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STATE OF MAINE
126th LEGISLATURE
SECOND REGULAR SESSION

First Annual Report of the State Education and Employment Outcomes Task Force

December 2014

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Angela Dostie
Bill Hurwitch
Jeffrey Jordan
Paul Leparulo
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Executive Summary

This is the first annual report of the State Education and Employment Outcomes Task Force. The Task Force was created by Public Law 2013, chapter 593 to develop procedures to maintain and disseminate information from the Maine Department of Labor's education and employment outcomes database, including information and data on education program completion, graduation, credentials earned and employment and earnings outcomes for graduates of postsecondary educational institutions in the State. The Task Force is comprised of 15 members, including four ex-officio members and 11 members appointed by the President of the Senate, the Speaker of the House and the Governor.

The Task Force held three meetings this year, fulfilling all its statutory duties, and making the following recommendations.

- Recommend that the content of the Maine education and employment outcomes database and website be expanded to:
  - Add third-year outcomes (wage data);
  - Add data from Adult Education;
  - Add data from Maine Maritime Academy;
  - Add data from private colleges;
  - Add an additional level of hierarchy to enable more detailed reporting of educational credentials;
  - Add data from National Student Clearinghouse (to capture graduates who continue their education rather than enter the workforce);
  - Add data from Career & Technical Education programs;
  - Add data on graduates' licensure status;
  - Add data on the industry of employment (currently in the database, but not posted on the website);
  - Enhance the website to allow additional outcomes to be viewed logically;
  - Add a training component to the website for users; and
  - Clean up source data by the education partners (currently the University of Maine System and the Maine Community Colleges System) to create better standardization of data within the school systems and between the different school systems.

- Recommend that College Measures be monitored as an option for outsourcing website design and maintenance, in regard to potential cost-savings and as a potential way to enhance the design and content of Maine's interactive website.

- Recommend legislation to authorize the Department of Labor to seek and accept private funding for the database and website and to create a special fund within the Department where private funds, federal grants and State appropriations for the specific benefit of the project may be held. An example of such legislation is offered in Appendix J, with the expectation that the Legislative Committee process will refine the initiative while keeping the spirit of the recommendation.

- Recommend that the Department of Education continue to collaborate with the MELMAC Foundation, Educate Maine, FAME, the Maine State Board of Education and other key education stakeholder groups to promote awareness of the website, as well as to provide training for educators (guidance counselors, teachers and administrators) to inform students and parents about the data available on the website that can help them make informed decisions regarding their college and career pathways.

- Recommend that the Department of Education should consider outreach strategies to promote the education and employment outcomes website to students in middle schools (grades 6-8) as well as students in secondary schools (grades 9-12). The Department of Education should consider posting a link on the department's website to the Department of Labor's website and to other college and career pathway websites that may be advantageous to Maine educators and students.

- Recommend that the Department of Labor should keep the current minimum number of students in data sets displayed on the website, an "n value of 10."

- Recommend that the Department of Labor consider moving wage data reporting to a median wage metric instead of the current average wage metric. The Department of Labor should explore the cost of providing range data (dispersion around average) on an ad hoc basis.

- Recommend legislation to allow all public and private higher educational institutions to access individualized data, including confidential wage data, on all graduates of their respective institutions contained in the database. An example of such legislation is offered in Appendix J, with the expectation that the Legislative Committee process will refine the initiative while keeping the spirit of the recommendation.

- Recommend legislation to require state agencies to provide the Department of Labor all data requested for use in the database and website. An example of such legislation is offered in Appendix J, with the expectation that the Legislative Committee process will refine the initiative while keeping the spirit of the recommendation.

- Recommend that the Task Force continue its work and continue to provide advice and feedback to the Department of Labor and the Department of Education for improving the sustainability and enhancement of the education and employment outcome data included in the database and the website. The Task Force also recommends that the composition of the Task Force membership remain the same as designated in the authorizing legislation.

I. INTRODUCTION

This is the first annual report of the State Education and Employment Outcomes Task Force. The Task Force was established by An Act To Facilitate Informed Planning for Higher Education and Careers, enacted in the Second Regular Session of the 126th Maine Legislature. Beginning as LD 1746, sponsored by Representative Seth Berry, the bill was referred to the Joint Select Committee on Maine's Workforce and Economic Future (MWEF Committee). After a public hearing, the bill was subsequently passed in an amended form by the MWEF Committee. The MWEF Committee Amendment made several changes, most notably: eliminating a proposed working group that would have advised the Task Force, shifting staffing responsibilities from the Department of Education and Department of Labor to the Legislative Council (and only during times when the Legislature is not in session), reducing the membership of the Task Force from 24 to 15 members, and limiting the Task Force to four annual meetings. After a subsequent Senate Amendment addressing the appropriations to fund the group, the bill was enacted, unsigned by the Governor, on April 30, 2014 as Public Law 2013, chapter 593. The authorizing legislation for the Task Force is attached as Appendix A.

The 15-member Task Force is comprised of 11 members, (who are appointed by either the President of the Senate, the Speaker of the House or the Governor), and four ex-officio members, including officials from the Department of Education, the Department of Labor, the Finance Authority of Maine and the administrator of the education and employment outcomes database. Eleven of the 15 required members were appointed to the Task Force. Although the Governor did not appoint the four members authorized by statute, the Task Force chairs extended informal invitations to the respective organizations to send a representative to sit with the Task Force and provide input to the Task Force in its discussions and recommendations.

The official membership of the Task Force this year was the following:

- Sen. John Patrick, Senate Chair
- Rep. Seth Berry, House Chair
- Sen. Brian Langley
- Rep. Joyce Maker
- Bill Hurwitch, Maine Department of Education (DOE)
- Paul Leparulo, Maine Department of Labor (DOL)
- Jeffrey Jordan, Maine Office of Information Technology (OIT)
- Angela Dostie, Finance Authority of Maine (FAME)
- Rosa Redonnett, University of Maine System (UMS)
- Connie Brown, Maine School Management Association (MSMA)
- Diane Vickrey, Maine Community College System (MCCS)

Additionally, the following individuals variously sat with the Task Force either by invitation or as a proxy representative.

- Amy Downing, Maine State Chamber of Commerce (Chamber)
- Joyce LaRoche, Maine State Chamber of Commerce (Chamber)
- Diedre Davis, Maine Maritime Academy (MMA)

- Claude Roy, Finance Authority of Maine (FAME) (as proxy for Angela Dostie)
- Bill Norbert, Finance Authority of Maine (FAME) (as proxy for Angela Dostie)

By statute, the Task Force chairs are the first-named Senate member, as the Senate chair, and the first-named House of Representatives member as the House chair. In this first year, Senator John Patrick served as the Senate chair and Representative Seth Berry served as the House chair. A copy of the Task Force membership is attached as Appendix B.

II. STATE EDUCATION AND EMPLOYMENT OUTCOMES TASK FORCE DUTIES

The Task Force was created to develop procedures to maintain and disseminate information from the Maine Department of Labor's education and employment outcomes database, including information and data on education program completion, graduation, credentials earned and employment and earnings outcomes for graduates of postsecondary educational institutions in the State. As laid out in the Task Force's organic law, Public Law 2013, chapter 593, what follows is a list of Task Force duties, including the required elements of the group's annual report:

A. Review procedures to maintain and disseminate information regarding the employment and earnings of graduates of postsecondary educational institutions in the State based on the (education and employment outcomes) database;

B. Advise on the use of the information provided in the database by state agencies, higher education organizations and the public;

C. Make recommendations regarding the design and content of a website jointly hosted by the Department of Education and the Department of Labor that provides maximum information to the public regarding higher education and employment;

D. Identify a viable long-term funding method to maintain the database;

E. Produce recommendations for the Department of Education regarding how to provide information to secondary school students who are making higher education choices;

F. Address any issues that may arise from the use or impact of the database; and

G. Explore the feasibility of and possible methods for including data from the Department of Professional and Financial Regulation, Office of Professional and Occupational Regulation regarding licensure, as well as data covering other workforce credentials, into the database.

The annual report submitted to the Legislature by November 1st must also include sections that:

1. Describe the design, development and the current status of the database;

2. *Describe how the website is used, including by whom and how frequently they use it;*

3. *Describe funding sources for the database and the sustainability of that funding;*

4. *Describe efforts to incorporate the database's use into secondary schools;*

5. *Describe any other necessary issues the task force deems necessary; and*

6. *Recommend whether to continue the task force, along with any suggested changes in membership or size; or to discontinue the task force because its work could best be handled by another entity.*

III. MEETINGS AND DISCUSSIONS

The Task Force held three meetings this year. Although the group was authorized to meet up to four times, members agreed the Task Force's work could be focused into three meetings. The meetings were held on August 11th, September 29th and November 17th.

There were several invited speakers and presentations given at the three meetings. Task Force member Paul Leparulo from the Department of Labor gave a presentation and demonstration of the new interactive website "dashboard" at the group's first meeting in August. At the group's second meeting in September, a panel discussion was held with Lucas Caron from the MELMAC Education Foundation and Jay Collier from Educate Maine. Also at that meeting, Commissioner Anne Head from the Department of Professional and Financial Regulation spoke with the Task Force about licensure data and issues with sharing that data with the Department of Labor for use in the database and website. Oamshri Amarasingham from the American Civil Liberties Union of Maine addressed the Task Force during its last meeting in November, sharing her organization's concerns with the use of Social Security Numbers in the database and discussing the implications of increased inter-agency data sharing of sensitive information.

The Task Force attempted to invite John Dorrer, a Brunswick-based national expert from the organization Jobs for the Future, who was also one of the early architects of the Maine employment and education outcomes database and website in his previous work in the Maine Department of Labor, but, unfortunately, scheduling issues prevented his attendance. The Task Force was hoping to obtain from Mr. Dorrer information on national efforts in the education and employment outcomes database efforts in other states, as well as additional information on funding sources and general recommendations for the group's efforts. Also invited was a representative of Maine Revenue Services, who declined to participate. The Task Force was seeking the agency's perspective on sharing income tax data (including Social Security Numbers) with the Department of Labor in order for the database and website to better capture specific occupation data.

