|  |  |  |
| --- | --- | --- |
| **Grant Deliverables** | | |
| Priority 1: College and Career | | |
| Outcome 1.1 | P20W Outcomes for Juvenile Offenders | |
| **In progress** | **Outcomes by juvenile probation sentencing**  ***Using an existing data set of linked juvenile justice and education data*** | **WA State Institute for Criminal Justice, WA State Center for Court Research** |
| Future | Outcomes by juvenile detention sentencing | WSICJ, WSCCR |
| Future | Outcomes by type of juvenile justice involvement | WSICJ, WSCCR |
| Future | Outcomes for multi-system-involved children | WSICJ, WSCCR |
| Future | Outcomes for adult vs. juvenile sentencing | OFM-Statistical Analysis Center |
| **In progress** | **Standardized juvenile justice report**  ***Using an existing data set of linked juvenile justice and education data*** | **SAC** |
| Future | Analysis of students involved in truancy petition process | SAC |
| Outcome 1.2 | Studies Incorporating Financial Aid | |
| **In progress** | **Study on the effectiveness of financial aid**  ***See research questions and types of data (page 3)*** | **ERDC** |
| Future | Predictive models incorporating financial aid structure | ERDC |
| Future | Analysis of postsecondary outcomes of lower-income high school graduates | ERDC |
| Outcome 1.3 | P20W Transitions | |
| **In progress** | **Community and technical college transfer study**  ***See research questions and types of data (page 8)*** | **ERDC** |
| Future | STEM analysis | ERDC |
| Future | Predictive models for higher education completion rates | ERDC |
| Future | Analysis of bias in unadjusted feedback-type reports | ERDC |
| Future | Study: Addressing modifiable community characteristics impacting postsecondary educational success | Child and Family Research Unit |
| Outcome 1.4 | P20W Data Coaching | |
| **In progress** | **Incorporate P20W elements into data coaching**  ***Communications/Coach hired, Start date May 1*** | **ERDC** |
| **In progress** | **Cultivating communication with P20W data consumers**  ***Communications/Coach hired, Start date May 1*** | **ERDC** |
| Outcome 1.5 | Expansion of Online Reporting | |
| **In progress** | **High School Feedback Report expansion**  ***Compiling feedback, will begin scheduling meetings soon*** | **ERDC** |
| Future | Earnings for Graduates report expansion | ERDC |

|  |  |  |
| --- | --- | --- |
| Priority 2: Evaluation and Research | | |
| Outcome 2.1 | Early Learning Studies | |
| **In progress** | **Early Learning Feedback Report**  ***See project description (page 9)*** | **ERDC** |
| Future | Analysis of ESIT to ECEAP to K12 Services | ERDC |
| Future | QRIS linked to WaKIDS and third grade outcomes | ERDC |
| Future | Study: Addressing modifiable community characteristics impacting school readiness | CAFRU |
| Outcome 2.2 | Education and Workforce Outcomes for Social Service Clients | |
| **In progress** | **Creation of critical questions and research agenda for the use of TANF data**  ***First stakeholder meeting this afternoon*** | **ERDC, DSHS-Economic Services Admin.** |
| Future | Linking TANF and ERDC data | ERDC, DSHS-ESA |
| **In progress** | **Evaluation study of statewide prevention interventions for adolescent substance abuse and education outcomes**  ***Meeting with RDA to determine data needed*** | **DSHS-RDA** |
| Future | Study to identify predictors of educational outcomes for children and youth in foster care | DSHS-RDA |
| Future | Risk models | DSHS-RDA |
| Outcome 2.3 | K12 Study of Low-Performing Schools | |
| Future | Evaluation of student outcomes in low-performing schools | ERDC/OSPI |
| Outcome 2.4 | Data Gap Analysis | |
| Future | Dataset supporting “Getting Ready to Succeed” | National Research Center on Hispanic Children & Families |
| Future | Dataset supporting “Gateways to Juvenile Justice Involvement” | ERDC/WSCCR |
| Future | Data Gap Analysis | NRCHCF |

Priority 1: College and Career

Outcome 1.2 Studies Incorporating Financial Aid

**Product 1.2.1- Study on the effectiveness of financial aid**

**Excerpt from grant proposal**

Central Washington University researchers have found that students who received financial aid had a reduced probability of graduating. (All levels of financial aid received in the first quarter decrease the chance of graduation by 2.6 percent for every $1,000 provided.) On the surface this is not surprising. To the extent that the granting of financial aid identifies students as being “financially needy,” it is reasonable to assume that financially needy students are less likely to graduate, with the more financially needy even less likely to graduate. But the question is, within the group of financially needy students, what separates those students who do graduate from those who do not? When matched against a student’s need, are there types and amounts of financial aid and tuition policies that are more or less successful? What would an ideal tuition and financial aid program, that maximizes the number of students graduating, look like? We can debate whether “high tuition – high financial aid” or “low tuition is the best financial aid” are the more effective policy routes, but what does the data show?

