material Movers, Hand	4,580	20,596	\$10.07
General and Operations Managers	3,696	15,906	\$38.19
Helpers--Production Workers	2,523	4,771	\$10.04
Maintenance and Repair Workers, General	2,517	12,819	\$13.17
First-Line Supervisors of Production and Operating Workers	2,348	6,382	\$21.53
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,954	9,142	\$22.69
Industrial Truck and Tractor Operators	1,461	5,988	\$12.87
Shipping, Receiving, and Traffic Clerks	1,273	6,422	\$11.94
Inspectors, Testers, Sorters, Samplers, and Weighers	1,168	4,396	\$13.98
Industrial Machinery Mechanics	950	2,615	\$21.15
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	691	2,451	\$12.43
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	674	1,542	\$14.36
Machinists	657	1,618	\$16.81
Industrial Engineers	551	1,929	\$30.47
Tire Builders	467	219	\$19.93
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	428	353	\$11.62
Industrial Production Managers	363	1,333	\$33.55
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	282	851	\$14.69
Adhesive Bonding Machine Operators and Tenders	281	719	\$11.05

Demonstrate that You Can Recruit: Post-Secondary Pipeline

	COMMUNITY COLLEGE ¹	PUBLIC UNIVERSITY ²
DEGREE CATEGORY		
Engineering	537	388
Engineering Technician	480	76
Transportation and Materials Moving	24	5
Mechanical and Repair Technician	817	--
Precision Production	335	--
Construction Trades	298	--
Computer and Information Sciences and Support Services	985	86
Business, Management, Marketing, and Related	3,857	1,561
TOTAL...	7,333	2,116

Demonstrate that You Can Recruit: Job Seekers in Top Occupations

OCCUPATIONAL CATEGORY	60-Mile Region	MISSISSIPPI
Team Assemblers	930	1,914
Laborers and Freight, Stock, and Material Movers, Hand	1,730	5,459
General and Operations Managers	378	1,556
Helpers--Production Workers	3,807	12,250
Maintenance and Repair Workers, General	155	532
First-Line Supervisors of Production and Operating Workers	841	2,818
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	115	400
Industrial Truck and Tractor Operators	737	2,257
Shipping, Receiving, and Traffic Clerks	1,094	2,540
Inspectors, Testers, Sorters, Samplers, and Weighers	925	2,637
Industrial Machinery Mechanics	136	460
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	99	233
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	115	360
Machinists	28	443
Industrial Engineers	29	124

Demonstrate that You Can Recruit:

- Employers appreciate and are encouraged by the data program in Mississippi
 - It provides a pipeline for education/workers and employers
 - Demonstrates how education and vocational facilities use the information to evaluate and provide the training needed to prepare students for the workforce and industry
 - It increases the skill level of existing workers

Establish Specialized Training on Demand

- Do you have the ability to line up education and workforce system with industry competency requirements?