"Gold, Silver, Bronze" Working Group

After the Task Force's first meeting, a working group was convened at the request of the Task Force to develop options for expanding the database and website according to three different funding levels – "Gold, Silver and Bronze," or, high cost, mid cost and low cost, respectively. The group consisted of representatives from the Department of Labor (Chris Boudreau and Task Force member Paul Leparulo), a representative from the Office of Information Technology (Task Force member Jeff Jordan), a representative from the Department of Education (Task Force member Bill Hurwitch), and the Task Force staff from the Legislature's Office of Policy and Legal Analysis (Henry Fouts and Phil McCarthy). The Department of Labor led the effort and, with feedback from the Department of Education, the Office of Information Technology, the Maine Community College System and the University of Maine System, put together a table linking four levels of database and website expansion – Lights On (Status Quo), Bronze, Silver and Gold – with a breakdown of cost estimates for each respective package. At the second Task Force meeting, Mr. Leparulo presented the table to the group, which is attached to this report as Appendix C.

IV. RECOMMENDATIONS

Duties and Required Items for Annual Review by the Task Force

Title 20-A of the Maine Revised Statutes, section 12901, subsections 7 & 8, require the SEEO Task Force to submit an annual report to the Legislature by November 1st with descriptions and recommendations of several duties and related elements, including the status of the Maine Department of Labor's (DOL) education and employment outcomes database, also known as the Maine Workforce Data Quality Initiative (Maine WDQI) database, that combines workforce data from DOL with education data from the Maine Statewide Longitudinal Data System (Maine SLDS) developed by the Maine Department of Education (DOE). The Maine WDQI Data Linkage Graphic is attached to the report as Appendix D.

The findings and recommendations of the Task Force are presented in accordance with the duties and related report elements specified in the statutory provisions that require the Task Force to annually review the status of the Maine education and employment outcomes database and its related website.

Report Element #1. Status of the Education and Employment Outcomes Database.
Describe the design, development and the current status of the database.

Duty A. Review procedures to maintain and disseminate information regarding the employment and earnings of graduates of postsecondary educational institutions in the State based on the database.

Discussion

The Maine Department of Education secured two federal grants from the U.S. Department of Education under the Statewide Longitudinal Data Systems (SLDS) program, in 2007 and again in 2009. Among other things, this program provided funding to the State to develop a longitudinal database for educational data, the Maine Statewide Longitudinal Data System (Maine SLDS), allowing students to be tracked throughout their educational process (please see Title 20-A MRSA, §6005). The 2009 grant, which included funds under the American Recovery and Reinvestment Act, was awarded to bolster the existing Maine SLDS and also provided $500,000 to begin work on a database linking the longitudinal education data in the Maine SLDS to workforce data from the Maine Department of Labor. In 2011, the U.S. Department of Labor awarded the Maine Department of Labor a $1 million grant in the first round of funding awarded under the Workforce Data Quality Initiative (WDQI) program. The Maine Department of Labor used these funds, along with the $500,000 SLDS funds, to develop the education and employment outcomes database and interactive website. The expenditures of the WDQI and the SLDS grant funds are attached as Appendix E.

The Maine education and employment outcomes database website, with its interactive dashboard (available at http://www.maine.gov/labor/cwri/wdqi/), was launched on August 11, 2014, as one of the Maine DOL's Center for Workforce Research and Information (CWRI) websites. Combining education data from the State Longitudinal Data System with workforce wage data into a single database, this website provides first-year wages for University of Maine System and Maine Community College System graduates from 2009-2011. The website provides information on graduates' school, course of study, credential type (e.g., Bachelor Degree), and the average first-year wage earned. The website also provides information on how many graduates in a specific area of study, school or credential type completed the program and how many of those completers have wage data available. The data are reported in an aggregated format so that individual graduates' wage data cannot be determined. As an additional confidentiality protection, data are only displayed when they represent 10 or more graduates – this was referred to in the Task Force discussions as having an "n value of 10." Wage data come from current employer reporting requirements under Maine's Employment Security Law. Overall, more than 75 percent of graduates in the three-year "cohort" had wage data in the system. This website does not capture wage information for those graduates whose employer does not pay into the Maine unemployment system, nor does it include those graduates that are self-employed, federally employed, employed out of state or those that are continuing their studies. It is also important to note that the value of an education is measured over time and includes factors beyond employment statistics.

Duty B. Advise on the use of the information provided in the database by state agencies, higher education organizations that have partnerships with the task force, local school systems and the public.

Discussion

The Task Force discussed the various present and potential uses of the database and website by various entities. For example, the Department of Economic and Community

Development could be using these data in developing economic development polices, as could the Department of Labor and the State Workforce Investment Board in developing and assessing workforce development policies. Members of the Task Force noted that using these wage data provided a much greater and more reliable data source than the post-graduation surveys that the UMS and MCCS have traditionally relied on for employment information from their graduates. In the future, higher educational institutions can use this tool to help evaluate the effectiveness of various degree programs and areas of study and in planning curriculum changes. High school guidance counselors in the local school systems can use this resource to help secondary students in their further education and career planning, and the general public as well can use this in making education and career decisions.

Report Element #2. Usage of the Education and Employment Outcomes Database Website. Describe how the education and employment outcomes website is used, including by whom and how frequently they use it.

Discussion

The Department of Labor uses "Google Analytics"™ to track use of the website. This service provides analytic data for age, gender and other demographic information of users, as well as information on the number of, and duration of, visits to the website. The Department presented website usage reports for visits to the website from August, September and October. After the website's initial launch, it generated more than four times the total activity on DOL's entire CWRI website, and the duration of visits was double the amount of time people visited CWRI's websites. Many of the visits during this initial usage spike were from members of the media. Subsequent usage tapered off fairly quickly, leveling out to the average for CWRI's other websites. October usage was down slightly from September's. Usage reports for the website are attached as Appendix F.

Duty C. Make recommendations regarding the design and content of a website jointly hosted by the Department of Education and the Department of Labor that provides maximum information to the public regarding higher education and employment.

Discussion

The Task Force discussed the "Gold, Silver, Bronze" options for enhancing the content of Maine's database and website, based on the document worked out by DOL, DOE, UMS, MCCS and OIT. The development of this document is described in Section III above, a copy of which is attached as Appendix C. After much discussion, the members decided that developing the website at the "Silver" level would be the most attainable and reasonable, and development at this level would provide the best value per investment. By consensus (with the Office of Information Technology and Department of Labor representatives abstaining), Task Force members voted to recommend the "Silver" model development plan, with some preliminary steps towards the "Gold" model ("Silver+"). The Department of Labor developed a roadmap for how it plans to implement this recommendation, as a helpful guide to Task Force members and the public, attached here as Appendix G. The roadmap is a work in progress and subject to

change, but helps illustrate how the Department of Labor plans to move forward to develop the website.

During discussions of what other states are doing in this area, staff noted that a non-profit organization called College Measures has been hired by several states to design, host and maintain interactive websites linked to the states' education and employment outcomes data. The Task Force tasked staff with gathering more information on this option as a potential cost savings. Staff contacted College Measures and received a generic proposed work plan and estimated costs. The College Measures materials can be found attached as Appendix H. Costs, particularly maintenance costs, appear to be significantly lower through College Measures, based on their estimated costs, than the in-house website development/maintenance cost estimates reflected in the "Gold, Silver, Bronze" chart. Several Task Force members pointed out that this was not an "apples to apples" comparison, and that the College Measures costs would only include the website aspect - Maine would still need to compile all the data and work to expand the database. Other members noted the economies of scale that might come from using the organization. Task Force members liked the design and content of the College Measures "My Future Texas" website presented by staff, noting its attractive user-friendly interface geared more specifically towards prospective college students and their parents. The group agreed that the Task Force should continue to monitor College Measures as an option for potential cost-savings and improving website design.

Recommendations

- Recommend that the content of the Maine education and employment outcomes database and website be expanded to:

    - Add third-year outcomes (wage data);
    - Add data from Adult Education;
    - Add data from Maine Maritime Academy;
    - Add data from private colleges;
    - Add an additional level of hierarchy to enable more detailed reporting of educational credentials;
    - Add data from National Student Clearinghouse (to capture graduates who continue their education rather than enter the workforce);
    - Add data from Career & Technical Education programs;
    - Add data on graduates' licensure status;
    - Add data on the industry of employment (currently in the database, but not posted on the website);
    - Enhance the website to allow additional outcomes to be viewed logically;
    - Add a training component to the website for users; and
    - Clean up source data by the education partners (currently the University of Maine System and the Maine Community Colleges System) to create better standardization of data within the school systems and between the different school systems.

- ❖ Recommend that College Measures be monitored as an option for outsourcing website design and maintenance, in regard to potential cost-savings and as a potential way to enhance the design and content of Maine's interactive website.

Report Element #3: Funding for the Education and Employment Outcomes Database. Describe funding sources for the education and employment outcomes database and the sustainability of that funding.

Duty D. Identify a viable long-term funding method to maintain the database.

Discussion

As indicated above under Duty A, the source of funding for the design and development of Maine's education and employment outcomes data system came from two federal grant programs: a $1,000,000 Workforce Data Quality Initiative (WDQI) grant from the U.S. Department of Labor to the Maine DOL in 2011 and two Statewide Longitudinal Data Systems (SLDS) grants from the U.S. Department of Education to the Maine DOE in 2007 and 2009, with $500,000 of the 2009 grant earmarked for development and maintenance of the comprehensive education and employment outcomes database and website. The Maine DOL provided a table accounting for the expenditures of the $1,500,000 of grant funding from 2011 forward (please see Appendix E).

The Task Force reviewed the potential funding sources available to maintain and expand the database and website. The Maine DOL and the Maine DOE members of the Task Force reported that the WDQI grant funds end in November 2014 and the SLDS grant comes to an end in December 2014. The Maine DOL and the Maine DOE expect another round of federal grant funding to be available in 2015; however, neither the U.S. Department of Labor nor the U.S. Department of Education has formally announced the timeline for requests for proposals for the next round of the WDQI and the SLDS grant programs.

Task Force staff provided a summary of potential future funding sources. In addition to seeking federal funding through potential future WDQI and SLDS grants, a portion of grant funding awarded under the Workforce Innovation Act may be applicable to the project – DOL confirmed it has applied for these funds. U.S. Department of Education "Race to the Top" funding is another potential source of funding to boost the project, and one that the State of Maryland has been using as part of the funding for its longitudinal data system (please see Appendix I). These funds however are dependent on specified educational system reforms that Maine is not currently engaged in. Another federal source of funding could be the reallocation of existing federal funding to the Maine DOL and DOE. A DOL representative doubted this was a viable option given the specificity generally attached to this funding. Officials noted that while the federal grants have not yet required state contribution, having state general funds or other funding sources from stakeholders can improve points for states applying for grants.