**Proposed study questions**

Financial aid has two roles:

* “Getting students in the door” to postsecondary education; and
* “Keeping students, once they are in the door” till completion.

Specific research questions:

1. Enrollment in Public Higher Education
   1. Regarding enrollment in public postsecondary, what are the distinctions between high school graduates that enroll in public four-year institutions, in public two-year institutions, in private or out-of-state institutions, and those students that do not enroll anywhere, specifically concerning:
      1. Student characteristics (gender, race/ethnicity);
      2. Student family characteristics (SES);
      3. High school academic experiences (coursework, assessments, GPA, etc.);
      4. High school characteristics (graduation rate, size, locale, etc.);
      5. Neighborhood characteristics (poverty rate, income level, educational attainment, etc.);
      6. Student work experience;
      7. Receipt of student financial aid (by type of aid; public institutions only).
   2. Are graduates from low-performing high schools less likely to enroll in postsecondary education?
   3. Are graduates from (low-income, less educated, more distressed) neighborhoods less likely to enroll in postsecondary education? (“Neighborhood” may be the county, school district, or census tract(s) around the high school from which student graduated.)
   4. Are graduates who are more connected to the workforce (and help support their families) less likely to enroll in postsecondary education?
   5. From the available data, is it possible to identify and quantify the role of financial aid in a student’s decision whether to enroll in postsecondary education and where to enter the postsecondary system?
2. Persistence and Completion in Public Higher Education
   1. Which financial aid programs are used by which students during their academic career?
   2. What are the outcomes of students who receive financial aid?
   3. What is the role of financial aid in enabling a student to persist year-to-year in higher education to completion?
      1. Within the group of financially needy students, what separates those students who do graduate from those who do not?
      2. When matched against a student’s need, are there types and amounts of financial aid and tuition policies that are more or less successful?
      3. What would an ideal tuition and financial aid program, that maximizes the number of students graduating, look like?

What does the data show about the more effective policy route between “high tuition – high financial aid” or “low tuition is the best financial aid”?

**Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Time Period** | **Source** | **Alternative Source** | **Derived** | **Comment** |
| **Cohort** | | | | | |
| HS Grads 2006-07 | 2006-07 | HSFB |  |  |  |
| HS Grads 2007-08 | 2007-08 | HSFB |  |  |  |
| HS Grads 2008-09 | 2008-09 | HSFB |  |  | If 2014-15 WSAC Unit Record available |
| **Data Elements** | | | | | |
| **Student Characteristics** |  |  |  |  |  |
| Gender | At graduation | CEDARS | HSFB |  |  |
| Race/Ethnicity | At graduation | CEDARS | HSFB |  |  |
| **Student Family Characteristics (SES)** |  |  |  |  |  |
| FRPL eligibility - at graduation | At graduation | CEDARS | HSFB |  |  |
| FRPL eligibility - ever | Anytime | CEDARS |  |  | or since 8th grade |
| Family income | At graduation | ? |  |  |  |
| Parents' occupation | At graduation | ? |  |  |  |
| Parents' educational attainment | At graduation | ? |  |  |  |
| Number of parents employed | At graduation | ? |  |  |  |
| **High School Experience:** |  |  |  |  |  |
| GPA | At graduation | CEDARS | HSFB |  |  |
| Reading proficiency | At graduation |  | HSFB |  |  |
| Math proficiency | At graduation |  | HSFB |  |  |
| Number of schools attended, grades 10-12 |  | CEDARS |  | x | Count of school buildings and school districts with grade history records |
| Assessment scores back to 5th grade |  | OSPI |  | x |  |
| Actual dual credit earned (CIHS, RS) |  | PCHEES, SBCTC |  |  |  |
| Honors, AP, IB, Cambridge course credit |  | CEDARS |  | x |  |
| Highest level of math |  | CEDARS |  | x |  |
| Pre-calculus course credit |  | CEDARS |  | x |  |
| Core units |  | CEDARS |  | x |  |
| Completion of college-level English, mathematics |  | CEDARS |  | x |  |
| CTE participation characteristics |  | P210vocCEDARS |  | x |  |
| Bilingual - ever |  | CEDARS |  |  |  |
| **High School Characteristics:** |  |  |  |  |  |
| District Name (at graduation) | At graduation |  | HSFB |  |  |
| School Name (at graduation) | At graduation |  | HSFB |  |  |
| Type (regular, alternative) | At graduation | NCES CCD |  |  |  |
| Grade range (K-12, 10-12, 9-12, etc.) | At graduation | NCES CCD |  |  |  |
| 10th grade enrollment | At graduation | NCES CCD |  |  |  |
| Graduation rate | At graduation | OSPI |  |  |  |
| Percent of 10th graders FRPL-eligible | At graduation | CEDARS |  | x |  |
| School-level assessment characteristics | At graduation | OSPI |  |  |  |
| Navigation 101 funded | At graduation | OSPI |  |  |  |
| Postsecondary participation rate | At graduation | HSFB |  |  |  |
| Student-to-guidance counselor ratio | At graduation | NCES CCD |  | x |  |
| Locale | At graduation | NCES CCD/  ERDC |  | x |  |
| Distance to nearest postsecondary institution | At graduation |  |  | x |  |
| **Neighborhood Characteristics (county, school district, or census tract(s) around school building):** | | | | | |
| Poverty rates (various) | At graduation | Census ACS | SAIPE | x |  |
| Income (several measures) | At graduation | Census ACS |  | x |  |
| Income inequality/Gini Index (several measures) | At graduation | Census ACS |  | x |  |
| Educational attainment (several measures) | At graduation | Census ACS |  | x |  |
| Percent age 65 and over | At graduation | Census ACS |  |  |  |
| Percent of population under age 18 | At graduation | Census ACS |  |  |  |
| Percent of households where English spoken at home | At graduation | Census ACS |  |  |  |
| Occupational employment (5 categories) | At graduation | Census ACS |  |  |  |
| County unemployment rate (by year) | 2007-15 | ESD |  |  |  |
| **Student Work Experience:** |  |  |  |  |  |
| Earnings and hours worked by quarter | 2005:1 - 2015:2 | UI Wage |  |  |  |
| Number of jobs in quarter | 2005:1 - 2015:3 | UI Wage |  |  |  |
| **College Experience:** |  |  |  |  |  |
| Enrollment (y/n, FT/PT) by term | Summer 2007 - Spring 2015 | PCHEES, CTC, NSC |  | x | NSC for all graduates? |
| Total credits attempted by term | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| Total credits earned by term | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| GPA by term | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| Persistence in enrollment (multiple measures, multiple years) | Summer 2007 - Spring 2015 | PCHEES, CTC |  | x |  |
| Cumulative GPA | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| Pre-college course enrollment (credit hours by subject) | Summer 2007 - Spring 2015 | PCHEES, CTC |  | x |  |
| Completion of college-level English (if not completed in high school) | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| Completion of college-level mathematics (if not completed in high school) | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| Enrollment in base science/math courses for further STEM | Summer 2007 - Spring 2015 | PCHEES, CTC |  | x |  |
| Major field of study | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| CTC to Baccalaureate transfer | Summer 2007 - Spring 2015 | PCHEES, CTC |  | x |  |
| DTA Associate’s degree received | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| BA degree earned | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| All other achievements | Summer 2007 - Spring 2015 | PCHEES, CTC |  |  |  |
| **Financial Aid Experience:** |  |  |  |  |  |
| Amount of aid by program | 2007-08 through 2014-15 | WSAC Unit Record |  |  | Publics only; 2014-15 currently not available |
| **Institution Characteristics:** |  |  |  |  |  |
| Tuition and fees (sticker price) | Fall 2007-Fall14 | IPEDS |  |  | Publics only |
| Estimated college expenses, by institution | Fall 2007-Fall14 | IPEDS |  |  | Publics only |
| Expenditures per student-Instruction | 2007-08 through 2013-14 | IPEDS |  | x | Publics only; 2014-15 not available |
| Expenditures per student-Student Services | 2007-08 through 2013-15 | IPEDS |  | x | Publics only; 2014-15 not available |
| Student-to-faculty ratio | Fall 2007-Fall14 |  |  |  | Publics only |
| Distance from home to attending institution |  |  |  | x |  |

Priority 1: College and Career

Outcome 1.3 P20W Transitions

**Product 1.3.1 Community and Technical College Transfer Study**

**Project purposes**

1. Identify characteristics of students and institutions that encourage or impede progress towards educational milestones, e.g., 2-yr. credential completion, transfer to a 4-year institution, and completion of a bachelor’s degree.
2. Explore the associations between community college student transfer status and subsequent educational and workforce outcomes.
3. Examine risk profiles that lead to negative outcomes to identify areas where policy intervention may ameliorate risk.