The Task Force considered proposing that State General Funds be appropriated for the Maine WDQI database and website. Staff research showed examples of many states using state appropriations to help fund the states' longitudinal databases. For example, Maryland

appropriated $1,607,958 and $2,151,268 in Fiscal Years 2014 and 2015, respectively; Minnesota has pledged $882,000 per year for development of its system; Utah appropriated $1.8 million for Fiscal Year 2014 and 2015 and Virginia has pledged $330,000 per year on an ongoing basis (please see Appendix I).

The Task Force discussed the idea that state agencies and higher education systems that benefit from the database should be encouraged to provide "in-kind" resource contributions. UMS and MCCS noted their institutions have contributed a great deal of staff time for the project to date. FAME offered to use its resources to assist in outreach efforts (see Duty E below).

Additionally, the Task Force discussed several times the prospect of requiring that UMS and MCCS be subject to paying "user fees" (for special work products from the database) which could be used to expand the scope and quality of the system. UMS and MCCS acknowledged the value in the database, as it could replace inadequate surveys that they formerly relied on for graduate information. The higher education systems expressed their understanding that user fees may be introduced, within reason, if they were for special data requests.

Private funding may also be available, for example, through a Bill & Melinda Gates Foundation funded program through Georgetown University. The Lumina Foundation is another potential source of private funds. There was discussion that this funding would likely only be available to a state that was committing its own state funds to the project as well. State agencies and higher education systems involved in the data system should be encouraged to seek funding from private foundations.

The Task Force asked staff to gather more information on other states' funding models for their education and employment outcomes websites. Staff prepared a side-by-side analysis comparing other state's education and employment outcomes data systems, including funding sources for their programs (please see Appendix I).

As discussed above under Duty C, the Task Force also asked staff to contact College Measures to obtain more information about the services provided to partner states, e.g., Arkansas, Colorado, Florida, Tennessee, Texas, and Virginia, as an option for potential cost-savings through outsourcing of database and website functions currently being handled by the State. The proposed work plan and cost estimates are attached in Appendix H. The Task Force did not wish to pursue this option further, but agreed that the Task Force should continue to monitor College Measures as an option for potential cost-savings (and for improving website design).

State agency officials suggested that a sustainability plan is essential in order to be competitive for federal grant opportunities and to demonstrate how the program will continue after the current grant funding ends. The DOE representative noted that the federal grant programs tend to reward states that demonstrate political will and show that the employment database project has the backing of the Legislature. The Task Force agreed that maintaining the database and website are not enough and that Maine needs to expand the system in order to attract funding. At the Task Force's first meeting, a DOL official estimated that about $300,000 per year would be required for the Maine DOL to expand data sources and maintain the website.

DOE thought $100,000 may be enough to provide a full-time position to provide training outreach, based on the agency's experience.

As described above under Duty C, the Task Force requested that the State agencies and higher education officials work with staff to develop a full cost-estimate for sustaining and expanding the database and website project, including: promotion, training, expansion of the database and website maintenance. The Maine DOL, working with DOE, UMS, MCCS and OIT, prepared the table with three proposed "Gold, Silver, Bronze" funding models that would upgrade the employment outcomes database products and services beyond simply maintaining the database and website, attached here as Appendix C. The Task Force chairs requested that the Task Force staff, DOL, DOE, UMS, MCCS and OIT work together to prepare an implementation timeline to flesh out the details and timing of funds needed to sustain and expand the development of the database and website. The Department of Labor developed a roadmap for how it plans to implement the "Silver+" recommendation, as a helpful guide to Task Force members and the public, attached here as Appendix G. In regard to specific funding levels and the timing of the needed funding according to the development roadmap, the Department of Labor reported that it did not have the resources to devote the time to come up with an estimate or timeline at this time. In the absence of hard figures upon which to make a recommendation, the Task Force decided to focus its recommendation on the development plan aspect, and not to recommend a specific amount of General Fund resources. Instead the Task Force decided to recommend an "all-of-the-above" approach for a sustainable funding model for the database and website, including funds from federal grants, State General Fund appropriations, private donations, in-kind services donations and potential user fees for certain users.

Task Force staff noted at the group's last meeting that, under Maine law, only the Governor and Legislative Council may accept private funds for the State, unless there is specific statutory authority allowing a State agency to accept these funds. Task Force members agreed that granting the DOL this authority and creating a special fund to hold the private funding may allow more efficient transfer of funds to the database and website project, as well as providing a place for appropriations and grant funding for the project to be segregated. Some members wanted to ensure that the legislation be drafted so that the permissible use of the funds was sufficiently narrow to ensure the funding would not be diverted to other uses. Other members doubted the effectiveness of specifying uses of the funds, because the State would be obligated to use federal grant funding and private funding according to the specific requirements of the Federal Government and private donors that accompanied the transfer of such funds.

Recommendation

- ❖ Recommend legislation to authorize the Department of Labor to seek and accept private funding for the database and website and to create a special fund within the Department where private funds, federal grants and State appropriations for the specific benefit of the project may be held. An example of such legislation is offered in Appendix J, with the expectation that the Legislative Committee process will refine the initiative while keeping the spirit of the recommendation.

Report Element #4: Promoting Awareness and Use of the Education and Employment Outcomes Database. Describe efforts to incorporate the database's use into secondary schools.

Duty E. Produce recommendations for the Department of Education (DOE) regarding how to provide relevant, timely information to secondary school students who are making higher education choices.

Discussion

Now that the Maine WDQI website has been launched, members of the Task Force agreed that it is crucial to create and implement an effective plan to promote the data system so that students and their families are aware of the dashboard and that school officials, guidance counselors and other educators are well-informed about how to access the education and employment outcome data that can provide students with a "know before you go" experience that can help their college decision-making. The Task Force discussed the next steps that should be taken by the Maine DOE and other state agency and higher education officials to provide relevant, timely and more "user-friendly" information for educators and students.

The Maine DOE representative on the Task Force, (who is also the Project Director for the State Longitudinal Data System), reported to the group that he has made presentations to introduce the Maine WDQI database and website to school guidance counselors, the MELMAC Education Foundation, Educate Maine and the Maine State Board of Education. These education and business community stakeholders have indicated that they are excited to have access to this data and are very interested in the website.

With regard to the providing of education and employment outcomes data to secondary school students who are making college choices, the Task Force discussed what the proper age or grade levels should be to start promoting this information to students. The Finance Authority of Maine (FAME) representative proposed that, based on her experience with the agency's youth outreach programs, these data should be provided to middle school educators and students (in grades 6 to 8), since this is the best time for students to begin thinking of their future and careers. Task Force members agreed that it would be advantageous to reach out to educators and students at the middle school level. They further acknowledged that the best way to promote this information to students is to also reach out to teachers, guidance counselors and parents.

The Task Force invited representatives of the MELMAC Education Foundation and Educate Maine to discuss efforts to inform educators and students about the use of the Maine WDQI database and website. The MELMAC Education Foundation shared their enthusiasm for the potential benefits that can result from promoting the education and employment outcome data and expressed their continued support for the Task Force, the database and website; and MELMAC offered to remain connected with the Maine DOE and the Maine DOL as a conduit for raising awareness about the database and website.

Educate Maine informed the Task Force about Project Login, an initiative launched a year and a half ago to raise awareness about computing and information technology (IT) careers and the availability of IT jobs in Maine. Project Login has developed a pathways model to move

students "from curiosity to careers" by helping them to identify their career interests, what careers are in demand and what careers match their own interests and personalities. While Educate Maine has included national and state education and employment data on their Project Login website, they plan to integrate the Maine education and employment outcomes data onto their website to enhance their work with Maine students and guidance counselors. Educate Maine also suggests the Department of Labor and the Department of Education should promote resource models, (e.g., databases, dashboards and apps), that can provide guidance counselors and educators with a broad set of tools for their repertoire of academic and career path support for students.

Recommendations

- Recommend that the Department of Education continue to collaborate with the MELMAC Foundation, Educate Maine, FAME, the Maine State Board of Education and other key education stakeholder groups to promote awareness of the website, as well as to provide training for educators (guidance counselors, teachers and administrators) to inform students and parents about the data available on the website that can help them make informed decisions regarding their college and career pathways.

- Recommend that the Department of Education should consider outreach strategies to promote the education and employment outcomes website to students in middle schools (grades 6-8) as well as students in secondary schools (grades 9-12). The Department of Education should consider posting a link on the department's website to the Department of Labor's website and to other college and career pathway websites that may be advantageous to Maine educators and students.

Report Element #5: Other Issues Regarding the Education and Employment Outcomes Database. Describe any other issues the task force determines necessary.

Duty F. Address any issues that may arise from the use or impact of the database.

Discussion

The Task Force discussed reducing the minimum number of graduates that must be present before a data set is returned. Currently a data set is only displayed when it represents an aggregate of more than 10 graduates - referred to as having an "n value of 10." This threshold number was put into place to both maintain statistical accuracy and for added confidentiality. Members were concerned that a significant amount of data may be omitted from the website search results for smaller degree programs. There were discussions about reducing this size, for example to an "n value of 5." Ultimately, however, by general consensus the Task Force decided to recommend not changing the "n value," in order to maintain the current level of statistical accuracy and confidentiality.

The Task Force discussed the use of median first-year wages as opposed to use of average first-year wages used by the website currently. The use of median wages as a metric reduces the effect of outlier wages that would otherwise skew an average. It was noted that

California made the switch to median wages in its education employment outcomes website, to counteract the skewing effect of large wage earners (e.g., millionaires in Silicon Valley). A median wage, unlike an average wage, is one individual's actual earnings, raising confidentiality concerns. The DOE representative suggested it would be good to test the current data and see how it would be implicated related to a median metric as compared to the average metric. The Task Force decided that keeping the "n value" at its current level would minimize confidentiality concerns raised by transitioning to a median wage. An additional measure of wages discussed is the use of a dispersion figure, or range of wages around the average.

The University of Maine System and the Maine Community College System raised the issue of their respective systems wanting access to all data included in the database, at an individualized level (i.e., data containing all personally identifiable information) for all of their respective students. There are potential legal issues with this, as the wage information contained in the database is protected by federal law. Some states, for example California, have enacted statutes specifically allowing the sharing of this confidential wage data with public higher educational institutions. The Task Force decided to recommend legislation to allow all public and private higher educational institutions to access this data.

Recommendations

- Recommend that the Department of Labor should keep the current minimum number of students in data sets displayed on the website, an "n value of 10."

- Recommend that the Department of Labor consider moving wage data reporting to a median wage metric instead of the current average wage metric. The Department of Labor should explore the cost of providing range data (dispersion around average) on an ad hoc basis.

- Recommend legislation to allow all public and private higher educational institutions to access individualized data, including confidential wage data, on all graduates of their respective institutions contained in the database. An example of such legislation is offered in Appendix J, with the expectation that the legislative committee process will refine the initiative while keeping the spirit of the recommendation.

Duty G. Explore the feasibility of and possible methods for including data from the Department of Professional and Financial Regulation (DPFR), Office of Professional and Occupational Regulation regarding licensure, as well as data covering other workforce credentials, into the database.

Discussion

One limitation of the current website is that it currently may only include education records that include the individual's Social Security Number. There was some initial discussion about incorporating data from the Bureau of Motor Vehicles in order to better track the outcomes of adults taking various training programs and certifications not offered by UMS or MCCS that do not collect Social Security Numbers. No consensus was reached on developing this capacity. Some members expressed privacy concerns with using Social Security Numbers as identifiers

and wondered whether there was another option. The DOL and OIT representatives explained that the numbers were the only feasible way to link the education records with an individual's corresponding wage records in the current database system. The OIT representative explained to the Task Force the various levels of security currently in place to protect personally identifiable information. First, there is the State firewall. Next, there is a secure channel for transferring data, and encryption. Additionally, the publicly displayed data is in aggregated form, with results only displayed when they represent 10 or more individuals ("n value of 10"). The DOL representative assured the Task Force that DOL is very accustomed to securely handling sensitive data.

The Task Force discussed including data from the Maine Revenue Services (MRS), as this is the best source of information for expanding the database and website to allow the linking of graduates to their specific occupations. The agency declined Task Force invitations to address the group or to provide written feedback. The database and website development plan the Task Force decided on, the "Silver+" plan, does not include occupation data from the MRS.

In regard to expanding the database to include licensure data, the Task Force heard from the Department of Professional and Financial Regulation (DPFR). DPFR maintains a database linking licensee Social Security Numbers to license status for all licenses which DPFR regulates. However, DPFR considers Social Security Numbers to be confidential tax information under Title 36 of the Maine Revised Statutes, and the agency position is that it is only legally permitted to disclose this information to MRS. In order for the agency to share this data, it believes a change in State law would be first required. The Task Force heard from its members involved in the project that, under the current database system, Social Security Numbers are necessary in order to incorporate this licensure data.

Task Force staff discussed their research into how some other states have dealt with data sharing between state agencies in those states with similar longitudinal databases. For example, Indiana law requires regular submission of education and workforce data from all state agencies, and any other data as recommended by the project's governance commission. The data submitted by other agencies in the Indiana system remains under ownership and control of the supplying agency, and may only be used for the database and website (unless the agency agrees to other uses). The Task Force discussed potential legislation to facilitate data sharing between State agencies in order to enhance the database and website. The DOL representative noted that the necessary discussions between DOL and DPFR and other agencies had not yet occurred, so DOL was not in a position to support legislation in this area. Task Force members agreed by consensus, with DOL and OIT abstaining, to recommend legislation to facilitate inter-agency data sharing, with the understanding that the Legislative Committee would refine the initiative while keeping the spirit of the Task Force's recommendation.

The Task Force invited the American Civil Liberties Union of Maine (ACLU) to discuss its concerns on the topic of data sharing, including Social Security Numbers, between state agencies. The ACLU expressed concern at the extensive use of Social Security Numbers as identifiers in general, and in the state government context. They raised security concerns about the use of this sensitive data, noting that it is not a question of *if* a data breach will occur, but *when*, whether it is intentional hacking by malicious actors, security lapses or inadvertent

disclosure by the agency due to human error or oversight. They also warned of the dire consequences of a security breach, including identity theft and medical identity theft. While the ACLU agreed the website offered important information for students and the public, they remained very concerned about using Social Security Numbers to link these records. Members again discussed other options for linking education and workforce records besides the Social Security Number. The ACLU did not express unique concerns in regard to inter-agency data sharing, just concern with the use of Social Security Numbers in the database.

Recommendation

- Recommend legislation to require state agencies to provide the Department of Labor all data requested for use in the database and website. An example of such legislation is offered in Appendix J, with the expectation that the Legislative Committee process will refine the initiative while keeping the spirit of the recommendation.

Report Element #6: Future of the SEEO Task Force. Recommend whether the task force should continue its work, or if its work could best be handled by another entity; and if the task force recommends that it should continue its work, it may recommend any suggested changes in the membership and size of the Task Force.

Discussion

A consensus of members agreed that it would be useful for the Task Force to continue its work, with OIT and DOL representatives abstaining. The Task Force supports continuing the partnership between state agencies, higher education systems and business sector representatives to craft a path toward sustainability of the Maine education and employment outcomes database; and a consensus of members recognize that there is not another entity better suited to continue supporting this important work. Task Force members agree that having the Task Force remain in place would enhance the likelihood of the Maine DOL and the Maine DOE receiving federal grant funds through the WDQI and the SLDS programs in the upcoming federal fiscal year. While DOL recognizes the importance of having a group of educators, business leaders and policy makers provide input on the longitudinal data system, the agency believes this type of advice and feedback could come from entities other than the Task Force. As a result, DOL does not support the continuation of the SEEO Task Force. Some other members also suggested that the Task Force may not need to continue once the database and website have been further developed.

Regarding changes in the membership or size of the group, some members suggested it would be beneficial to expand Task Force membership to include representatives of other State agencies, such as the Department of Economic and Community Development or other key economic and workforce development stakeholders, such as members of regional chambers of commerce. Other members expressed concern with effectiveness if the size of the group were to be increased.

Recommendation

- ❖ Recommend that the Task Force continue its work and continue to provide advice and feedback to the Department of Labor and the Department of Education for improving the sustainability and enhancement of the education and employment outcome data included in the database and the website. The Task Force also recommends that the composition of the Task Force membership remain the same as designated in the authorizing legislation.

V. FUTURE PLANS

Task Force members, by general consensus, endorse the recommendations outlined above and request that the joint standing or joint select committees of the 127th Legislature that have jurisdiction over labor or workforce development matters, pursuant to the statutory authority established under the legislation that created this task force, report out appropriate legislation to implement the Task Force's recommendations that may require legislative action. Draft legislation is attached as Appendix J for consideration by the 127th Legislature.

The Task Force will suspend its activities until after the close of the First Regular Session of the 127th Legislature. It is anticipated that the Task Force will reconvene following the adjournment of the First Regular Session of the 127th Legislature. In the new year, the group will continue to focus on improving financial sustainability and helping to guide the expansion of Maine's education and employment outcomes database.

APPENDIX A

Authorizing Legislation, Public Law 2013, Chapter 593

LAW WITHOUT GOVERNOR'S SIGNATURE

APRIL 30, 2014

CHAPTER

593

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND AND FOURTEEN

H.P. 1253 - L.D. 1746

An Act To Facilitate Informed Planning for Higher Education and Careers

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 5 MRSA §12004-G, sub-§10-E is enacted to read:

10-E.

Education	State Education and Employment Outcomes Task Force	Expenses Only	20-A MRSA §12901

Sec. 2. 20-A MRSA c. 437 is enacted to read:

CHAPTER 437

STATE EDUCATION AND EMPLOYMENT OUTCOMES TASK FORCE

§12901. State Education and Employment Outcomes Task Force

1. Task force established. The State Education and Employment Outcomes Task Force, established in Title 5, section 12004-G, subsection 10-E and referred to in this chapter as "the task force," is established to develop procedures to maintain and disseminate information and data from the Department of Labor's educational outcome database, referred to in this chapter as "the database," including but not limited to information and data on education results, program completion, graduation, credentials earned and employment and earnings outcomes for graduates of postsecondary educational institutions in the State over time.

2. Membership. The task force consists of 15 members as follows:

A. Four members appointed by the President of the Senate as follows:

(1) Two members of the Senate, one from each of the 2 parties holding the largest number of seats in the Legislature;

(2) A representative from the University of Maine System; and

(3) A representative from the Maine School Management Association or a successor organization;

B. Three members appointed by the Speaker of the House as follows:

(1) Two members of the House of Representatives, one from each of the 2 parties holding the largest number of seats in the Legislature; and

(2) A representative from the Maine Community College System;

C. Four members appointed by the Governor as follows:

(1) A representative from the Maine Maritime Academy;

(2) A representative from a private postsecondary educational institution in the State;

(3) A representative from the Maine State Chamber of Commerce or a successor organization; and

(4) A person with expertise in state and national higher education policy;

D. The Commissioner of Education or the commissioner's designee;

E. The Commissioner of Labor or the commissioner's designee;

F. The administrator of the database or the administrator's designee; and

G. The Chief Executive Officer of the Finance Authority of Maine or the chief executive officer's designee.

3. Meetings. The task force may meet no more than 4 times per calendar year.

4. Chairs. The first-named Senate member is the Senate chair and the first-named House of Representatives member is the House chair of the task force.

5. Terms of appointment. Nonlegislative appointed members of the task force are appointed for terms of 3 years and may serve beyond their designated terms until their successors are appointed. Terms of appointment of Legislators coincide with their respective legislative terms of office.

6. Staffing. The Legislative Council shall provide staff support to the task force, except that the Legislative Council staff support is not authorized when the Legislature is in regular or special session. The Department of Education and the Department of Labor shall provide assistance and information to the task force as is consistent with the departments' current federal grants related to the work of the task force and to the extent time and funding allow as determined by the departments.