**Research questions under consideration**

1. What characteristics of students and their educational progress are most likely to lead to
   1. completing a 2-yr degree (transferable or not);
   2. transferring to a 4-year institution;
   3. completing a bachelor’s degree?
2. What is the relationship between institutional factors and student outcomes?
3. Do students who experience different outcomes differ significantly on some characteristics or group of characteristics?
4. What combination of student or institutional characteristics presents the greatest risk for preventing students from making progress toward educational goals?
5. What is the impact of student transfer status on subsequent workforce outcomes, compared to the impact of other pathways?

**Data sources**

1. SBCTC – enrollment, completion, transcript and student characteristics for the community and technical college system.
2. PCHEES – enrollment, completion, transcript, and student characteristics for the six public universities in Washington.
3. K12 – high school performance, free & reduced price lunch, transcript, and program participation.
4. ESD – UI, wage, and employment data.
5. National Student Clearinghouse – out-of-state and private institution enrollment.

Priority 2: Evaluation and Research

Outcome 2.1 Early Learning Studies

**Product 2.1.1- Early Learning Feedback Report**

**Excerpt from grant proposal**

*ERDC will produce an early learning feedback report for preschool providers. A prototype was produced under the 2009 ARRA SLDS grant, and DEL and ERDC are working with Northwest Regional Education Laboratory to gather feedback from preschool providers, data coaches, and professional development providers about the report. This grant funds the design and development work needed for a report that could be generated annually from the data warehouse. This work also includes discussions about aggregation and suppression rules to ensure PII is protected.*

1. **Purpose of Early Learning (EL) Feedback Report**

The purpose of this project is to create a report for the early learning community that provides feedback from the kindergarten readiness assessment (WaKIDS). The director of Department of Early Learning has stated publicly that their goal is to make sure all kids can perform well on the kindergarten readiness assessment. For the early learning community to know how their efforts are working, they need the feedback from K-12. It is envisioned that information from this report is used by early learning providers to make program improvements. In addition, it is envisioned that professional development staff at DEL, OSPI, ESDs and other organizations use these reports to determine PD and funding needs.

1. **Feedback Report Production Timeline (4/2016 – 12/31/2016)**

The EL feedback report production timeline is staggered to accommodate the different states of readiness of the EL data and to conduct a smaller-scale pilot project before moving the reports into production in the Data Warehouse. There are 3 phases of work that make up the EL Feedback Report project: “Pilot” EL feedback reports for ECEAP, “Pilot” EL feedback reports for licensed centers, and moving the data to produce the EL feedback reports into the data warehouse.

1. EL feedback reports for ECEAP Providers in the “Pilot” project. The cohort for these reports will include all children who participated in ECEAP in 2014-15 and entered Kindergarten in fall, 2015. The reports will include ECEAP participation, K12 program participation, and results from the fall 2015 WaKIDS Assessment. The comparison group will consist of comparable Kindergarten students who did not participate in ECEAP. A statewide and provider-level report will be developed, reviewed and revised as part of this “pilot” project. Currently, 17 ECEAP sites have volunteered to participate in this “pilot” project. The same report requirements will apply to the statewide and provider-level reports with the addition of suppression/redaction criteria for small cell sizes at the provider-level.

*Data sources for the EL feedback reports for ECEAP Providers in the “Pilot” project include:*

* ELMS for ECEAP data (2014/15)
* Assessment data from OSPI for WaKIDS (Fall 2015)
* CEDARS for enrollment and program participation (2015/16)

1. EL feedback reports for Licensed Childcare Centers in the “Pilot” project. Center-level reports will be produced first to allow time to complete the identity matching of the subsidy data. The cohort for these reports will include all children who received subsidized childcare in 2014-15 from approximately 14 licensed centers and entered Kindergarten in fall, 2015. The prototype and report requirements will match the ECEAP program reports as closely as possible, but additional business rules will be developed to accommodate the different type of information available for this program. The center-level reports will be developed, reviewed and revised as part of this “pilot” project and the feasibility and utility of producing these reports for all licensed providers, as well as, housing this data in the data warehouse will be determined.

*Data sources for the EL feedback reports for licensed centers in the “Pilot” project include:*

* Working Connections Childcare (WCCC) data for participation in subsidized childcare (2014/15)
* FAMLINK data to identify licensed childcare providers
* Assessment data from OSPI for WaKIDS (Fall, 2015)
* CEDARS for enrollment and program participation (2015/16)