7. Duties. The task force shall:

A. Review procedures to maintain and disseminate information regarding the employment and earnings of graduates of postsecondary educational institutions in the State based on the database;

B. Advise on the use of the information provided in the database by state agencies, higher education organizations that have partnerships with the task force, local school systems and the public;

C. Make recommendations regarding the design and content of a website jointly hosted by the Department of Education and the Department of Labor that provides maximum information to the public regarding higher education and employment;

D. Identify a viable long-term funding method to maintain the database;

E. Produce recommendations for the Department of Education regarding how to provide relevant, timely information to secondary school students who are making higher education decisions;

F. Address any issues that may arise from the use or impact of the database; and

G. Explore the feasibility of and possible methods for including data from the Department of Professional and Financial Regulation, Office of Professional and Occupational Regulation regarding licensure, as well as data covering other workforce credentials, into the database.

8. Reports; legislation. The task force shall report to the joint standing committee of the Legislature having jurisdiction over education matters, the joint standing committee of the Legislature having jurisdiction over labor matters and the joint select or joint standing committee of the Legislature having jurisdiction over workforce training matters by November 1st each year on the status of the database. The reports must describe funding sources for the database and the sustainability of that funding, how the website under subsection 7, paragraph C is used, including by whom and how frequently they use it, efforts to incorporate its use into secondary schools and any other issues the task force determines necessary. The task force shall as part of its report recommend whether the task force should continue its work, or if its work could best be handled by another entity. If the task force recommends that the task force should continue its work, it shall recommend any suggested changes in the membership and size of the task force. The task force may submit with the reports legislation required to implement its recommendations.

Sec. 3. Lapsed balances; Legislature, General Fund account. Notwithstanding any other provision of law, the State Controller shall lapse $2,500 from the All Other line category from the Legislature, General Fund account in the Legislature to the General Fund unappropriated surplus no later than June 30, 2015.

Sec. 4. Appropriations and allocations. The following appropriations and allocations are made.

LEGISLATURE

Legislature 0081

Initiative: Provides funding for the per diem and expenses of Legislators serving on the State Education and Employment Outcomes Task Force and other miscellaneous costs associated with the task force.

GENERAL FUND	**2013-14**	**2014-15**
Personal Services	$0	$880
All Other	$0	$1,620
GENERAL FUND TOTAL	$0	$2,500

APPENDIX B

Membership List, State Education and Employment Outcomes Task Force

State Education and Employment Outcomes Task Force
Membership List

Appointments by the President

Sen. John L. Patrick, Chair	Senate members (representing 2 parties)
Sen. Brian D. Langley	Senate members (representing 2 parties)
Connie Brown Executive Director Maine School Management Association	Representing Maine School Mgmt. Assoc.
Rosa Redonnett Chief Student Affairs Officer University of Maine System	Representing UMS

Appointments by the Speaker

Rep. Seth A. Berry, Chair	House members (representing 2 parties)
Rep. Joyce A. Maker	House members (representing 2 parties)
Diane Vickrey Director of Institutional Research MCCS Center for Career Development	Representing ME Community College System

Commissioner, Department of Education

Bill Hurwitch, Director Statewide Longitudinal Data System	Commissioner's designee

Commissioner, Department of Labor

Paul Leparulo Principal Economic Research Analyst Center for Workforce Research & Information	Commissioner's designee

Finance Authority of Maine

Angela Dostie Manager of Education Finance Programs	CEO's designee

Other

Jeffrey Jordan Office of Information Technology Department of Administrative and Financial Services	Administrator of DOL educational outcome database or designee

Appointments by the Governor

Vacant	Representing Maine Maritime Academy
Vacant	Representing a private postsecondary education institution
Vacant	Representing Chamber of Commerce
Vacant	Expert in state and national higher education policy

Staff:

Henry Fouts, Legislative Analyst
Phil McCarthy, Senior Legislative Analyst
OPLA
287-1670

APPENDIX C

"Gold, Silver, Bronze" Table – Describing Proposed Expansion Efforts and Estimated Costs

Employment Outcome Annual Budget

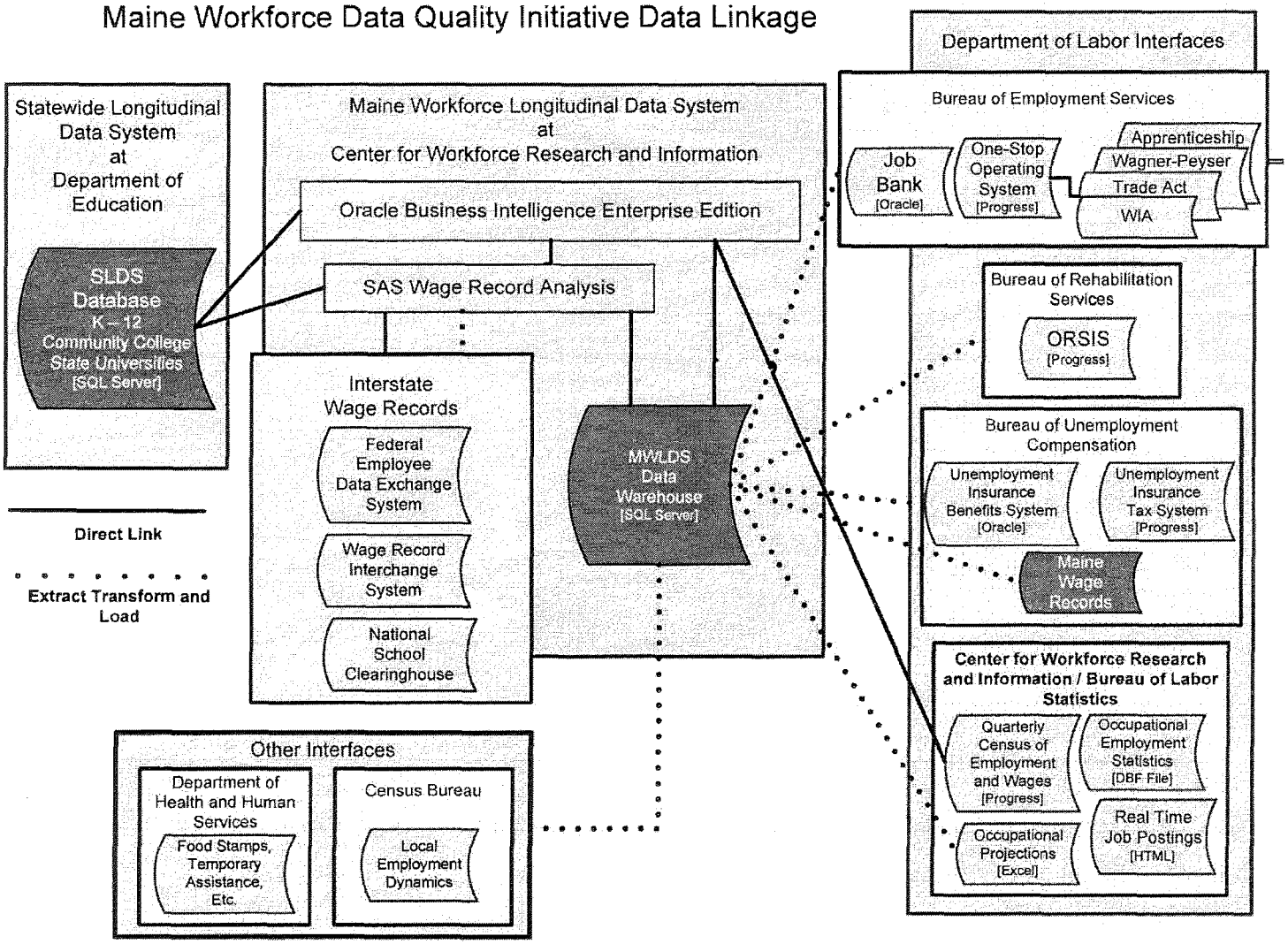
	FTE	Total Cost	OIT Staff	DOL Staff	Technology	Software	DOE	University	Community College	What the investment buys
Lights On	0.3	$ 66,038	$ 44,038	$ -	$ 15,000	$ 7,000	$ -	$ -	$ -	System is kept on. Trouble shoot data transfer failures or website issues.
Bronze	1.5	$ 273,743	$ 156,755	$ 34,987	$ 15,000	$ 7,000	$ 20,000	$ 20,000	$ 20,000	Minimal structure changes. Add Adult Ed, MMA & Private Colleges. Add year 3 outcomes.
Silver	2.6	$ 571,269	$ 228,973	$ 89,296	$ 15,000	$ 18,000	$ 40,000	$ 20,000	$ 160,000	Add additional level of hierarchy. Add National Student Clearing House. Add Career & Technical Ed. Add Licensure. Add Industry. Enhance website & add training component. Clean up source data by partners.*
Gold	5.5	$ 1,010,412	$ 525,172	$ 170,240	$ 15,000	$ 40,000	$ 60,000	$ 40,000	$ 160,000	Add secure sites for data partners. Link to Revenue Services occupationa & Income data. Integrate WRIS 2. Integrate FEDES (excluding DOD).

* Data cleanup for MCCS is a 1 year project reflected in Silver and Gold packages.

APPENDIX D

WDQI "Data Linkage" Graphic

Maine Workforce Data Quality Initiative Data Linkage



APPENDIX E

WDQI and SLDS Grant Expenditures

Employment Outcomes database

Budget information and analysis provided by Maine Dept. of Labor

	Expenditures						
Grant Name	2011	2012	2013	2014	Grand Total	Grant Amount	Unexpended Balance
WDQI	85,922	109,224	504,178	194,681	894,005	1,000,000	105,995
SLDS	71,281	220,562	126,242	90,522	508,607	500,000	-8,607
Total	**157,203**	**329,785**	**630,420**	**285,204**	**1,402,613**	**1,500,000**	**97,387**

WDQI = Workforce Data Quality Initiative

U.S. Dept. of Labor, competitive grant funding

SLDS = Statewide Longitudinal Data System

U.S. Dept. of Education, competitive grant funding

- $23K in accruals not reflected in the above figures.
- Approximately 2/3 of funds used on technology (IT Staff and Contractors)
- Approximately 1/3 of total funds used for Maine Dept. of Labor, CWRI personnel and expenses
- Funding will be fully expended by the end of November 2014
- $250K per year of additional funding needed to keep project development moving forward

APPENDIX F

WDQI Dashboard Website Usage Reports – August, September, and October

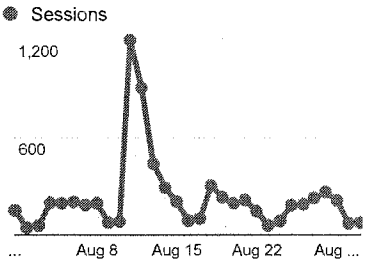
CWRI Dashboard

Aug 1, 2014 - Aug 31, 2014

All Sessions
100.00%

+ Add Segment

Visits and Unique Visitors



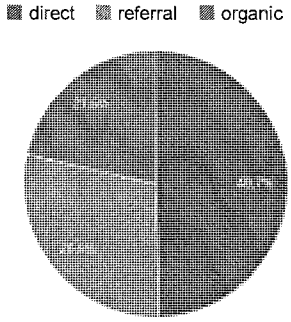
Visits and Avg. Visit Duration by Vi...

User Type	Sessions	Avg. Session Duration
New Visitor	3,588	00:01:44
Returning Visitor	3,461	00:02:25

Search Depth by Refined Keyword

Keyword	Entrances
(not set)	5,535
(not provided)	1,235
2020 job projections	8
http://www.maine.gov/labor/cwri/cps.html	8
maine unemployment rate	8
cwri	7
maine.gov/labor/cwri/wdqi	7
maine.gov cwri	6
http://www.maine.gov/labor/cwri/qcew.html	5
maine unemployment rate 2014	4

Visits by Traffic Type



Pageviews and Unique Pageviews by Page

Page	Pageviews	Unique Pageviews
/labor/cwri/wdqi/	2,232	1,702
/labor/cwri/wdqi/wdqi.html	2,220	1,807
/labor/cwri/laus.html	1,607	1,188
/labor/cwri/	1,233	914
/labor/cwri/oes.html	908	640
/labor/cwri/data/oes/hwid.html	741	641
/labor/cwri/index.html	562	378
/labor/cwri/qcew.html	469	319
/labor/cwri/jobseekers.html	451	238
/labor/cwri/ui.html	392	283

Visits and New Visits by Mobile

Mobile (Including Tablet)	Sessions	New Users
No	5,171	2,346
Yes	1,878	1,242

Entrances by Source / Medium

Source / Medium	Entrances
(direct) / (none)	3,500
google / organic	1,347
wcsh6.com / referral	339
links.govdelivery.com / referral	299
pressherald.com / referral	251
mainecareercenter.com / referral	201
bing / organic	120
centralmaine.com / referral	116
m.facebook.com / referral	100
reddit.com / referral	89

Days Since Last Visit

Days Since Last Session	Pageviews	Unique Pageviews
0	11,052	8,411
1	523	402
2	377	296
6	284	212
3	265	200
7	249	167
4	202	168
5	202	160
11	123	87
8	117	92

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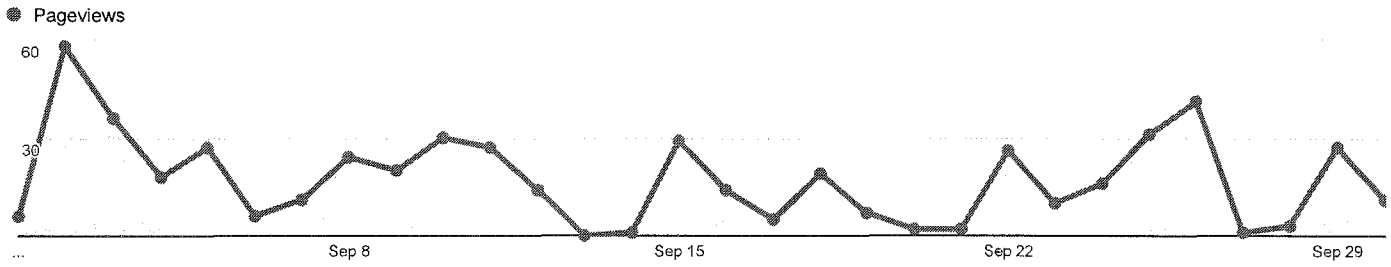
Pages

Sep 1, 2014 - Sep 30, 2014

All Sessions
100.00%

+ Add Segment

Explorer



This data was filtered with the following filter expression: **wdqi**

	Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
		522 % of Total: 4.21% (12,409)	426 % of Total: 4.62% (9,229)	00:01:42 Site Avg: 00:01:37 (4.52%)	247 % of Total: 4.65% (5,309)	51.42% Site Avg: 57.65% (-10.82%)	48.08% Site Avg: 42.78% (12.39%)	$0.00 % of Total: 0.00% ($0.00)
1.	/labor/cwri/wdqi/wdqi.html	**215 (41.19%)**	183 (42.96%)	00:03:28	67 (27.13%)	88.06%	70.23%	$0.00 (0.00%)
2.	/labor/cwri/wdqi/	**201 (38.51%)**	158 (37.09%)	00:00:32	131 (53.04%)	34.35%	30.35%	$0.00 (0.00%)
3.	/labor/cwri/wdqi/index.html	**66 (12.64%)**	48 (11.27%)	00:02:25	33 (13.36%)	27.27%	21.21%	$0.00 (0.00%)
4.	/labor/cwri/wdqi/wdqi1.html	**40 (7.66%)**	37 (8.69%)	00:02:29	16 (6.48%)	87.50%	62.50%	$0.00 (0.00%)

Rows 1 - 4 of 4

© 2014 Google

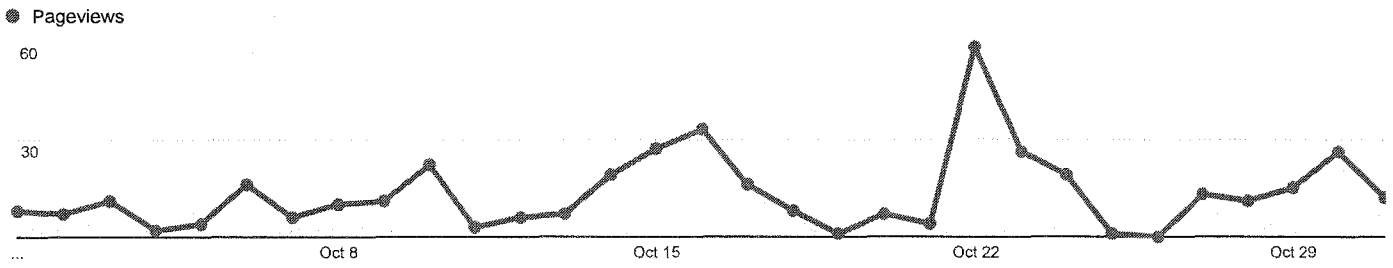
Pages

Oct 1, 2014 - Oct 31, 2014

All Sessions
100.00%

+ Add Segment

Explorer



This data was filtered with the following filter expression: **wdqi**

	Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
		409 % of Total: 2.84% (14,386)	304 % of Total: 2.87% (10,579)	00:01:44 Site Avg: 00:01:53 (-7.90%)	161 % of Total: 2.61% (6,168)	52.17% Site Avg: 56.98% (-8.43%)	41.56% Site Avg: 42.88% (-3.06%)	$0.00 % of Total: 0.00% ($0.00)
1.	/labor/cwri/wdqi/index.html	**148 (36.19%)**	94 (30.92%)	00:01:33	43 (26.71%)	34.88%	18.92%	$0.00 (0.00%)
2.	/labor/cwri/wdqi/wdqi.html	**134 (32.76%)**	104 (34.21%)	00:02:48	29 (18.01%)	68.97%	58.96%	$0.00 (0.00%)
3.	/labor/cwri/wdqi/	**114 (27.87%)**	94 (30.92%)	00:01:00	85 (52.80%)	54.12%	47.37%	$0.00 (0.00%)
4.	/labor/cwri/wdqi/wdqi1.html	**13 (3.18%)**	12 (3.95%)	00:03:16	4 (2.48%)	75.00%	69.23%	$0.00 (0.00%)

Rows 1 - 4 of 4

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APPENDIX G

"Silver+" Roadmap, Describing Department of Labor Proposed Implementation of Task Force Recommendations for Database and Website Development

October 20, 2014

WDQI Product Development Roadmap

Phase 1

- Data clean-up (UMS, MCCS)—creating better standardization of data within and between school systems.
- Add data security enhancements (new)—encrypting SSN and/or personally identifiable data.
- Address database hierarchy –adding a layer to the database to enable better reporting of data.

Phase 2

- Add industry of employment for those who are employed.
- Region of employment (employer) (new)—adding the location of employment.
- 3rd year outcomes—generating 3rd year outcomes for the existing cohort.
- Median wage (new)—investigate and possibly add median wage to outcomes
- Age of completers (new)—incorporate demographic data from the schools such that outcomes can be viewed by the age of the completer.
- Add next cohort (1st year outcomes)—begin tracking the next cohort of students, either classes of 2010-2012 or 2012-2014.
- Enhance website—enable the additional outcomes to be viewed in a logical manner.

Phase 3

- Add National Student Clearinghouse—do graduates go on to further education?
- Add Adult Education—
- Add High school CTE students that attend college (this would not give area of study information, which is what CTE wants)
- Add other colleges—Husson, Maine Maritime, others?
- Add Licensure data if available

**Items marked 'new' are incremental to the Silver/Bronze packages previously discussed.*

This roadmap is subject to change at the discretion of MDOL

APPENDIX H

College Measures – Proposed Work Plan and Cost Estimate

CollegeMeasures

Statement of Work:

Implementation of the Higher Education Outcomes (HEO)

and the My Future Applications in Maine

Introduction

Maine is seeking to increase the usability of measures of its post-secondary education system to help inform taxpayers, students and their families about the outcomes of choices among careers, colleges, and majors. College Measures offers two applications that leverage existing state administrative data to achieve this.

Higher Education Outcomes (HEO)

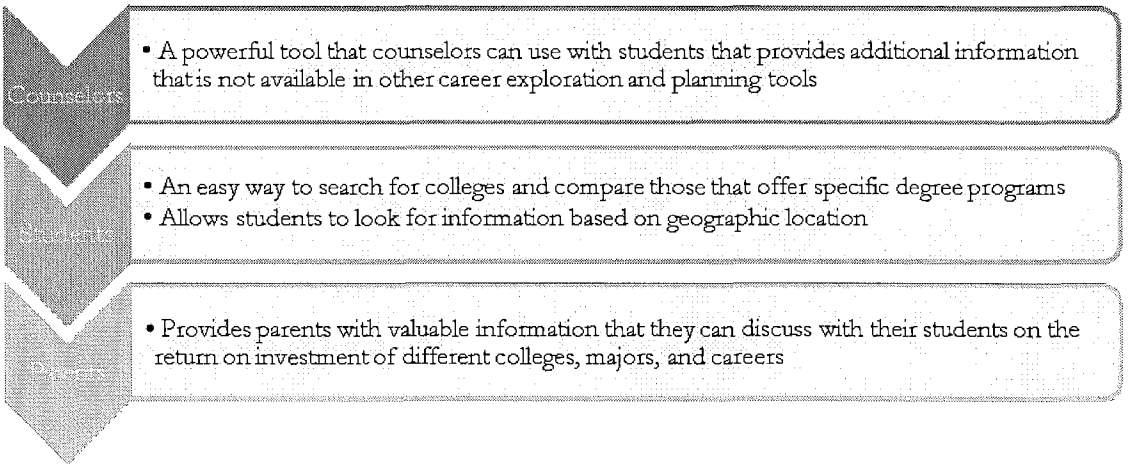
Higher Education Outcomes (HEO) is a modular application that integrates state data on student demographics, degree completion rates, employment rates, and earnings to provide information about the demand for higher education and student success both in completing their degrees and in their transition into the labor market. Please refer to Appendix A for sample data and reporting features. To implement HEO in Maine, our team will use the following phased approach:

1. Phase I – Data requirements analysis
    a. Review of the data sources available in Maine and compare with the data elements required for the application
    b. Initiation of a request to obtain the desired data
2. Phase II – Database Design and Development
    a. Database review based on the data requirements for Maine
    b. Database validation and testing
3. Phase III – User Interface Design/Application Build
    a. Design the application using Maine colors as appropriate
    b. Validate data display layouts based on standard reports
    c. Customize text content as required to reflect Maine specific information as appropriate
4. Phase IV - Quality Assurance Testing
    a. Final quality assurance testing and validation of all Maine HEO functionality and data
    b. Beta test of Maine HEO with selected user groups
5. Phase V – Pre – Launch Strategic Communications/Training (OPTIONAL)
    a. Develop "Go Live" press release and promotional materials/events
    b. Conduct training sessions preceding launch
6. Phase VI – Launch
    a. Cutover from production server to live site
7. Phase VII – Ongoing Maintenance, Hosting, and Support (Annual Site License)

a. Update data on an annual basis
b. Provide website hosting
c. Provide site monitoring and usage reporting

MyFuture

The My Future application targets college advisors, counselors, parents, and students.



The Texas version can be found at www.myfuturetx.com.

To implement MyFuture in Maine, our team will use the same seven step phased approach as described for HEO.

Hosting, support and maintenance

Both HEO and My Future are hosted in the US by College Measures, and supported and maintained for the following browsers: IE8 and above, Chrome, and Safari.

Implementation Timeline/Period of Performance

Our team proposes to work with the state of Maine to establish a timeline for completing the applications. Each application can be developed within a couple of months, but the key is the availability of the data, especially the WRIS2 data for the HEO application.

Appendix A: Sample Data and Reporting Features

I. Higher Education Outcomes (HEO) - Standard Data Requirements

Higher education starters by region

- List of colleges with types (e.g. 2/4 year) and address details
- 3-4 key student characteristics of new higher education starters broken down by internal region (e.g. LWIA or county)
    - By college, state total and region
    - E.g. % non-white, % adult learners, % eligible for PELL grants, % first generation
    - 5 years of data

Higher education completers

- 3-4 key student characteristics of higher education completers (can be the same or different to starters by region)
    - By college, program and degree level
    - E.g. % non-white, % adult learners, % eligible for PELL grants, % first generation
    - 5 years of data

Higher education performance

- 3-4 key student characteristics of colleges and programs (same set of metrics will be shown for both)
    - By college, program and degree level
    - E.g. graduation rate, average time to graduate, cost of degree
    - 5 years of data

Graduate earnings

- Annual earnings for a single cohort of students tracked over several years (e.g. 06/07 grads, $1^{st} - 5^{th}$ year earnings), including number of completers and number of completers with wage data
    - By college, major, and degree level
    - Include WRIS2 data for students who appear in another state's wage data
    - Include in-state and out-of-state averages

Labor market data

- 3-4 key labor market metrics
    - By Standard Occupational Classification (SOC) system code and region, including state totals
    - 5 years of data

II. My Future - Standard Data Requirements

Colleges

- List of colleges with types (e.g. 2/4 year) and address details
- 4-5 key college level metrics
    - E.g. graduation rate, net price, average time to degree, enrolled population, student to staff ratio

- Same list of metrics is shown for all types of college

Majors

- 4-5 key major level metrics
  - By degree level
  - E.g. graduation rate, average time to degree, completers, average debt at graduation
- List of majors offered at each college, by degree level

Careers

- 4-5 key occupation level metrics
  - E.g. annual openings, annual growth rate, starting salary
  - State level and breakdown by internal region (e.g. Local Workforce Investment Area-LWIA or county)
- List of careers related to each major if specific to MN, otherwise we can use the National Center for Education Statistics (NCES) published Classification of Instructional Programs (CIP) to SOC mapping

Graduate earnings

- Annual earnings for a single cohort of students tracked over several years (e.g. 06/07 grads, $1^{st} - 5^{th}$ year earnings)
  - By college, major and degree level

College Measures Estimated Costs

The table below lists estimated costs for implementing and maintaining the products that are described. These costs assume that the desired data is available and may change based on specific customer requirements for data reporting.

Product	Implementation Cost	Annual Refresh/Hosting
My Future Maine	**$75,000**	**$18,000**
Maine Higher Education Outcomes Core Modules	**$75,000**	**$18,000**
Update User Interface for Existing Maine Site and Expand Data (http://www.maine.gov/labor/cwri/wdqi/index.html)	**$40,000**	**$10,000**

Possible additional tasks that could be undertaken include:

- Integration with other decision support systems in the state
- Adding new crosswalks (e.g. between the careers and courses)
- Adding new data and metrics

APPENDIX I

Other State Examples – Side-By-Side Comparison Chart

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Maine	Maine Workforce Data Quality Initiative http://www.maine.gov/labor/cwri/wdqi/wdqi.html	SEEO Task Force	FY 2014: WDQI - $194,681 SLDS - $90,522	N/A	N/A
Arkansas	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/arkansas/	N/A	N/A	N/A	N/A
California	CA Community Colleges Chancellor's Office, Management Information Systems DataMart, College Wage Tracker http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx Salary Surfer (more public-friendly version of Wage Tracker data) http://salarysurfer.cccco.edu/SalarySurfer.aspx	None	None	General Fund – creation and maintenance of database funded within existing department resources	None
Colorado	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/colorado/	N/A	N/A	N/A	N/A
Florida*	Florida Education and Training Placement Information Program (FETPIP) – Smart College Choices http://www.smart-college-choices.com/	*	*	*	*
	CollegeMeasures.org Economic Success Measures http://beyondeducation.org/	N/A	N/A	N/A	N/A

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Indiana	Indiana Network of Knowledge (INK) (formerly Indiana Workforce Intelligence System [IWIS]) http://www.in.gov/ink/ *Industries Employing Indiana Graduates One Year after Graduation by Sector* http://iwis.iupui.edu/output/IndustryTable_HowEducationPays.aspx	INK Governance Committee	Statute allows funding from federal grants IC 22-4.5-10-6	Statute allows funding from assembly appropriations IC 22-4.5-10-6	Lumina Foundation Joyce Foundation Lilly Endowment Statute allows funding from user fees, grants or assistance from local educational agencies or institutes of higher education or grants or amounts from any other private or public entities IC 22-4.5-10-6

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Kentucky	Kentucky Center for Education and Workforce Statistics https://kcews.ky.gov/Default.aspx	Board of the Kentucky Center for Education and Workforce Statistics	WDQI (R4) $908,285 (total grant award) Funding ends 6/2015	Statute allows funding from state appropriations KRS §151B.132(8)	Statute allows funding from user fees and any other grants or contributions from public agencies or other entities KRS §151B.132(8)
Louisiana*	Helping Individuals Reach Employment (HIRE) – My Dashboard https://www.louisianaworks.net/hire/vosnet/dashboards/default.aspx?menuid=MENU_START_PAGE_DASHBOARD	*	WDQI (R1) $999,863 (total grant award) Funding ended 10/31/13	*	*
Maryland	Maryland Longitudinal Data System Center www.mldscenter.org (under development)	Maryland Longitudinal Data System Center Governing Board	Race to the Top SLDS FY 2014 - $651,016 FY 2015 - $163,000	General Fund FY 2014 - $1.607,958 FY 2015 - $2,151,268	None
Minnesota	Graduate Employment Outcomes Tool – part of Statewide Longitudinal Educational Data System (SLEDS) http://mn.gov/deed/data/data-tools/graduate-employment-outcomes.jsp	Minnesota P-20 Educational Partnership	WDQI (R1) (used to build website; funding ended 10/31/2013)	General Fund $882,000 per year ($582,000 IT, $300,000 system enhancement)	None

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Mississippi*	Mississippi LifeTracks https://lifetracks.ms.gov/	LifeTracks Governing Board	WDQI (R4) $967,975 (total grant award) Funding ends 6/2015	*	*
Missouri	Wage Explorer http://www.missourieconomy.org/occupations/wage_explorer.stm	State Longitudinal Data System Workgroup	WDQI $890,000 (total grant award) Funding has ended	None System was built to be low cost moving forward so that data file updates are all that is needed to keep web tool going	None
Nebraska	Nebraska TrainingLink http://traininglink.dol.state.ne.us/index.cfm	Data Governance Group	WDQI (R4) $1,065,992 (total grant award) Funding ends 6/2015	Dept. of Education is requesting state funding for both SLDS and WDQI warehouses in the 2015 biennial budget	None
New Jersey*	New Jersey Training Opportunities http://www.njtrainingsystems.org/default.aspx	*	WDQI (R2 and R4) $996,660 (R2; total grant award) $1 million (R4; total grant award) Funding ends 6/2015 (R4)	*	*

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
North Carolina**	North Carolina's Tool for Online Workforce and Education Reporting (NC TOWER) http://www.nctower.com/	Evaluation and Performance Task Force Advisory Group	WDQI (R3) $1.16 million	FY 2013-14 - $500,000 from General Fund (nonrecurring) FY 2014-15 - $500,000 from participating agencies (nonrecurring)	None
Ohio	Higher Education Outcomes (Under development, no website yet)	Ohio Education Research Center	WDQI (R1 and R3) $1 million (R1; total grant award) $1.05 million (R3; total grant award) $300,000 per year	General Revenue Fund $100,000 per year	None
Oregon	Oregon Workforce System Performance Measures, Performance Reporting Information System (PRISM) http://www.oregon.gov/Prism/Pages/index.aspx	Workforce System Performance Measures Work Group	WDQI (R3) $1.16 million (total grant award)	$468,000 biennially ($156,000 per agency) Agencies - Department of Community Colleges and Workforce Development, Department of Human Services and Employment Department	None

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Tennessee	P-20 Project (P-20 has not been launched)	None	Race to the Top Funding has ended	None	None
	CollegeMeasures.org EduTrendsTN http://edutrendstn.com/	N/A	N/A	N/A	Lumina Foundation
Texas	Texas Consumer Resource for Education and Workforce Statistics (CREWS) http://www.thecb.state.tx.us/appx/txcrews	None – Collaborative project of Texas Workforce Commission (TWC) and Texas Higher Education Coordinating Board (THECB)	WDQI (R1) - $45,000 to build CREWS Funding ended 10/31/13 Enhancements will be supported with Carl Perkins and Bureau of Labor Statistics grant funds	Maintenance supported within existing departmental budgets	None
	CollegeMeasures.org My Future TX http://www.myfuturetx.com	N/A	N/A	N/A	Bill and Melinda Gates Foundation
	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/texas/	N/A	N/A	N/A	N/A
Utah	Utah Data Alliance http://www.utahdataalliance.org/	Utah Data Alliance Executive Committee	SLDS $9,617,736 (total grant award) Funding ended 6/30/2014	Education Fund FY 2014-15 – $1.8 million	None

Side-By-Side of State Education/Workforce Outcomes Websites and Funding Sources

State	Website	Advisory Group	Federal Funds	State Funds	Other Funds
Virginia	Virginia Longitudinal Data System (VLDS) http://research.schev.edu/apps/info/Reports.Guide-to-the-Post-Completion-Wages-of-Graduates.ashx	Data Governance Committee	SLDS (initial funding of development of VLDS; funding ends 12/31/14)	General Fund - $330,000 per year (ongoing) Estimated total cost of funding VLDS – $1 million per year	User fees
	CollegeMeasures.org Economic Success Measures http://esm.collegemeasures.org/esm/virginia/	N/A	N/A	N/A	N/A
Washington	Career Bridge http://www.careerbridge.wa.gov/	Workforce Training and Education Coordinating Board	Approximately $200,000 per year (40% Federal Carl Perkins funds; 40% Workforce Investment Act funds; 20% state General Funds)		None

* State has been contacted for more information but has not responded.

** Database for NC TOWER is the Common Follow-Up System (CFS). Historically, CFS was supported by the Employment Security Reserve Fund, which receives revenue from Unemployment Insurance (UI) surcharge taxes. However, S.L. 2013-2, UI Fund Solvency and Program Changes, restricted allowable uses for the Employment Security Reserve Fund, leaving the system without a funding source. As a result, in FY 2013-14 CFS was appropriated $500,000 from the General Fund on a nonrecurring basis.

For FY 2014-15 funding, the General Assembly directed the Commission on Workforce Development to prescribe the contribution methodology for how participating agencies will support CFS with a total of $500,000 on a nonrecurring basis (agencies include: Department of Public Safety; Department of Public Instruction; Department of Commerce; Department of Health and Human Services; North Carolina Community College System; and The University of North Carolina). The Commission is to consider each agency's proportion of data contribution and system usage when making this determination. By December 31, 2014, agencies are required to transfer funds as determined by the Commission to the Department of Commerce's Labor and Economic Analysis Division (LEAD), where CFS is currently maintained.

The General Assembly will need to take additional action during the 2015 Session to maintain funding for CFS operations.

Sources

College Measures website, http://collegemeasures.org/esm/

National Center for Educational Statistics website, Statewide Longitudinal Data Systems Grant Program, http://nces.ed.gov/programs/slds/stateinfo.asp

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U.S. Department of Labor Employment and Training Administration, Workforce Data Quality Initiative website, http://www.doleta.gov/performance/workforcedatagrant09.cfm

California – Emails from Patrick Perry, Vice Chancellor, California Community Colleges System, 8/20/2014, 9/08/2014, 9/09/2014

Indiana – http://iwis.iupui.edu/about.aspx; http://in.gov/ink/2338.htm; Indiana Code 22-4.5-10.1 – 10-9

Kentucky – Email from Ben Boggs, 9/23/2014, 9/24/2014; KRS §§151B.132 – 151.B.134

Maryland – Maryland Longitudinal Data System Center website, http://www.mdlscenter.org; Maryland Education Code Ann. §24-701 – 24-707

Minnesota – Emails from Meredith Fergus, SLEDS Coordinator, Minnesota Office of Higher Education, 9/05/2014; Minnesota Statutes §127A.70

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Missouri – Emails from Alan Spell, Missouri Economic Research and Information Center, 10/29/14

Nebraska – Emails from Mary Findlay, Research Analyst, Nebraska Department of Labor, 9/15/2014, 9/16/2014

North Carolina – NC Gen. Statutes §§116E-1 to 116E-6; Email from Aubrey Incorvaia, Fiscal Analyst, Fiscal Research Division, North Carolina General Assembly, 9/30/2014

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Ohio – Email from Kristin Harlow, Research Associate, Ohio Education Resource Center, 9/15/2014; Email from Kristen Kubitza, Communications and Marketing Manager, Ohio Education Research Center, 10/8/2014; ORC §3301.94

Oregon – Telephone conversation with and email from John Glen, Oregon Employment Department, Workforce and Economic Research 8/11/2014

Tennessee – Emails from Jayme Place, Policy Analyst, 8/22/2014, 8/25/2014

Texas – Email from and telephone conversation with Ruben Garcia, Manager, Automated Student and Adult Learner Follow-Up, Labor Market and Career Information, Texas Workforce Commission, 9/10/2014

Utah – Email from Angela Oakes Stallings, Associate General Counsel, Office of Legislative Research and General Counsel, 9/23/2014

Virginia – Email from Tod Massa, Director, Policy Research and Data Warehousing, State Council of Higher Education for Virginia, 8/25/2014

Washington – Email from Marina Parr, Communications Director, Workforce Training and Education Coordinating Board, 9/8/2014; RCW §§28C.18.020 and 43.41.400

APPENDIX J

Recommended Draft Legislation

Sec. 1. 26 MRSA, chapter 43 is enacted to read:

CHAPTER 43
MAINE EDUCATION AND EMPLOYMENT OUTCOMES DATABASE

§3501. Database and website

The Department of Labor and the Department of Education shall partner to produce an education and employment outcomes database, and the Department of Labor shall operate a website providing public access to this data to the maximum extent feasible. The State Education and Employment Outcomes Task Force, established in Title 5, section 12004-G, subsection 10-E, shall provide guidance to the Department of Labor and Department of Education in the maintenance and expansion of these efforts pursuant to Title 20-A, Chapter 437.

§3502. Maine Education and Employment Outcomes Database Fund

The Maine Education and Employment Outcomes Database Fund is established as a dedicated account within the Department of Labor, to be segregated from all other funds held by the Department. The Department of Labor shall administer the fund, which must be used to support the development and maintenance of the database and website in Section 3501. The Department of Labor may seek and accept funds for deposit into the fund for this purpose from grants, gifts or other money from any unit of federal, state or local government, or from any person, firm, partnership, corporation or other entity, in addition to any state funds appropriated to the fund. All interest on money in the fund must be credited to the fund. Any balance remaining in the fund at the end of the fiscal year does not lapse but is carried forward into subsequent fiscal years.

§3503. Disclosure by State agencies; confidentiality

1. Required provision of records and information. Notwithstanding any other provision of law, a state agency shall comply with a request by the Center for Workforce Research and Information within the Department of Labor to provide all records and information requested for the purpose of expanding or maintaining the database and website in section 3501.

2. Protection of information; confidential information. The Department of Labor shall exercise all due caution in regard to the protection of personally identifiable information received under this section, including, but not limited to, industry standard digital encryption of all such electronic data. The Department of Labor may not make public any information in the database that identifies an individual or the individual's employer. Records and information provided by a state agency pursuant to this section that are designated confidential by statute remain confidential while in the possession of the Department of Labor.

§3504. Confidentiality exception; disclosure to postsecondary educational institutions

1. Requirements. Notwithstanding Title 26, section 1082, subsection 7, and any other law of the state to the contrary, the Department of Labor may release wage data, including Social Security Numbers, pertaining to individuals attending any public or private postsecondary educational institution directly to the respective institution or institutions for which the individual has been enrolled, only under the following circumstances:

A. A memorandum of understanding has been signed between the Department of Labor and the receiving postsecondary educational institution that includes, but is not limited to, provisions regarding the transmission, retention and destruction of the data;

B. The postsecondary educational institution is in compliance with the memorandum in paragraph A and any received data that would be confidential in the possession of the Department of Labor is treated similarly by the institution. Aggregated data that does not include information that could identify an individual or the individual's employer may be released to the public;

C. All electronic records containing the data are secured by the postsecondary educational institution using industry standard digital encryption, at a minimum;

D. The data is used by the postsecondary educational institution only to assess the impact of education on the employment and earnings of students, to conduct evaluations of program and institutional performance or any other purpose as directed by the Department of Labor in the memorandum in paragraph A;

E. Such disclosure does not interfere with the efficient administration of the Employment Security Law; and

F. All information provided by the Department of Labor under this section is provided in accordance with federal statutes and regulations.

2. Rules. The Department of Labor may adopt routine technical rules as defined in Title 5, chapter 375, subchapter 2-A to implement the provisions of this section, including, but not limited to, reasonable fees.

SUMMARY

This proposed legislation reflects recommendations of the State Education and Employment Outcomes Task Force, which include the following.

1. It requires all state agencies to share data with the Department of Labor for the purpose of integrating such data into the education and employment outcomes database and website.

2. It allows for the Department of Labor to share wage data, including Social Security Numbers, with any public or private postsecondary educational institution as long as certain requirements are met.

3. It establishes a fund inside of the Department of Labor that is dedicated to development and maintenance of the education and employment outcomes database and website. The Department is permitted to accept in the account any public or private funds.